

# Academic Program Review

DEPARTMENT OF SOCIOLOGY,  
ANTHROPOLOGY, AND GEOGRAPHY  
UNDERGRADUATE PROGRAMS

Self-Study

**2012 – 2017**



COLLEGE OF ARTS & SCIENCES

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## I. PREFACE AND HISTORY

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### Introduction

The UTC Department of Sociology, Anthropology, and Geography (SAG) has a strong and well-established record of providing students who successfully complete our degree programs with skill sets suitable for employment opportunities or admittance into competitive graduate programs. The department has addressed and adapted to trends in higher education, the ever changing needs of our majors and minors, and different campus strategic plans and initiatives. Two fundamental goals have shaped the curricular decisions of the Department since 1968 when Social Work was removed from being joined with Sociology and replaced by Anthropology. First, the faculty has sought to provide majors and minors with a thorough grounding in either Sociology, Anthropology, or Geography. Second, faculty has strived to support the overall educational mission of the University and its strategic plans. Throughout its history, the department has been committed to the following goals:

1. Guiding our majors and minors in achieving a comprehensive overview of Sociology, Anthropology, or Geography including an understanding of the relevance of either discipline to contemporary global, regional, and local issues.
2. Structuring and implementing a rigorous year-long final research-based capstone experience for our majors that requires the presentation of findings in visual, oral, and written formats
3. Providing our Sociology and Anthropology majors and Geography minors with an adequate range of electives so that they may focus on topics and courses that will best serve their future goals, or facilitate the completion of other degree programs.
4. Ensuring that our majors and minors receive high-quality instruction and opportunities for engaged and active learning.
5. Helping our majors develop the skills essential to success either in pursuit of an advanced degree or in the work force.

The current curriculum and faculty engagement with their students addresses each of these goals in four ways. First, all majors and minors take introductory courses that provide them with foundational knowledge about each discipline. Second, students learn about the theoretical underpinnings of each discipline as well as recent trends. Third, the development of the year-long final capstone sequence combining methods and research in Anthropology or Sociology teaches students to devise, implement, conduct, and conclude a research project. Finally, our majors and minors do have opportunities to pursue individual studies, internships, and lab research that will help students develop competencies that will enhance their ability to succeed in the job market or in graduate programs.

### The Period 1968 – 2000

Reflecting educational trends of the sixties, the Department of Sociology and Anthropology was established in 1968 and at that time consisted of three full-time sociologists. Two cultural anthropologists were added in 1970, an archaeologist in 1971, and an anthropological linguist in 1972. By the mid-1970s, the number of full time faculty had increased to nine (five sociologists and four anthropologists). Reflecting its growth and needing more space the Department

moved into Brock Hall in 1974. The Institute of Archaeology was established in 1975 by archaeologist Dr. Jeffrey Brown, who began to develop several CRM projects with TVA and other private and governmental sources. Throughout this period many elective courses were added in each discipline and there was steady growth in the number of majors. The 1980s saw a slower increase in majors and tighter funds from both state and federal sources. Dr. Brown died in December of 1980 and was replaced by Dr. Nicholas Honerkamp. Toward the middle of the decade, the number of majors had declined (mirroring national trends), and the Department lost some space that it originally occupied in Brock Hall. Late in the decade, two faculty lines were lost when one sociologist (Dr. Larry Stokes) took a position elsewhere and an anthropologist (Dr. Richard Thurston) retired. In 1991 Geography was added to the name of the department and a full time tenure track cultural geographer (Dr. Craig Laing) was hired.

The Center for Applied Social Research (CASR) was established in 1997, and James C. Fraser, a Ph.D. in sociology, was hired to both run the Center and teach sociology full-time beginning in August of that year. Dr. Terri LeMoyné, a sociological theorist, was hired as a full-time tenure track faculty member in sociology in August, 1997. She replaced Dr. Cater Pate, a sociologist who was retiring. Dr. Zibin Guo, a cultural anthropologist, was hired with a start date of August, 1998, and he replaced Dr. Clive Kileff, who took an early retirement. Dr. Leland Robinson, long-time head of the department, decided to go on phased-retirement in 2000. In 2000 the department consisted of seven sociologists, four anthropologists, and one geographer.

### **The Period 2001 – 2011**

After the retirement of Leland Robinson, this was a period of increased conflict and unrest within the department. The department did a national search for a department head and sociologist Dr. Obi Ebbe, was hired in August 2000, and tenured in 2001. After a series of developments, Dr. Ebbe was asked to resign as department head in 2003 by Dean Herbert Burhann and replaced by interim department head and anthropologist, Nicholas Honerkamp. Dr. Honerkamp served the department through 2006, when UTC did a university-wide search for a replacement. Dr. Zibin Guo became department head in 2007 and stepped down in 2009 to focus on his own work. Dean Burhann created a stop-gap solution until another department head could be hired. Dr. Craig Laing, a tenured geographer, acted as department coordinator from 2009-2010. In 2010, the department convened and unanimously agreed that sociologist Dr. Tom Buchanan serve as interim department head from 2010-2011. In 2010, Provost Phil Oldham brought in the Rent Consulting Group, LLC to assess the health and stability of the department through a day long retreat.

Dr. Shela Van Ness, who had been a tenured Assistant Professor in UTC's Department of Criminal Justice, was hired as an Assistant Professor of Sociology in 2001. Long-time faculty member and sociologist, Dr. P.K. Geevarghese, retired in 2008, after 41 years with the department. He was replaced by a new Assistant Professor of Sociology, Dr. Lorraine Evans. Dr. Evans resigned in 2011 to take a new position at Augusta University (formerly Augusta State University) in Augusta, GA where her family resided.

### **The Period 2012 – 2017**

In March 2012, Dr. Pamela Ashmore was hired as the new external department head with an August 1<sup>st</sup> start date. Over the summer, Dr. Tom Buchanan took another position and left the university. 2012 – 2013 was also a period of *major* change on campus: Dr. Mary Tanner replaced Provost Phillip Oldham as Interim Provost in May, Dr. Jeffrey Elwell became the new

Dean of the College of Arts and Sciences in August, and Chancellor Richard Brown announced his plans for an early retirement effective September 2012. Dr. Grady Bogue was then appointed Interim Chancellor, Dr. Jerald Ainsworth became Provost in June 2013, and Dr. Steven Angle began as Chancellor in July 2013.

In the department, much of this time period was spent dealing with numerous transitions, reviewing curriculum, conducting curriculum mapping exercises, reviewing the status of the Center for Applied Social Science Research (CASR) that was administered through the department, and addressing concerns that had been identified by the special assessment of the department by the Rent Consulting Group, LLC. This report identified that the two greatest challenges confronting the department were “personalities, followed by a lack of cohesion/unity and leadership.” (Rent Consulting Group, Final Report, 2010). Related concerns were also mentioned in the last external program review report (2011) that cited “one group of faculty believe they have been marginalized and have very little input in decision making and agenda setting for the department.” (Dunaway, R.G., External Review Report, 2011).

Dr. Dunaway’s external review report did highlight that the department was providing high quality instruction and “a strong educational experience” for students in all three disciplines and that the department was, in fact, “more than meeting its primary instructional mission.” Recommendations included having additional permanent faculty lines, “a consistent merit based reward structure”, and additional funds for its operating budget. In addition, the reviewer confirmed that the department was “doing a very good job identifying its goals and assessing the learning outcomes.” Additional recommendations included:

- Gather baseline assessment data on majors within their first few semesters\*
- Stress core disciplinary concepts across the curriculum\*
- Increase participation in exit assessments\*
- Collect alumni data\*

\*Progress or lack thereof in addressing these recommendations will be addressed later in this report.

### **Faculty Transitions: (2012 – 2017)**

In 2012 a search was conducted (replacement for Buchanan’s position) for an Assistant Professor in Sociology. Dr. Gary Maynard was hired with an August 2013 start date. On July 29<sup>th</sup>, 2013 Dr. Barbara Medley very unexpectedly passed away. Dr. Medley had been the Director of the CASR, was a highly valued and respected member of the department, and had contributed much to the success of the Sociology major. In order to cover classes, Dr. Maynard and others had to be reassigned and additional adjuncts hired to cover fall classes. Another search was conducted for a replacement position (Medley’s) and Dr. Makiko Hori was hired with a start date of August 2014. Unfortunately, due to circumstances that will not be covered in this report, in March of 2015 Dr. Maynard resigned from UTC and immediate changes were put in place to cover and complete his spring courses. During the 2015-2016 AY a Visiting Assistant Professor of Sociology was hired on a one-year contract. Permission to hire for a tenure-track Sociology Assistant Professor position was granted, a national search conducted, and Dr. Shawn Trivette was hired with a start date of August 2016. In May 2017 Dr. Shela Van Ness, another long-term member of the Sociology program, retired and permission to hire was granted and Dr. Chandra Ward was hired with an August 2017 start date. In addition, a long term geography clinical instructor retired in May 2014 and permission was received to hire an

Assistant Professor in physical geography and Dr. Shannon McCarragher was hired in August 2016. At the present time SAG includes: four tenured Anthropology faculty and one Anthropology Senior Lecturer, three tenured and two tenure track Sociology faculty and one Sociology Senior Lecturer, and one tenured and one tenure track Geography faculty members for a total of 13 full time SAG faculty.

**Table 1.1. Full-Time Faculty in Sociology, Anthropology, and Geography (2017-2018)**

<b>Faculty Member</b>	<b>Rank</b>	<b>Field</b>	<b>Appointed</b>
<b>Pamela Ashmore</b>	Full Professor	Anthropology	2012
<b>Obi Ebbe</b>	Full Professor	Sociology	2000
<b>Zibin Guo</b>	Full Professor	Anthropology	1998
<b>Nicholas Honerkamp</b>	Full Professor	Anthropology	1980
<b>Makiko Hori</b>	Assistant Professor	Sociology	2014
<b>Craig Laing</b>	Associate Professor	Geography	1993
<b>Terri LeMoynes</b>	Associate Professor	Sociology	1997
<b>Shannon McCarragher</b>	Assistant Professor	Geography	2016
<b>Lyn H. Miles</b>	Full Professor	Anthropology	1976
<b>Shawn Trivette</b>	Assistant Professor	Sociology	2016
<b>Darrell Walsh</b>	Senior Lecturer	Sociology	2007
<b>Chandra Ward</b>	Assistant Professor	Sociology	2017
<b>Andy Workinger</b>	Senior Lecturer	Anthropology	2002

### **Merger with Criminal Justice/Legal Assistant Studies**

In Fall 2013 Dr. Tammy Garland was put in place as the interim department head of Criminal Justice (CJ) and Legal Assistant Studies (LAS). It became clear that the College was unwilling to fund the hiring of a new external department head and CJ/LAS and SAG were approached by Dean Elwell in Spring 2015 and asked to merge. The merger was not necessarily what faculty wanted but it was obviously an administrative priority and plans were put in place to merge CJ/LAS with SAG. A merger plan was drafted by faculty representing all disciplines and these units were officially merged on January 1, 2016. Consequently, SAG is no longer an independent department but is now part of the Department of Social, Cultural, and Justice Studies (SCJS). Consequently, in addition to SAG faculty members the department now includes one full time LAS tenured faculty member and (as of August 2018) five tenured and four tenure-track CJ faculty members, one lecturer, one professional advisor, and a part-time administrative assistant. In addition, CJ/LAS majors total approximately 370 majors, a MS Criminal Justice program enrolls approximately 30 students, and a two year online

undergraduate CJ degree program on average enrolls 35 students. The Department of Social, Cultural, and Justice Studies is now the fourth largest in the College of Arts and Sciences (CAS).

On August 18, 2016 SCJS faculty voted and approved the following collective Mission Statement.

Our programs prepare students for professional and personal success in the context of a strong liberal arts education. We are committed to coursework that is grounded in theory, research, and community engagement to help students prepare for their careers in their respective fields. Emphasis is placed on intellectual, experiential, critical thinking, and problem solving abilities that will prepare our students to become ethically informed, culturally sensitive, engaged scholars who are able to address global, national, regional, and local challenges. Students and their futures are our **first** priority.

#### **Additional Transitions at UTC (2017 – 2018)**

Additional higher level administrative changes have also recently occurred. The Dean of the College of Arts and Sciences, Dr. Jeffrey Elwell, left to take a university presidency in July 2017 and an Interim Dean, Dr. George Hynd, was appointed in August 2017. Dr. Jerald Ainsworth resigned as Provost in December 2017 and Dr. Robert Dooley (who was Dean of the College of Business) is now serving as our Interim Provost and Chief Academic Officer.

#### **Trends in SAG Undergraduate Degree Program Enrollments (2012 – 2017)**

Over the last five years, enrollment in Sociology and Anthropology degree programs (officially our programs are designated as concentrations within a Sociology & Anthropology degree program) have averaged a total of 133 majors – with the number of students enrolled in Anthropology degrees averaging 58 and in Sociology 74 (Table 1.2). Due to declining enrollments in the Sociology BA program a decision was made in Fall 2014 to begin to phase out this degree program option. The program was officially eliminated in Fall 2015 from the UTC undergraduate catalog. This mirrored trends exhibited by other programs within the College of Arts and Sciences – BA degrees are typically less attractive to UTC students when there is the option to pursue either a BA or BS degree. The BA degree typically includes two years of foreign language classes and the completion of a minor.

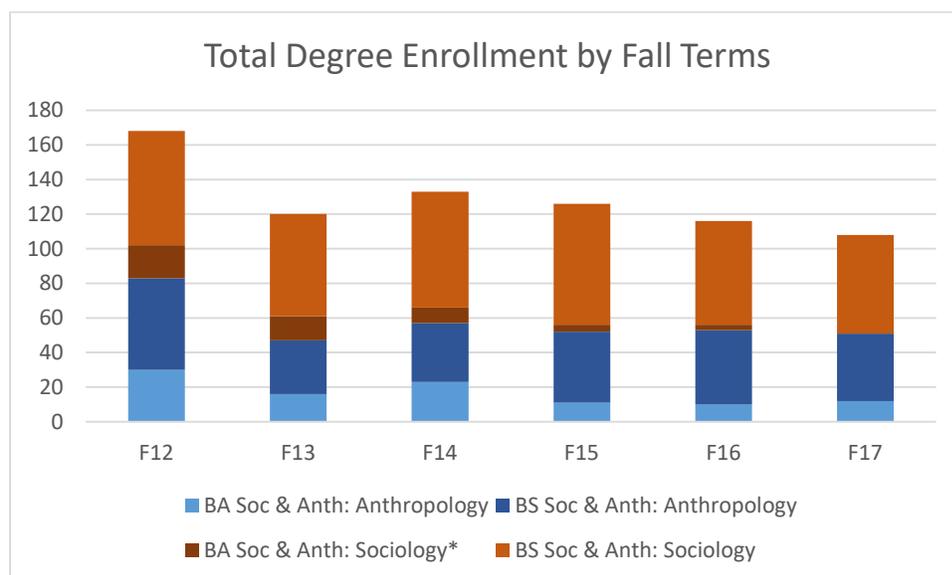
Enrollment in all degree programs was at an all-time high in Fall 2012 and a significant drop occurred in Fall 2013 (Figure 1.1). Since Fall 2015, the Anthropology degree programs have levelled off a bit while the Sociology BS degree program has seen decreasing enrollment.

Table 1.2. Fall 2012 – Fall 2016 Enrollment in SOC and ANTH Degree Programs

DEGREE PROGRAM	F12	F13	F14	F15	F16	F17
BA Soc & Anth: Anthropology	30	16	23	11	10	12
BS Soc & Anth: Anthropology	53	31	34	41	43	39
Total Anthropology Degree Programs	83	47	57	52	53	51
BA Soc & Anth: Sociology*	19	14	9	4	3	0
BS Soc & Anth: Sociology	66	59	67	70	60	57
Total Sociology Degree Programs	85	73	76	74	63	57
<b>TOTALS</b>	<b>168</b>	<b>120</b>	<b>133</b>	<b>126</b>	<b>116</b>	<b>108</b>

\*Sociology BA Program was discontinued in Fall 2015

Figure 1.1 Trends in SOC and ANTH Degree Program Enrollments (Fall 2012 – Fall 2017)



Since Fall 2012, the number of majors in SAG degree programs (Fall 2017) decreased by 36% (-60). A 39% (-32) decrease has occurred in Anthropology degree programs, and a 33% (-28) decrease in Sociology degree programs. The American Sociological Association reported that undergraduate Sociology degrees awarded in 2012 were 34,243; in 2013 there were 34,402; and in 2014 only 33,920 representative of a nation-wide decline in undergraduate sociology degree programs (<http://www.asanet.org/research-and-publications/research-sociology/trends/bachelors-degrees-awarded-sociology>). Moreover, an analysis of trends seen in federal data collected on bachelor degree programs in Anthropology (1987 – 2016) revealed that... “After decades of solid growth across all size departments, anthropology degree

completions peaked in 2013 and have decreased sharply since then. 2016 saw the fewest anthropology degrees granted since 2009. • This pattern seems to be common to social science disciplines without a clear post-graduation career path (history, sociology, political science), but is not observed in fields with better established connections to the professions (psychology, economics, criminology).”

(<http://www.americananthro.org/LearnAndTeach/Landing.aspx?ItemNumber=13179&navItemNumber=577&redirect=anthro.info>).

Consequently, the downward trend in students majoring in Sociology and Anthropology degree programs appears to reflect national trends (albeit an earlier peak in our number of majors in 2012). In addition, we can readily attest to the growth and stability of the number of students enrolled in our Criminal Justice undergraduate degree program.

This is an alarming trend consequently the department is committed to the following initiatives:

1. In conjunction with a CAS effort, we are completing Career Maps for our degree programs that will be posted on our SCJS webpage and distributed to perspective and undecided majors during orientation and recruitment sessions
2. Expanding and promoting internship opportunities for our majors
3. More active and purposeful promotion of the value of our degree programs to a wide range of fields and helping our majors to translate the value of their degree program to potential employers
  - (a) Dr. Chandra Ward will discuss her career trajectory and this will be filmed and placed on our UTC webpage
  - (b) Hosting a Valuing and Selling Your Degree event in April and inviting individuals from our campus and community who received undergraduate degrees in Sociology or Anthropology and who are employed in a wide range of fields
  - (c) More purposely promoting the value of Anthropology and Sociology to future career paths or graduate studies in our introductory level courses and especially in the General Education courses
  - (d) Working with new campus initiatives to promote communities of majors

### **Trends in Enrollment in Geography Minor**

The geography minor has typically enrolled an average of only 10 students. However, our geography courses are integrated in a large number of other degree programs. In addition, we have just recently hired Dr. Shannon McCarragher, and as a result of this hire, we have begun to offer an online physical geography course, as well as had this course certified as a GE Natural Science Non- Lab course. Our expectation is that with these important additions, the number of minors will increase.

**Table 1.3 Fall 2012 – Fall 2017 Enrollment in the GEOG Minor**

<b>GEOG MINOR</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	11	14	7	10	11	7

**Table 1.4 Fall 2012 – Fall 2017 Enrollment in SOC and ANTH Minors**

MINORS	2012	2013	2014	2015	2016	2017
<b>SOCIOLOGY</b>	<b>46</b>	<b>40</b>	<b>49</b>	<b>48</b>	<b>53</b>	<b>57</b>
<b>ANTHROPOLOGY</b>	<b>22</b>	<b>16</b>	<b>26</b>	<b>20</b>	<b>23</b>	<b>23</b>

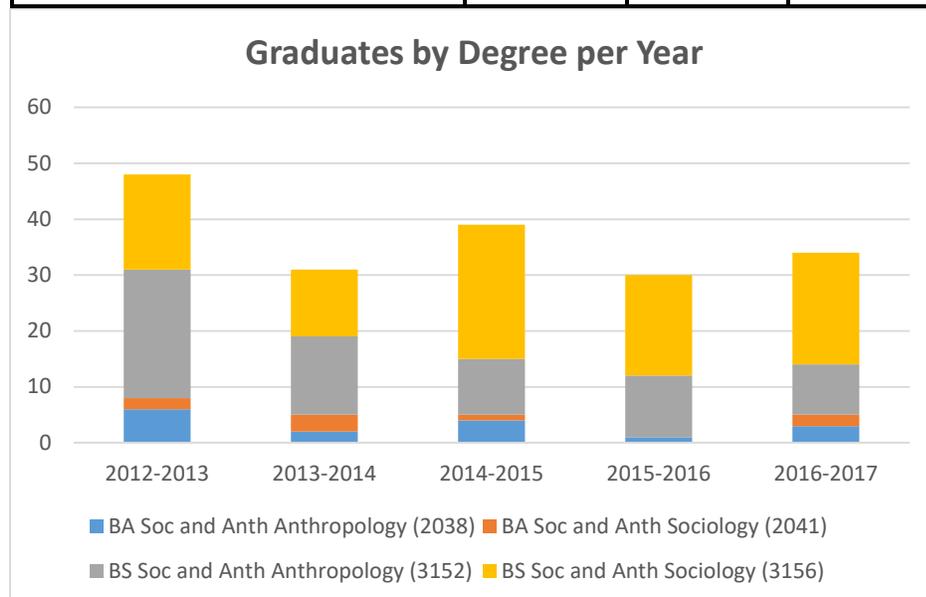
The Sociology minor is the most popular of our minor programs. Over the period of 2012 – 2017 it has averaged 49 minors per year. Anthropology has averaged 22 minors per year. The Sociology minor has also exhibited an increased trend in enrollment while the Anthropology minor has been fairly stable.

### Graduation Trends (2012 – 2017)

Despite the fact that Sociology and Anthropology degree programs have experienced declines we still maintain a successful and fairly stable rate of graduating our majors (Table 1.5 and Figure 1.2). Since 2012 the programs graduate, on average, 36 students. SAG faculty and staff are committed to facilitating the successful completion of degree programs by our majors. However, we do maintain high standards and expectations of our majors. Courses required for the major will not count unless students earn at least a grade of C and our year-long capstone sequence is rigorous.

**Table 1.5 SOC and ANTH Degrees Awarded 2012 – 2017**

DEGREE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BA SOC and ANTH: Anthropology	6	2	4	1	3
BA SOC and ANTH: Sociology	2	3	1	0	2
BS SOC and ANTH: Anthropology	23	14	10	11	9
BS SOC and ANTH: Sociology	17	12	24	18	20
<b>Total</b>	<b>48</b>	<b>31</b>	<b>39</b>	<b>30</b>	<b>34</b>

**Figure 1.2. Trends in SOC and ANTH degrees awarded 2012 – 2017**

## I. LEARNING OUTCOMES

### Program Goals and Student Learning Outcomes

In Spring 2013, the faculty of the department began discussions about needed curriculum revisions and developing shared SAG student learning outcomes. The faculty believe that the strength of the department and the goals of our degree programs are based on facilitating students' understanding of diverse cultures and societal behaviors, providing students with solid training in research methods (quantitative and qualitative) as well as how to conduct and conclude a research project, providing a sound grounding in socio-cultural theory, and allowing students to broadly explore the disciplines of Sociology, Anthropology, and Geography. The SAG student learning outcomes (SLO) listed below were written by SAG faculty and adopted.

Upon the successful completion of a degree in Sociology or Anthropology students will be able to:

#### Knowledge:

1. Define, describe, and give examples of major socio-cultural theories.
2. Describe how society and culture develop knowledge through the social construction of reality

#### Skills:

3. Critically assess the methodologies, validity, reliability, analyses, and conclusions presented in research studies.
4. Accurately interpret publically available quantitative and qualitative data.
5. Apply basic social science concepts to current social issues.
6. Formulate a research question and apply appropriate research methods and analyses to examine socio-cultural phenomenon.

#### Values:

7. Articulate ethical standards, values, and responsibilities related to social science research.

The **Knowledge** outcomes address facilitating our students to gain an understanding of diverse cultures and societies and how individual actors may behave within different societal units.

They also underscore the importance of knowing how scholarship in socio-cultural theory has developed and changed within these disciplines. While there is core knowledge to which all students in each degree program are exposed, the subfields or areas in which students concentrate will determine the aspects of each discipline in which the student will focus. The **Skills** outcomes were intentionally constructed to provide our majors and minors with skills that are directly applicable to future career or educational goals. Finally, the department seeks to inculcate a very specific ability in our students so that they may understand ethical responsibilities and standards when they are exposed to any type of findings regarding social science research. The **Value** outcome is applicable to future employment or scholarly endeavors, and will best serve students to be well-informed members of our society.

### Curriculum Mapping to Student Learning Outcomes

In Spring 2013 the Sociology degree program was selected as one of the first on our campus to undergo the process of curriculum mapping. All full and part time Sociology faculty members participated in this endeavor and a stringent review of all course syllabi was conducted. At this point in time, curriculum mapping was fairly new to the UTC campus. Faculty engaged in the

process of re-writing individual course learning outcomes, so that they would be measurable and assessable and the following guiding questions were used to help direct revisions:

1. What knowledge, skills, abilities and dispositions should the ideal student graduating from our program demonstrate?
2. How will students demonstrate these capacities?
3. How well does our program prepare students for careers, graduate, professional study, and/or lifelong learning?
4. What assessments can be used to demonstrate growth in students' knowledge, skills, abilities and dispositions as they progress through our program? (Adapted from <http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf>).

In addition, shared learning outcomes were established for SOC 1510 Introduction to Sociology, which is a largely subscribed general education course with multiple sections taught every semester. We determined, for each course, if an SLO was "Introduced," "Reinforced," "Practiced," or "Mastered." (See Appendix A for Sociology Curriculum Map and Appendix C for List of Courses). This exercise was an important one for the department as it provided us with a way to see how and if we were appropriately scaffolding courses.

In Fall 2013 Anthropology faculty began curriculum mapping exercises, re-writing course learning outcomes, comparing our degree programs to those of our peer institutions, as well as investigating national trends in Anthropology undergraduate degree programs (See Appendix B for Anthropology Curriculum Map and Appendix C for List of Courses). Shared learning outcomes were also developed for the multiple sections of Cultural Anthropology ANTH 1200 which is a popular and regularly taught general education course.

### **Evaluation of Program's Student Learning Outcomes**

Our year-long capstone course sequence provides the most robust and holistic way to assess and evaluate SAG's seven SLOs. SOC 3140 Research Methods and ANTH 3100 Ethnographic Methods taught in the fall are prerequisite courses for the spring SOC 4140/ANTH 4140 Research Seminar courses. Completion of this capstone sequence best provides evidence for the successful or unsuccessful achievement of our program's SLOs. In the Methods course students must devise a research question(s) or hypothesis, complete a literature review of their topic, devise a methodological approach, and identify a study population or data set. They complete an IRB application that is either approved by the instructor or if they are going to present at our UTC Research Dialogues or other conference venue, they must receive official IRB approval. The Research Seminar courses require students to complete their research projects. They must have collected and obtained data that is then analyzed and produce findings and conclusions. This is presented in the form of a poster presentation as well as a written research paper.

#### **SOC 3140 Research Methods (Course Syllabus in Appendix D)**

***Course Student Learning Outcomes:* By the end of the course, students should be able to:**

1. Describe the relationship between theory and research **(SAG SLO 1 and 2)**
2. Explain the benefits and limitations of a variety of common methods (both quantitative and qualitative), as well as the steps involved in these methods **(SAG SLO 4)**
3. Craft a compelling research question **(SAG SLO 6)**
4. Design a rigorous social research project **(SAG SLO 6)**
5. Analyze and evaluate other social research **(SAG SLO 3 and 4)**

6. Evaluate the political and ethical issues involved in conducting social research (**SAG SLO 5 and 7**)

**Assessment Plan:**

- Topic Proposal (SLO #3,4) – a preliminary activity to launch the research project
- CITI Training (SLO #6) – required of any research involving human subjects
- Annotated Bibliography (SLO #3,4,5) – provided the foundation for the literature review
- Methods Selection (SLO #2,4) – an opportunity to both clarify the research question and identify the strengths and weaknesses (and likely strategies) of two possible methods for conducting their research in the spring
- Literature Review (SLO #1,3,4,5) – a synthesis of the relevant academic literature on their topic; students were to submit two formal drafts of this, to practice the process of revision
- Form A (SLO #6) – students submitted the IRB's standard proposal for the use of human subjects (instructor served as the "IRB", per university policy; students planning to present outside of class had their forms submitted to the actual IRB); students were provided multiple revision attempts to ensure this was done correctly
- Methods Outline (SLO #2,4) – a formal (re-)draft of their methods selection, choosing a specific method they planned to use in the Spring semester and outlining how they would go about their study; students were expected to include all relevant design elements, including population and sample, sampling strategy, method of data collection (survey, interviews, etc.), and a brief discussion of research ethics
- Research Proposal (SLO #1,3,4,5) – the capstone element of the course, this laid the foundation for the research project to be conducted in the Spring; it consists of the literature review and methods section, as well as an appropriate bibliography and list of survey/interview questions to be asked
- Midterm and Final Exams (SLO #1,2,5,6) – the exams were a way to test students on the breadth of their learning (while the components of the project test students on the depth of their learning)
- Peer Review (SLO #2,5) – Students engaged in several aspects of peer review, to aid in the development of their projects and writing

**Sample Exam Question:**

Students were provided with an abstract and methods section from a published academic article and were asked to write a complete bibliographic citation for it, identify the method employed (and whether it was qualitative or quantitative), the population of interest, the unit of analysis, the sample (and sampling strategy) used for the study, and the research question. For quantitative papers, students were also asked to identify the key variables used; for qualitative papers, students were asked to identify the key concepts of interest.

**Grading Scale for the Research Proposal:**

The entire Proposal is worth 75 points, which break down as follows:

- Your Research Question is worth 5 points
- The Literature Review and Methods section will each be graded out of 30 points. Of those 30 points, half will go to the quality of your organization and half to the thoroughness and appropriateness of your content. (so that's 15 points for lit review organization, 15 for lit review content, etc.)
  - An A-quality grade will earn between 14 and 15 points for each section

- B-quality work will earn between 12 and 13 points
- C-quality work will earn 11 points
- D-quality work will earn between 9 and 10 points
- In most circumstances, F-quality work will be marked with 7 or 8 points; in rare and exceptional circumstances point values may be less than this
- The timeline is worth 10 points  
You can lose points as follows:
  - -1 point for each reference below the 10 minimum and each error in the bibliography
  - -1 point for each mechanical error (after the first three)

### **ANTH 3100 Ethnographic Methods (Course Syllabus in Appendix D)**

**Course Student Learning Outcomes: Upon successful completion of this course, students will be able to:**

1. Explain the nature of ethnographic paradigms and methods in social behavioral research **(SAG SLO 1, 2, 3, and 7)**
2. Identify research topics and develop research questions and problems and link them to specific research designs **(SAG SLO 6)**
3. Demonstrate the ability to develop an ethnographic research project under limited time constraints **(SAG SLO 6)**
4. Explain the key data collection and analysis methods in ethnographic research **(SAG SLO 4)**
5. Explain the role of using secondary data sources such as surveys and censuses in ethnographic research **(SAG SLO 4)**
6. Use various archival resources (including local media, organizational documents, government documents) to investigate problems **(SAG SLO 2 and 5)**

#### ***Assessment Plan:***

- Knowledge (SLO #1) – assessment on the knowledge of ethnographic research methods was made through: 1) knowledge based in-class exams; 2) assigned small ethnographic projects; 3) research proposal.
- Developing Research Project (SLO #2, #3, #4, #5, and #6) – providing students with opportunities for experiential learning is the major focus of this course. The knowledge and ability to identify and develop research questions, develop and implement research project proposal including a literature review, methods for data collection and analysis are assessed through: 1) exams; 2) assignments, and; 3) a completed research proposal.

#### **Grading Scale for Research Proposal:**

Purpose/Objectives 0-10 points  
 Literature Review 0-15 points  
 Research Question(s) 0-15 points  
 Research Design and Methods 0-25 points  
 Data Analysis (Proposed Methods) 0-10 points  
 IRB Proposal, Data Management, Timeline 0-15 points  
 Reference Format 0-10 points

## SOC 4140 Research Seminar (Course Syllabus in Appendix D)

**Course Student Learning Outcomes:** By the end of the course, students should be able to:

1. Gather original social science data **(SAG SLO 6)**
2. Analyze and interpret original social science data **(SAG SLO 4)**
3. Produce a written final paper that includes findings, data analysis, and conclusions **(SAG SLO 1-7)**
4. Present and defend their research project in an oral format **(SAG SLO 1-7)**
5. Provide constructive criticism and feedback to other student projects **(SAG SLO 1-7)**

### **Assessment Plan:**

- Data collection (SLO #1) – an ongoing activity outside of class during the first half of the semester; students were graded at two check-in points based on data collected relative to the expected amount (survey projects were to have a sample size of 100 responses; interviews were expected to have 20 responses; other methodologies were worked out on a case-by-case basis, using these expectations as guidelines)
- Analysis activities (SLO #2) – A set of activities giving students practice in both quantitative and qualitative analytic strategies; students had to complete all activities, regardless of the nature of their own project
- Preliminary Paper Draft (SLO #2, #3) – Due mid-semester, this draft was to contain a literature review, methods section, and preliminary findings/results section; it was meant to show students the iterative nature of conducting, analyzing, and writing up social scientific research
- Abstract (SLO #3) – Abstracts are a typical part of published scientific articles; the abstract was also used to help students clarify their project for others prior to presentations
- Presentations (SLO #4) – Students had a verity of options for fulfilling this component of their project, including presenting at a regional sociology conference, the campus-wide Research Dialogues day, and a poster display in Brock Hall the final week of the semester.
- Final Paper Draft (SLO #2, #3) – The final draft was meant to incorporate feedback given on the Preliminary Paper Draft as well as ungraded in-class peer review activities conducted across the semester
- Peer Review (SLO #2, #5) – Students engaged in several aspects of peer review, including the Preliminary Paper Draft; in-class discussions and work on the Abstract, Introduction, and Conclusion; and evaluating other students' poster presentations

### **Grading Scale/Rubric for Research Paper**

<i>Category</i>	<i>Not Present</i>	<i>Inadequate</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
<i>Abstract (Proper overview)</i>					
<i>Introduction (Effective</i>					

<i>set up of paper)</i>					
<i>Research Question</i>					
<i>Argument/Justification</i>					
<i>Lit Review (Properly updated)</i>					
<i>Methods (Explains in a way that is replicable)</i>					
<i>Appropriate Analytic Techniques used</i>					
<i>Findings &amp; Analysis (Clearly explained)</i>					
<i>Discussion (Answers the “so what?”)</i>					
<i>Conclusion (Reiterates argument, sets up for future work)</i>					
<i>Ancillary Materials (Appendices, tables, figures, use of quotes, etc.)</i>					
<i>Holistic Assessment of Paper</i>					
<i>Elements that Deduct (Citation and bibliography format, mechanics and grammar, lack of proof reading, don’t use or appropriately address data, etc.)</i>					

## ANTH 4140 Research Seminar (Course Syllabus in Appendix D)

**Course Student Learning Outcomes: Upon the successful completion of this course students will be able to:**

1. Independently conduct a proposed social science research project **(SAG SLO 6)**
2. Develop a data collection instrument and collect data **(SAG SLO 6)**
3. Analyze and interpret qualitative and/or quantitative data **(SAG SLO 3 and 4)**
4. Produce a written final paper to include findings, data analysis, and conclusions **(SAG SLO 1 – 7)**
5. Present and defend research processes, data analysis, and conclusions **(SAG SLO 1–7)**

### **Assessment Plan:**

- Data collection (SLO #2) – at end of fall semester, each student took the research methods course (ANTH 3100) and developed a research proposal based on the principles and methods of developing ethnographic research data collection learned throughout the course. As part of the requirements, each proposal detailed the type of data collection instrument which will be developed and the step-by-step process of data collection that will be used to collect data. The assessment, therefore, was based on: 1) how closely the student follows through with the proposed plan; 2) when modifications were made, the rationale or reasons student provided for making these changes.
- Data analysis (SLO #3) – assessing students' performance of this category was based on: 1) if data analysis was engaged by adequately applying the set of specific data analysis methods/programs introduced in ANTH 3100 and proposed in the original and finalized research proposal; 2) if data interpretations were constructively produced and presented.
- Final Research Report (SLO #4, #1) – Research report guidelines were provided to the students at the beginning of the semester. Submitted research reports are evaluated according to: 1) if the structure and contents of the report meet the specific requirements provided in the guidelines; 2) if the overall research process reflect an ability to independently conduct a social research project.
- Poster-Presentations (SLO #5) – at end of the semester, students were provided the opportunity of showcasing their research projects in a non-public poster display session. During a week-long display session, department faculty members were invited and students were required to be present at their posters and to be able to answer any questions others may have about their research processes, data analysis, and conclusions.

### **Grading Scale for Research Paper**

<b>Paper Elements:</b>	<b>Range</b>
<b>Abstract</b> 5 pts	0-5
<b>Introduction</b> 10 pts	0-10
<b>Literature Rev.</b> 15 pts	0-15

<b>Research Questions</b> 15 pts	0-15
<b>Methods</b> 20 pts	0-20
<b>Data Analysis and Results</b> 20 pts	0-20
<b>Discussion &amp; Conclusion</b> 15 pts	0-15
<b>TOTAL Paper Score</b> 100 pts	(0 –95)

Poster presentations for both Research Seminar classes are displayed in the hallway of the third floor of Brock Hall and during scheduled Research Seminar class times students position themselves by their posters. SCJS faculty and other students review posters and ask questions of the student researchers. Although the lead instructors (Trivette and Guo) assign final grades to the poster presentations, an evaluation sheet consisting of the elements below are completed by other faculty.

On a scale of 0 – 5 individuals were asked to evaluate the posters.

0=Below Expectations

1 = Poor

2 = Average

3 = Good

4 = Very Good

5 = Excellent/Outstanding

The following Presentation Elements were assessed:

**Introduction:** Did it clearly state the specific goals or aims of the study?

**Literature Review:** Were the key studies briefly described?

**Research Question(s) or Hypothesis:** Were they clearly stated?

**Methods:** Were they well explained, appropriate for study?

**Results:** Were findings appropriately described? Included table and figures.

**Discussion/Conclusion:** Were key findings appropriately interpreted & described?

**Overall Quality:** Were there typos in poster? Was the poster well organized and information clearly presented? Did the presenter seem confident about study and able to answer questions?

Additional examples of individual course assessment plans for the following courses are included in Appendices E-G:

SOC 1510 Introduction to Sociology

SOC 3450 Social Inequality

SOC 4999 Environmental Sociology

ANTH 1200 Cultural Anthropology

ANTH 3360 Southeast Native Americans

GEOG 1040 Cultural Geography

GEOG 3030 Geography of North America

GEOG 3050 Geography of Asia

GEOG 4010 Geography of Travel & Tourism

In this current spring semester, faculty (LeMoyne and Honerkamp) have developed a pre- and post-test to more directly assess SAG SLO 1 (Define, describe, and give examples of major socio-cultural theories) in the required SOC 3130 Modern Social Theory and ANTH 3210 Anthropological Theory courses.

### **Continuous Improvement**

Assessment of SAG SLOs' results from the final capstone courses are annually entered into the UTC Campus Lab data base. Faculty teaching these courses continually revise them to address legitimate problems or hurdles that students may have encountered while trying to successfully complete these courses. In addition, as part of the annual performance evaluation, all SAG faculty do carefully review their student produced course evaluations and look for constructive comments or suggestions for course improvement. In addition, if open comments provided by students indicate legitimate problems that students had trying to successfully complete a course, or there were low numerical scores received on the seven university level questions, then discussions occur to try to determine what may have happened to produce these results. In addition, by instituting shared and standardized learning outcomes for the multiple sections of Introduction to Sociology and Cultural Anthropology, one of which is typically taken by all of our majors, we have better established the potential for a shared foundational knowledge base. Obviously this is not the case for transfer students so 3000 level course assessment of SLOs needs to be more carefully addressed.

Two recommendations that were made in the 2011 Program Review included:

- Stress core disciplinary concepts across the curriculum\*
- Increase participation in exit assessments

As a result of curriculum mapping, the development of SAG SLOs, shared and standard SLOs for the multiple sections of Introduction to Sociology and Cultural Anthropology, we think we have begun to appropriately address the first recommendation. However, more will certainly need to be done regarding assessment of SAG SLOs in our 2000 and 3000 level courses.

Due to the fact that we had very few students take the Sociology Field Test and because best practices in the fields of Sociology and Anthropology indicate that our final capstone course sequence is a better and more robust way to assess student learning, we have discontinued requesting students to sit for this test. In addition, there is no corresponding Field Test available for Anthropology majors.

### **Placement of Students in Occupations Related to Major Field of Study**

We have not instituted a consistent way to track our alumni, however, the table below represents feedback that has been received from alumni via our departmental webpage. Since 2012, approximately 20 ANTH majors have successfully obtained employment with Cultural Resource Management firms: Tennessee Valley Archaeological Research (TVAR, based in Huntsville), New South Associates (based in Atlanta and Nashville), Alexander Archaeological Consultants (AAC, Chattanooga), and Coastal Georgia Historical Society (St. Simons Island). It is the understanding of Dr. Honerkamp that students who have been employed by these firms have been extremely pleased with our graduates' knowledge and skills.

In addition, alumni have reported securing the following occupations:

Program Coordinator – George Mason’s Law School	ANTH
Outcome Evaluator Specialist (Youth Village, Memphis, TN)	SOC
Medical Malpractice/Minority Injured Workers Attorney	SOC
East Brainerd Animal Hospital Assistant/Chattanooga Tourist Venues	ANTH
Psychotherapy and Adoption Coordinator	SOC
Nursing Assistant	SOC
Restaurant Managers (2)	ANTH SOC
Lead Disability Specialist and Short Term Disability UNUM	SOC
Community Case Manager (Big Brothers Big Sisters)	SOC
University Professors (Nanyang Technical University/Oberlin College)	SOC SOC
Applicant Development & Data Specialist (University of Florida)	ANTH
Cultural Ambassador to the Spanish Ministry of Education	SOC
M.D.s	SOC ANTH
Childcare Services (Signal Mountain School System)	SOC
Sales Rep	SOC

### Placement of Graduates in Competitive Graduate and Select Internship Programs

In 2012 – 2016 graduates of the Sociology and Anthropology major were admitted into the following competitive graduate programs:

Appalachian State University Anthropology  
 Harvard University Ed.M.program  
 Johns Hopkins Medical School  
 Perdu University Anthropology  
 Southampton University Anthropology  
 University of Arkansas Anthropology  
 University of Chicago Law School  
 University of Colorado, Boulder Anthropology  
 University of Illinois Anthropology  
 University of Kentucky, Ph.D. Sociology program  
 University of Tennessee, Knoxville Anthropology  
 Washington University, St. Louis, MSW program  
 West Georgia University Anthropology

Internship with the American Museum of Natural History  
 Internship with the U.S. Marshall's Office

### **Program Alignment with UTC Mission and Strategic Goals**

UTC's Mission Statement (<https://www.utc.edu/strategic-plan/resources/flipbook/index.php#features/1>) includes the phrase "actively engaging students" and that is exactly what our capstone (and many other) courses do. Students are actively engaged in the development, implementation, and completion of their research projects. Goal 1 of the UTC Strategic Plan is to: "Transform lives through meaningful learning experiences" and the department has historically done this through our courses as well as by providing additional learning opportunities to our majors and minors. To achieve UTC's Goal 1 all undergraduates are to "complete an internship, practica, service project, research project, senior capstone, honors thesis, or international experience." In our programs we consistently provide students with the opportunity to complete an internship, research project, senior capstone, or individual studies.

## **II. CURRICULUM**

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### **Revisions and Review**

In Spring 2013 – Fall 2014 faculty reviewed course offerings, compared our degree programs to those offered by peer institutions, as well as reviewed national trends in Sociology and Anthropology curricula. We also reviewed our minor programs. Revision of degree program curricula had not happened in the recent past.

As a result of this process, it was determined that for the Sociology degree programs:

- There were too few courses at the 2000 level and a course at the 3000 level did not articulate with a similar course at our local community college. Consequently, we were penalizing students who were transferring from community colleges with which we had articulation agreements
- To address deficiencies that were observed in the writing skills of our majors, we needed to implement a required writing course
- Provide more flexibility in 3000 level courses (move away the requirement to complete one out of a set of three courses)
- To reduce the number of required theory courses from two to one
- Formalize a prerequisite of SOC 1510 for all 3000-4000 level courses

It was determined that for the Anthropology degree programs:

- There was too much redundancy in the introductory courses (we required students to take a four subfield course as well as three introductory level courses in individual subfields)
- The numbering system did not appropriately scaffold courses
- We did not have or anticipate being able to have on staff a dedicated linguistic anthropologist so teaching and regularly offering Linguistic Anthropology was problematic
- We had 2000 and 4000 level courses combined in one of the required degree options

- We had a lab requirement that included a course without a dedicated lab component (Forensic Anthropology)
- We also required 3 hours of sociology and this was often fulfilled by students taking SOC 1510 so curriculum was bottom heavy
- The need to implement an introductory level prerequisite course structure in the appropriate subfields for courses taught at the 3000-4000 level

Curriculum Proposals were assembled and submitted to department, college, and university curriculum committees. (See Appendix H for old and new SOC and ANTH Curricula).

### ***Geography minor***

The geography curriculum is reviewed every semester as the two full time geography faculty plan course offerings for the upcoming semester.

At the present time we need to once again thoroughly review degree curricula. We recently re-constituted a SCJS curriculum committee that contains members of each discipline represented in the department. Each discipline member will be calling discipline-specific meetings with relevant faculty to review national trends, curricula offered by current peer institutions, and to carefully review the current course catalog, revisit course listings and descriptions (delete courses that appear redundant), add courses that will best reflect the expertise of new faculty (e.g., Environmental Sociology), and delete courses that have not been taught and will not be taught in the near future. Also identify courses that may be cross listed with Biology, Geology, and Environmental Science; Psychology, Sociology/Anthropology, and Criminal Justice. We anticipate submitting a substantial SCJS Curriculum Proposal in November 2018.

### **Course Offerings**

Almost all courses in Sociology and Anthropology were offered in the past three years, with few exceptions. In Sociology, the introductory course is taught each and every semester in online and face-to-face modalities. Diversity in American Society (SOC 2320) is scheduled for every fall and Social Inequality (SOC 3450) is taught every spring. We generally alternate additional Sociology 3000 electives every other academic year. General Education SOC 2500, Social Statistics (the statistics course that we recommend majors to take), and SOC 2150 Sociology of the Family are taught every Fall and Spring semester. Research Methods (SOC 3140) is only taught in the Fall and Research Seminar (SOC 4140) is only taught in the spring. These are particularly time intensive courses to teach and we simply do not have a large enough number of majors or tenured or tenure track Sociology faculty members to teach both courses every Fall and every Spring. We typically offer evening sections of SOC 1510 (Intro) and SOC 2150 (Sociology of the Family).

In Anthropology, two of the four introductory level courses (Cultural ANTH 1200 and Archaeology ANTH 1400) are taught every fall and spring and Cultural Anthropology is also taught over the summer. Cultural Anthropology is taught online and face-to-face. The other two introductory level courses alternate with Biological Anthropology (ANTH 1100) taught every fall and Language, Culture, and Society (ANTH 1300) taught every spring. In this fashion, students are able to complete the required 1000 level courses in a year. We also alternate 2000 level course offerings so that students can complete two different 2000 level courses in a semester or

in two semesters. Similar to what is done in Sociology, Ethnographic Methods (ANTH 3100) and Research Seminar (ANTH 4140) are sequentially taught in the fall and spring. These are particularly time intensive courses to teach and similar to Sociology we simply do not have a large enough number of majors or faculty to teach both courses every semester. Evening sections of ANTH 1200 are offered and we try to have a 2000 level course in the evening.

Courses comprising the Geography minor are scheduled so that the geography's three general education courses (Physical Geography GEOG 1010, Cultural Geography GEOG 1040, and World Geography GEOG 1030), one upper division regional geography course, and one upper division human geography course are offered every semester. With the addition of Dr. McCarragher, the goal is eventually to add an upper division physical geography course every semester (these courses will likely be cross-listed with the Environmental Science degree programs).

### Course Syllabi

A sampling of SAG Course Syllabi is included in Appendix D. Syllabi follow the current UTC required syllabus format, and provide students with necessary contact and communication information, tentative semester schedule and assignments, required course materials, course grading scales, course overview, and specific course learning outcomes. Individual course learning outcomes are ultimately related to SAG Program SLOs. SAG faculty stresses course activities and assignments that promote critical thinking, problem solving, analytical thinking, individual and small group work, and engaged student learning.

### General Education

SAG has traditionally offered courses that count as General Education credit.

**Table 2.1. SAG General Education Courses**

General Education Category	Course
Natural Sciences	
Laboratory Science Course	ANTH 1100 Biological Anthropology
Non-Lab Science Course	GEOG 1010 Physical Geography*
Behavioral and Social Sciences	
	ANTH 1000 Mysteries of the Human Journey
	ANTH 1400 Archaeology
	GEOG 1040 Cultural Geography
	SOC 1510 Introduction to Sociology
	SOC 2150 Sociology of the Family
Statistics	SOC 2500 Social Statistics

Non-Western Culture	ANTH 1200 Cultural Anthropology
	GEOG 1030 World Geography

\*New Course Certification as of Fall 2018

Enrollments in SAG General Education courses are consistently strong (See Appendix I). SOC 1510 (Introduction) and ANTH 1200 (Cultural) average 413 and 450 students respectively per semester (not including summer). These courses are the main courses in which we recruit majors. They are demanding of faculty resources but yield majors for our degree and minor programs. Mysteries of the Human Journey (ANTH 1000) is not a major requirement and introduces a broad range of UTC students to the field of Anthropology. In this class, Dr. Miles uses a flipped classroom pedagogical approach that encourages students to be active participants in the learning process and this provides a unique classroom experience for students. Dr. Ebbe's Social Statistics course (SOC 2500) consistently enrolls 63 students per semester and students learn how to apply statistical knowledge to real world situations. The geography courses are popular general education courses and now with the addition of Physical Geography as a certified General Education Non-Lab course we expect that more and more students will understand that adding a geography minor may well compliment their major degree program. There has been a moratorium on getting new classes certified for general education credit but we do plan to submit ANTH 2100 (Human Variation) and ANTH 2200 (Human Origins) for Natural Science Non-Lab course certification as this is a particular general education category that is not overpopulated

### Experiential Learning

Currently SAG offers four courses that are certified as experiential learning courses. These courses are part of the UTC ThinkAchieve: Beyond the Classroom platform in which "students participate in and reflect on experience-based learning. ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area and around the world." <https://www.utc.edu/think-achieve/beyond/> A relatively stringent application and review process is associated with gaining this course status. The following SAG courses have received this certification:

ANTH 3350 Archaeological Field School (Dr. Honerkamp)  
 GEOG 2210 Maps and Mapping (Dr. McCarragher)  
 SOC 3140 Research Methods (Dr. Trivette)  
 SOC 4140 Research Seminar (Dr. Trivette)

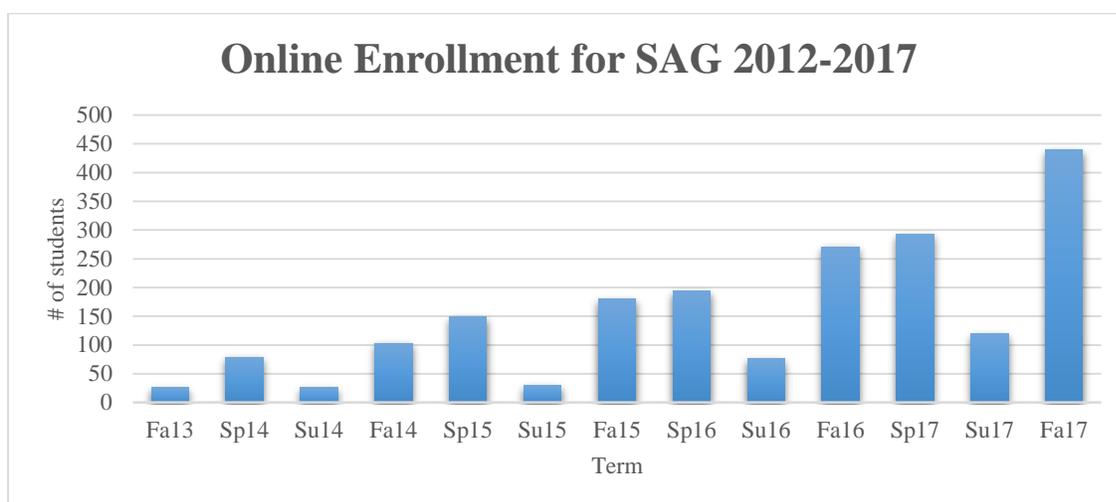
### OnLine Teaching

In 2012, UTC was just becoming engaged in distance learning via online/hybrid courses. In response to campus requests to augment online course offerings, faculty in SAG began to develop online courses. The following courses are now taught in an online modality:

**Table 2.2 SAG Online Courses**

Sociology	Anthropology	Geography
SOC 1510 Intro. to Sociology	ANTH 1200 Cultural Anthropology	GEOG 1010 Physical Geography
SOC 2150 Sociology of the Family	ANTH 3380/SOC 3570 Sociocultural Studies of Aging	
SOC 3070 Gender and Society		
SOC 3310 Social Psychology		

With the addition of online courses, student demand and enrollment in the online sections has steadily increased.

**Fig. 2.1. Trends in SAG Online Enrollment (2012 – 2017)**

Dr. LeMoyne and Dr. Workerger readily adapted to online teaching and Drs. Hori, Ward, and McCarragher had previously taught online before coming to UTC. We expect to be further augmenting our online course offerings. In addition, Dr. Ward, Dr. LeMoyne, Dr. Workerger, and Dr. Guo have all completed and received certification for completing the Applying The Quality Matters Rubric workshop.

### Across Discipline Boundaries

Across our campus, many SAG courses are recommended or required by other degree programs. These programs include those from within the College of Arts and Sciences (CAS), the College of Health, Education, and Professional Studies (CHEPS), and the College of Business (COB).

Outside of the Sociology major, Sociology courses are specifically listed in 16 majors across the university.

- **Dietetics** (CHEPS) and Environmental Policy & Planning (CAS) both require SOC 1510 (Introduction to Sociology). All majors in COB list SOC 1510 as one of a set of four courses that students may choose from in completing 3 of their Behavioral & Social Science General Education Requirement credits. The B.S. program in **Economics** actually lists a multitude of courses that can satisfy three of these Gen Ed requirements including SOC 1510, SOC 1250 (Social Problems), and SOC 2150 (Family).
- In CHEPS, two majors include other Sociology courses in their requirements. **Child and Family Studies** requires SOC 3050 (Minorities in American Life) [which we no longer teach but are willing to substitute Social Inequality SOC 3450]. **Early Childhood Education** lists SOC 2150 (Family) as one of four options that can be used to satisfy three of the Behavioral & Social Science General Education Requirement credits<sup>1</sup>.
- In CAS, four programs list Sociology courses as options for satisfying requirements: Environmental Policy and Planning (a concentration in Environmental Science), Public Policy (a concentration in Political Science), and the Interdisciplinary Minors of Africana Studies and International Studies.

**Environmental Policy and Planning** lists Sociology courses in several places (in addition to requiring SOC 1510, as noted above). Students are to choose one course from a list including SOC 3000 (Urban Sociology), SOC 3450 (Social Inequality), SOC 3500 (Social Change and Globalization), SOC 3550 (Sociology of Globalization), and ANTH 3160. They are also to select two courses from a separate list of Policy and Planning Electives; this list includes SOC 3140 (Research Methods) and SOC 4140 (Research Seminar) among others in ESC, COMM, ECON, GEOG, and ANTH.

**Public Policy** lists SOC 3450 (Social Inequality) as one of several approved courses toward the major; others on the list include several in Political Science, two in Criminal Justice, three in Economics, PANM 3010, and HHP 3030. 9 hours are required from this list.

**Africana Studies** lists SOC 3050 (Minorities in American Life) and SOC 3450 (Social Inequality) as options in a list of five, at least one of which is required to satisfy the Minority Studies component of the minor. [*Other options include CRMJ 3170, POLS 3220, & PSY 2420*]

**International Studies** lists SOC 3100 (Sociology of Religion) and SOC 3650 (Medicine and Disease: A Cross-Cultural Perspective) as two of a long list of options from an approved course list.

- Programs in **Accounting and Finance & Economics** (COB) include ANTH 1000, POLS 1010, or PSY 1010. **Programs in Management** include ANTH 1000 or PSY 1010.

Notably, the B.S. in Middle Grades Education: Social Sciences does not include any Sociology courses, though it does specify ECON 1020 and POLS 1010 for satisfying the Behavioral & Social Science General Education Requirements. Also of note, Social Work does not specifically require any Sociology courses. Additionally, the Religious Studies program does not require SOC 3100 (Sociology of Religion).

Outside of the Anthropology major, Anthropology courses are specifically listed in 19 majors across the university.

- **Environmental Science: Biodiversity, Conservation and Natural Resources** (CAS), Environmental Science: Environmental Health (CAS), Environmental Science:

Environmental Policy and Planning (CAS), and Psychology (CAS) list Anthropology courses that are required and/or can be taken as electives. The College of Business (COB) and the College of Health, Education, and Professional Studies (CHEPS) also list Anthropology courses that can be taken to satisfy their major requirements.

- **Environmental Science: Environmental Policy and Planning** lists two Anthropology courses as options for satisfying the major requirement: ANTH 1200 (Cultural Anthropology) and ANTH 3160 (Chinese Society & Culture). Environmental Science: Biodiversity, Conservation and Natural Resources also lists two Anthropology courses that can be taken to satisfy the Advanced Topics requirement: ANTH 3030 (Primate Behavior) and ANTH 3600 (Ape Language and Cognition).
- Two programs list Anthropology courses as electives: **Environmental Science: Environmental Health and Environmental Science: Policy and Planning**. ANTH 3000 (Forensic Anthropology) and ANTH 3220 (Medicine and Disease: A Cross-Cultural Perspective) are listed as courses that can be taken as electives for both programs. Environmental Science: Environmental Policy and Planning also lists ANTH 3550 (Archaeological Field Methods) as an elective.
- The **Psychology** major lists Anthropology as an option for satisfying the Social Science Concentration requirements: These courses must be 2000 level or above and include ANTH 2300 (Applied Anthropology), ANTH 3380 (Sociocultural Studies of Aging), and ANTH 2120 (Human Variation).
- In the **COB**, eight programs list ANTH 1000 (Mysteries of the Human Journey) as a course that can be taken to satisfy the Behavioral and Social Sciences requirement:
- In **CHEPS**, six programs list ANTH 1200 (Cultural Anthropology) as an option to satisfy the Non-Western Cultures requirement. One program, Social Work, lists ANTH 1200 as a program requirement.

Courses in the Geography minor are also integral to the ability of students to successfully complete the following degree programs: B.S. **Environmental Science** concentrations, B.S. **Early Childhood Education**, B.S. **Middle Grades Education** (programs with a focus in Natural Science or Social Science), and the B.S. **Secondary Education: Geography**. The following courses are included in the Environmental Sciences Concentrations: GEOG 1010, GEOG 1030, GEOG 2060, GEOG 2210, GEOG 3030, GEOG 3040, GEOG 3050, GEOG 3060, GEOG 3070, GEOG 4010, and GEOG 4150. Geography courses imbedded in the College of Health, Education and Professional Studies degree programs include: GEOG 1010, GEOG 2060 or GEOG 2500, and 18 credit hours in GEOG at the 3000-4000 level.

In addition, two upper level geography courses (GEOG 4150 Urban Geography and GEOG 4010 Geography of Travel and Tourism) are also cross-listed with Anthropology and Sociology.

### **Student Internships, Individual Studies, Honors Thesis, Study Abroad**

Through courses external to the classroom, students who major in Sociology, Anthropology, and minor in Geography are offered opportunities to apply what they have learned in regular courses to independent scholarly studies, special laboratory projects, collaborative research with faculty, and experiential learning and fieldwork off campus.

This is also in keeping with the University Strategic Plan of encouraging what is now called “high impact educational practices” or HIEP, such as independent research, internships, study abroad, practicums or other forms of active and applied learning as progress toward completion.

Numerous studies now show that HIEP courses offer from 20-100% increase in learning (<https://www.utc.edu/walker-center-teaching-learning/>).

Specifically, SAG offers independent study courses and other opportunities in the following areas related to Sociology, Anthropology, and Geography:

- Research (ANTH 4997r, SOC 4997r, GEOG 4997r)
- Individual Studies (ANTH 3998r, SOC 4998r, & GEOG 4998r)
- Group Studies (ANTH 4999r; SOC 4999r, & GEOG 4999r)
- Honors Program Independent Research supervised by departmental faculty

### **Research**

A number of faculty provide external learning opportunities to students through collaborative work on faculty research projects. For example, in archaeology students may attend our Archaeology Summer Field School and assist in current faculty research. In biological anthropology, students have helped collect data on great ape personhood and the laws associated with the private ownership of nonhuman primates, two research interests of primatologists in the Department.

In Sociology, students have researched in the area of local food systems, sustainability, and organic gardens, gender studies, and also sociological theory—three areas of faculty research interest.

### **Honors**

Students in the department can complete a senior project that results in departmental honors. The UTC Honors program requires students to complete a three-semester independent research project. In the first semester, the student identifies an Honors Committee chair and creates a proposal for a research project and may do a preliminary literature review or feasibility study. The proposal must be approved by the Honors College.

In the second semester, the student adds additional faculty from within and outside the department along with a representative from the Honors College. This second phase results in a progress report to the committee to which the faculty provide feedback regarding scope, resources, and quality of the work to date. In the third semester, the student executes the project and defends it before the committee. If the student earns a grade of B or better, they are allowed to graduate with Departmental Honors.

### **Internships**

Internships are also an important means for students to develop active and applied learning skills as well as meet the University goal of metropolitan community involvement. SAG has provided internship opportunities related to these three disciplines in the areas of government, nonprofit organizations, community services, museums and art galleries, cultural resource management, state and national parks, zoos, and research facilities, etc.

For example, internships can occur in the Mayor's Office, at a Community Kitchen, or with the Hunter Museum. The procedure for initiating the internship, credit hours offered, evaluation rubric, and timetable are centralized with the department head.

### Individual Studies

The majority of individual studies projects are conducted with a faculty member or under their supervision. Some of these projects are heavily guided by faculty and are tangential to faculty interests while others are primarily topics of interest to students themselves who propose reading lists, annotated bibliographies, or activities to earn course credit.

### Study Abroad

Students in the Department also have an opportunity to study abroad and gain a more global perspective than just their classes in Tennessee. One faculty *emeritus* has provided funding for a Study Abroad trip to China that will be led by Dr. Guo and is being offered as a Summer 2018 ANTH 3160 Chinese Culture and Society course.

## 1. Projects and Credit Hours Produced

Table 2.3 shows that 111 courses external to the classroom were offered in 2012 - 2017 resulting in 348 credit hours over the period 2012-2017. There were a total of 50 courses offered in the spring (156 credit hours), 17 courses in the summer (62 credit hours), and 44 in the fall (130 credit hours). This is a mean of 18.5 courses per year (58 credit hours).

**Table 2.3. Courses external to the classroom offerings and credit hour production 2012-2017.**

Year	Spring		Summer		Fall		Total	
	Courses	CH	Courses	CH	Courses	CH	Courses	CH
2012	2	6	0	0	7	21	8	24
2013	8	30	6	22	5	15	17	61
2014	7	22	4	12	4	10	13	38
2015	14	41	4	12	6	18	23	68
2016	10	30	6	25	8	24	23	76
2017	13	39	2	6	14	42	27	81
<b>Total</b>	<b>54</b>	<b>168</b>	<b>17</b>	<b>62</b>	<b>44</b>	<b>130</b>	<b>111</b>	<b>348</b>

## 2. Distribution by Type

**Table 2.4. Types of courses external to the classroom, 2012-2017.**

Year	Individual Studies		Honors Project		Internship		TOTAL	
	Courses	CH	Courses	CH	Courses	CH	Courses	CH
2012	6	18	2	6	1	3	8	24
2013	16	58	0	0	2	6	17	61
2014	10	30	0	0	5	15	13	38
2015	17	50	1	3	6	18	23	68
2016	22	73	0	0	2	6	23	76
2017	17	51	5	15	7	21	27	81
<b>Total</b>	<b>80</b>	<b>280</b>	<b>8</b>	<b>24</b>	<b>23</b>	<b>69</b>	<b>111</b>	<b>348</b>

Table 2.4 shows that 72.1% of the courses external to the classroom offered were individual studies, 20.7% were internships, and 7.2% were honors projects. Individual studies ranged from 5 to 21 courses per year and were relatively consistent offerings; internships ranged from 1 to 7 and grew significantly over the reporting period; and honors projects were sporadic with three years having none.

This HIEP direction is an important trend because of the increasing institutional emphasis on active and experiential learning and the rise in extrinsic students who need both employment

experiences and connections made through their internships. While the dominant teaching method in SAG has been traditional lecture, more and more faculty are implementing these high impact educational practices.

### 3. Distribution by Faculty

**Table 2.5. Faculty offering courses external to the classroom, 2012-2017.**

Faculty	Individual Studies		Honors Project		Internship		TOTAL	
	Courses	CH	Courses	CH	Courses	CH	Courses	CH
<b>ANTHROPOLOGY</b>								
Honerkamp	43	149	1	3			44	152
Ashmore	6	14			21	63	27	76
Miles	13	39	1	3			14	42
Guo	3	9	1	3			4	12
Workinger	2	6					2	6
<b>SOCIOLOGY</b>								
LeMoyne	11	33	4	12	1	3	16	48
Trivette	1	3	1	3			2	6
Van Ness					1	3	1	3
<b>GEOGRAPHY</b>								
McCarragher	1	3					1	3
Laing	9							37
<b>Total</b>							<b>111</b>	<b>348</b>

Table 2.5 shows that 82.7% of the external course offerings are in anthropology, 16.4% are in sociology, and less than 1% are in geography. One archaeologist, Dr. Honerkamp, produces almost half of all external courses, and two to three times more offerings than any other faculty. This reflects student activities in the archaeology field school and related lab studies.

Almost all the sociology external courses are produced by one faculty member, Dr. LeMoyne. Overall, about half of all tenure track and full time faculty in the department participate in these outside of the classroom learning activities.

### 4. Project Topics

Tables 2.6 through 2. list the students and project topics by discipline for the courses external to the classroom.

Table 2.6 shows that the majority of the courses external to the classroom were in archaeology, with 45 archaeology projects completed during the report period. Of these, 71.1% involved processing, data entry, and analysis of archaeological material and the summer archaeological field school, and 22.2% from student supervision of the field school. The field school is under

the supervision of the Jeffrey L. Brown Institute of Archaeology (See Appendix J for additional information about the Institute).

Processing artifacts from the field school includes various forms of laboratory analysis including sorting, labeling, listing, and cataloging items, and attempting to match them with existing data to make determinations about cultural processes. Students also are involved in carefully cleaning, dating, and curating artifacts. Finally, students assist in tabulating and analyzing data for inclusion in the resulting archaeology site reports and other research presentations.

In addition, majors participate in the field school excavation itself and then can earn extra course credit through becoming a field supervision in subsequent sessions. In fact, several students received 6 credit hours for attending the Field School, 12 credit hours for supervising it, and an additional 3 credit hours for processing its artifacts. This represents 21 hours, or a semester and a half's work in field archaeology external to the classroom. Only three courses were independent study efforts, *per se*.

Recently, this has concentrated on the Sapelo Island and the efforts of the Sapelo Island Archaeological Research Consortium. The Island history extends at least to 4,500 ya and includes Native American indigenous populations, African slaves and their descendants, and colonial efforts by the British, French, and Spanish.

Notably, there were 385 slaves owned on the island by 1850. This community became the Geechee group for nearly 200 years, with a small number of their descendants still living on the island today. The field school efforts concentrated on identifying the remains of plantation slaves' living quarters, similar to earlier projects on Ossabaw and St. Simons Islands. The goal is to locate Gullah-Geechee living areas on Barrier Island plantations dating from early 1800's to the Civil War. The focus is especially on wood frame cabins used by the slaves and descendants, and two to three cabins have already been identified.

**Table 2.6. Archaeology project topics for courses external to the classroom, 2012-2017.**

No	Student	Topic	CH
1	Emily Parsons	Laboratory Analysis, Artifact Curation, & Report Production	3
2	Jessica Kinsman	Laboratory Analysis, Artifact Curation, & Report Production	3
3	Caroline Maxie	Laboratory Analysis, Artifact Curation, & Report Production	3
4	Caroline Maxie	Laboratory Analysis, Artifact Curation, & Report Production	6
5	Meredith Gilligan	Laboratory Analysis, Artifact Curation, & Report Production	6
6	Kevin Smith	Laboratory Analysis, Artifact Curation, & Report Production	3
7	Rachel Fleeman	Laboratory Analysis, Artifact Curation, & Report Production	3
8	Anna Bulard	Laboratory Analysis, Artifact Curation, & Report Production	3
9	Emily Parsons	Laboratory Analysis, Artifact Curation, & Report Production	3
10	Sara Bean	Laboratory Analysis, Artifact Curation, & Report Production	3
11	Ben Seay	Laboratory Analysis, Artifact Curation, & Report Production	3
12	Rachel Fleeman	Laboratory Analysis, Artifact Curation, & Report Production	3
13	William Miller	Laboratory Analysis, Artifact Curation, & Report Production	3
14	Melissa Darroch	Laboratory Analysis, Artifact Curation, & Report Production	3
15	Sara Bean	Laboratory Analysis, Artifact Curation, & Report Production	4
16	Mark Babin	Laboratory Analysis, Artifact Curation, & Report Production	3
17	Cynthia McKeel	Laboratory Analysis, Artifact Curation, & Report Production	3
18	Brittany Steward	Laboratory Analysis, Artifact Curation, & Report Production	3
19	Kyle Elliott	Laboratory Analysis, Artifact Curation, & Report Production	3
20	Emily Noyes	Laboratory Analysis, Artifact Curation, & Report Production	3

21	Melissa Darroch	Laboratory Analysis, Artifact Curation, & Report Production	3
22	Kyle Elliott	Laboratory Analysis, Artifact Curation, & Report Production	3
23	James Morgan	Laboratory Analysis, Artifact Curation, & Report Production	3
24	Stephanie Haire	Laboratory Analysis, Artifact Curation, & Report Production	3
25	Cassandra Davis	Laboratory Analysis, Artifact Curation, & Report Production	3
26	Sarah Ashley	Laboratory Analysis, Artifact Curation, & Report Production	3
27	James Morgan	Laboratory Analysis, Artifact Curation, & Report Production	3
28	Kristen O'Connor	Laboratory Analysis, Artifact Curation, & Report Production	3
29	James Morgan	Laboratory Analysis, Artifact Curation, & Report Production	3
30	Cassandra Davis	Laboratory Analysis, Artifact Curation, & Report Production	3
31	Caroline Marshall	Laboratory Analysis, Artifact Curation, & Report Production	3
32	Molly McCarthy	Laboratory Analysis, Artifact Curation, & Report Production	3
33	Melissa Darroch	Archaeological Field School Supervision	3
34	William Miller	Archaeological Field School Supervision	6
35	Anna Bulard	Archaeological Field School Supervision	3
36	Meredith Gilligan	Archaeological Field School Supervision	1
37	Kevin Smith	Archaeological Field School Supervision	6
38	Marie Meranda	Archaeological Field School Supervision	3
39	James Morgan	Archaeological Field School Supervision	6
40	Jeremy Davis	Archaeological Field School Supervision	6
41	Kyle Elliott	Archaeological Field School Supervision	6
42	James Morgan	Archaeological Field School Supervision	3
43	Brandon Mitchell	George & Louise Patten Coll. Salem Hyde Materials - Lupton Lib S C	3
44	Sandra Carmichael	Readings in Plantation Archaeology	3
45	Charles Mix	Application of GIS to Archaeological Sites	3
	<b>TOTAL</b>		

**Table 2.7. Biological anthropology project topics for courses external to the classroom, 2012-2017.**

No	Student	Topic	CH
1	Rachael Nolen	Anthropology Flipped Classroom	3
2	Tanner Swafford	Anthropology Flipped Classroom	3
3	Ross van der Harst	Anthropology Flipped Classroom	3
4	William Sligh	Anthropology Flipped Classroom	3
5	Tanner Swafford	Anthropology Flipped Classroom	3
6	Philip Kiefer	Anthropology Flipped Classroom	3
7	Louis Brill	Anthropology Flipped Classroom	3
8	Madelyn Momchilov	Anthropology Flipped Classroom	3
9	Alyssa DeWaele	Anthropology Flipped Classroom	3
10	Jacob Gamble	Anthropology Flipped Classroom	3
11	Samuel Cox	Anthropology Flipped Classroom	3
12	Alexandria Hall	Origins of Culture & Cognition	3
13	Rachael Figueroa	Changing the Legal Status of Apes	3
14	Rachel Fuller	Primate Pet Incid. of Injury to Humans Nexus Lexis & Born Free Re	3
15	Sarah Holmes	TN State Library Archives Cataloging, Storing, & Cleaning Techniques	3
16	Abbey Van der Sluis	Bio. Anthropology Lab. Set Up & Lab Revisions & Implementation	3
17	Rachel Fuller	West Law DB St. Laws Pertaining to Private Ownership of Primates	3
18	Branden Mitchell	Bio. Anth. Lab Setup, Rev of Lab Curr., New Lab Dev & Implement.	3

19	Rachel Fuller	Bio. Anth. Lab Setup, Rev of Lab Curr., New Lab Dev & Implement.	3
20	Alyssa DeWaele	What Is Personhood?	3
	<b>TOTAL</b>		

Table 2.7 shows that biological anthropology represented the second largest group of anthropology subfield projects external to the classroom, with 20 courses totaling 60 credit hours. These represent 17.2% of the external credit hours produced in all areas.

Half of the external courses involved course assistants (not teaching assistants) in ANTH 1000 Mysteries of the Human Journey, a non-major general education offering that emphasizes human biological and cultural evolution. It is HIEP-intensive and requires active and/or experiential learning with critical thinking each week resulting in over 2,000 written assignments per course. Majors or students who have taken the course serve as assistants and learn about active learning and distinguishing science, belief, and pseudoscience. Assistants help set up exercises, prepare course materials, facilitate discussion, tutor and lead study sessions. These assistants also read about high impact practices and how to help students to learn as part of their responsibilities.

Students also earn external course credit by assisting in our biological anthropology laboratory and setting up labs and helping to prepare exercises. Other individual studies research involved primate pets and two longitudinal projects, one on teaching language and culture to an orangutan Chantek raised at UTC, and another examining the acceptance of evolution and its integration with religious beliefs by Tennessee students raised near the site of the Scopes Monkey Trial.

Table 2.8 reports the courses external to the classroom in cultural anthropology (there were none in linguistic anthropology). There were 12 cultural courses representing 10.3% of all external course credit hours. The table shows a wide variety of topics of individual study and several of these projects focused on the local community or diversity culture. Notable are three projects at the Bessie Smith Culture Center involving organizing or interpreting aspects of their artifact collection with a focus on African-American women, African drumming, and related topics.

**Table 2.8. Cultural Anthropology project topics in courses external to the classroom.**

No	Student	Topic	CH
1	Caroline Maxie	Cultural anthropology Course Assistant	3
2	James Barksdale	Mayor Berke Reelect. Campaign Vol. & Motivation for Vols.	3
3	Andrea Burket	Chickamauga Natl Bttfld & FMB Speedway Historical Research	3
4	Cassandra Davis	FMB Public Education Program Research & Facebook Posting	3
5	Kristen O'Connor	Bessie Smith CC Artifact Coll. DB Creation & Research	3
6	Sara Bell	Bessie Smith CC Artifact Coll. VHS Catalogue of African-American Women & Harlem Renaissance & "Bessie in a Box" Project	3
7	Alyssa DeWaele	Bessie Smith CC Artifact Coll. VHS Cat & Lesson Plans for African Drumming Outreach Education Program for K-5, 6-8, & 9-12	3
8	Kristen O'Connor	George & Louise Patten Collection of Salem Hyde Materials - Lupton Library Special Collections	3
9	Morgan Sell	Cultural Anthropology Project	3
10	Allison Cate	Cultural Anthropology Project	3
11	Kristen O'Connor	Cultural Anthropology Project	3
12	Abigail Alter	Cultural Anthropology Project	3
	<b>TOTAL</b>		<b>36</b>

Table 2.9 shows the external course projects for sociology. Table 2.9 shows 33 courses representing 94 credit hours or 27.6% of all external course credit hour production in SAG. Table 2.9 shows a variety of research and readings topics plus some experiential learning assignments. Reading-based studies centered on sociological theory, Michel Foucault's perspective, sociology of work, and gender. Experiential learning projects and internships centered on parole and probation activities, mayor's office, Family Justice Center, Women's Fund, Health Department, Partnership for Families, Urban League, and Hunter Museum of American Art.

These activities not only develop applied skills, they help expose majors to real world work experiences, day to day operations of the community, social justice advocacy, nonprofit culture, and governmental functions. They also provide networking and contacts for students seeking employment. An exceptional job as an intern might also lead to later direct employment or key references, knowledge of opportunities, or actual referrals.

**Table 2.9. Sociology project topics in courses external to the classroom.**

No	Student	Topic	CH
1	Hannah Lazar	Sociology	3
2	Olivia Swafford	Michel Foucault's Discipline & Punish: The Birth of the Prison	3
3	Madelyn Cave	Chattanooga Off. of Parole & Prob. Role of Probation Officers; also wrote violation reports	3
4	James Betbeze	Great Books in Social Theory	3
5	Helen Tubbs	CASR Faculty Work-Life Satisfaction Data Collection & Analysis	3
6	Tristan Wallace	TN Senator Bob Corker's Chatta. Off. Assistance-Phone & Press clips	3
7	Satara Stratton	Chattanooga Family Justice Center Human Trafficking & Domestic Violence Research & Presentation	3
8	Allison Baxley	Great Books in the Sociology of Gender	3
9	Conway Martel	Sociological & Autbio. Report on Newly Released Prisoners	1
10	Cynthia Mckeel	Women's Fund of Greater Chattanooga Nonprofit Organization Millennial Participation & Funding Event	3
11	Danielle Mullin	Sociology	3
12	Katelyn Rutter	Great Books in Modern Social Theory	3
13	Demetrus Menefee	General Sociological Theory	3
14	Victoria Sovak	Sociology of Gender	3
15	Nicholas Thompson	Chattanooga Hamilton County Health Department Smoke Free Chattanooga Initiative Research	3
16	Emily Baskette	Southside Creative Group & Sportsbarn Facebook Gender Communication Analysis	3
17	Marie Meranda	Hunter Museum of Amer. Art Amer. Impressionism Exhibit Sur. & Signage	3
18	Courtney Copeland	Partnership for Families-Children & Adults Sexual Assault Intake & Hotline Call Data Collection	3
19	Jenine Kerr	Crabtree Farms Community Garden Design & Execution	3
20	Rachel Davis	Urban League of Greater Chatt Re. on Organizations Breaking Down Barriers for African American Youth	3
21	Heather n.a.	Krause Film Productions Research on Serial Killers	2
22	Christina Stewart	General Social Theory	3
23	Barbara Watts	Writings of David Harvey	3
24	Brian Bush	Writings of Max Weber	3
25	Andrea Stansberry	General Social Theory	3
26	Barbara Watts	Inequality Through Classical Fiction	3

27	Jarett Worley	Annotated Bibliography on Birth Order Research	1
28	Elliot Newell	Rational In Its Irrationality: A Critique of the "All Lives Matter" Movement & One Dimensional Society	3
29	Alea Tveit	Emphasizing Colonization in Modern Env. & Women's Activist Movement in India & the Future of Eco-Feminist Movements	3
30	Harold Archie	Hillbilly Elegy Story & Autobiographical Comparison	3
31	Kate Mobley	Comparing Rates of Child Maltreatment Across Different Areas of the U.S.	3
32	Allison Taylor	Mapping the Local Food System of Greater Chattanooga	3
33	Haylee Pellegrino	Partnership for Fam-Child & Adults Domes Assault Response Team Agen & Responsibilities & Domestic Violence Awareness Month Activities	3
	<b>TOTAL</b>		<b>94</b>

UTC is also Carnegie classified as a Metropolitan University with a direct mission to the urban community. Students with this hands-on experience help to fulfill that obligation and enhance the Department and University reputation in the greater Chattanooga area.

In geography, Table 2.10, many individual studies projects were directed by Dr. Laing and the project identified below was related to Dr. McCarragher's on-going research.

**Table 2.10. Geography project topics in courses external to the classroom.**

No	Student	Topic	CH
1	Meleena Livesay	Role of Transportation Networks in Long Distance Dispersal of Invasive Plant Species in the U.S.	3
9	Individual Studies	Cultural geography projects	27

Overall SAG has been committed to providing our students with high impact external to the classroom learning experiences.

### III. STUDENT EXPERIENCE

#### Student Evaluation

Every semester students are strongly encouraged to complete online course evaluations and to provide feedback on courses, curricula, and their learning experiences. The department head has an open door policy and readily meets with students who have concerns about any of our degree programs or courses.

Student Rating of Faculty from Fall 2016 (although combined with Criminal Justice and Legal Assistant Studies) closely mirrors results on the College and University levels.

Responses within the "Completely Agree" category for all seven of the university-level questions ranged from 58 – 70% for the department, 62 – 73% for CAS, and 63 – 73% for UTC.

"Mostly Agree" responses ranged from 13 – 17% for the department, 14 – 17% for CAS, and 14 – 17% for UTC.

"Slightly Agree" ranged from 6 – 10% for the department, 6 – 9% for CAS, and 5 – 9% for UTC.

"Slightly Disagree" ranged from 1 – 5% for the department, 1 – 4% CAS, and 1 – 4% UTC,

"Mostly Disagree" ranged from 1 – 4% for the department, 1 – 2% for CAS, and 1 – 2% for UTC.

"Completely Disagree" ranged from 1 – 6% for the department, 1 – 4% for CAS, and 1 – 4% for UTC. (See Appendix K).

Throughout the academic year the department head also closely reviews individual course evaluation data with faculty members and constructive concerns that students have provided are discussed with each faculty member as well as strategies to address any legitimate concerns.

### Student Enrichment and Professional Development

In addition to providing students with opportunities for outside of the classroom learning experiences, SAG is committed to providing students with additional enrichment opportunities. In relation to individual or small group research produced through the final capstone course sequence or research conducted via individual studies/internships, students are encouraged to present their research in professional conference settings. Every year the Office of Research and Sponsored Programs hosts a spring Research Dialogues event that showcases research produced by UTC students and faculty <https://www.utc.edu/research-dialogues/>.

**Table 3.1. SAG Student Presentations at Research Dialogues**

YEAR	Participant (Faculty Advisor)	TITLE
2012	Elliott, Samantha (Miles)	From Moses to Darwin: Authority and Evidence in Narratives of Human Evolution.
	Swafford, Olivia (Miles)	Race and Sex Difference in Perceptions of Male and Female Objectives in Music Lyrics.
2013	Fox, Cory Samantha Elliot (Miles)	OMG: Do I Really Have Tail?
	Maxie, Caroline (Porter)	The Culture of Fandom: A Mixed Methodology Case Study of Chattacon, Con Nooga and Dragon Con Attendees.
2014	Nicole Caldwell (Porter)	What is Beauty: College Students' Attitudes, Perceptions, and Understandings of the Concept of Beauty
	Ross van der Harst (Miles)	Native American Talking Circle in the Classroom
	Hielen Tubbs (Porter)	Time Well Spent: A Look at Parent and Child Interaction
	Danielle Mullen (Porter)	Religion and Interracial Dating for the Millennial Generation
	Sara Bean, Mark Babin, Melissa Darroch, Ben Seay (Honerkamp)	An Archaeological Survey of Cannon's Point plantation: Defining Cultural Boundaries
	Matt Woods (Maynard)	Educational Attainment and Health Outcomes in Tennessee
	Macy Licht (Porter)	UTC's Policies Regarding Intimate Partner Violence among Students
2015	Marie Meranda, Melissa Darroch (Honerkamp)	Archaeological Surveying and Testing at Cannon's Point preserve, GA: An Overview
	Nicholas Thompson (Ashmore & Hori)	The Use of the Internet and/or Social Media for Personal Medical Diagnosis and Information
	Heather Wilkerson (Hori)	Childbirth Preferences among Women
2016	Ginger Conder, Kyle Elliot, Dani Hazelhurst, Abbey Vander Sluis (Ashmore)	Establishing a Biological Profile Based on Human Skeletal Remains
	Rachel Fuller.(Ashmore)	Primates as Pets: What do the laws allow?

	Rachel Davis (Hori)	Student and Faculty knowledge of UTC's Policy on Sexual Misconduct, Relationship Violence, and Stalking
	Stefanie Haire, Emily Noyes (Honerkamp)	2015 UTC Archaeological Field School
	Elliott Newell (Hori)	Examining Transphobia at UTC: Who is Most Likely to be Prejudiced?
	Emily Noyes, Stefanie Haire (Honerkamp)	Perceptions on Southeastern Mortuary Archaeology
	Meera Patel, Natalie Thacker (Guo)	Patterns of Cell Phone Usage among a Sample of college Students
	Katherine Swartwood (Hori)	Effectiveness of Sexual Assault Education and Prevention Programs on College Campuses
<b>2017</b>	Emily Cahoon (Guo)	Outed: A Look at Modern Social Constraints on Male Homosexuality
	Sandra Jean Carmichael (Guo)	Burning Down the House: How the Industrialization of American Medicine Burns Out its Best and Brightest in the Field of Emergency
	Alyssa Dewaele (Miles)	Race, Gender, Disability, and Personhood
	Helen Hamilton (Trivette)	The Stereotypical Culture of Age Discrimination: The Subtle Cues of Ageism in Hiring Practices
	Kate Mobley (Trivette)	Analyzing Differential Rates of Child Maltreatment in the U.S.
	Destiny Moore (Trivette)	Beyond the Screams: Family Dynamics and Horror Films
	James Morgan, Cassandra Davis (Honerkamp)	Archaeological Survey of a Historic Gullah/Geechee Community on Sapelo Island, Georgia
	Kristen O'Connor (Guo)	Observing Observation: An Ethnographic Exploration of College Students' Perceptions of Mass Surveillance

As can be seen in Table 3.1 SAG students have consistently delivered paper and poster presentations at this conference. Research Dialogues is modelled after a professional conference setting so this is a wonderful experience for students who will be pursuing graduate studies or to put on resumes documenting their ability to effectively communicate the results of a study. It also underscores the dedication and effort provided by faculty mentors/advisors.

In addition to presenting at the UTC Research Dialogues majors have presented at regional conferences including:

2017 **Southern Sociological Society** (six students) and this year four more will be presenting. Dr. Trivette mentors and organizes student participation in this conference.

2017 **Southern Anthropological Society** (five students) and this year it will be in Chattanooga and students are just now submitting abstract applications. Dr. Miles mentors and organizes student participation in this conference.

2014 three students presented at the **Southeastern Undergraduate Sociology Symposium** under the direction of Dr. Marcelyn Porter (adjunct professor).

## Extracurricular Activities

SAG has historically had very active chapters of both *Lambda Alpha*, the National Collegiate Honors Society for Anthropology, and *Alpha Kappa Delta*, the International Honors Society of Sociology. Dr. Miles instituted the chapter of *Lambda Alpha* on our campus in 2010 and it continues to be a very active student-run group. Unfortunately, a year before the retirement of Dr. Shela Van Ness, *Alpha Kappa Delta* experienced declining membership and student involvement and with her retirement the chapter was de-activated. At the present time, SAG would like to re-establish a chapter on our campus and Dr. Trivette and Dr. Ward are being tasked with this assignment.

*Lambda Alpha* annually hosts events for Anthropology Day (February 15<sup>th</sup>) on our campus. Members set up an information table in the University Center and sponsor an evening film showing. They have also hosted annual conferences that included student and faculty speakers and in 2015 they brought in Heidi Beirich from the Southern Poverty Law Center. Throughout this review period, this Gamma chapter has averaged 35 – 40 student members. Eight to twelve students are annually very active members. Sponsored events have included volunteer clean-up work at the Moccasin Bend Archaeological site and other archaeological sites, local field trips, camping trips, and weekly meetings.

In addition, Dr. Trivette and Dr. McCarragher have been organizing (2016 – 2018) SCJS student events including Fall Meet and Greetings, an Ice Cream Social, film showings, and a graduate school boot camp.

## Advising

With the exception of first year faculty, SAG full-time faculty provide effective academic advising. The campus automatically assigns the department head as the advisor as soon as a new major is identified, ensuring that all students have an advisor immediately and no student falls through the cracks. The department head meets with all new majors and discusses the degree program, identifies the timing of our capstone course sequence, prerequisite structures, and talks with the student about their interest in the discipline as well as their future goals. As a result of this discussion, the department head assigns the student to an SAG faculty member who is most closely aligned with a student's specific discipline interests and future goals. Faculty typically meet with their assigned advisees at least twice per fall and spring semesters and if there are any difficulties with arranging meetings, discussions may occur via email or phone conversations although this is not the preferred form of communication. Given our new system of advising holds, students are required to meet with their faculty advisor before they can register for classes. The purpose of the regular advising meetings is to discuss major requirements, suggested courses, completion timelines, internship and career opportunities relevant to students' specific interests.

The NSSE Student Survey Results from 2016 indicate that students generally rate program faculty favorably when asked about their relationships with faculty members; around 26% of students in the department ranked the quality of relationships with faculty at the highest end of the continuum. This figure is higher than College or University ratings.

When asked to rate the quality of interaction with faculty members (1 = poor and 7 = excellent)

**Table 3.2. Rating of Faculty Interactions**

Scores	UTC	CAS	SAG
1	2.2	2.5	4.3
2	2.7	2.1	0.0
3	5.7	6.7	17.4
4	14.0	15.4	17.4
5	26.9	26.3	21.7
6	25.7	25.6	13.0
7	22.7	21.4	26.1

When asked to rate if students talked about career plans with a faculty member

**Table 3.3. Discussed Career Plans**

	UTC	CAS	SAG
Never	19.1	17.5	20.8
Sometimes	45.0	46.0	37.5
Often	21.4	20.0	20.8
Very Often	14.6	16.5	20.8

These results indicate that SAG faculty are appropriately advising and mentoring students.

## IV. FACULTY

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### Faculty Qualifications and Workload

Compared to the composition of SAG faculty in 2012, there have been significant changes. During this evaluation period we were able to replace three faculty lines (Sociology) and in Fall 2016 added a new faculty line in physical geography. This was the most significant event to happen to the geography program during this review period and it marked the first time in the university's history that there were now two tenure-track or tenured geographers on the faculty. As a result, compared to having all tenured faculty in 2012 we now have three tenure-track faculty members and unfortunately a fourth that has not been reappointed. All but one full time SAG faculty member, a Senior Lecturer, has terminal degrees in their respective disciplines. Professor Walsh anticipates completing his Ph.D. in Sociology at the University of Tennessee, Knoxville prior to the end of this calendar year.

At the beginning of this evaluation period, the faculty handbook required a 12-hour course load per semester. However, due to the largely subscribed general education classes, SAG faculty have typically taught one large section of a general education course and a smaller upper level course. In the recent past, there was been a shift to determine workload on the basis of Delaware benchmarks and the college is now determining a workload policy that will provide for a bit more flexibility in the terms of teaching load based on publication obligations, funded grant projects, and heavy service demands.

Student credit hours produced by tenured/tenure track faculty members from fall 2012 – fall 2016 ranged from 126% - 154%. Credit hour production by nontenure faculty members ranged

from 115% - 154%. These figures confirm that SAG faculty are consistently meeting and exceeding Delaware norm benchmarks.

**Table 3.4. SCH Production by SAG Full Time Faculty**

	Delaware Norm (SCH/FTE)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Tenured/Tenure Track Faculty	246	310	346	315	371	324
NonTenure Track	353	407	471	543	457	434

At this point, data on faculty scholarship activity is problematic. Faculty have not consistently reported their activity on campus-wide distributed data sheets and as of 2015 it appears that data have been combined with Criminal Justice and Legal Assistant Studies. The table below is the inventory of scholarship activity that is available on our Department Profile page. The department head will work through individual Curriculum vitae and will provide an updated scholarship profile at the time of the external review site visit.

**Figure 3.1. Reported Faculty Scholarship Activity**

**Faculty Scholarship Activity**

Calendar Year

	2011	2012	2013	2014
FSA Books Authored	1	0	1	0
FSA Books Edited	0	1	1	0
FSA External Commissions	0	0	1	0
FSA Journal Articles	10	12	13	5
FSA Juried Shows	2	0	0	0
FSA Paper Presentations	13	14	12	5
FSA Works Cited	12	7	16	5

Source: Faculty Scholarship Activity Survey conducted at end of calendar year

Data representative of external and internal funding activity (2012 – 2017) shows that some SAG faculty members have been quite active writing grant proposals and receiving awards.

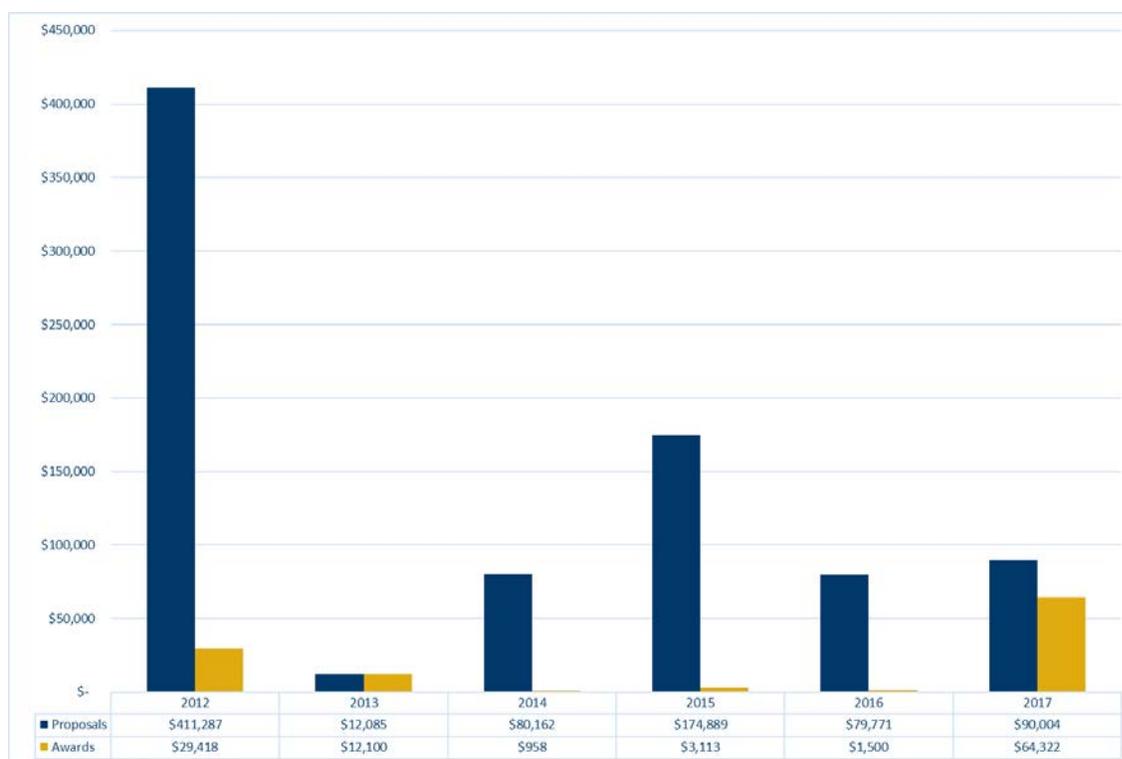
**Table 3.5. External and Internal Funding Activity (2012 – 2017)**

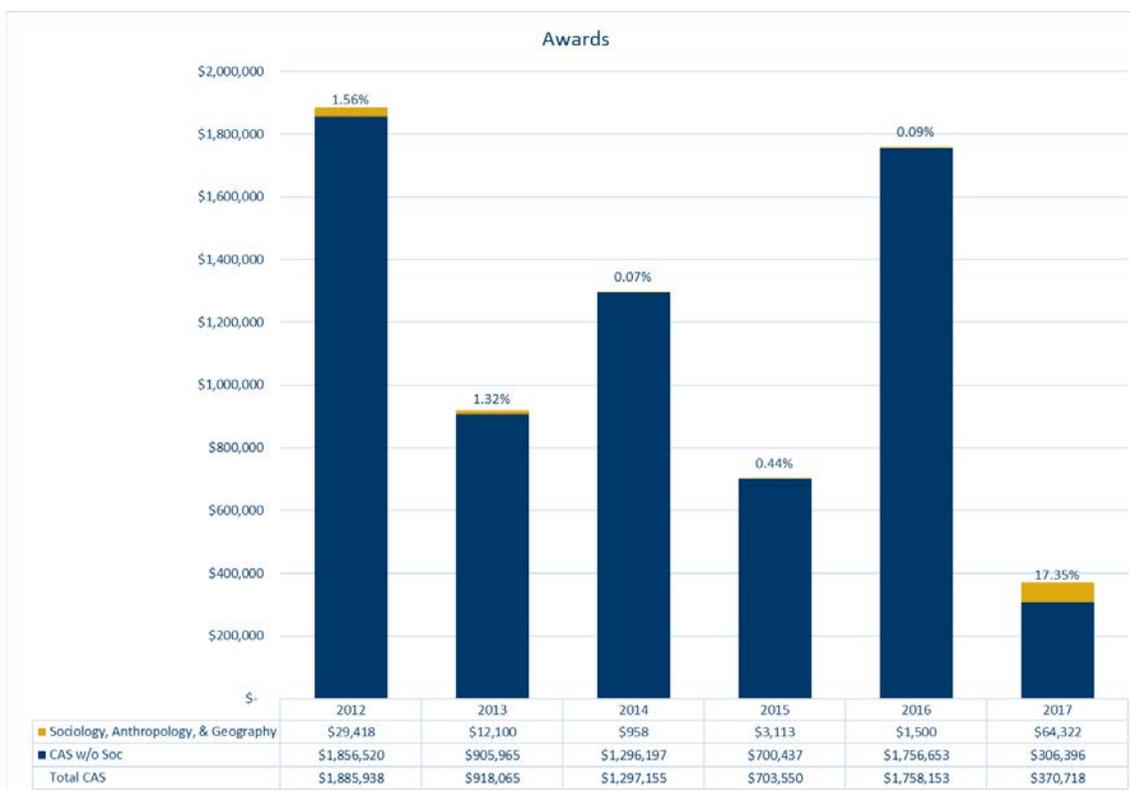
	Proposals	External Awards	Internal Grants
Total	\$848,198	\$111,411	\$35,997
Count	35	12	4
No. PI's	5	3	4

Despite a peak in proposal submissions in 2012, and a significant decrease in 2013, grant proposal activity is exhibiting an overall upward trend. Most importantly the number of

awards/submissions has increased (Figure 3.2). In addition, as a percentage of grants awarded in the CAS, SAG proposals in 2017 constituted 17.35% (Figure 3.3). This represents a significant contribution by SAG faculty.

**Figure 3.2. Trends in External Proposals and Awards (2012 – 2017)**





**Figure 3.3. Percentage by CAS Department to Grant Activity and Awards**

Overall, SAG faculty represent colleagues who are dedicated to excellent teaching, scholarship, and related service activities.

The following is a brief description of each professor's work and interests.

[Pamela C. Ashmore](#) joined the faculty at UTC in 2012 as Professor of Anthropology and Department Head. She earned her Ph.D. and M.A. in Anthropology from Washington University in St. Louis, and her B.A. in Anthropology from the University of Central Connecticut. Before coming to UTC, she was the Chair of the Department of Anthropology, Sociology, and Languages at the University of Missouri, St. Louis (UMSL). She also served as Interim Director and Associate Director of the Center for Human Origin and Cultural Diversity, an educational program jointly administered through the College of Education and the College of Arts and Sciences at UMSL. This was an inquiry-based laboratory program that served middle and high school students, community organizations, in-service and pre-service teachers, as well as undergraduate and graduate students at UMSL. In addition, she was a Co-PI on a \$2.5 million Gear Up grant from the U.S. Department of Education. This grant focused on creating seamless science educational opportunities for middle school students – first year college students. Her teaching and research focus is in science education (stressing teaching about evolution and human variation) and nonhuman primate ecology and behavior. At UTC she teaches a general education natural science with lab course, Biological Anthropology, and upper level courses in Human Variation, and Forensic Anthropology. She is currently working on a second edition of her co-authored text, *The Life of Primates*. She is also working with colleagues in Criminal Justice on an article that is a comprehensive review of legislation pertaining to the private ownership of nonhuman primates. At UTC she is the Chair of the Council of Academic Department Heads and is a member of the Executive Committee of the College of Arts and Sciences. She is also one of the founding members of the Educational Outreach Committee of the American Association of Physical Anthropologists.

[Obi N. I. Ebbe](#) was promoted to the rank of Full Professor in 1996 at the State University of New York College at Brockport and joined UTC as a Department Head of Sociology, Anthropology, and Geography in Fall 2000. His undergraduate education started at the University of London, United Kingdom. He completed his B.A. (Honors) degree in Sociology and Law, and M.A. degree in Sociology at Western Michigan University, Kalamazoo, in 1976 and 1977 respectively. He received his Ph.D. in Sociology from Southern Illinois University at Carbondale in 1981. In all of the three sociology degrees, he concentrated on quantitative methods, statistics, criminology, comparative criminal justice systems, criminal law, corrections, juvenile delinquency, deviance, and social psychology. For the last fourteen years he has been a full time professor teaching statistics, introduction to sociology, global trafficking in human beings, and criminology. He is a recognized expert in political criminology and comparative criminal justice systems. He has two post-doctoral certificates: one from “Oxford Round Table,” *Oxford University, Oxford, UK*, in “Criminal Law and Justice” (2006) and another from *Harvard University Medical School – Continuing Education Department* in “Abuse and Victimization in Life Span Perspective, Trauma, and Memory: Clinical and Legal Dimensions” (1993). He has made 81 presentations at international conferences and been a chair, discussant, or panelist in 38 of those conferences. He has published four books and co-edited two others. He is a member of the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences and widely recognized among the members of the two organizations. He has also been a consultant for the United Nations’ International Scientific and Professional Advisory Council (ISPAC) since 1998.

[Zibin Guo](#) is a UC Foundation Professor who received his Ph.D. in medical anthropology from the University of Connecticut. Prior to joining the UTC faculty, he served as lecturer in the Department of Social Medicine of Harvard Medical School and the director of Clinical Studies at the New England School of Acupuncture. He specializes in applied medical anthropology and has extensive research background in cross-cultural medicines & healing arts, aging & health, complementary medicine, community health, culture & disability studies. For the past decade, his research activities have been focused on applying traditional healing cultures and methods to develop innovative intervention programs which would effectively change health behavior and promote physical and psychological well-being among vulnerable populations. In 2005, he developed a form of wheelchair Tai Chi Chuan (TCC) which made a traditional healing/martial art accessible to people with ambulatory limitations. A key feature of this innovative program is that it integrates wheelchair motions with the flowing movements of TCC to transform the wheelchair from an assistive device to a tool of empowerment and artistic expression. His TCC program debuted at the 2008 Summer Paralympics Games in Beijing, China. Since then the program has become a part of national health promotion programs in China and has been utilized in various rehabilitation and self-care settings throughout the world. As a result of the TCC program, he was presented with the *Love Award* by the Tennessee Higher Education Commission and the “*Most Innovative Special Populations Research Award*” by the academic committee of the International TCC Symposium at Vanderbilt University in 2009. His work also appears in the *Journal of Technology and Innovation*. During past few years, he has collaborated on several large HRSA Grants with the School of Nursing to develop effective intervention programs to improve physical and mental fitness of vulnerable populations including individuals with Severe Persistent Mentally Illness and inner-city youth. He has also been working with faculties from computer science, psychology and physical therapy to develop the “*Virtual Taiji System*” (VTJS). The VTJS is an innovative program that is designed as an effective and accessible mind and body fitness and rehabilitation modality for individuals who are ambulatory-challenged due to spinal cord injuries or disease. In the last few years, he has received two major grants from the U.S. Department of Veterans Affairs to promote the TCC program among veterans with disabilities across the country.

[Nicholas Honerkamp](#) is a UC Foundation Professor and an archaeologist. He received his B.A., M.A., and Ph.D. degrees from the University of Florida, which enabled him to work closely with his mentor, Dr. Charles H. Fairbanks, a pioneer in historical and plantation archaeology. His professional interests are reflected in numerous publications, reports, and professional conference papers. While his current

emphasis is on research at plantation sites, his diverse scholarly output encompasses industrial archaeology (*Industry and Technology in Antebellum Tennessee: The Archaeology of Bluff Furnace*, 1992, University of Tennessee Press, with Bruce Council and Elizabeth Will), status dimensions of British colonial foodways (Social Status as Reflected by Faunal Remains From an Eighteenth Century British Colonial Site, 1982, *Conference on Historic Site Archaeology Papers 1979*), the history and archaeology of the James Oglethorpe Site, the “founding father” of Georgia (“The Smouldering Ruin and the Iveyed Wall”: Searching for James Edward Oglethorpe, 2018 [in press]), *Early Georgia* 45[1]), plantation archaeology method and theory (*The Archaeology of Plantation Life: Perspectives from Historical Archaeology*, 2009, the Society for Historical Archaeology), and research on Gullah-Geechee religious practices on the Georgia coast (Archaeology In a Geechee Graveyard, 2009, *Southeastern Archaeology* 31[1]). He currently teaches courses in Cultural Anthropology, Tennessee Archaeology, World Prehistory, Anthropological Theory, and laboratory analysis through individual Independent Studies. He also directs an archaeological field school every summer, and he and his students have excavated prehistoric and historic sites in Chattanooga, on Hiwassee, McLellan, and Williams Islands, Columbia and Greenville, Tennessee, and Ossabaw, Sapelo, and St. Simons Islands on coastal Georgia.

[Makiko Hori](#) joined the faculty at UTC in 2014 as an Assistant Professor of Sociology after teaching at Wichita State University in Kansas between 2011 and 2014. She received her Ph.D. from Louisiana State University in 2010. Her general area of interest has been in gender, family, social inequality, social psychology, health and well-being, and quantitative methods. The central question guiding her research is how gender- and family-related factors impact economic, social, and health outcomes in various settings and contexts, and for past several years, she has been using a cross-national setting as a context. More specifically, she has examined disparities in psychological well-being between males and females and the effects of social roles on interaction within the national context. Her focus is the link between the level of gender stratification, such as country-level political and economic gender inequality and gender norms, and women’s mental health. Recent publications include “A Multi-Level Analysis of Psychological Well-Being Related to Work and Family in 33 Countries” in *Contemporary Perspectives in Family Research* (2014), “Do Gender Differences Still Exist? The Effect of Gender Equality and Social Status on Happiness in Cross-National Perspective” in *International Journal of Comparative Sociology* (2018), “Full-Time Employment and Marital Satisfaction among Women in East Asian Societies” in *Comparative Sociology* (2017), and “Gender Differences in Happiness: The Effect of Marriage, Social Roles, and Social Support in East Asia” in *Applied Research in Quality of Life* (2018). She is also working on different settings, such as looking at population by certain age group (i.e., adolescents, elderly people), and examining how this relationship varies by life stage. She regularly teaches Introduction to Sociology, Social Psychology (online), and Sociology of the Family (online).

[Craig R. Laing](#) is an Associate Professor of Geography and joined the department in 1993. He earned a BA and a MA in Geography from Marshall University and his Ph.D. in Geography from the University of Tennessee. He teaches a variety of human and regional geography courses including Cultural Geography, Geography of North America, Geography of Asia, Geography of Southeast US, Urban Geography, and Geography of Travel and Tourism. His research interests center on the geography of Appalachia, the American South, cultural landscapes, the geography of travel and tourism and has involved such topics as the spatial dynamics of the Appalachian Regional Commission’s (ARC) social programs, spatial development philosophies of the ARC, the growth of the Mormon Church in the South, methamphetamine production in Appalachia, cultural landscapes of Japan and China, analysis of historical photographs of the Smoky Mountain region, and the development of Gatlinburg, Tennessee’s tourist landscape. His work on the spatial development philosophies of the ARC and the growth of the Mormon Church in the South has been published in the *Southeastern Geographer* and his work on China’s cultural landscapes has been published in *Education About Asia*. Craig’s current research focus on the Smoky Mountains brings together his interests in Appalachian and tourism. He has authored twenty-three Google Earth exercises that are used in his upper-division classes. He regularly presents his research at regional and national conferences including the Southeast Division of the American

Association of Geographers and the American Association of Geographers. From 2013-2014, Craig was a ThinkAchieve Faculty Fellow on Popular Culture in the Classroom which led to an article published in *Studies in Higher Education* about university faculty's perception and use of popular culture in the classroom. In 2014, Craig received an excellence in teaching award from the College of Arts and Sciences.

[Terri LeMoyné](#) is a UC Foundation Associate Professor of Sociology and received her Ph.D. in sociology from the University of Maryland. Prior to UTC, she was a Visiting Assistant Professor at Mount St. Mary College in Emmitsburg, Maryland and an instructor of Sociology at the University of Maryland. She has taught a wide variety of courses while at UTC, including classical sociological theory, modern sociological theory, sociology of the family, organizational behavior, gender and society, and introduction to women's studies. Her primary research interests include the ways in which helicopter parenting impacts the mental health and academic achievement of college-aged students. More specifically, she is interested in how over-parenting effects males in families headed by mothers, and how that manifests itself in terms of the internalization of gender role expectations. Her article on helicopter parenting entitled "Does Hovering Matter? Helicopter Parenting and its Effecting on Well-Being" has garnered national attention and has been cited in the *Boston Globe*, the *Washington Post*, the *Los Angeles Times*, and the *New York Times*, among other news outlets. It is the first academic empirical article written on helicopter parenting and she and her co-author were the first to create a scale to measure it. It is currently the most read and the most cited article in the journal *Sociological Spectrum*. She and her co-author currently have submitted two more papers on helicopter parenting for review at peer reviewed journals. In addition, she has begun a line of research focusing on the impact of formal rationalization on higher education in America. She is especially interested in the perceived political quietism of tenured faculty in the social sciences to the changing landscape of higher education. She is also very committed to excellence in teaching, and in line with her commitment has published in the journal *Teaching Sociology*, has edited a Resource Guide for Teaching Sociological Theory for the American Sociological Association, has organized a Workshop for Teaching Sociological Theory for the yearly ASA national conference, and was awarded the University of Tennessee Alumni Outstanding Professor Award. Dr. LeMoyné also served on the Editorial Board of the University of Tennessee Press and has been awarded the UC Foundation Professorship.

[Shannon R. McCarragher](#) joined the department in 2016 and is an Assistant Professor of Geography and a full graduate faculty member. She earned a B.S. in Geography and a minor in Biology from the University of Wisconsin-Whitewater and a M.S. and Ph.D. in Geography from Northern Illinois University, with an interdisciplinary specialization in conservation biogeography. She teaches a variety of geography courses, including Physical Geography, World Geography, Maps and Mapping, World Resources, and Geography of Plant Communities and Invasives. She hopes to also teach Geography of Europe in the future and work toward creating a study abroad component for the course. Her Maps and Mapping course was recently certified as a "Beyond the Classroom Experiential Learning Course" because of the applied learning mapping experience she designed and implemented that has her students work in conjunction with the Chattanooga Department of Transportation (CDOT), the Chattanooga Hamilton County Regional Planning Agency, and the UTC MOCs in the City campaign to help implement a Walking Action Plan for Chattanooga and complete other real-world mapping projects. Many of her courses are cross listed with the Biology, Geology, and Environmental Science department on campus. Broadly, her research interests tie to three core themes: 1) abiotic and biotic factors influencing vegetation dynamics related to conservation of biodiversity, coexistence, and productivity; 2) Science, Technology, Engineering, and Mathematics (STEM) Education; and 3) Geographic Information Systems (GIS). Her current research projects investigate such topics as plant invasion dynamics, students' gendered and raced perceptions and experiences in STEM, rare geologic and geographic features in Southeastern Tennessee, interagency and educational uses of wetland mapping techniques, and inequalities related to local food access. She has work published in a variety of peer-reviewed journals, including *Land*, *The Professional Geographer*, *Physical Geography*, and *The Geographical Bulletin*. Her co-authored work on inequalities related to local food access is under review for the journal *Agriculture and Human Values* and

she has a co-authored manuscript in the final stages of preparation that will be submitted to the journal *Gender & Society*.

[H. Lyn White Miles](#) completed her doctoral research in anthropology at Yale University and the University of Connecticut in 1978 with a dissertation on *The Use of Sign Language by Two Chimpanzees*. As an anthropologist, her focus was on culture, context, and the creation of shared meanings. Demonstrating that the chimpanzees Ali and Booee could engage in rudimentary conversational discourse with spontaneous non-imitative signing, she also showed that they could invent their own communicative conventions and signs. At the University of Tennessee at Chattanooga she continued this research with an infant orangutan Chantek whom she enculturated and taught signs. Chantek learned to use hundreds of ASL-adapted signs, invented and combined signs of his own, including “tomato” and “toothpaste” for ketchup, and showed stages of cognitive and communicative development similar to a human child beginning with instrumental association and achieving symbolic representations. Chantek also engaged in pointing, deception, self-awareness, problem-solving, and displaced reference, and is the only ape in the world to make jewelry and found-art assemblage, and one of the few to make stone tools. This research was funded by NSF and NIH for nearly \$1M, and has led to understanding of human symbolic evolution, and considerations of great ape personhood with implications for their captive care. Dr. Miles has over 250 publications and papers, has co-edited two books, *The Mentality of Gorillas and Orangutans* (Cambridge University Press), and *Anthropomorphism, Anecdotes, and Animals* (SUNY Press), and authored an introductory anthropology textbook, *Mysteries of the Human Journey* (Kendall-Hunt), now in its second edition. Her research has been featured in *Time*, *London Sunday Times*, and the *New York Times*, and in media including PBS’ Nova, Animal Planet, Discovery Channel, BBC, and NHK (Japan). She has two one-hour documentaries: *They Call Him Chantek* (BBC), and *The Ape Who Went to College* (PBS). She has held appointments at five universities, including Emory University, and has lectured at Columbia, UCLA, Cambridge, Oxford, United Nations (Paris & Geneva). Her field research experience with orangutans is in the Meratus Forest, Borneo, Indonesia. She is an editorial associate for Behavioral & Brain Sciences, and the Center for Academic Research & Training in Anthropogeny (CARTA-University of California), and there are two exhibits of her research at the Smithsonian Institution (National Zoo). She has reviewed for *Science*, *American Anthropologist*, *American Journal of Primatology*, and *Journal of Comparative Psychology*. Her current work includes a 20-year longitudinal study of acceptance of evolution in southeast Tennessee and is completion of a book on her research with Chantek, new views of great ape culture and cognition, and implications for cognitive and communicative exobiology.

[Shawn Trivette](#) is Assistant Professor of Sociology specializing in food systems, environmental sustainability, and social justice. He joined the department in 2016, following four years in a tenure-track position at Louisiana Tech University. He completed his Ph.D. at the University of Massachusetts Amherst in 2012. At UTC, he regularly teaches Introduction to Sociology, Social Inequality, Environmental Sociology (a new course to UTC, intended to supplement the sociology and environmental sciences curriculum), and the Research Methods/Seminar capstone sequence for senior sociology majors. At the end of his first year at UTC he was awarded Promising Teacher of the Year from the College of Arts and Sciences. His article "Invoices on Scraps of Paper: Trust and Reciprocity in Local Food Systems" was recently published in *Agriculture and Human Values* (2017). He currently has another manuscript under review at the same journal (co-authored with department colleague Shannon McCarragher) on geographic inequalities along lines of race and class in accessing local food. He is currently preparing a manuscript examining how locally-oriented farm and retail outlets contribute to local food system vitality and has initiated a new line of research focusing on food access and sustainability in the Chattanooga area. He regularly presents his ongoing research at national and regional conferences including the Southern Sociological Society (SSS) and the Agriculture, Food, and Human Values Society (AFHVS). When he attends the SSS conference he also takes with him a small group of students from the research capstone sequence to present on their year-long research projects conducted under his supervision. In his first two years at UTC he has chaired the department's ad-hoc Performance Evaluation Task Force, served as Treasurer for AFHVS, and spoken at several public events on issues related to the environment-society interface.

[Darrell R. Walsh](#) joined the faculty at UTC in 2005 as a Sociology Lecturer. He earned his B.S and M.Ed in sociology and Counseling Education from the University of Tennessee at Chattanooga. Before joining the department, he served as the Assistant Director of Admissions and Financial Aid. Currently, he is a doctoral candidate, ABD at the University of Tennessee at Knoxville in sociology with a specialty in political economy. He is a Civil Affairs Army officer (LTC) who has been deployed three times to Iraq and Afghanistan. His teaching and research focus is on wealth inequality. At UTC, he teaches Introductory Sociology, Marriage and the Family, and American Diversity.

[Chandra Ward](#) is currently in her first year as an Assistant Professor specializing in Urban Sociology. She earned her BA in Criminal Justice and Sociology from the University of Georgia in 2002, and a MA in Sociology from Texas State University in 2005. She received her PhD in Sociology from Georgia State University in 2017. Her primary research interests are housing, displacement, and large scale urban development. Her tertiary research focuses on the effects of neighborhoods and urban policy on individual outcomes. She has taught courses from Introduction to Sociology, to more advanced courses such as Deviance, Race and Ethnicity, and Urban Sociology. She has taught online courses, has taken multiple Quality Matters (QM) courses and is QM certified. She is currently working on a peer-review article looking at the internal and external mechanisms that doomed the efforts of public housing residents to stop the demolition of the city's public housing stock and has contributed a book chapter on the interplay and primacy of race, power and growth in the restructuring of modern day Atlanta. Both manuscripts are scheduled to be published this year. She has also been actively working across disciplines with professors of computational engineering and public health in working on National Science Foundation grants.

[Andrew Workinger](#) has been teaching in the department ever since the completion of his doctorate in anthropology at Vanderbilt University in 2002. His research focus is the archaeology of Mesoamerica, particularly that within the state of Oaxaca, Mexico. Most recently, he has been involved in a project gauging the effects of three waves of conquest within the region of Nejapa and Tavela over the course of a few hundred years. An offshoot of this project has explored the importation of raw material and the manufacture of lithic tools in what was, logistically speaking, a peripheral area. This research has resulted in a number of conference presentations and publications; one in Mexico, "Escasez y la producción de navajas de obsidiana en Nejapa y Tavela, Sierra Sur" and another in the United States "Obsidian on the Periphery: Importation, Production, and Raw Material Husbandry from the Nejapa/Tavela Region of Oaxaca, Mexico." At UTC, Dr. Workinger teaches Introductory Archaeology as well as Introduction to Cultural Anthropology, the latter in a face-to-face setting and online. Upper division courses include the Archaeology of Latin America, Native Americans, and Southeastern Native Americans.

### **Faculty Diversity**

SAG full time faculty is diverse, both in terms of gender and ethnicity. Six faculty members are female and seven male. Members of our faculty include a diversity of ethnicities including individuals of African American ancestry, African ancestry, Native American ancestry, Asian ancestry, and European ancestry.

### **Adjunct Faculty**

SAG is fortunate to have a well-qualified and dedicated group of adjunct faculty members. All have the appropriate credentials and are approved through the institution's process to assure compliance with SACSCOC expectations. Unfortunately, one of our long-term Sociology adjuncts, Booker Scruggs II, passed away in June. He was a community leader, civil rights activist, and mentored many students including Sociology majors throughout his 36 years as the Director of UTC Upward Bound. Other adjuncts have recently completed graduate school programs, work for other universities, community services, and one is retired from the Tennessee Valley Authority.

### **Evaluation and Review Process**

Tenured and tenure-track faculty evaluation is accomplished through the university's Evaluation and Development by Objectives (EDO) process. The institution requires that all faculty members undergo the EDO process annually as a condition of employment. The process begins in April, with each faculty member identifying a set of objectives to guide their teaching, research, and service activities during the coming year.

Objectives are submitted for review by the department head, who responds with comments and suggestions for revision. Faculty members revise their objectives as appropriate and then meet individually with the department head before the end of April to discuss and finalize the document. The EDO process concludes the following March, when each faculty member submits a self-assessment of their performance discussing their accomplishments in relation to the objectives they set for themselves the previous April. The department head reviews the assessment and, after individual conferences with each faculty member, assign one of four possible performance ratings. Performance rating categories are: Exceeds Expectations for Rank; Meets Expectations for Rank; Needs improvement for Rank; or Unsatisfactory for Rank. The department head may forward recommendations for the "Exceeds Expectations for Rank" rating to the Dean, who may send a recommendation to the Provost, who then may forward it to the Chancellor for a final endorsement.

In addition to the EDO process, pre-tenure faculty members undergo an annual reappointment review requiring that they prepare a dossier for review by the departmental promotion and tenure committee. Dossiers are due to the committee on specified dates, depending on the service year of the faculty member being reviewed. After review, the committee forwards its recommendation to the department head and the Dean. The department head adds her recommendation to the Dean, who forwards his recommendation to the Provost. Final action is reserved for the Chancellor. SAG uses these processes both to provide accountability for faculty members and to assess outcomes.

## **V. LEARNING RESOURCES**

### **Equipment and Facilities**

SAG is located in Brock Hall, a building that is slated for future and much needed renovation and repair. SAG faculty offices are located on the first and third floors of this building, with the main office suite on the third floor. In addition, a "conference space" and adjunct cubicles are located across from the main office and majors do have access to this work space. Majors may use computers in this room (n=3) but these are in need of being replaced.

In 2013, UTC facilities assisted in transforming Brock 106, used as office space by the Center for Applied Social Research into a teaching lab. This space is now used in the fall for weekly small group (n=20) lab sessions associated with the general education Natural Science with lab course, Biological Anthropology. Additional courses including Human Origins, Forensic Anthropology, and Human Variation class sessions meet in this room for hands-on, inquiry-based lab activities. The next step is to add a computer workstation and projection system in this lab. Lab fees generated through the Biological Anthropology course have helped to augment our fossil cast collection and forensic anthropology teaching materials that are stored in this space. The Jeffrey L. Brown Institute of Archaeology is also located on the 1<sup>st</sup> floor of Brock Hall. This facility includes offices, display cases that highlight the Institute's projects, a "wet" laboratory equipped with a fume hood, a large collection of comparative historic ceramics,

ambient and artificial light sources, a camera stand, and an equipment and artifact storage room located in the basement of Guerry Hall. At the current time, the main issue that we are encountering is continued water leakage in the space in Guerry Hall where archaeological materials are stored and archived.

## Library Resources

A listing of current print and online serials for Sociology and Anthropology can be found here: [http://wiki.lib.utc.edu/images/3/3f/Current\\_Print\\_and\\_Online\\_Serials\\_List\\_for\\_Sociology\\_and\\_Anthropology\\_2017.pdf](http://wiki.lib.utc.edu/images/3/3f/Current_Print_and_Online_Serials_List_for_Sociology_and_Anthropology_2017.pdf)

The library assigns a liaison to each department who periodically solicits requests for books, videos, and other one-time purchases to support courses, students, and research. Through its Library Enhancement initiative, the library provides faculty with an opportunity to grow and enhance the Library's collection of resources in a focused way, be it a new class, a fresh take on an old topic, or a developing research interest. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources.

The long-anticipated new library opened at the beginning of the Spring 2015 term. The new facility has 180,000 square feet, is LEED-certified, and designed to take advantage of new strategic partnerships on campus. Designed with a robust technological infrastructure and themes of transparency, collaboration, and flexibility, student access and success was at the center of building planning processes.

The Library has a robust and well-respected Library Instruction program. Sociology and Anthropology majors use resources in the library to develop posters for conference presentations and the Media and Communication ANTH 3130 course holds sessions in the Studio Production room to instruct students on film making and editing. In this class, small teams of students produce a final film that is showcased at the end of the semester. The library also offers sessions to students about how to conduct research, how to cite and reference, and how to use search tools and software. The library will also provide one-on-one research consultations with students and faculty seeking in-depth assistance. The library has a film viewing room that has been used by *Lambda Alpha* and SAG faculty members for our various film showings. The Library also has study rooms, a computer lab, and practice presentation rooms that our students may use.

## VI. SUPPORT

The department is responsible for faculty travel, office supplies and equipment, computer replacement for computers used by our students, additional laptops/tablets for faculty who teach online, departmental furniture, copying, phones, interviewing and hiring, and all other sundry requirements for an academic department. Our departmental budget has increased over the last several years but is now combined with Criminal Justice and Legal Assistance Studies.

Limited start-up funds were provided for our new physical geographer but additional equipment is needed and Dr. McCarragher is seeking internal grant support. The department has generated an income stream through our portion of online course fees. Spending of these funds was previously restricted but has just recently been released and conversations with

SCJS faculty are occurring about how to best spend these funds. Over this review period SAG faculty received, on average, \$1,200 annually for conference travel but additional travel support may now be possible. Sociology faculty have requested and received software packages and access to data bases that the university did not have licenses for and additional software or data base needs may now be addressed. In 2016 UTC started a computer refresh system for faculty and staff and as of June 2017, 55% of the devices slated for the Computer Refresh program have been deployed. This program contributes up to \$1,200 toward a refreshed device with departments paying for any overage. At this point in time, SAG faculty have computers that are no more than 1 – 2 years old. Faculty office maintenance is ongoing and we are needing to re-carpet, paint, and repair window casings in several faculty offices. In addition, our “conference room” needs major updating but at the present time we need to know the plan for the future renovation of Brock Hall before we spend money updating and upgrading this room. Ideally we would like to transform this space into a smart conference room.

#### Enrollment and Graduation Rates

As noted in the beginning of this self-study enrollment rates in SAG degree programs have been declining. We generally see about 1/3<sup>rd</sup> of our majors graduate per academic year. Our last reported retention rate for SAG 2012 – 2015 hovered around 49%. SAG has placed a specific focus on retaining our majors through targeted and more aggressive advising focused on increasing communication between advisors and advisees. Dr. Ward is interested in creating a Facebook page for SAG majors and minors, more student-focused activities will be planned, and it is hoped that with these initiatives and activities we can create a stronger community of SAG majors and minors. We are also striving to highlight the fact that our graduates have successfully been admitted into competitive graduate programs and have gone on to pursue careers that their degree programs helped to prepare them for.