DEPARTMENT OF SOCIOLOGY
University of Missouri-St. Louis

SELF-STUDY REPORT

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College of Arts & Sciences

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INTRODUCTION

This is a self-appraisal of the program in the Department of Sociology at the University of Missouri-St. Louis during the past five years, 2001-2005. It examines the quality and effectiveness of the Sociology Program based on a number of measures. All the data examined demonstrate high program quality with strong faculty scholarship and effectiveness in teaching. The Department’s strong overall performance is especially evident when the data are examined among the seven social science departments in the College of Arts and Sciences. The comparison of the UMSL Sociology Department with three comparable urban universities in the U.S. as well as three universities in the St. Louis region also demonstrates the robust performance of our sociology program for its size and future potential for growth. This self-study has also identified a number of areas that merit future improvement. To address these areas of challenge, the Department looks forward to receiving ideas and suggestions from the review team.

Given the constraint of time and space, this self-study provides a broad analysis of various data. A fuller discussion of the data can be made at a later time.

I would like to thank Sara Baalman and Tomoko Yanase for their assistance in preparation of this report, and Nancy Shields and George McCall for reading the earlier version of the report. Any errors of facts or judgment are my sole responsibility.

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I. OVERVIEW

The University of Missouri-St. Louis (UMSL), founded in 1963, is an urban public university with a commitment to instruction and service to the St. Louis metropolitan area. It is a research university with educational and research missions to advancing the economy and culture of the region and providing leadership at the national and international level (UMSL Action Plan 2004-08).

UMSL ranks as No. 11 nationwide among the 61 small research universities according to a new index that is designed to gauge faculty productivity in doctoral programs in the U.S. (Chronicle of Higher Education, January 12, 2007). The rankings are based on the Faculty Scholarly Productivity Index, developed by the State University of New York at Stony Brook and Academic Analytics. The small research universities were considered those with fewer than 15 doctoral programs.

The College of Arts and Sciences (CAS) is the oldest and largest college at UMSL. It is composed of 14 departments, one school (of Social Work), four programs and one institute. The Department of Sociology is one of seven social science departments, which constitute core disciplines in the CAS devoted to liberal education and scholarship. The Department contributes to better understanding of the complexity and diversity of the urban environment and provides informed public policy on pressing urban issues. It also supports UMSL programs in health professions and metropolitan affairs such as business, education, public policy, and non-profit organization.

The Department offers the B.A., B.S., and M.A in sociology. During the past 5 years (2001-2005), the number of sociology undergraduate majors and minors has ranged between 50-70 per year and 20-30, respectively and the number of MA students has ranged annually from 10 to 20.

Sociology investigates the enduring questions of the human condition using theoretically informed empirical research. The sociological perspective is a central ingredient in a liberal education. Sociology offers analytically and practically useful ways of reconstructing every-day-life as well as analyzing the relationship between prevailing theories and rigorous observations of how society works.

The Department of Sociology was originally a component of a large Social Science Division that included Economics, Geography, History, and Political Science. The discipline was combined into a Department of Sociology and Anthropology in 1967. In 1971, the new discipline of Social Work was added to the department. As the discipline grew in the 1970s, both Anthropology and Social Work were spun off of the department as independent units.

Sociology in its present configuration was created in the mid-1980s. At one time, the Department had 16 FTE faculty members. It has undergone a long-term process of attrition but maintained its contribution to the urban mission of the university. By 1998, it had 5.5 FTE faculty members and 5.1 FTE in 2002. At present, it has 3.75 FTE, including
three tenured members (Chikako Usui, Associate Professor and Chair [.75 FTE], Nancy Shields, Associate Professor [1 FTE], and Teresa Guess, Associate Professor [1 FTE]) and one senior lecturer, Robert Keel [1 FTE]) (see Appendix A).

II. REVIEW AND ASSESSMENT OF ACADEMIC PROGRAM

A. Scholarship

The Department’s faculty members excel in scholarly production and professional activities contributing to the University’s goal of elevating UMSL as a premier metropolitan public research university. They hold Ph. D. degrees from UM-Columbia (Teresa Guess), Southern Illinois University (Nancy Shields), Stanford University (Chikako Usui), Harvard University (Professor Emeritus, George McCall), and Northwestern University (Professor Emeritus, Herman Smith). Our senior lecturer (Robert Keel) is ABD (Washington University in St. Louis).

The Department conducts annual evaluations, 3rd year reviews, and post-tenure reviews (since 2005-06) following the procedures as specified by the University. These reviews indicate that the sociology faculty are productive scholars and serve on editorial boards of major professional journals as demonstrated in the following summary for 2001-05:

- Books: 2
- Refereed articles: 10
- Chapters: 10
- E-Journal articles: 3
- Other publications: 18
- Presentations: 50+
- Editorships: 3
- Editorial boards & Consulting Editors: 4
- Presidency of international academic association: 1
- Presidency of local sociological association: 1

The department members secured a total of $37,977 through internal grants and $8,000 through external research contracts to advance their research during the last 5 years. In addition, two members (Nancy Shields and George McCall) were awarded an external grant as co-investigators totaling $541,000 (see Appendix B).
B. TEACHING

Department Mission and Goals:

Consistent with the University’s and CAS’ mission to meet the diverse needs of the urban population and to educate future leaders of the state’s largest metropolitan area, the Department of Sociology prepares the students with the sociological perspective of understanding the world with analytic and practical competencies (especially with research skills). The Department has translated this mission into three concrete learning goals:

1. Teaching Effectiveness

Common measures to gauge the quality and effectiveness of the program are student enrollments and student credit hours (SCH), number of majors, the number of degrees awarded, and job placements. The analysis of the first three measures—student enrollments and SCH, number of majors, and the number of degrees awarded—demonstrates robust performance of the Department. The Department’s effectiveness is apparent when it is assessed along with the standardized department size (the number of full time equivalent faculty [FTE]) and is compared with the seven social science cluster of the CAS (Sociology, Anthropology, Social Work, Economics, Political Science, Criminology and Criminal Justice (CCJ), and Psychology).

The Department ranks at the top in the production of student enrollment and student credit hours per FTE, second in the number of majors generated per FTE, third in the number of bachelors degrees awarded per FTE, and second in the number of masters degrees awarded per FTE in the seven social science department cluster in the CAS.

The Department’s teaching operations have regularly relied on the participation of adjunct faculty, including professor emeriti (George McCall and Herman Smith) and non-regular adjunct professors (Linda Benson; Kathy Furgason; Susan Tuteur; John Perry; and others). The total FTE including all three categories (regular full-time, non-regular, and adjunct faculty) was 6.6 in 2001, 5.2 in 2002, 4.4 in 2003, 3.3 in 2004, and 5.3 in 2005. The Department’s average total FTE for 2001-2005 is 5.0 (4.96), while the average total FTE in 2001-2005 in Anthropology was 11.0, Social Work 12.3, Economics 13.2, Political Science 16.3, CCJ 18.3, and Psychology 26.7. This means, in terms of the average FTE, Anthropology is 2.2 larger than Sociology in size, Social Work 2.5 times, Economics 2.6 times, Political Science 3.3 times, CCJ 3.7 times, and Psychology 5.3 times larger in size than Sociology (Table 1 below).
Table 1. Average FTE among Social Science Departments, College of Arts and Sciences, UMSL 2001-2005

<table>
<thead>
<tr>
<th>Department</th>
<th>Average FTE* 2001-05</th>
<th>Size (average FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>5.0</td>
<td>=1.0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>11.0</td>
<td>x2.2</td>
</tr>
<tr>
<td>Social Work</td>
<td>12.3</td>
<td>x2.5</td>
</tr>
<tr>
<td>Economics</td>
<td>13.2</td>
<td>x2.6</td>
</tr>
<tr>
<td>Political Science</td>
<td>16.3</td>
<td>x3.3</td>
</tr>
<tr>
<td>CCJ</td>
<td>18.3</td>
<td>x3.7</td>
</tr>
<tr>
<td>Psychology</td>
<td>26.7</td>
<td>x5.3</td>
</tr>
</tbody>
</table>

* -- includes regular full-time, non-regular, and adjunct faculty.
Source: see Appendix C.

a. Enrollment and Student Credit Hours

1) Total Undergraduate and Graduate Enrollments

During the past 5 years (2001-2005), the total number of student enrollments (including undergraduate and graduate majors) in sociology courses rose by 2.16% from 1,203 in 2000-01 to 1,229 in 2004-05, when the total number of student enrollments in the CAS decreased by 4.67% from 40,515 in 2000-01 to 38,621 in 2004-05 (Table 2).

The total undergraduate and graduate enrollments in the past 5 years indicate that Sociology generated 3.18% of total enrollments in the CAS. This compares to 3.14% by Anthropology, 3.66% by Social Work, 5.7% by Economics, 4.56% by Political Science, 8.35% by CCJ, and 8.34% by Psychology.

If we set the 5.0 FTE faculty of Sociology with 3.18% of the total CAS student enrollments as the standard, we can compare the Sociology Department’s teaching effectiveness with other social science cluster departments. This comparison of these two numbers indicates that the Department of Sociology generated the highest student enrollments per FTE among the social science cluster. If the level of Sociology’s enrollment production were the norm, Anthropology would have needed to produce an additional 3.86%, Social Work 4.29%, Economics 2.57% of total enrollments in the CAS to teach as effectively as the Sociology Department. Disregarding labor intensiveness of the Ph. D. programs for the moment, the comparison also indicates that Political Science would have needed an additional 5.93%, CCJ 3.42% and Psychology 8.51% (Table 2 below).

Table 2. Total Enrollments (undergraduate and graduate majors) 2001-2005:
Actual and Expected Enrollments adjusted for FTE size
Student enrollments in lower division sociology courses rose by 66.82% over the past five years, while they decreased by 34.72% in upper division courses. The CAS enrollments as a whole experienced a 77.67% increase in the lower division courses but a 52.96% decrease in the upper division courses during the same period. Thus, the pattern of changes in the enrollment data for the Department of Sociology is somewhat more moderate than the general pattern in the CAS.

2) Student Credit Hours
Data for student credit hours (SCH) show a pattern similar to enrollments. During the past 5 years, sociology courses generated 17,725 SCH from 2000-01 to 2004-05, accounting for 2.85% of total SCH in the CAS. (As we saw earlier, Sociology generated 3.18% of total student enrollments in the CAS.) The Department produced 3,545 SCH per FTE and this rate is the highest in the seven social science cluster (Table 3).
Sociology’s SCH changed from 3,569 SCH in 2000-01 to 3,687 in 2004-05 or experienced a 3.31% increase over the period, while the total SCH in the CAS decreased by 4.4%, from 125,453 to 119,934. The Departments of Political Science, CCJ, and Economics gained (17.26%, 12.84% and 4.07%, respectively), while Psychology and Anthropology lost SCH over the same period (22.21% and 10.96% respectively).

b. Number of Majors

The number of sociology majors (including undergraduate and graduate majors), which is reported each fall semester, increased from 65 in FS2001 to 87 in FS2005, an increase of 33.85%. During the same period the CAS as a whole saw a decrease in the number of majors by 3.46%, from 4,629 in FS2001 to 4,469 in FS2005. The Department’s gain of majors by 33.85% compared well with Anthropology (+36.36%) and Political Science (+29.07%) and was better than Psychology (-8.35%), CCJ (no change), and Social Work (+9.72%) (see Appendix F).

The number of majors in the Department was 87 in FS2005, accounting for 1.94% of the total majors in the CAS. Both Economics (1.95%) and Anthropology (2.01%) generated their majors at the similar level as the Sociology (Table 4 below).

Majors by Level: The number of sociology majors increased for both undergraduate and graduate levels, from 50 to 70 (40.0% increase) and 11 to 17 (54.55% increase), respectively.

Considering the size of the department (as measured by the average FTE 2001-2005), Sociology generated many more majors per FTE than Anthropology, Economics, and CCJ.

Table 4. The number of Majors FS 2005 by Department

<table>
<thead>
<tr>
<th>2001-05 FTE average</th>
<th>Number Majors FS2005</th>
<th>Majors as% of Total CAS FS05</th>
<th>F2005 Majors per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>5.0 =1.0</td>
<td>87</td>
<td>1.95%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>11.0 x2.2</td>
<td>90</td>
<td>2.01</td>
</tr>
<tr>
<td>Social Work</td>
<td>12.3 x2.5</td>
<td>350</td>
<td>7.83</td>
</tr>
<tr>
<td>Economics</td>
<td>13.2 x2.6</td>
<td>87</td>
<td>1.95</td>
</tr>
<tr>
<td>Political Sci</td>
<td>16.3 x3.3</td>
<td>489</td>
<td>4.97</td>
</tr>
<tr>
<td>CCJ</td>
<td>18.3 x3.7</td>
<td>129</td>
<td>2.89</td>
</tr>
<tr>
<td>Psychology</td>
<td>26.7 x5.3</td>
<td>560</td>
<td>12.53</td>
</tr>
</tbody>
</table>

When the number of majors in FS2005 is examined by the average FTE, the Department generated 17.54 majors per FTE. The Department’s performance ranked 3rd in the seven social science department cluster, behind Social Work (28.36) and Psychology (21.0). The Sociology Department was much more efficient in generating majors.
than Political Science (13.62), Anthropology (8.20), Economics (7.05), and CCJ (7.05).

c. Number of Degrees Awarded

Sociology awarded 101 bachelor’s degrees and 22 master’s degrees between 2001 and 2005. The data, reported for the fall semester each year by the university, indicate that the number of degrees awarded in the Department of Sociology nearly doubled at the bachelor’s level, from 13 in FS2001 to 25 in FS2005, when the CAS as a whole experienced 10.65% increase in the number of bachelor’s degrees awarded from 573 in FS2001 to 634 in FS2005. Sociology, Economics, and Political Science all had a similar pattern of increase in the number of bachelor’s degrees awarded during the past 5 years. Social Work experienced a loss (Table 5 below).

Table 5. Number of Bachelor’s Degrees Awarded 2001-2005 by Department

<table>
<thead>
<tr>
<th>FTE Average size</th>
<th>Dept size</th>
<th>Bachelors Awarded 2001-05</th>
<th>% Degrees produced in the College</th>
<th>Bachelors degrees produced per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>5.0</td>
<td>=1.0</td>
<td>101</td>
<td>3.25%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>11.0</td>
<td>x2.2</td>
<td>69</td>
<td>2.22</td>
</tr>
<tr>
<td>Social Work</td>
<td>12.3</td>
<td>x2.5</td>
<td>275</td>
<td>8.85</td>
</tr>
<tr>
<td>Economics</td>
<td>13.2</td>
<td>x2.6</td>
<td>69</td>
<td>2.22</td>
</tr>
<tr>
<td>Political Sci.</td>
<td>16.3</td>
<td>x3.3</td>
<td>145</td>
<td>4.67</td>
</tr>
<tr>
<td>CCJ</td>
<td>18.3</td>
<td>x3.7</td>
<td>572</td>
<td>18.42</td>
</tr>
<tr>
<td>Psychology</td>
<td>26.7</td>
<td>x5.3</td>
<td>668</td>
<td>21.51</td>
</tr>
</tbody>
</table>

Source: see Appendix G.

The total number of bachelor’s degrees awarded in Sociology in the past 5 years accounted for 3.25% of the all the bachelor’s degrees awarded in the CAS. Considering the size of the FTE in the department, the number of sociology degrees awarded per FTE at 20.36 was significantly larger than that of Anthropology (6.28), Economics (5.23), and Political Science (8.90/FTE). Three departments in the social science cluster performed more effectively than the Sociology Department when department size is accounted for: Social Work (22.29/FTE), CCJ (31.26/FTE), and Psychology (25.06/FTE).

At the graduate level, the number of master’s degrees awarded annually in Sociology fluctuated from 3 to 6, yielding the total of 22 for FS2001-FS2005. This number is accounted for 2.33% of the total number of master’s degrees awarded in the CAS during the same period (Table 6 below).

The Department of Sociology was especially effective in delivering Master’s degrees compared to the other social science departments. Dividing the number of master’s degrees awarded by FTE faculty illustrates this effectiveness. Sociology awarded 22 MA degrees for FS2001-FS2005 with 5 FTE faculty members for a rate of 4.4 MA degrees
per FTE. Social Work was the first with 11.51 MA degrees per FTE and the Department ranked second in the seven social science cluster.

Table 6. MA Degrees Awarded by Department, 2001-2005

<table>
<thead>
<tr>
<th>Department</th>
<th>FTE Average size 2001-05</th>
<th>Comp. Masters Awarded 2001-05</th>
<th>% Degrees produced in CAS</th>
<th>Master’s degrees awarded per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>5.0</td>
<td>=1.0</td>
<td>22</td>
<td>2.33%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>11.0</td>
<td>x2.2</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Social Work</td>
<td>12.3</td>
<td>x2.5</td>
<td>142</td>
<td>15.06</td>
</tr>
<tr>
<td>Economics</td>
<td>13.2</td>
<td>x2.6</td>
<td>44</td>
<td>4.67</td>
</tr>
<tr>
<td>Political Sci</td>
<td>16.3</td>
<td>x3.3</td>
<td>28</td>
<td>2.97</td>
</tr>
<tr>
<td>CCJ</td>
<td>18.3</td>
<td>x3.7</td>
<td>64</td>
<td>6.79</td>
</tr>
<tr>
<td>Psychology</td>
<td>26.7</td>
<td>x5.3</td>
<td>62</td>
<td>6.57</td>
</tr>
</tbody>
</table>

d. **Job Placements**

Job placements are another important indicator of the quality and success of the program. Several graduates have achieved positions of distinction. Some examples:

- **Les Bland** (MA 2002), Ph. D. student at University of Maryland.
- **Elizabeth Boyd** (MA 2002), Researcher at Anheuser-Busch in St. Louis.
- **Rebecca Compton** (MA 2001), Ph. D. student at Texas A&M University
- **Kerry Dodd** (MA 2001), Market-researcher at a firm in Indianapolis.
- **Bob Hellrung** (MA 1994), Private Consultant near Bourbon, MO, involved in statewide evaluations of mediations by MARCH, a Missouri nonprofit organization seeking to keep together child-support couples.
- **Kyle Irwin** (MA 2003), Ph.D. student at University of South Carolina and has published quite a bit.
- **William O. Miller** (MA 1997), Assistant Professor of Sociology at Principia College, Principia, IL.
- **Takako Nomi** (MA 2002; Ph. D. Penn State University, 2006), Senior research analyst at the Consortium on Chicago School Research (CCSR) at the University of Chicago.
2. Assessment of Learning Outcomes

The Department of Sociology has assessed student learning outcomes through the **Major Field test, grades, and teaching evaluations** by students. The Major Field Test in Sociology is administered by the Education Testing Services, which was developed by Princeton University and has reliability (alpha) of .91. It measures student learning outcomes in the core sociological knowledge and critical thinking ability, in addition to nine specific subject areas (Theory; Methods; Deviance/Social Problems; Demography; Multiculturalism; Social Institutions; Social Psychology; Gender; and Globalization). The Department of Sociology has tracked student learning outcomes using this instrument for over 10 years.

a. **Major Field Test**

Results of the Major Field Test in Sociology for two cohorts of sociology seniors indicate that over 60% of sociology seniors scored above the 50th percentile (61.3% in 1996-2000 and 60.0% in 2001-2006). However, those scoring above the 80th percentile declined from 32.3% in 1996-2000 to 25.8% in 2001-2006. More recent cohorts of sociology seniors did not perform as well as the earlier senior cohorts. Stated differently, more recent sociology seniors were of the “average” performers, while the earlier senior cohorts included more high-performers (Table 7).

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Test Score</th>
<th>Number of seniors taking the Exam</th>
<th>Number of seniors &gt; 50th percentile</th>
<th>Percent of Total scored &gt;50th</th>
<th>Number of seniors &gt; 80th percentile</th>
<th>Percent of Total scored &gt;80th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-2000</td>
<td>152.68</td>
<td>62</td>
<td>38</td>
<td>61.3%</td>
<td>20</td>
<td>32.3%</td>
</tr>
<tr>
<td>2001-2006</td>
<td>152.05</td>
<td>89</td>
<td>53</td>
<td>60.0%</td>
<td>23</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

Note: 2006 includes FS2006 only.

A further examination of the results of the Major Field Test in Sociology for 1996-2006 indicates that our seniors did well in the core sociological knowledge and critical thinking ability. Test results for specific subject areas show that our seniors are practically and consistently strong in Deviance/Social Problems, next in Gender, Multiculturalism and Globalization. Our seniors are somewhat weaker in Theory, Methods, and Demography (Appendix H).

The observed weakness in learning outcomes in Theory, Methods, and Demography reflect the lack of students’ educational exposure/training in these areas. The Department offers only one theory and research methods and no demography course. Theory and methods are challenging required courses for students, and many students perform at the adequate level and only a few excel in these courses. Still, it is worth considering adding TAs in these courses. By increasing the number of review sessions with a TA, it will improve students’ retention of knowledge in these demanding subject areas.
b. Grades
The distribution of grades during FY2001-2005 (as provided by the university) indicates that the Department’s grading is rigorous and discriminating. The Department of Sociology gave 24.1% As, 28.1% Bs, 22% Cs, 8.4% Ds, and 7.1% Fs compared to the overall graduate distribution of the CAS with 33.5% As, 30.2% Bs, 17.7% Cs, 4.4% Ds, and 5.5% Fs (see Appendix I).

The distribution of grades in the Department compares well with the grade distribution in CCJ, Anthropology, and Economics. There is no indication of grade inflation in these departments. In contrast, Social Work gave more than 50% (53.6%) of the grades As and 79.2% of grades As and Bs (53.6+25.6=79.2).

The combined percentage of Ds and Fs in the Department of Sociology was 15.5%, which is similar to that in CCJ (14.9%) but slightly higher than those in Anthropology (12.0%) and Economics (12.9%).

Grade distributions by level of courses indicate that over 20% of grades in lower division sociology courses between 2001-2005 were Ds (10.9%) and Fs (9.9%) (or combined total of 20.8%). The comparison with other social science cluster departments shows that there are more Ds and Fs in lower division courses in Sociology than in CCJ (8.5+5.7=14.2%), Political Science (5.9+8=13.9%), Economics (7+6.8=13.8%), Psychology (5.7+7.2=12.9%) Anthropology (6.1+6.5=12.6%), and Social Work (1.9+2.5=4.4%). It is worth monitoring students’ learning in lower division sociology courses.

c. Teaching Evaluations by Students
The Department of Sociology conducts student teaching evaluations at the end of each semester. The evaluation form includes a combination of 16 scaled question items and 2 open-ended questions. For scaled questions, students respond to scaled questions by indicating degrees of agreement or disagreement with statements that tap various significant dimensions of teaching performance. A staff person distributes and collects the evaluation forms so that the evaluation is conducted during the absence of the instructor. Results are tabulated and made available to instructors after they have handed in the final grades.

The results, assembled for the fall semester in 2001, 2002, 2003, 2004, and 2005, indicate effective teaching by the faculty with consistently high evaluation scores (Appendix J). In particular, the last two questions in the evaluation instruments, which measure overall effectiveness of the Department’s courses and instructors, indicate the high performance of the Department at UMSL.

3. Innovative Teaching
In addition to strong scholarship and teaching effectiveness, the Department’s strengths also include its innovative teaching with the use of information technology
in instruction. Our sociology majors receive the latest skills and exposure to cutting edge communication technology. The Department of Sociology has been a dynamic presence in the movement toward increasing usage of information technology for instructions on the campus since the mid-1990s. We were one of the first departments in the CAS to publish a web page and our work has been used as a model for many other departments and units. Over the past five years the Department’s teaching has become even more “virtual” and “online.”

In the year 2000, the Information Technology Services (ITS) and the Office of Academic Affairs adopted Blackboard (more commonly known as MYGATEWAY) for use in all courses. The Department delivers teaching in a variety of forms: traditional courses (face-to-face instruction), hybrid courses (50% online), completely online, and video courses. The use of state-of-the-art technology makes it possible to reach out to a number of students that would have been unthinkable 10 years ago. For example, Robert Keel taught 1,175 students (including a number of students enrolled in cross-listed courses from other departments) and responded to over 10,000 email messages and discussion forums postings last year alone.

Robert Keel has also assisted other faculty members at UMSL in integrating their course materials with the use of MYGATEWAY. In 2002-04 he had a .5 FTE in ITS, working as a faculty liaison by providing administrative and technical support for ITS on the one hand, and providing assistance and training to UMSL faculty on the other. At ITS, he helped develop new technologies (clickers, Centra, Wimba, etc) and coordinated their introduction to the campus and the Online Testing Center.

Currently, the Department offers five online courses, including the day and evening sections of SOC 1010 (Introduction to Sociology), SOC 2180 (Alcohol, Drugs and Society), SOC 3200 (Sociology of Deviant Behavior), and SOC 3280 (Society and Technology). In addition, SOC 3220 (Sociological Statistics) has been fully integrated to the use of SPSS and MYGATEWAY for over 8 years. All lower division sociology courses make full use of MYGATEWAY, and over 80% of sociology upper division courses make full use of MYGATEWAY. Currently, two additional sociology courses are being developed as 50% online courses with support from the CAS’ incentive funds. They are SOC 3210 (Sociological Theory) and SOC 4361 (Social Gerontology). These online courses will be added in 2007-08. Discussion surrounding the use of MYGATEWAY, technical issues and problems, and new instructional technologies are an on-going, regular part of the meetings in the Department.

Assessing the Effectiveness of Online Courses

Student perceptions of online course work at UMSL, documented in the analysis of data from MYGATEWAY Student Surveys (2001, 2002, 2003, 2005, and 2006) (available at http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html), provide insight into the effectiveness of online education. The findings consistently support the conclusions that the more students are exposed to MYGATEWAY (and other online technologies in their classes), the higher their estimation of its positive effects, and the more likely
they are to continue their education at UMSL. Use of MYGATEWAY (and other online technologies) results in:

- Increased reports of learning activities (student engagement)
- Higher levels of student satisfaction with their courses
- More student communication with their instructors
- More communication between students
- Higher levels of perceived learning outcomes

Online classes in the Department of Sociology make full use of the resources available in the campus course management system (MYGATEWAY; discussion forums, access to web-based lecture notes, as well as online tutorials, quizzes, and exams). These classes engage online students through synchronous and asynchronous interaction using Horizon Live Classroom (broadcast and recording of live class sessions) and online small group work (using discussion forums, blogs (web-journals), and research presented via collaborative websites-wikis). Surveys of students in these classes indicate positive perceptions of increased learning, communication, and engagement based on these technologies.

4. Student Experiences with the Sociology Program

a. Student Survey

The Department examined students’ experiences with the Sociology Program by conducting a random survey of current and former students in late January 2007. Although the number of respondents is small, 24 current students and 9 former students (those graduated in the past 5 years) participated in the survey. Results indicate that current and former sociology students hold a positive view of the quality of their experiences with the Sociology Program. The program’s weakness lies in our ability to meet their career goals and provide opportunities for research.

Fifty-eight percent (58.3%) of our current sociology majors rated the quality of the sociology faculty as “excellent” and additional 41.7% responded as “good.” They also rated the quality of instruction by faculty as “excellent” (50.0%) and “good” (50.0%). When asked about the opportunities for interaction with faculty members, 70.8% gave “excellent” and 29.2% thought they are “good.” Student evaluation of the quality of advising is also very positive as 45.8% rated our advising as “excellent” and additional 37.5% “good.” Considering the overall quality of educational experiences, 50.0% gave “excellent” and another 50.0% “good” (Appendix K).

The results of the survey also indicate that the Sociology Program is somewhat weaker with the “opportunities to do research in area of interest.” While 16.7% of our current students were very positive by rating it “excellent” and another 58.3% “good,” 25.0% of the students thought “fair” or “poor.”
Comments from the open-ended questions indicate that the current students are very positive about the faculty but point to the lack of course offering (in number and in variety) and practical applications of sociological learning.

Results from the recent alumni show a glimpse of educational experiences among the former sociology majors. Similar to the responses given by the current majors, our alumni were most satisfied with the quality of faculty, with 44.4% rating it as “excellent” and another 44.4% “good.” Their educational experiences with the “quality of instruction” and “opportunities for interaction with the faculty” were also positive as 88.9% (33.3+55.6=88.9) of the respondents rated these question items either “excellent” or “good” (see Appendix L).

Educational experiences of our alumni varied considerably with regard to meeting their career goals, quality of advising, and opportunities for doing research. While 56.6% of the alumni rated the “quality of program in meeting my career goals” as “good,” one in three alumni thought it “poor” (33.3%). As to advising, 44.4% considered their experiences were “fair” and 11.1% “poor” as opposed to 44.4% who rated their experiences as “excellent” or “good.” While 22.2% of the alumni’s experiences with “opportunities to do research in area of interest” were “excellent” and 33.3% “good,” 44.4 percent thought it was “fair.”

Comments from the alumni also indicate that they see the strength of the Sociology Program in the faculty (including their accessibility, rapport, and mentoring). However, they voice the lack of choices in course offering and the poor link between academic learning and career preparation/development.

Although the above survey results are based on small sample (especially for the alumni survey), they have instructional values for our future plans. The comparison of the two groups of sociology majors reveals a pattern in terms of the program’s strengths and weaknesses. Both groups of sociology majors, current and recent, hold strongly positive views of the quality of the faculty and courses (instruction) as well as their overall educational experiences. However, both groups are more negative towards our ability to offer sufficient number and variety of courses, meet their career goals, and provide opportunities for research.

**b. New Course Offering as Future Capstone Course**

With recognition to the needs for more research opportunities and career preparation, the Department has added a new course, SOC 4365 Sociological Writing, beginning WS2006. This course (taught by Teresa Guess) is designed to be analytically synthetic (the culmination of the student’s education) and writing and speaking intensive to improve the student’s ability to communicate their ideas. Although all upper division sociology courses involve writing components, SOC 4365 was designed to complete a senior research paper with intensive revisions of papers and power point presentations. Currently, graduate students may also enroll in the same course to improve their writing and oral presentation skills.
To improve our ability in assessing learning outcomes in SOC 4365, the Department has developed a new instrument during FS 2006 (see Appendix M). The instrument was tested in one of the upper division courses in Fall 2006 and will be tested in SOC 4365 in WS 2007. The Department will evaluate student learning outcomes using this tool and other feedback from the instructor and students. The Department will use these sources of evaluation in assessing whether SOC 4365 has potential as the undergraduate capstone course.

c. Student Involvement in Research and Academic Activities
The Department encourages students to present their research at the UMSL Undergraduate Research Symposium in April (organized by the CAS since 2006). In 2006, one of the students gave presentations at the Undergraduate Research Symposium, and two sociology students are scheduled to do so in 2007.

In addition to campus opportunities, the Department supports student participation in regional professional meetings. For example, in FS 2006, five graduate students participated in the Missouri Sociological Association and one graduate student (Mary Ann Coker) won second prize in the graduate student paper competition. The Department provided funding of their participation. Kelly Harris, another graduate student, has been selected for a presentation at the Midwest Sociological Society, April 4-7, 2007.

The Department attracts graduate students with intellectual curiosity and motivation. They participate in a wide variety of academic pursuits on their own initiatives. For example, sociology graduate students organized Manheim Park in the late 1990s. It is a sociology club named after Karl Mannheim (Hungarian sociologist who contributed to epistemology). Mannheim Park hosted a number of events on campus, including debates on current issues of critical importance. However, due to attrition of students, Manheim Park lost critical mass and suspended its activities in the early 2000s.

In 2006, graduate students in the Department launched Verstehen, a sociology based organization whose main purpose is to publish a student-run social sciences journal. Verstehen in German means “understanding” and Max Weber, another founding fathers of sociology, used it to refer to the social scientist’s attempt to understand both the intention and the context of human action. Rachel Craft, a sociology graduate student, gave birth to Verstehen and has been working to make the journal recognized as a university organization. Verstehen consists of ten active graduate students (including the current UMSL students and alumni) with a full organizational staff (President, Vice President, Treasurer, and SGA Representative). Throughout the past year Verstehen held monthly meetings in the Department’s conference room (713 Tower), pertaining to the organization and publication of the journal. The first volume is scheduled for publication in spring 2007. It will showcase the high quality of student research papers, including submissions from UMSL, University of Central Missouri, and Loyola Marymount University. In addition, the journal plans to release an Editors Edition this summer.
Similar to *Manheim Park*, the biggest challenge for sociology student organizations is maintaining critical mass and resources to succession.

d. Networking with Alumni
The Department enjoys support from the alumni, which in turn provides support to the majors. For example, during the past 10 years, over 100 alumni made gifts of cash to the Department. Although the amount has been modest, these gifts have enabled the Department to award one alumni scholarship ($500) to an outstanding sociology major each year. Applications for alumni scholarship are accepted each spring and posted in the department website and MYGATEWAY.

The Department is currently attempting to reach sociology alumni to update their career developments and strengthen the communication. The last publication of *Sociology Update* (department newsletter) took place in 2002. This year the Department resumed its publication and mailed *Sociology Update* Spring 2007 to more than 100 alumni in the second week of February 2007. *Sociology Update* is also linked in the department website at [http://www.umsl.edu/divisions/artscience/sociology/](http://www.umsl.edu/divisions/artscience/sociology/) and in MYGATEWAY (Sociology Department).

e. Advising, Mentoring, and Interaction with the Faculty
In 2004, the Department streamlined undergraduate and graduate advising. Robert Keel serves as the Department’s undergraduate advisor and the department chair serves as graduate director with responsibilities for advising graduate students. This division of responsibilities has allowed the Department to deliver routine advising and mentoring of the students more effectively. Undergraduate students receive advisement toward completion of their undergraduate degrees on a regular basis each semester. Graduate students meet with the chair at least once a semester in a face-to-face meeting and maintain communications via email. The use of MYGATEWAY has facilitated our ability to inform the students of course offerings and department or college events. For example, the chair circulates a list of sociology courses to all sociology students (via email) prior to registration, alerting them of new courses or those courses that are limited in seating capacity (e.g., Statistics).

To enhance opportunities to interact with faculty and fellow students, since FS2004 the Department has organized a *Monthly Sociology Luncheon* serving pizza. It has been attended by 12-20 students at each event and has become one of the most popular department events in recent department history.

At the graduate level, teaching assistantships and exit projects (in the form of internships, research papers or MA thesis) provide the intellectual mentoring and guidance for their educational careers. All full-time faculty members and professor emeriti (especially George McCall) are involved with the graduate students in these trainings as directors, supervisors, and advisors.
f. Budget

The Department budget during the past five years is as follows:

Department of Sociology
Five-Year Review Financial Report

<table>
<thead>
<tr>
<th></th>
<th>FY2001</th>
<th>FY2002*</th>
<th>FY2003*</th>
<th>FY2004*</th>
<th>FY2005*</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Operating/Operational Expenditures</td>
<td>$562,559</td>
<td>$506,427</td>
<td>$524,004</td>
<td>$357,199</td>
<td>$305,845</td>
</tr>
<tr>
<td>Instructional Expenditures</td>
<td>$572,277</td>
<td>$501,067</td>
<td>$519,496</td>
<td>$360,221</td>
<td>$302,445</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>$16,573</td>
<td>$4,740</td>
<td>$7,985</td>
<td>-</td>
<td>$2,936</td>
</tr>
</tbody>
</table>

Note: General operating expenditures include research and other types of expenses, in addition to instructional expenditures. Research expenditures include all expenditures coded to research, including operating funds (e.g. internal awards) and external grants.

Source: UMSL Institutional Research, tabulated by the College of Arts and Sciences.

5. UMSL Sociology Program with National and Regional Perspectives

a. National Comparison

To examine how the Department of Sociology compares to programs in other institutions of higher education, the Department identified 33 “small” sociology programs in the U.S. (those with less than 10 full time faculty members) from the data published by the American Sociological Association, 2006 Guide to Graduate Programs in Sociology. Next, it selected the institutions that are included in the “Possible UM-St. Louis Comparators with Urban Organization Membership” (a list of public institutions in a major metropolitan region that have institutional profiles similar to UMSL, provided by the Office of Academic Affairs). This process of selection, and subsequent data gathering, yielded three “comparable” campuses: Wichita State University, University of Colorado-Denver, and University of Texas-Arlington (Table 8 below). All the institutions offer the BA and MA in sociology.

Table 8. Small Sociology Departments Comparable to the Sociology Department at UMSL (2006)
<table>
<thead>
<tr>
<th>University</th>
<th>Total student enrollments (size)</th>
<th>Department</th>
<th>Degrees Offered</th>
<th># of Full-time Faculty</th>
<th># of Undergraduate majors</th>
<th># of Graduate majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMSL</td>
<td>15,000+ (=1.00)</td>
<td>Department of Sociology</td>
<td>MA, BA, BS</td>
<td>4 (=1.00)</td>
<td>65 (=1.000) 16.3/fac</td>
<td>17 (=1.00) 4.3/fac</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>17,401 (x1.2)</td>
<td>Department of Sociology</td>
<td>M.A., B.A.</td>
<td>7 (x1.8)</td>
<td>134 (x2.06) 19.1/fac</td>
<td>30 (x1.76) 4.3/fac</td>
</tr>
<tr>
<td>University of Colorado-Denver</td>
<td>19,766 (x1.3)</td>
<td>Department of Sociology</td>
<td>M.A., B.A.</td>
<td>6 (x1.5)</td>
<td>140 (x2.15) 23.3/fac</td>
<td>29 (x1.71) 4.8/fac</td>
</tr>
<tr>
<td>University of Texas-Arlington</td>
<td>25,352 (x1.7)</td>
<td>Department of Sociology and Anthropology</td>
<td>M.A., B.A.</td>
<td>8 (x2.0)</td>
<td>130 (x2.00) 16.3/fac</td>
<td>22 (x1.29) 2.8/fac</td>
</tr>
</tbody>
</table>

The Sociology Department at UMSL is the smallest among the four in terms of institution size (as measured by the number of student enrollments) and sociology program—the number of full-time faculty, undergraduate majors, and graduate majors. Wichita State University is similar to UMSL in student enrollments (17,401) but its sociology department has 7 full time faculty, which is 1.8 times larger than ours. University of Colorado-Denver is 1.3 times larger than UMSL but its sociology department is 50% larger with 6 full time faculty. The University of Texas-Arlington is 1.7 times larger than UMSL and its sociology department is twice as large as ours. It has a combined department of sociology and anthropology.

**UMSL Sociology performs well for its size, especially at the graduate level.** It produces undergraduate majors at the same rate as does Texas-Arlington: 16.3 majors per full-time faculty. University of Colorado-Denver operates at 23.3 majors per full-time faculty, followed by Wichita University with 19.1. UMSL and Texas-Arlington are tied at 3rd.

At the graduate (MA) level, University of Colorado-Denver produces 4.8 students per full-time faculty. UMSL and Wichita rank at 2nd with 4.3 graduate students per full-time faculty. Texas-Arlington lags behind with 2.8 graduate students per full-time faculty.

**The comparison of these urban sociology departments suggests that, with the resurrection of 2-3 full-time lost positions, the UMSL Sociology Department can grow to the level of sociology programs at University of Colorado-Denver and Wichita State University, both of which are “stand-alone” sociology programs and hold undergraduate majors of 130 and graduate majors of 30.**
Both University of Colorado-Denver and Wichita State University offer a ‘standard’ sociology curriculum. However, **they differ from the UMSL sociology program in two ways**. First, they have **more variety of emphasis areas in their sociology programs** due to larger department size. These areas include deviance/social control, family, social psychology, theory, methods, urban/demography, gender and race, stratification, and work/organization (Table 9).

Table 9. Program Emphasis/Areas of Concentration of Sociology Program

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate Program Areas of Concentration</th>
<th>Graduate Program Specialty Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMSL</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(=4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado-Denver</td>
<td>None</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>(= 6)</td>
<td></td>
<td>Urban Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualitative Methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Criminology/Delinquency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Race/Class/Gender</td>
</tr>
<tr>
<td>Wichita State</td>
<td>Deviant Behavior</td>
<td>Stratification/Mobility</td>
</tr>
<tr>
<td>(=7)</td>
<td>Family and Gender</td>
<td>Work and Labor Markets</td>
</tr>
<tr>
<td></td>
<td>Aging/Gerontology</td>
<td>Political Economy</td>
</tr>
<tr>
<td></td>
<td>Social Organization</td>
<td>Marxist Sociology</td>
</tr>
<tr>
<td></td>
<td>Intimate Relations</td>
<td>Gender and Family</td>
</tr>
<tr>
<td></td>
<td>Medical Sociology</td>
<td>Quantitative Methodology</td>
</tr>
<tr>
<td></td>
<td>Urban Sociology</td>
<td>Demography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aging/Social Gerontology</td>
</tr>
</tbody>
</table>


Another notable difference is that faculty members **share overlapping areas of sociological expertise**. At Colorado-Denver, there are at least two full-time faculty members who specialize in the areas of gender, social psychology, theory, and methods. Similarly, the sociology program at Wichita State University has overlapping faculty expertise in the areas of family, gender, and stratification/mobility. In contrast, there is no overlap in the areas of faculty expertise in our program at UMSL (Appendix N).
b. Regional Comparison

Nationwide comparisons aside, it is also instructive to gain regional perspectives. Within the St. Louis Metropolitan area, the Department of Sociology at UMSL is uniquely situated to deliver the University’s urban mission to the community. Three additional institutions of higher education offer undergraduate sociology degrees and graduate MA degrees: Saint Louis University (SLU), Southern Illinois University at Edwardsville (SIUE), and Webster University. However, these programs have moved in different directions in building graduate programs. Both UMSL and SIUE offer the MA in sociology. The Department of Sociology and Criminal Justice at SLU offers the MA in Administration of Justice (AOJ). Webster’s Department of Behavioral and Social Sciences (which includes the BA in sociology) offers graduate degrees in Counseling, Legal Studies, and Gerontology (Table 10 below).

Table 10. Institutions with Sociology Degrees in the St. Louis Region (2006)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMSL (15,000+)</td>
<td>4 (3)</td>
</tr>
<tr>
<td>Saint Louis University (12) (11,422)</td>
<td>13 (2)</td>
</tr>
<tr>
<td>Southern Illinois U (14) (13,295)</td>
<td>16 (6)</td>
</tr>
<tr>
<td>Webster (20,964)</td>
<td>13 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>New hire 2001-06</th>
<th>U-grad Majors offered</th>
<th>N Major</th>
<th>MA Major offered</th>
<th>Number of graduate assistantships</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMSL</td>
<td>0</td>
<td>Sociology</td>
<td>65</td>
<td>Sociology</td>
<td>3-4 GTA (16.25/FTE)</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>2</td>
<td>Sociology</td>
<td>55</td>
<td>AOJ (currently under revision)</td>
<td>2 GTA (15.08/FTE)</td>
</tr>
<tr>
<td>Southern Illinois U</td>
<td>6</td>
<td>Sociology</td>
<td>120</td>
<td>Sociology</td>
<td>12 GTA* (20/FTE) w tuition wavier</td>
</tr>
<tr>
<td>Webster</td>
<td>1</td>
<td>Counseling</td>
<td>12</td>
<td>no GTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Studies</td>
<td>85</td>
<td>Legal Studies</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
<td>143</td>
<td>Gerontology</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociology</td>
<td>14</td>
<td></td>
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</tbody>
</table>

Note: Data are obtained from the chair of each department in February 2007. * SIUE Sociology Department provides 12 GTA with full tuition (including summer) at .25 FTE (10 hours/week).

While UMSL’s Sociology Department has experienced a long-term process of attrition, all other programs have grown in size and maintained their presence in the Greater St. Louis region. Of particular note is SIUE’s sociology program that has received strong support from the university. It has a full-fledged program with 16 full time regular faculty (with 14 Ph. D. holders) including 6 new hires in 2001-06. It has 120
undergraduate sociology majors, 200 criminology majors, and 35 sociology graduate majors.

Webster’s Department of Behavioral and Social Sciences has recently added a graduate program in legal studies (in 2005) and hired one new faculty in 2001-06. SLU has built the MA in AOJ in 2003; however, it is currently under reorganization with a new chairperson who was hired in 2006 to re-build the program. SLU’s Department of Sociology and Criminal Justice enjoys support from the university administration for both undergraduate and graduate programs.

When the sociology, criminology, and criminal justice majors at SLU and SIUE are combined, SLU produced 15.08 undergraduate majors per FTE and SIUE at 20.0 per FTE. These figures compare with the UMSL Sociology Department’s majors (sociology only) at 16.25 per FTE. At the graduate level, our rate is 4.3 per FTE as compared to 2.18 per FTE at SIUE. **Again, the comparison of these data reveals a strong performance of our sociology program at UMSL.**

If we restrict our comparison to only sociology majors, the UMSL Sociology Department with 4 full time faculty generated 65 undergraduate majors compared to SLU with 55 sociology majors and SIUE with 120, both of which are more than three time larger in size than our department. At the graduate level, the UMSL Sociology Department has 17 graduate students as compared to SIUE with 35, which is four times larger in size than our program.

The examination of our program, both from the national and regional perspectives, suggests that the addition (replacement) of at least 2-3 faculty lines would be necessary to secure the intermediate future of the UMSL Sociology Department in the St. Louis Metropolitan region. Given the strong trend for vocationalization of college education in the U.S., such investments should also be made to strengthen practical sociological skills and vocational career prospects of the students.

6. Last Academic Review 2001-02

This section provides a summary of how the Department is or has already addressed the recommendations from the last professional accreditation reviews conducted in 2001-02. Dr. Diane Taub who serviced as external reviewer of the Sociology Program itemized 20 recommendations (Appendix O).

**Recommendation 1:** Gain more faculty lines. **Response:** This issue is addressed in the next section (Five Year Plan).

**Recommendation 2:** Gain increased instructional assistance for teaching at the Mineral Area Community College. **Response:** The program has been revised so that the Department offers the minor in sociology by teaching one course per semester every other year (2006-07 and 2008-09). Thereupon the MAC program will be completed.
Recommendation 3: Consider the specialization of international studies in urban issues for the master’s degree. **Response:** The Department will keep this recommendation for future discussions.

Recommendation 4: Upgrade the Department web pages. **Response:** The Department website has been regularly updated and managed since 2002.

Recommendation 5: Update course titles and descriptions. **Response:** The Department visits this issue periodically and will continue to do so.

Recommendation 6: Offer more general (lower division) courses to increase enrollments. **Response:** The Department has diversified lower division courses with the use of ITS and has met with excellent results. As noted earlier, both student enrollments and SCH increased in the lower division courses by 66.82% in the last 5 years.

Recommendation 7: Delete courses that have not been taught in several years to avoid confusion and frustration on the part of students who want to enroll in courses listed in the catalog but never have the opportunity to take them. **Response:** The Department has updated the course offerings by posting a 3-year course-schedule on the Department website. This 3 year plan has improved our ability to advise students and also our majors’ abilities to develop future plans (3-year course schedule is posted at: [http://www.umsl.edu/divisions/artscience/sociology/programs/soc_3_year_plan_ws07-fs09.htm](http://www.umsl.edu/divisions/artscience/sociology/programs/soc_3_year_plan_ws07-fs09.htm))

Recommendation 8: Increase the number of hours required for a B.A. in sociology from 31 to 37 hours. **Response:** This issue will be visited in 2007-08 as part of the Department’s strategic plan for the next 5 years.

Recommendation 9: Require a capstone course at the 3000 level for undergraduate majors. **Response:** The Department in WS2006 added SOC 4365 Sociological Writing. Instead of offering it as a 3000-level capstone course, however, it was offered as a 4000 level course to ensure sufficient enrollments. Enrollments were 10 in WS2006 and 15 in WS2007, supporting our decision to offer it at the 4000 level. In 2007-08 the Department will assess the effectiveness of this course as a capstone course.

Recommendation 10: Add a qualitative methodology course as part of the required undergraduate courses. **Response:** Rigorous undergraduate programs in sociology usually require two theory (classical and contemporary) and two methods (general methods and qualitative methods). Results from the Field Test scores indicate such additional course will benefit our majors in improving their educational competence in research skills.

Recommendation 11: Improve advising and mentoring. **Response:** Since the last academic review, advising responsibilities have been returned to each department. In addition, the College recognizes the need for more effective advising and regular
monitoring of the students (in particular, student retention) and has given concerted
efforts to it for several years. The Department has participated in the campus wide events
to improve student advising, including transfer students. The Department has also
streamlined the department’s advising system designating responsibilities to an
undergraduate advisor and a graduate director/advisor. The two advisors periodically
review students’ progress and discuss issues at the department meetings.

**Recommendation 12**: Develop a Department handbook or newsletter for students.
**Response**: The Department resumed its publication of *Sociology Update* this year. The
Spring 2007 issue is a 6 page newsletter, providing faculty profiles, news about faculty,
alumni and sociology majors in addition to recent sociology events.

**Recommendation 13**: Sponsor Departmental brown bags on topics such as graduate
school and job searching. **Response**: SOC 5400 (Proseminar in Sociology) addresses
these topics for graduate students. The University’s Career Services provides a campus
wide job fair in February and March each year, including resume preparations, internship
and job opportunities, etiquette styles/manners, interview techniques, and more. (Events
are posted at: [http://www.umsl.edu/depts/career/students/activities.html#JobFairs](http://www.umsl.edu/depts/career/students/activities.html#JobFairs)).

**Recommendation 14**: Construct public bulletin boards for sociology students with career
information, internships, job openings, etc. **Response**: The Department upgraded its
bulletin boards to achieve better visual display. Also, MYGATEWAY has become the
key virtual bulletin board for sociology undergraduate and graduate majors. We post
internship or job openings and sociology events on MYGATEWAY and student
responses have been positive.

**Recommendation 15**: Gather assessment outcome data systematically. **Response**:
Beginning 2006-07 the new department chair has instituted this policy.

**Recommendation 16**: Develop a chapter of Alpha Kappa Delta. **Response**: The
Department will visit this issue in the future.

**Recommendation 17**: Find a common gathering space for students. **Response**: The
Department will look for opportunities for securing such a space.

**Recommendations 18-20**: Not directly applicable.
III. FIVE YEAR PLAN

Upon assuming new leadership in Fall 2006, Chikako Usui presented a Three-Year Plan 2006-2009 in the department meeting on October 11, 2006. This Three-Year Plan provides the basis for developing the Department’s Five-Year Strategic Plan.

Vision
Elevate our department to a premier medium-size urban sociology department with emphasis on Public Sociology. By Public Sociology, the Department will strive towards training future leaders who work locally and think globally.

Goals
(1) Develop faculty-student research using St. Louis as a laboratory and produce external grants.
(2) Excel with innovative teaching and train students to acquire a skill bundle in social science research and the use of state-of-the-art computer technology.
(3) Develop sociology specialty areas that have practical applications and vocational values. They include emphases on urban minority issues (e.g., health, family relations, care giving, aging) and new ethnic groups in the local communities and neighborhoods.
(4) Build community ties and link the Department’s research and teaching with the Community (Public Sociology). Build community connections for student job and internship placements.
(5) Develop new innovative courses.
(6) Become a strong complement to other social science departments at UMSL, such as CCJ, Anthropology, the Institute for Women and Gender Studies, Political Science, Psychology, PPA, the School of Social Work, and the Graduate Program in Gerontology.

Needs
A viable sociology program must offer a sufficient variety of courses on a regular basis so as to provide students with good coverage of basic issues and knowledge of the discipline as well as some opportunity to exercise choice of courses within the different majors/minors. Most of these courses should be taught by tenure track or permanent faculty. There should be some overlap/redundancy in faculty teaching/research expertise, so that the ability to offer the curriculum is minimally dependent on the presence of particular faculty members and a critical mass of faculty members can work together to develop research projects.

For more than a decade the Department has been short of the critical mass necessary for viable programs in Sociology. Perhaps six FTE tenure track faculty members (=3 additional lines) is the appropriate level of staffing for the intermediate future. This level of staffing is still low compared with other social science cluster departments in the CAS at UMSL and graduate programs in sociology nationally and regionally.
Directed Focus

Given the nature of sociology as a discipline and UMSL’s mission, the Department’s degree programs should focus on urban study. Courses in community, urban sociology/anthropology, development, and human (spatial) ecology should be offered regularly and be strengthened through interdisciplinary cooperation. All new hires in the Department should have an urban focus.

Personnel

Four areas central to the shared social sciences should be built up. These areas are fundamental to Sociology, CCJ, and Anthropology: (1) stratification/inequality, (2) social organizations/institutions, (3) urban study and policy, and (4) social demography/ecology. All are highly relevant to UMSL’s urban focus.

Social stratification/Inequality includes race, gender, class, and age. In the Department, this area is covered by SOC 4312 (Sociology of Wealth and Poverty) and SOC 4360 (Sociology of Minority Groups), both of which are taught by Teresa Guess. To strengthen this area, the Department may add a cross-listed course such as POLISCI 3460 (The Politics of Poverty and Welfare).

In the area of social organizations/institutions, the Department offers SOC 4336 (Organizations and Environments) and PPA/SOC 4940 (Leadership & Management in Non-Profit Organizations). The Department needs to add one more course to develop a sense of administration.

Urban study and policy needs to be developed. The department has not offered SOC 1999 (The City), 3202 (Urban Sociology), and 3263 (Sociology of Urban Life) for several years. The Department should have a course on policy analysis at the graduate/undergraduate level that covers policy analysis more specifically and its application more generally (urban and comparative policy). This may be possible by cross-listing POLISCI 3439 (Studies in Policy Formation) or 3490 (Studies in Public Administration).

Social demography/ecology also needs to be developed. The Department does not have a lower division course on demography/ecology. SOC 4646 (Demographic Techniques) exists but has not been offered. The use of state-of-the-art technology and software needs to be incorporated. For example, GIS has been developed for managing, analyzing and displaying geographical data and it must be integrated into the social demography/ecology course. Employers in business and government highly value computer analysis skills such as SPSS and experience with GIS.

Staffing: Current and Future

Current staff and needed hires for Sociology are as follows:

1. Research Methods (Usui) and Statistics (Shields & Usui)
2. Theory (Guess) and Stratification/Inequality (Guess) (hiring need)
3. Social Psychology (Shields)
4. Technology (Keel)
5. Social Organizations (Usui)/Institutions (education—Shields)
6. Urban, combined with education, health, family, aging, work & occupations, religion (hiring need)
7. Social ecology/demography (hiring need).

New Hiring for the Strategic Plan
In building the Department’s urban focus (along with the issues of health, education, work and occupations, family, or religion), theory and research methodology should also be strengthened. Theory and methods need to be taught on a regular basis. The Department needs to develop more in-depth quantitative and qualitative methodology courses. All new hires should have an urban focus with demonstrated expertise in theory and methodology.

Market Conditions for Hiring
It should be possible to hire strong faculty members in the current markets for sociology. The discipline appears to be a buyer’s market and good people can be hired. New faculty members will develop active research programs and research funding.

Hiring Schedule
Building of the Sociology Program might proceed on a recruiting schedule such as the following:

Year 1: Recruit one junior faculty member focused on urban, development, and demography/ecology. Ability to teach theory and research methodology would be a secondary feature of this hire.

Year 2: Recruit one senior faculty member at the associate or full professor level. This person would have a track record of winning substantial grants by combining research methodologies with urban health, education or some other combinations mentioned above.

Year 3: Recruit one junior faculty member with a focus on stratification/inequality and social organizations/institutions with urban theme.
APPENDICES
Appendix A: Brief History of UMSL Sociology Department

1965 -1969 : Establishment phase (high of 9 FTE appointments at any one time)

John Kramer – first sociologist and hired next three lines.
Harry Bash – (1966-2002) retired at the rank of Associate.
Ed Lehmann – left for SUNY Brockport after academic freedom dispute; first chair.
John Lennon – left for Arkansas–Little Rock for same reason.
Sol Sutker – hired as Full until retired; second chair until heart attack.
Sarah Sutker – hired as Associate until retirement.
Sarah Boggs – hired as Associate until retirement in 1991.
Dick Gilman – left for NC State.
Dick Ferrigno – went into Ferrigno Winery business.
Jerrold Himmelhoch – hired Full until retirement.
Peter Etzkorn – hired in 1969 as third Chair with mandate to hire 3-4 FTEs per year to build department. Retired in 1999.

1970s: Building phase (high of 16 FTE appointments at any one time)

Ed Sabin –1970
Mae Gordon –1970 (currently Full Professor at WU in St. Louis)
Michael Carlie – 1970 (left for Associate at Ball State)
N. Lalu – about 1972 ( Indian Demographer, left for Canada in 1973)
Bill Erickson –1971 (left for Lutheran Church Director of Research, NYC)
George McCall –1972 (hired as Full and fourth Chair; retired in 2003)
Dan Monti –1973? (currently Full at Boston U)
Judy Handel –1973 (died prematurely)
S. El Hakim – 1973?
Frank Newport –1974? (now Gallup Polling Senior VP)
Charles Sprague –1974? (now senior researcher with Congressional Budget Office)
Richard Larson –hired as Chair; left for UNC
John Hepburn – about 1776; fifth Chair (now Full at Arizona State)
Ron Denowitz – about 1976 (left to become businessman)
Steve Tuch 1978 – (now Full at GWU)
Sandra Hanson –1978 (now Full at Catholic)
Eric Poole –1978 (left for NC State)
Rita Braito – about 1978 (hired as Associate; died prematurely)
Jim Laue – about 1979 (hired as Full; left for George Mason to run Ph.D. program Conflict Resolution).
Mel Oliver – ? (left for UCLA and Ford Foundation)
1980s – Present: Gradual attrition without replacement

Mike Stein – 1985 (Assistant Professor; denied tenure and left for Lindenwood in 1992)
Nancy Shields – 1990 (Assistant Professor of Sociology; Assistant Dean, Evening College 1988-1994; Associate Dean, UMSL-Washington University Joint Undergraduate Engineering Program 1994-2000; promoted to Associate in 1998; Chair, Department of Sociology 2000-06)
Kay Young McChesney – 1990 (Assistant Professor; denied tenure and left in 1998)
Francis Hoffmann – 1990 (Visiting Associate Professor of Sociology 1990-93; Associate Professor of Sociology and Director, Institute of Women and Gender Studies 1992-1997; Associate Professor of Sociology and Chair, 1999-2000; left for Connecticut College as Full Professor of Sociology and College Dean in 2000)
Sally Boggs – 1991 (retirement)
Chikako Usui – 1991 (Assistant Professor of Sociology .75FTE and Graduate Program in Gerontology .25FTE; promoted to Associate in 1998)
Harry H. Bash – 1992 (retirement)
Robert O. Keel – 1994 (Lecturer, promoted to Senior Lecturer in 2006)
Sheryline Zebrosky – 1993 (Assistant Professor, hired through Chancellor’s minorities office funds; denied 3rd year review and left in 1996)
Teresa Guess – 1999 (Assistant Professor, hired through Chancellor’s minorities office funds; promoted to Associate in 2005)
K. Peter Etzkorn – 1999 (retirement)
George McCall – 2003 (retirement)
Herman Smith – 2003 (retirement)
Appendix B: List of Sociology Faculty Scholarship (2001-2005)

Books


Refereed Journal articles

Teresa Guess

George J. McCall

Nancy Shields

Herman Smith

Chikako Usui

Refereed On-Line Journal

Robert Keel


Herman Smith


**Book Chapters**

George McCall


Herman Smith


Chikako Usui


**Other Publications and Presentations**: see Appendix O, Faculty Vitae
**External Grants & Service Contracts**

**George McCall and Nancy Shields**

**Herman Smith**
German Academic Exchange Service (DAAD)Grant to Humboldt University, Berlin, Summer 2007 ($5,000).

**Chikako Usui**

**Internal Grants**

**Teresa Guess**
PPRC Fellow in Public Policy Research Center, 2003. Project: Race Relations in St. Louis Fire Department (Funded: $2,000)

**George McCall**
“Coping with Trauma,” Center for Trauma Recovery, $3,000, PI.
“Subsistence Activities in the Economies of Remote-Area Settlements,” Center for International Studies, $2,000, PI.
“Conflict, Violence, and Health,” TELP, $6,900, co-investigator.
“Evaluation of MTP's South African Land-Dispute Settlement System,” UMSAEP, $1,500.00, PI.

**Nancy Shields**
Children and Community Violence, University of Missouri South Africa Education Fund, $4,950.00, May 2005 - May 2005, Sponsor.
Comparing the Effects of Witnessing Community Violence, Research Award Fund, $15,627.00, 01-03-2005 - December 2007, Active, PI.
University of Missouri-St. Louis, Center for International Studies, $1,700 to support research in South Africa, Co-PI.

**Editorial Board**

**Chikako Usui**

**George McCall**

**Herman Smith**
Appendix C: College of Arts and Sciences Person Count and FTE

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Source: Original data are available at EEO-6 and IPEDS-S; for this report, hard copies are provided from the College of Arts and Sciences.
## Appendix D: Enrollment Summary 2000-05

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Appendix E: Student Credit Hours, 2000-05

The original table is too large to be pasted. The data can be viewed at: https://fusion.umsl.edu/ir/login.cfm
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<td>25</td>
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<td>6</td>
<td>5</td>
<td>3</td>
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<td>24</td>
<td>31</td>
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<tr>
<td>CAS</td>
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<td>641</td>
<td>634</td>
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<td></td>
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<td>145</td>
<td>182</td>
<td>190</td>
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<td>226</td>
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<td>Doctors</td>
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<td>20</td>
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<td>27</td>
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</table>

Note: For Political Science, the number of bachelors in Public Administration and PPA are included. For Psychology, the number of masters in Clinical program is included.

Source: https://fusion.umsl.edu/ir/login.cfm
Appendix H: Major Field Test Results, 1996-2006

Attached in a separate word file for landscape printing.
### Appendix I: Distribution of Grades by Department and Course Level, FY200-2005

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td><strong>Anthropology</strong></td>
<td>Lower Division</td>
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<td>3023</td>
<td>2216</td>
<td>550</td>
<td>580</td>
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<td>%</td>
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<td>33.8</td>
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<td>6.5</td>
<td>8.4</td>
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<tr>
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<td>%</td>
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<td>7.15</td>
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<td>Graduate</td>
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<td>0</td>
<td>0</td>
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<td><strong>Criminology</strong></td>
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<td>2504</td>
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<td>428</td>
<td>457</td>
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<tr>
<td></td>
<td>%</td>
<td>18.8</td>
<td>33.4</td>
<td>27.4</td>
<td>8.5</td>
<td>5.7</td>
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<td></td>
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<td>2039</td>
<td>1444</td>
<td>421</td>
<td>313</td>
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<td>%</td>
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<td>%</td>
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<td>27.4</td>
<td>27.8</td>
<td>7</td>
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<td>31.3</td>
<td>19.9</td>
<td>5.9</td>
<td>8</td>
<td>6.5</td>
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<td>771</td>
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<td>13.1</td>
<td>3.2</td>
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<tr>
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<td>2934</td>
<td>1535</td>
<td>428</td>
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<td>%</td>
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<td>29.4</td>
<td>15.3</td>
<td>4.3</td>
<td>8.2</td>
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<td>0.1</td>
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<td>1921</td>
<td>1810</td>
<td>901</td>
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<td>413</td>
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<tr>
<td>Division</td>
<td>%</td>
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<td>31.6</td>
<td>15.7</td>
<td>5.7</td>
<td>7.2</td>
<td>6</td>
<td>0.1</td>
</tr>
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<td>------</td>
<td>------</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Upper Division</td>
<td>%</td>
<td>30.7</td>
<td>31.4</td>
<td>21.5</td>
<td>5.3</td>
<td>4.5</td>
<td>6.6</td>
<td>0.1</td>
</tr>
<tr>
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<td>0</td>
<td>0.1</td>
<td>6.1</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>%</td>
<td>36.7</td>
<td>29.2</td>
<td>17.9</td>
<td>4.8</td>
<td>0.1</td>
<td>6.4</td>
<td>0.2</td>
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</table>

### Social Work

| Lower Division | % | 48.7 | 31 | 11.1 | 1.9 | 2.5 | 4.7 | 0.1 |
| Upper Division | % | 49.5 | 26.1 | 7.8 | 1.2 | 3.7 | 11.6 | 0.1 |
| Graduate | % | 61.9 | 21.5 | 3.5 | 0.1 | 1.6 | 11.2 | 0.1 |
| Total | % | 53.6 | 25.6 | 7.1 | 1 | 2.7 | 10 | 0.1 |

### Sociology

| Lower Division | % | 17.2 | 27.7 | 23.5 | 10.9 | 9.9 | 10.8 | 0.2 |
| Upper Division | % | 31.1 | 29.9 | 20.8 | 5.4 | 3.9 | 8.4 | 0.5 |
| Graduate | % | 70.1 | 20.1 | 4.2 | 0 | 0 | 5.6 | 0 |
| Total | % | 24.1 | 28.1 | 22 | 8.4 | 7.1 | 9.6 | 0.3 |

### College of Arts and Sciences

| Total | % | 33.5 | 30.2 | 17.7 | 4.4 | 5.5 | 8.6 | 0.2 |

Source: https://fusion.umsl.edu/ir/login.cfm
## Appendix J: Course Evaluations

**Department Mean (Average Score)**

0=Strongly Agree, 1=Agree, 2=Neutral, 3=Disagree, 4=Strongly Disagree

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject matter is interesting</td>
<td>1.07</td>
<td>.86</td>
<td>.86</td>
<td>1.04</td>
<td>.9</td>
</tr>
<tr>
<td>The course is intellectually challenging</td>
<td>.82</td>
<td>.9</td>
<td>.7</td>
<td>1.04</td>
<td>.82</td>
</tr>
<tr>
<td>The Instructor has a thorough knowledge of the subject</td>
<td>.42</td>
<td>.43</td>
<td>.38</td>
<td>.86</td>
<td>.41</td>
</tr>
<tr>
<td>The Instructor presents course material clearly</td>
<td>1.09</td>
<td>1.11</td>
<td>1.1</td>
<td>1.46</td>
<td>.75</td>
</tr>
<tr>
<td>The Instructor is well prepared for class</td>
<td>.57</td>
<td>.5</td>
<td>.6</td>
<td>1.19</td>
<td>.43</td>
</tr>
<tr>
<td>The Instructor treats the students with respect</td>
<td>.66</td>
<td>.62</td>
<td>.59</td>
<td>1.14</td>
<td>.4</td>
</tr>
<tr>
<td>The Instructor is willing to assist students outside of class</td>
<td>.85</td>
<td>.7</td>
<td>.68</td>
<td>.98</td>
<td>.7</td>
</tr>
<tr>
<td>The Instructor makes the course objectives, requirements, and other expectations clear.</td>
<td>.84</td>
<td>.74</td>
<td>.81</td>
<td>1.3</td>
<td>.62</td>
</tr>
<tr>
<td>On assignments, I get feedback that helps me to improve</td>
<td>1.26</td>
<td>1.08</td>
<td>1.15</td>
<td>1.52</td>
<td>.93</td>
</tr>
<tr>
<td>Tests cover the important points, whether from the text or from lecture</td>
<td>.93</td>
<td>.87</td>
<td>.97</td>
<td>1.12</td>
<td>.6</td>
</tr>
<tr>
<td>Tests, paper assignments and grading are fair</td>
<td>.81</td>
<td>.91</td>
<td>.85</td>
<td>1</td>
<td>.61</td>
</tr>
<tr>
<td>I feel that I have learned something in this class</td>
<td>.83</td>
<td>.83</td>
<td>.73</td>
<td>1</td>
<td>.64</td>
</tr>
<tr>
<td>I was exposed to knowledge and ideas that were new to me</td>
<td>.64</td>
<td>.74</td>
<td>.68</td>
<td>.86</td>
<td>.63</td>
</tr>
<tr>
<td>The professor was able to communicate easily and to understand and respond to students’ questions in normal English usage</td>
<td>.62</td>
<td>.53</td>
<td>.59</td>
<td>.75</td>
<td>.33</td>
</tr>
<tr>
<td>Overall, how does this course compare to other UM-St. Louis courses you have taken?</td>
<td>1.19</td>
<td>1.13</td>
<td>1.18</td>
<td>1.53</td>
<td>.97</td>
</tr>
<tr>
<td>Overall, how does this Instructor compare to other UM-St. Louis instructors you have had?</td>
<td>1.08</td>
<td>1.06</td>
<td>1.03</td>
<td>1.54</td>
<td>.86</td>
</tr>
</tbody>
</table>
Appendix K: Assessment of Sociology Program by Current Students

<table>
<thead>
<tr>
<th></th>
<th>Excellent (=4)</th>
<th>Good (=3)</th>
<th>Fair (=2)</th>
<th>Poor (=1)</th>
<th>Total % (N)</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Facility</td>
<td>37.5%</td>
<td>58.3%</td>
<td>4.2%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.33</td>
</tr>
<tr>
<td>Quality of Faculty</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.58</td>
</tr>
<tr>
<td>Opportunities for interaction with faculty</td>
<td>70.8%</td>
<td>29.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.70</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.5</td>
</tr>
<tr>
<td>Quality of program for preparation of future goals</td>
<td>33.3%</td>
<td>54.2%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>95.8% (23)</td>
<td>3.26</td>
</tr>
<tr>
<td>Availability of courses</td>
<td>37.5%</td>
<td>25.0%</td>
<td>37.5%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.00</td>
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<tr>
<td>Quality of advising</td>
<td>45.8%</td>
<td>37.5%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>91.7% (22)</td>
<td>3.36</td>
</tr>
<tr>
<td>Opportunities to do research in area of interest</td>
<td>16.7%</td>
<td>58.3%</td>
<td>20.8%</td>
<td>4.2%</td>
<td>100.0 (24)</td>
<td>2.87</td>
</tr>
<tr>
<td>Overall quality of educational experience</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0 (24)</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Sociology Program Survey for Current Students

Dear Sociology Students:
The Department is conducting an evaluation to assess the overall effectiveness of the Sociology program. The Department would be grateful if you would agree to answer a few questions about your experiences in the Sociology program. It will take about 5-7 minutes of your time.

Please read the following statements about the Sociology program and choose one answer on a scale from Poor to Excellent.

1. Quality of facility (e.g., classroom facility, the use of instructional computer technology) Poor Fair Good Excellent
2. Quality of faculty Poor Fair Good Excellent
3. Opportunities for interaction with the faculty Poor Fair Good Excellent
4. Quality of instruction in my courses Poor Fair Good Excellent
5. Quality of program in preparing me for my future goals Poor Fair Good Excellent
6. The availability of courses I need for degree requirements Poor Fair Good Excellent
7. Quality of advising Poor Fair Good Excellent
8. Opportunities to do research (practicum or internship) in my area of interest Poor Fair Good Excellent
9. Considering all of the above questions, please rate the overall quality of your educational experience Poor Fair Good Excellent

10. What do you think is the key strength of the Sociology program? How can the program be improved?

11. Are there any other comments you would like to make?

12. Are you: ( ) undergraduate student ( ) graduate student

The Department will be publishing a newsletter in February and we would like to know what’s new with you. Would you like to contribute personal or professional news?

Thank you for participating! Questions? Please feel free to contact the department at (314) 516-6366 or send email to Chikako Usui, department chair at chikako@umsl.edu
## Appendix L: Assessment of Sociology Program by Alumni

<table>
<thead>
<tr>
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<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Total % (N)</th>
<th>Average</th>
</tr>
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<tbody>
<tr>
<td>Quality of facility</td>
<td>44.4%</td>
<td>33.3%</td>
<td>22.2%</td>
<td>0.0%</td>
<td>100.0 (9)</td>
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<td>Quality of faculty</td>
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<td>44.4%</td>
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<td>0.0%</td>
<td>100.0 (9)</td>
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<td>Opportunities for interaction with the faculty</td>
<td>33.3%</td>
<td>33.3%</td>
<td>22.2%</td>
<td>11.1%</td>
<td>100.0 (9)</td>
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<td>Quality of instruction</td>
<td>33.3%</td>
<td>55.6%</td>
<td>11.1%</td>
<td>0.0%</td>
<td>100.0 (9)</td>
<td>3.22</td>
</tr>
<tr>
<td>Quality of program in meeting my career goals</td>
<td>0.0%</td>
<td>55.6%</td>
<td>11.1%</td>
<td>33.3%</td>
<td>100.0 (9)</td>
<td>2.22</td>
</tr>
<tr>
<td>Availability of courses</td>
<td>22.2%</td>
<td>55.6%</td>
<td>22.2%</td>
<td>0.0%</td>
<td>100.0 (9)</td>
<td>3.00</td>
</tr>
<tr>
<td>Quality of advising</td>
<td>22.2%</td>
<td>22.2%</td>
<td>44.4%</td>
<td>11.1%</td>
<td>100.0 (9)</td>
<td>2.56</td>
</tr>
<tr>
<td>Opportunities to do research in area of interest</td>
<td>22.2%</td>
<td>33.3%</td>
<td>44.4%</td>
<td>0.0%</td>
<td>100.0 (9)</td>
<td>2.78</td>
</tr>
<tr>
<td>Overall quality of educational experience</td>
<td>22.2%</td>
<td>66.7%</td>
<td>11.1%</td>
<td>0.0%</td>
<td>100.0 (9)</td>
<td>3.11</td>
</tr>
</tbody>
</table>
**Alumni Sociology Program Survey**

**Dear Sociology Alumni:**

My name is Sara Baalman and I am calling on behalf the Sociology Department at UM-St. Louis (UMSL). The Department is conducting an evaluation to assess the overall effectiveness of the Sociology program. The Department would be grateful if you would agree to answer a few questions about your experiences in the Sociology program. It will take about 7-10 minutes of your time.

I will read 9 questions about the Sociology program and I would like you to respond on a scale from poor, fair, good, and excellent. (Please choose one answer.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of facility (e.g., classrooms, instructional computer technology)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. Quality of faculty</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. Opportunities for interaction with the faculty</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. Quality of instruction in my courses</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. Quality of program in meeting my career goals</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. The availability of courses I needed for degree requirements</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. Quality of program advising</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Opportunities to do research in my area of interest</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. Considering all of the above questions, please rate the overall quality of your educational experience</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

10. What do you think was the key strength of the Sociology program? How can the program be improved?
11. Are there any other comments you would like to make?

Finally, I would like to ask you about yourself. Please check one answer.

12. What degree did you obtain?  O  BA  O  BS  O  MA

13. For the majority of time, were you:  O  Full Time (12 or more hours per semester)  
   O  Part-Time

14. Approximately how many years did you spend to complete your degree?  _______  years

15. Are you employed or have you accepted a job offer?  O  Yes  O  No

16. What is the field of your employment? (What sector do you work in?)
   O  Business/Industry  O  Self Employed  O  Education  O  Health Care
   O  Government  O  Other (please specify)
   _________________________________

17. Looking back, why did you choose UM-St. Louis for your studies?
   O  Recommendation by a friend or relative
   O  Low cost
   O  Availability of Sociology degree programs
   O  Proximity (distance) to home; convenient location
   O  Reputation of the university, faculty or for high scholarship
   O  Other (please specify) _________________________________

The Department will be publishing a newsletter in February and we would like to know what’s new with you. Would you like to contribute personal or professional news?

CLOSING
Thanks so much for your time!

Department of Sociology
University of Missouri-St. Louis
St. Louis, MO 63121-4400
(314) 516-6370; Fax (314) 516-5268; E-mail: chikako@umsl.edu
### Appendix M: Evaluation Criteria for Research

**Evaluation Criteria: Research Paper for:**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Needs Major Improvement</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 points</strong></td>
<td><strong>9.5 points</strong></td>
<td><strong>8.5 points</strong></td>
<td><strong>7.5 points</strong></td>
<td><strong>6.5 points</strong></td>
</tr>
</tbody>
</table>

#### Appropriateness of Topic
- Allows full development of all aspects of assignment
- Allows adequate development of most aspects of assignment
- Relevant to assignment but does not permit development of many aspects of assignment
- Arguable relevance of topic to assignment
- No evident connection between topic and assignment

#### Idea/Thesis Development
- Introduces clear and interesting idea or thesis early and develops throughout with /specific examples from readings
- Introduces ideas or logical thesis; adequate development with some examples
- Introduces central idea or thesis; little development or uneven development with few examples
- Introduces a few ideas; little attempt to develop ideas or central theme
- No evidence of theme or idea development

#### Overall Structure of the Paper
- Displays well developed, logically organized and focused paragraphs with appropriate section titles
- Mostly developed logically organized paragraphs with section titles
- Some developed, logically organized paragraphs and sections
- Little focused or organized paragraphs
- No development of logically organized paragraphs or sections

#### Selection and Integration of Sources
- Uses highly appropriate quotations and paraphrases from texts; graceful integration
- Uses appropriate quotations and paraphrases from texts; attempts to integrate
- Uses some quotations and paraphrases from texts; uneven integration
- Uses few quotations or paraphrases from texts; little attempt to integrate
- Uses no quotations or paraphrases from texts

#### Clarity of Presentation
- Presents clear and nuanced argument
- Presents argument with little ambiguity
- Connections among some passages are ambiguous
- Connections among and/or meaning of some passages are ambiguous
- Connections among and/or meaning of many passages are ambiguous

#### Methodology
- Data collected and analyzed allow full development of all aspects of assignment
- Data collected and analyzed allow adequate development of most aspects of assignment
- Data, as collected and/or analyzed, hinder development of some aspects of assignment
- Data, as collected and analyzed, hinder development of numerous aspects of assignment
- No data or results presented

#### Originality and Creativity
- Well developed
- Developed
- Somewhat developed
- Weak development
- No development

#### Writing Quality
- Careful, varied sentence structure and thoughtfully chosen words
- Varied sentence structure, and attempts appropriate word choice
- Some varied sentence structures, mostly mundane word choice
- Mostly mundane sentence structure and word choice
- No varied sentence structure and no attempt at good word choice

#### Conventions
- Displays careful attention to basic grammar, spelling, and other conventions. Appropriate and consistent style used for quotation and paraphrase citation (e.g. APA)
- Displays attention to basic grammar, spelling, and other conventions. Some unevenness in consistent use of "" integration and style.
- Displays some inattention to basic grammar, spelling, and other conventions that interfere w/reading. Inconsistent use of "" integration and style.
- Displays little attention to basic grammar, spelling, and other conventions. Mistakes frequently interfere w/reading. Little attempt to use consistent style.
- Displays no attention to basic grammar, spelling, and other conventions, or use of any consistent style. Basically unreadable.

#### Power-Point Presentation
- Very effective, professional style presentation
- Effective, clear presentation
- Adequate but Somewhat dull presentation
- Hard to follow and not clear presentation
- Displays no interest for presentation

#### Total Score
- **(100 points)**

---

50
<table>
<thead>
<tr>
<th>Institution</th>
<th>Individual Faculty: Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UMSL</strong></td>
<td>(1) race/ethnicity; theory; stratification;</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>(2) deviance; drugs/alcohol; science and technology</td>
</tr>
<tr>
<td>= 4</td>
<td>(3) social psychology; interpersonal violence;</td>
</tr>
<tr>
<td></td>
<td>(4) social policy; aging; comparative sociology</td>
</tr>
<tr>
<td><strong>Colorado-Denver</strong></td>
<td>(1) criminology/delinquency; race and gender;</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>(2) family; social psychology; theory;</td>
</tr>
<tr>
<td>= 6</td>
<td>(3) theory; gender;</td>
</tr>
<tr>
<td></td>
<td>(4) urban; evaluation research;</td>
</tr>
<tr>
<td></td>
<td>(5) organizations; mass communication;</td>
</tr>
<tr>
<td></td>
<td>(6) methods; social psychology; demography</td>
</tr>
<tr>
<td><strong>Wichita State University</strong></td>
<td>(1) family, gender;</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>(2) aging; family; society and law</td>
</tr>
<tr>
<td>= 7</td>
<td>(3) work and labor markets; stratification/mobility;</td>
</tr>
<tr>
<td></td>
<td>(4) gender;</td>
</tr>
<tr>
<td></td>
<td>(5) urban; methods; demography;</td>
</tr>
<tr>
<td></td>
<td>(6) deviance; mental health; stratification/mobility;</td>
</tr>
<tr>
<td></td>
<td>(7) work and labor markets; stratification/mobility</td>
</tr>
<tr>
<td><strong>University of Texas-Arlington</strong></td>
<td>(1) theory; cultural and media studies;</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>(2) gender; family;</td>
</tr>
<tr>
<td>= 8</td>
<td>(3) science and technology; collective behavior/social movements;</td>
</tr>
<tr>
<td></td>
<td>(4) race; statistics; political sociology;</td>
</tr>
<tr>
<td></td>
<td>(5) social psychology; family; methods;</td>
</tr>
<tr>
<td></td>
<td>(6) gender, work, and family; stratification/mobility;</td>
</tr>
<tr>
<td></td>
<td>(7) organizations; social movements; stratification;</td>
</tr>
<tr>
<td></td>
<td>(8) social psychology; deviance</td>
</tr>
</tbody>
</table>

Appendix O:
EXTERNAL REVIEW OF THE SOCIOLOGY PROGRAM AT
THE UNIVERSITY OF MISSOURI-ST. LOUIS

The following review is based upon my examination of numerous Departmental and University documents, as well as a visit to the campus of the University of Missouri-St. Louis on March 6, 2002. To prepare my report, I have carefully reviewed the Department of Sociology Self-Study Report; the Dean's response to the Self-Study; the Departmental web site; and the text of the undergraduate and graduate sociology programs in the current Bulletin. During my visit, I had meetings with eight faculty members in sociology, including a lecturer, an emeritus faculty member, and an adjunct faculty member, as well as with a group of eight graduate and undergraduate sociology students. Further, I visited with three members of the Campus Review Team; met jointly with the Dean of Arts and Sciences and the Vice Chancellor for Academic Affairs; and met individually with the Vice Chancellor for Academic Affairs.

THE PROGRAM'S ROLE AND SCOPE

Overall, the sociology program at the University of Missouri-St. Louis is a vibrant and strong component of the University. For having such a small number of faculty members (six), the Department of Sociology provides notable student services for the University. Along with teaching at their own campus, the faculty teach courses at the Mineral Area Community College and at Washington University. Sociology will be the first department to be involved with a 2 + 3 BA/MA program in the College. In addition, the faculty plan to participate in the proposed Ph.D. program in Metropolitan and Regional Studies.

The undergraduate program serves a significant role in the University by offering numerous cross-listed courses and several courses that meet the curricular requirements of other departments. Such service obligations adversely affect the ability of the Department to offer core courses to sociology graduate and undergraduate students as well as more diverse undergraduate sociology courses. Currently, the Department has about 60 undergraduate majors and 12 graduate students. It is quite probable that the number of undergraduate majors and graduate students would increase when adequate staffing is provided to the Department. The small number of current faculty generates a small number of course offerings; a larger number of faculty and graduate students would likely increase course offerings and class registration.

The graduate and undergraduate programs in sociology are delivered by six faculty members totaling 5.08 FTE, whose specialties include many of the major concentrations of the discipline. In addition, the Department has had funding for adjunct faculty, although future funding seems minimal. The faculty have moderate teaching loads with few resources (e.g., graduate assistants) to help them. Even with their demanding teaching responsibilities, the faculty are very active in the University, the community, the discipline, and professional organizations. For example, the faculty receive grants, conduct internationally recognized research, participate in national, regional, and local conferences, and engage in professional, University, and community service. I am
impressed with the professionalism of the faculty. Even when faced with inadequate current resources and discouraging prospects, the sociology faculty do not continuously complain, but rather discuss how their program can be strengthened under existing constraints.

Frankly, I believe that with all its research, teaching, and service responsibilities, and with its low number of faculty members, the Department of Sociology at the University of Missouri St. Louis has no comparable sociology department. I agree that from the potential list of schools provided by the Chancellor's Committee to the Departmental Chairperson, the choice of Cleveland State University for comparative purposes seems reasonable. However, the Department at Cleveland State University has nearly twice as many faculty as does University of Missouri-St. Louis. The level of resource allocation to the sociology department at the University of Missouri-St. Louis, especially in terms of FTEs, is well below the minimum required to support both graduate and undergraduate programs.

**Recommendation 1:** Try to convince University administrators to hire additional sociologists and increase funding of graduate students.

**Recommendation 2:** Try to convince University administrators to provide increased instructional and technological assistance to support Departmental efforts at the Mineral Area Community College.

**Recommendation 3:** Consider incorporating the specialization of international studies in urban issues for the master's degree. The Department may want to compose a brochure and publicize this specialty area on various sociology listservs and at national and regional sociology meetings. Such an academic orientation could significantly increase graduate enrollments and would highlight the expertise of sociology faculty. In addition, this international focus would parallel the national trend in sociology to study and conduct research on global issues and concerns. With its recognized faculty members, the Department could sponsor a master's program in international studies that could become one of the most prominent in the discipline.

**Recommendation 4:** Consider updating the Departmental web pages to include faculty links, current syllabi, and information about the undergraduate and graduate programs. This source can be very effective in the recruitment and retention of students.

**UNDERGRADUATE AND GRADUATE CURRICULUM**

Requirements for the undergraduate major are consistent with the guidelines recommended by the American Sociological Association, with the exception that the Department lacks a capstone course. Sociology majors are required to complete the core sociology curriculum of SOC 10 (Introduction to Sociology), SOC 210 (Sociological Theory), SOC 220 (Sociological Statistics) (or MATH 31 or MATH 102), SOC 230 (Research Methods), and SOC 231 (Laboratory in Research Methods). Total required hours for the B.A. is 31; 37 hours are required for the B.S. The minor in sociology
consists of 15 semester hours; at least six hours at the 300 level must be included. Overall, the undergraduate major and minor have an appropriate range of courses for comprehensiveness and depth. Courses within the Department clearly foster critical thinking, content integration, and independent study; such outcomes are consistent with the goals of a liberal arts education. The majority of required courses enroll numerous students with majors other than sociology. Thus, few opportunities exist for sociology majors to be in a class consisting of primarily sociology majors and minors. Given that the Department has a standing Undergraduate Curriculum Committee, the curriculum should be reviewed regularly.

Also consistent with national norms, graduate students must complete the core sociology curriculum (or equivalent) consisting of SOC 400 (Proseminar in Sociology), SOC 402 (Advanced Quantitative Techniques), and SOC 404 (Advanced Methodology). The graduate program emphasizes an individualized course of study within its 30 required hours.

**Recommendation 5:** Consider reviewing each course title and description to ensure that they are up-to-date and appealing. In addition, each syllabus should list explicit objectives or goals of the course.

**Recommendation 6:** Consider offering more general types of courses to increase enrollments.

**Recommendation 7:** Consider deleting some courses that have not been taught in several years. Students indicate that it is frustrating to want to enroll in a course listed in the catalog but never have the opportunity to take it during their training.

**Recommendation 8:** Consider increasing the number of hours required for a B.A. in sociology from 31 to 37 hours. Such additional required hours would facilitate breadth in the major and equal the number of hours required for a B.S. in sociology.

**Recommendation 9:** Consider requiring a capstone course at the 300 level for undergraduate majors. Such a course would promote common identity among the sociology students and provide an opportunity to participate in a student-directed research project.

**Recommendation 10:** Consider adding a section on qualitative methodology as part of the required undergraduate methodology course. The methods course should also include more discussion about the interconnectedness of theory and choice of method.

**ACADEMIC ADVISEMENT AND CAREER PREPARATION**

Every student I spoke with was pleased with the reception they received whenever they approached sociology faculty. Students often commented on the faculty's knowledge about sociology and the extensive academic support and genuine care the faculty give. However, students would like to be more systematically guided on their major courses.
and more advised on timely topics such as career choice and graduate education. In a recent telephone survey of three sociology graduates and a questionnaire to 18 students enrolled in Sociological Theory, advising and preparing for employment or job advancement received the lowest ratings. Also from the telephone and survey data, nearly all students indicated that they would recommend the sociology program to others. Placement of both undergraduate and graduate students is high, with most graduates attaining public sector or public service types of positions. Graduates are able to obtain positions in which they can apply their sociological training.

**Recommendation 11:** Consider implementing a mandatory or highly recommended policy that undergraduate majors meet with sociology faculty before they meet with the Student Advising Center. Students in sociology would benefit from being regularly monitored by faculty and being advised about their academic status in a timely manner.

**Recommendation 12:** Consider developing a Departmental handbook or newsletter for students, which would include such information as listing of faculty members and their office numbers, major and minor requirements, and available sociology courses and the semester usually offered.

**Recommendation 13:** Consider sponsoring Departmental brown bags on such topics as resume preparation, preparing for graduate school, and job searching.

**Recommendation 14:** Consider constructing separate public bulletin boards for sociology graduate and undergraduate students, which could include such items as career information, internship availabilities, job openings, academic/college deadlines, and announcements of relevant speakers in other departments or on campus.

**TEACHING AND LEARNING ENVIRONMENT**

Sociology faculty are evaluated by students in all of their classes. In the recent evaluations, students indicated high ratings (1.83 and 1.64, respectively) on "I feel I have learned something in this class," and "I was exposed to knowledge and ideas that were new to me." These statements were evaluated on a 1 to 5 point scale, with 1 being the most positive. Another student learning outcome is provided by scores on the undergraduate major field test program of the Educational Testing Service (Princeton); this test measures basic sociological knowledge. With reference to national scores, more than 80 percent of the undergraduate majors recently scored in the 50” percentile, whereas 70 percent ranked in the 80” percentile. Such results attest to the favorable teaching and learning environment for sociology majors.

The Department provides students opportunities to gain enrichment in the discipline of sociology. Internships and independent work with faculty are available for interested students. Instructors employ a variety of teaching methods in their courses, including discussion, group projects, field trips, guest speakers, integral use of computers, and use of audiovisual materials. These enhancements significantly promote graduate and undergraduate education in sociology.
Recommendation 15: Consider systematically gathering outcome assessment data from sociology students and alumni every year, and use such information in planning modifications. Assessment measures could include a capstone project, an exit interview with each graduating sociology major, and alumni surveys.

Recommendation 16: Consider developing a chapter of Alpha Kappa Delta, the international sociology honorary. Membership could foster academic identity among sociology students.

Recommendation 17: Consider finding a common gathering space or student area in which both graduate and undergraduate students can meet. If no space can be found, perhaps certain times could be identified to use the seminar room for such purposes.

Recommendation 18: Continue to try to convince University administrators and state legislators to increase funding for library books and library journal holdings. Additional funding is essential to render library resources adequate, so that the quality of sociology education can be maintained.

Recommendation 19: Continue to try to convince University administrators and state legislators to provide a greater operating budget for travel, photocopying, and multimedia (such as videos and computer software). Such funding is necessary to maintain and enhance the quality of sociology education.

Recommendation 20: Continue to try to convince University administrators and state legislators of the need for more classroom space, faculty offices, and Departmental space. Additional classrooms are needed to provide learning environments in which current teaching technologies, such as computers and multimedia equipment, can be better utilized. Further, more efficient time use and better accessibility for both students and faculty would occur if the offices of sociology faculty were housed together in the same area.

SUMMARY EVALUATION

In summary, I am genuinely impressed with the sociology program at the University of Missouri-St. Louis. Through its role and scope, the Department of Sociology makes a significant and integral contribution to the University. Faculty are active in the discipline and, in several cases, have national reputations. The sociology curriculum serves the University in a variety of ways, including the offering of numerous courses for a broad variety of disciplines. Students are receiving a solid graduate and undergraduate education in sociology. Overall, students indicate good satisfaction with their educational experience and feel they are prepared for their future careers or for graduate study.

Diane E. Taub
Associate Dean; College of Liberal Arts
Associate Professor, Department of Sociology
Southern Illinois University Carbondale
March 18, 2002
Appendix P
Faculty Vitae*

* Vitae for part-time instructors are available upon request.
EDUCATION:
Ph.D. University of Missouri-Columbia May, 1999 (Sociology)
M.A. University of Missouri-St. Louis May, 1993 (Sociology)
B.A. University of Missouri-St. Louis May, 1975 (Sociology)

EMPLOYMENT:
2005 – Present  Associate Professor, Sociology, UM St. Louis
1999 - Present  Assistant Professor, Sociology, UM-St. Louis
1998 -- 1999  Instructor in Sociology, University of Missouri-St. Louis

Publications (Books):

Referred Journal Articles:

PROFESSIONAL PRESENTATIONS:

Fall 2003  Panelist: "Wrong Place, Wrong Time: A Look at the Death Penalty in Missouri." Sponsored by the ACLU and the Eastern Missouri Coalition Against the Death Penalty.

Fall 2003  Panelist: "Light on the Shadow of the Tuskegee Syphilis Study: Implications For Building Community Trust to Eliminate Racial and Ethnic Health Disparities." Oct. 12. Sponsored by PPRC, St. Louis University, Missouri Historical Society and FOCUS St. Louis

Fall 2003  "Taking It to the Streets: Undergraduate Research in the Community," for The Center for Teaching & Learning, UM-St. Louis.


CURRENT RESEARCH:

Win 2006  Continuing to develop research agenda to investigate Missouri’s death penalty tradition and the intersection of health care disparities and ‘race.’

Sum 2002-  Continued development of anthology, "United We Stand, Divided by Race: The Present Practice of Race-making" for Lynne Rienner Publishers. (Currently Under Review by Sage Publications)

Fall, 2001  Continued development of pilot study of Missouri’s death penalty tradition. Use of newspaper archives, sentencing statistics, and interviews with Missouri legislators will be analyzed in order to identify structural foundations, cultural dispositions, and triggering events which appear to lend more support for retention than for abolition of capital punishment as a means to control violent crime.

SERVICE: Unit, College, University:

Member, Host Committee for White Privilege Conference 7, April 2006.
Member, Faculty Senate/University Assembly Committee on Bylaws and Rules (05-07)
Member, Graduate Council, Social Science Representative (05-08)
Member, Bachelor of Interdisciplinary Studies Committee (04-06)
Member, Personnel Committee, Sociology Department (on-going)
Library Liaison, Sociology Department (on-going)

PROFESSIONAL SERVICE


July, 2001  Travels through Crime and Place; Community Building as Crime Control by DeLeon-Granados (1999), a review in *Contemporary Sociology*, Vol30:4
Sum 2002  Reviewed “Moral Entrepreneurship and the Emotional Force of Narrative: John D. Rockefeller, Jr.’s Anti-Vice Campaign for The Sociological Quarterly

Fall 2002  Reviewed St. Louis Politics: The Triumph of Tradition by Dr. L. Stein, Univ. of Mo. Press for Urban Affairs Review. Urban Affairs Review, Vol 39:1


Sum, Fall  Peer-reviewed two articles for The Sociological Quarterly 2001


Fall, 1994  Co-Facilitator. T/A Faculty Workshop, Campus Writing Program - Writing Intensive Tutorial Services ITS). Co-facilitated presentation of training program to introduce faculty and graduate assistants to instructional strategies useful in encouraging students’ development of critical reading, thinking, and writing skills.

Fall, 1992  Editorial Assistant. Sociological Quarterly. Provided administrative support to journal editor by processing incoming articles for review and possible publication, and by organizing transfer of records to new editor. (University of Missouri-St. Louis)

AWARDS & HONORS:

Win 2006  Teacher of the Morning (See FAS)

Sep 2005  Who’s Who Among America’s Teachers, 2005-05  ID#1068069999

Win 2004  Who's Who Among America's Teachers, 2003-04  ID#0904657

Fall 2003  Certificate of Exemplary MyGateway Integration, UM-St. Louis

Win 2003  Certificate of Recognition, Outstanding Efforts to Students with disabilities.

Fall 2001  Evening College Council 2001 Teacher of the Year Award, UM-St. Louis

Win 2002  Meritorious Service Award, Students with Disabilities Association, UM-St. Louis

Win 2001  Meritorious Service Award, Students with Disabilities Association, UM-St. Louis

Win 2000  Meritorious Service Award, Students with Disabilities Association, UM-St. Louis

1997-98  Donald K. Anderson Graduate Student Teaching Award, University of Missouri-Columbia

1997-98  Thurgood Marshall Graduate Fellowship, University of Missouri-Columbia

Win 1997  Vailes Daka-Mulwanda Award- For Essay on “Economic Progress & Role Strain...”
1996-97  Gus T. Ridgel Fellowship, University of Missouri-Columbia
1995-98  Who’s Who Among Students in American Universities and Colleges
1995-96  Donald K. Anderson Graduate Student Teaching Award, University of Missouri- 
         Columbia
1995-96  Gus T. Ridgel Fellowship, University of Missouri-Columbia
1994-95  Gus T. Ridgel Fellowship, University of Missouri-Columbia
Sum, 1994  Certificate of Appreciation, The Transition Program, University of Missouri- 
           Columbia
1993-94  Gus T. Ridgel Fellowship, University of Missouri-Columbia
Win 1993 UM-St. Louis. Student Marshall: Outstanding Student in Graduate Studies in 
           Sociology
Fall, 1991 Graduate Fellow and Alumni Agents Scholar

TEACHING EXPERIENCE:

Since Current  Courses taught regularly: Sociological Theory, 
Appointment  Urban Sociology, Sociology of Minority Groups, Social Stratification.

Sum 96- Sum 98  Graduate Instructor teaching courses in Criminology, Social Deviance 
and Introduction to Sociology, Department of Sociology, University of 
Missouri-Columbia, Columbia, MO.

Fall 93 –Win 96  Graduate Teaching Assistant supporting learning activities in  
Criminology, Social Deviance, Social Problems, and Stratification 
courses, Department of Sociology, University of Missouri-Columbia, 
Columbia, MO.

PROFESSIONAL AFFILIATIONS:
Missouri State Director: Midwest Sociological Society
Chair, Minority Scholars Committee, Midwest Sociological Society
Member, Board of Directors, Midwest Sociological Society
Member, Phi Kappa Phi National Honor Society
Member, Midwest Sociological Society
Member, Society for the Study of Social Problems
Member, Alpha Kappa Delta-International Sociology Honor Society
Member, Board of Directors, Eastern Missouri Coalition Against the Death Penalty
Curriculum Vitae
Robert O. Keel

Educational History

- (ABD) Washington University, St. Louis, MO, 1979, Department of Sociology (72 graduate hours completed).
- AM, Washington University, St. Louis, MO, 1976, Department of Sociology
- BA, Kalamazoo College, Kalamazoo, MI 1974, Sociology and Anthropology (degree granted cum laude)

Work History

- University of Missouri-St. Louis, Department of Sociology, Senior Lecturer, 2006-present.
- University of Missouri-St. Louis, Department of Sociology, Lecturer, 1994-2006.
- Faculty Advisor to Information Technology Services, UM-St. Louis, 2005-present.
- Faculty Coordinator, UM-St. Louis My Gateway Online Course Delivery System, Information Technology Services, 2000-2005.
- Maryville University-St. Louis, Department of Social Science, Adjunct Instructor, 1992-94.
- University of Missouri-St. Louis, Department of Sociology, Adjunct Senior Lecturer, 1990-94.
- St. Louis Community College-Meramec, Department of Behavioral Science, Adjunct Instructor, 1989-94.
- City Colleges of Chicago, Western European Division, Wuerzburg, Germany, Adjunct Instructor, 1985-86.
- St. Louis Community College-Florissant Valley, Department of Social Science, Adjunct Instructor, 1981-83.
- University of Missouri-St. Louis, Department of Sociology, Adjunct Instructor, 1979-81.
- Narcotics Service Council, St. Louis, Evaluation Assistant, 1980.
- Washington University, St. Louis, Evening College, Adjunct Instructor, 1976-80.
- Washington University, St. Louis, Department of Sociology, Teaching Assistant, 1976-78.

Papers, Publications, and Professional Presentations

- Sandy Gambill, Robert Keel, and Vicki Sauter, "Wikis and Blogs: Promoting Interactivity and Collaboration," workshop at UM-St. Louis, Focus on teaching and Technology Conference, November 3, 2006 (Viki Sauter, UM-St. Louis and Sandy Gambill, St. Louis University
- Robert Keel and Cheryl Bielema, "Engaging Campus Community through the Scholarship of Teaching and Learning," presentation at UM-St. Louis, Focus on teaching and Technology Conference, November 3, 2006.


• Peter Acsay, History; Marcel Bechtoldt, ITS/Communication; Lindell Chew, Business; Robert Keel, Sociology, "CENTRA-based and Online Courses: What We're Learning," presentation at UM-St. Louis, Focus on teaching and Technology Conference, November 4, 2005.

• “Comprehensive Evaluation of MyGateway Use by Faculty and Students: Report of WS 2005,” report at UM-St. Louis (ITS), 2005. Listing as a "case study" by The Teaching, Learning, and Technology Group ("Flashlight"), Takoma Park, Maryland. (http://www.tltgroup.org/resources/F_Eval_Cases/UMSL_CMS.htm). Our survey is included as a template within the Flashlight Online Survey tool.


• Robert Keel, “Notes from the Edge,” a presentation at the Focus on Teaching and Technology conference, UM-St. Louis, November 2003,


• Larry Irons, Robert Keel, and Cheryl Bielema. "Blended Learning and Learner Satisfaction: Keys to User Acceptance?" USDA Journal, 16(12), December 2002,


• Peggy Cohen and Robert Keel, “Teaching with Technology,” Iterations, UM-St. Louis, ITS, April, 2002.


Professional Awards and Grants

• Honorary Member, Golden Key International Honor Society, University of Missouri-St. Louis, September 2004.

• Certificate of Exemplary Centra Use, University of Missouri-St. Louis, Information Technology Services and the Center for Teaching and Learning, December 2004.

• Faculty Service Award, 10 Years of Service, University of Missouri-St. Louis, December 2004.


• Chancellor’s Award for Academic Excellence-Academic Non-Regular, University of Missouri-St. Louis, 1998-1999.

• Outstanding Lecturer of the Year, College of Arts and Sciences, University of Missouri-St. Louis, 1997-1998.

• The Students with Disabilities Association “something extra” award, University of Missouri-St. Louis, 1996-2005.

• Research Grant: “Interactivity in Distance Education: Telepresence in the Virtual Class,” Co-Principal Investigator, Information Technology Grant, SWBell Corporation, 1998-99.

• Research Grant: “Interactivity in Distance Education,” Co-Principal Investigator, Information Technology Grant, Southwestern Bell Telephone Corporation, 1997-98.

Professional Service

• MyGateway at UMSL, UM System Transition Conference, UM-Rolla, Missouri, 03-12-2004.

• "Alternatives for Assessing and Evaluating Students 'Face to Face' and Online" Conversations about Teaching and Technology, UM-St. Louis, February, 2003.

• "Online Teaching Tips in Real-Time and Any Time," Conversation about Teaching and Technology, UM-St. Louis, December 2003.
• “Blending Technologies to Develop the Sociological Imagination: Sociology 010 Online,” presentation at the Focus on Teaching and Technology conference, UM-St. Louis, Center for Teaching and Learning, November, 2002.
• “Increasing Students’ Satisfaction and Interaction through Mixed Modes of Instruction,” presentation with Larry Irons and Cheryl Bielma, at the Focus on Teaching and Technology conference, UM-St. Louis, Center for Teaching and Learning, November, 2002.
• "Using MyGateway to Engage Students and Manage Your Courses," organizer of roundtable discussion, Conversations about Teaching and Technology, UM-St. Louis, December 2002.
• “Make It Easy: MyGateway at Um-St. Louis,” presentation with Kyle Collins and Kelly Crone, Helix 2002 Conference, April 2002
• "Successes in using My Gateway and the WWW," organizer of roundtable discussion, Conversations about Teaching and Technology, UM-St. Louis, April 2002.
• “Make It Easy: MyGateway at Um-St. Louis,” presentation at the Blackboard User’s Conference, Phoenix, AZ, March 2002.
• "My Gateway at UM-St. Louis," presentation at the MORENet/ET@MO conference, March, 2001 (with Cheryl Bielma).
• “Meanderings on the Internet: Using the WWW in the Classroom”, a presentation made at Harris-Stowe State College as part of the 2000-2001 “Food for Thought” Symposium Series funded by Title III-B. The presentation focused on my work with computer based instruction and the My Gateway System at UM-St. Louis. (9/20/00).
• “Interactivity in Distance Education: A Study of Telepresence in University Virtual Classes,” Donald Jung, Robert Keel, and Larry Irons. Paper presented at the International Conference on the Social Impact of Technology, St. Louis, MO, October 1998. The research was funded through the 1997 Southwestern Bell Information Technology Research Grant Program.

University Service

• UM-St. Louis, University Assembly Faculty Teaching & Service Awards, Member, 2005-present.
• Center for Teaching and Learning Advisory Group, Committee Service, UM-St. Louis, Member, 2004 - present.
• UM-St. Louis, University Assembly and Faculty Senate Representative, Department of Sociology, 2004-present.
• UM-St. Louis, University Assembly Information Technology Committee, Member, 2004-present.
• UM-St. Louis Admissions Council, member 2003-present.
• Focus on Teaching and Technology Conference Planning Committee, 2006.
• UM-St. Louis University Freshman Year Experience Planning Committee, 2003-2004
• UM-St. Louis University Freshman Year Experience Task Force, 2003
• UM-St. Louis University Assembly Committee on Computing and Instructional Technology, 1999-2002, Chair AY 2001-2002.
• Member, UM-St. Louis Information Technology Strategic Planning Committee, Teaching and Learning Sub-Committee AY 2001-2002.
• Member (Technical Advisor), General Education Steering Committee, 2001-2002.
• Member, MyGateway Implementation Group, Office of Academic Affairs, 2001-2002.
• Member, Academic Non-Regular Award for Excellence Selection Committee, 1999-2001.
• College of Arts and Sciences Advising Coordinator, Department of Sociology, UM-St. Louis, 1994-present.
• Member, Senate Computing Committee Workgroup, UM-St. Louis, 1994-1996.
• Department of Sociology/OCNS Liaison, UM-St. Louis, 1996-present.
• Speaker, Faculty Lecture Program, University of Missouri-St. Louis, 1997-present.
• Member, College of Arts and Sciences’ Committee on Committees, 1998.
• Chair, Department of Sociology Undergraduate Studies Committee, UM-St. Louis, 1998-present.

**Professional Associations**

• American Sociological Association, Member, 1990-present.
• Midwest Sociological Society, Member, 1990-present.
• Society for the Study of Social Problems, Member, 1990-present.
• Missouri Sociological Society, Member, 1990-present.
NANCY SHIELDS

EDUCATION


PROFESSIONAL AFFILIATIONS

Member, American Sociological Association.
Member, Midwest Sociological Society.
Member, Society for Applied Sociology.

RESEARCH AND ADMINISTRATIVE EXPERIENCE

Children and Community Violence, University of Missouri South Africa Education Program, $5,300.00, February 2006 - March 2006, PI.

Children and Community Violence, University of Missouri South Africa Education Fund, $4,950.00, May 2005 - May 2005, Sponsor.

Comparing the Effects of Witnessing Community Violence, Research Award Fund, $15,627.00, 01-03-2005 - December 2007, Active, PI.

Chair, Department of Sociology, UM-St. Louis; 2000-present.

National Academic Advising Research Award; 1996.

Associate Dean, UM-St. Louis/Washington University Joint Undergraduate Engineering Program; 1994-2000.

Assistant Dean, Evening College, UM-St. Louis; 1988-1994.

UM-St. Louis Research Incentive Grant; 1993.

National Academic Advising Association Research Award; 1991.


Director, Program to Assist At-Risk Students; 1988-1989.


Researcher, College of Arts and Sciences, UM-St. Louis; 1985.
TEACHING EXPERIENCE

Associate Professor, Department of Sociology, UM-St. Louis; 1997-present.

Assistant Professor, Department of Sociology, UM-St. Louis; 1990-1997.

Adjunct Assistant Professor, UM-St. Louis; 1984-1988

Visiting Assistant Professor, UM-St. Louis; 1977-1980.

Instructor, UM-St. Louis; 1974.

PUBLICATIONS

Journal articles


Book chapters


Book review


PRESENTATIONS


1984 Shields, N. M. & C. R. Hanneke, “The role of family background experiences in victim reaction to marital rape and battering,” American Sociological Association Meetings, San Antonio, TX.


1993 Shields, N. & L. Pierce, “First year findings from project 'Be a Star','” Society for Applied Sociology Meetings, St. Louis, Missouri.


Curriculum Vitae
Chikako Usui

I. EDUCATION:

1988 Doctor of Philosophy, Sociology, Stanford University
1980 Master of Arts, Sociology, Eastern Michigan University, Ypsilanti, Michigan
1976 Bachelor of Arts, Sociology, Taisho University, Tokyo, Japan

II. ACADEMIC CAREER:

2006-Present Chair, Department of Sociology, University of Missouri-St. Louis
2006-Present Fellow, Center for International Studies, UM-St. Louis
2006-Present Research Associate, International Business, College of Business Administration, University of Missouri-St. Louis
2004-2006 Senior Research Fellow, Graduate Center for Social and Public Policy, Duquesne University, Pittsburgh
1997-Present Associate Professor, Department of Sociology and Graduate Programs in Gerontology, University of Missouri-St. Louis
1992-Present Associated Faculty, The Joint Center for East Asian Studies, University of Missouri-St. Louis and Washington University in St. Louis
2004 (summer) Visiting Scholar, Chinese Academy of Social Sciences, Beijing, China
2002 (summer) Visiting Lecturer, Department of Sociology, University of Zurich, Switzerland
2000 (fall) Lecturer, Imperial College (London), Missouri London Program
1991-2004 Fellow, Center for International Studies, UM-St. Louis
1997-1998 Visiting Researcher, Division of Social and International Relations, University of Tokyo, Japan
1991-1997 Assistant Professor, Department of Sociology and Graduate Programs in Gerontology, University of Missouri-St. Louis
1987-1991 Assistant Professor, Department of Sociology, Tulane University

III. PUBLICATIONS:

A. Books


B. Refereed Journal Publications


C. Book Chapters and Invited Contributions


D. Refereed Conference Proceedings


**E. Other Publications**


**F. Book Review**


IV. WORK IN PROGRESS

“Gender Differences in Organizational Commitment in U.S. and Japanese Firms in Thailand” (35 pp)

“Japan’s Aging and the Transformation of Female Work in the Post-Fordist Economy.” To be published in The Handbook of Japan. German Institute for Japanese Studies, Tokyo, Japan.

VI. PRESENTATIONS AT PROFESSIONAL MEETINGS:

A. National and International Professional Meetings


2005 “Employee Commitment in U.S. and Japanese Firms in Thailand.” Presented at 18th Annual Conference of Association of Japanese Business Studies, July 7-8, Quebec City, Canada.


B. Regional Professional Meetings


1993 Do American Models of Female Career Attainment Apply to Japanese? Presented at Midwest Japan Seminar, December 4, Purdue University, Indiana.


1991 Organizer/Presider, Paper Session for Undergraduate Papers. 54th Annual Meetings of the Southern Sociological Society, April 11-14, Atlanta, GA.

1990 Organizer/Presider, Paper Session: Coping Patterns in Retirement. 53rd Annual Meetings of the Southern Sociological Society, April, Norfolk, Virginia.

C. Invited Presentations


2003 “On the History and Activities of International/Japanese Studies at University of Missouri-St. Louis and Washington University in St. Louis.” Presented at Creating a Center for Japanese Studies (Title VI-A Grant Conference). The Fetzer Center, Western Michigan University, October 9.


2002 “Japan’s Aging Dilemma?” Presented at The Demographic Dilemma: Japan’s Aging Population, symposium sponsored by Woodrow Wilson International Center for Scholars, October 31, Washington, D. C.

2002 “Japan’s Aging and Immigration Dilemma” Presented at Reluctant Hosts? Japan as a Recent Country of Immigration in Comparative Perspective. Conference sponsored by the Center for Comparative Immigration Studies at the University of California, San Diego, October 18-19.


2001 "Continuity and Change in Elite Networks in Japan." Presented with RA Colignon, June 7, University of Zurich.


1997 “Is America Really Dangerous? Teaching about America’s Diversity.” Presented at Teaching About Real America, Missouri-Japan Network Projects for Educators, funded by the Center for Global Partnership of the Japan Foundation and sponsored by Obirin University and Center for International Studies, University of Missouri-St. Louis, November 22-23, Obirin University, Tokyo, Japan.

1996 “Women and Aging in Japan.” Presented at the Women and Aging Symposium, sponsored by the City of Mobile, Consulate General of Japan, Atlanta, and the University of South Alabama, November 8, University of South Alabama.


VII. GRANTS:

External
2002 Population Aging and Immigration in Japan. Center for Comparative Immigration Studies, University of California, San Diego (Service contract).


2001 Descent from Heaven. The Center for East Asian Studies, The University of Chicago (Library Research Grant).


1999 Descent from Heaven. The Center for East Asian Studies, The University of Chicago (Library Research Grant).
1996 Industrial Coordination and Amakudari. The Center for East Asian Studies, The University of Chicago (Library Research Grant).

**Internal**


VIII. TEACHING:

**Undergraduate courses taught**

- Organizations & Environments
- Research Methodology
- Sociological Statistics (with SPSS pc)
- Sociology of Gender
- Social Gerontology (Sociology of Aging)
- Japanese Management

**Graduate courses taught:**

- Comparative Social & Public Policy
- Issues in Contemporary Retirement
Teaching Evaluation
My teaching evaluation ranges from good to excellent.

Student Training & Advising at UM-St. Louis and Washington University in St. Louis

Sara Baalman, Exit paper (“Illegal Immigration: A Content Analysis of Three Newspapers”). Department of Sociology, University of Missouri-St. Louis, Oral defense, December 18, 2006.

Anita J. Cunningham-Bingham, Internship report (“Victims Assistance program at the University City Policy Department”). Department of Sociology, University of Missouri-St. Louis, Oral defense, December 6, 2006.


David Anderson, MA exit examination, Graduate Program in East Asian Studies, Washington University. Written exam, April 29, and oral defense, May 1, 2003.


Mary Daly, MA research paper, Department of Sociology, UM-St. Louis. Oral defense, December 16, 1998.

Linda Bohacker, MA exit examination, The Graduate Program in East Asian Studies,


**Student Training & Advising at Duquesne University (2004-2006)**

Kristy Krivickas, MA thesis (Changing Attitudes and Perceptions Concerning Mothers in the Work Force”). Graduate Center for Social and Public Policy, Duquesne University.

Jian Sun, MA thesis Chair. (“Gender and Organizational Commitment in Thailand”). Graduate Center for Social and Public Policy, Duquesne University.


Chongyi Wei, MA thesis (“Organizational Commitment in Thailand”). Graduate Center for Social and Public Policy, Duquesne University.

Jeannie Baron-Yenerall, MA thesis Chair. (“Do the Right Thing”). Graduate Center for Social and Public Policy, Duquesne University.

**IV. PROFESSIONAL SERVICE:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position 1</th>
<th>Association/Title</th>
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<tbody>
<tr>
<td>2004-present</td>
<td>Editorial Board</td>
<td><em>Japanese Journal of Administrative Science</em></td>
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<tr>
<td>2003-2005</td>
<td>President</td>
<td><em>Association of Japanese Business Studies</em></td>
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<tr>
<td>2001-2003</td>
<td>Vice-President</td>
<td><em>Association of Japanese Business Studies</em></td>
</tr>
<tr>
<td>2003-2005</td>
<td>Editorial Board</td>
<td><em>Asian Business &amp; Management</em></td>
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<tr>
<td>1992-Present</td>
<td>Editorial Associate</td>
<td><em>Theory and Society</em></td>
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<tr>
<td>1997-Present</td>
<td>Ad hoc editorial reviewer</td>
<td>Research in Political Sociology, Sociological Perspectives, Sociological Quarterly,</td>
</tr>
<tr>
<td></td>
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<td>International Journal of Alzheimer Disease and Associated Disorders.</td>
</tr>
<tr>
<td>1991-Present</td>
<td>Ad hoc editorial reviewer</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>1993-Present</td>
<td>Ad hoc editorial reviewer</td>
<td>Contemporary Sociology, Social Forces, Social Problems, and The Journal of Asian</td>
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<td></td>
<td></td>
<td>Studies.</td>
</tr>
</tbody>
</table>

**Professional Memberships:**

American Sociological Association, 1985 - present.
International Sociology, 1992 - present.
Board Member, Japan America Society of Pennsylvania, 2005 – 2006
Japan-America Society of St. Louis, 1991 - present.
Symposium and Conference Sessions Chaired:

2005 Chair, Panel, Japan as a Research Focus, 36th Annual Meetings of Academy of International Business, July 9-12, Quebec City, Canada.
2005 Chair, Plenary Session: R&D – New Approaches, 18th Annual Conference of Association of Japanese Business Studies, July 7-8, Quebec City, Canada.
2003 Panel organizer and chair (Women and Business), 16th Annual Conference of the Association of Japanese Business Studies, June 5-8, Montreal, Quebec, Canada.
2002 Chair, Paper Session (Business and Politics), 15th Annual Conference of the Association of Japanese Business Studies, June 6-10, St. Louis, Missouri.
2001 Chair, Paper Session 8, 14th Annual Conference of Association of Japanese Business Studies, June 11-13, Seinajoki, Finland.
1997 Moderator, Paper Session, Crossing the Generational Divide, 18th Annual conference of the National Women’s Studies Association, June 18-22, St. Louis, Missouri.
1996 Chair, Paper Session V, Buyers & Supplier Networks, 9th Annual Meetings of the Association of Japanese Business Studies, June 10-12, Nagoya, Japan.
1995 Chair, Panel A-7, Political Development in East Asia, Midwest Conference on Asian Affairs, October 13, University of Missouri-St. Louis.
1994 Presider, Socio-Historical Glimpses of St. Louis, 58th Annual Meetings of the Midwest Sociological Society, March 10-13, St. Louis, Missouri.
1991 Organizer/Presider, Paper Session for Undergraduate Papers, 54th Annual Meetings of the Southern Sociological Society, April 11-14, Atlanta, GA.
1990 Organizer/Presider, Paper Session: Coping Patterns in Retirement, 53rd Annual Meetings of the Southern Sociological Society, April, Norfolk, Virginia.

Conferences Organized:

2002 Conference Committee, 15th Annual Conference of the Association of Japanese Business Studies, hosted by UM-St. Louis, June 6-10, St. Louis, MO.
2000 Conference Program US/Europe Chair, 13th Annual Conference of the Association of the Japanese Business Studies, hosted by Keio University, June 10-12, Fujisawa, Japan.

1999 Conference Co-Organizer, Business Briefing on Japan, sponsored by the Japan External Trade Organization and University of Missouri-St. Louis Center for International Studies, March 9, University of Missouri-St. Louis.


Workshops and Lectures given to the Community:


2003 “Modern Japan.” Presented at the Missouri Community College Association Title VI-A Grant Faculty Workshop, Internationalizing the Curriculum: Pacific Asia, April 13-14, Lake Ozark, Missouri.


1998 The Japan-United States Educational Commission, Pre-Departure Orientation Program, Session for the U.S. Graduate Programs in the Humanities and Social Sciences, May 15, the Tokyo American Center, Tokyo, Japan.

1996 Teaching About Japan. Missouri-Japan Network Projects for Madison, Perry and Wayne County High School Educators, funded by the Center for Global Partnership of the Japan Foundation and sponsored by the Center for International Studies, University of Missouri-St. Louis. Presented with Katherine Cochrane, April 19, Perryville High School, Perryville, Missouri.


1995 “Crafts and Japanese Culture.” Presented to Family and Community Education Club, University Extension St. Louis County, September 11.
1994  “The Essence of Being Japanese.” Presented at Missouri Communities to Develop Local Japan-Related Programs, sponsored by the Center for International Studies, UM-St. Louis and the Japan America Society of St. Louis, November 18-19, University of Missouri-St. Louis.

Service to the University:

2003-2004  Member, Academic Program Reviews (Campus Review Team for the Center for International Studies).
2003 Fall  Member, The University Senate
2003-2005  Elected Member, the University Assembly Committee on Physical Facilities and General Services
Winter 2002  Member, United Nations Essay Contest Winner Selection Committee, Center for International Studies
2001-2002  UM Discrimination Grievance Procedure for Students Hearing Panel
1999-2001  Member, Faculty Council of the University of Missouri-St. Louis
1999-2001  Chair, The University Senate International Relations Committee
1999-2000  Member, Search Committee for Shibusawa-Arai Professorship in Japanese Studies
1999-2003  Member, Trailblazer Planning Committee
1999-present  Member, Leadership Selection Committee, Sue Shear Institute for Women in Public Life
1994-1999  Member, Foreign Language Area Studies (scholarship selection committee), The Joint Center for East Asian Studies, UM-St. Louis and Washington University in St. Louis
1998-1999  Member, College of Arts and Sciences Curriculum Committee
Fall 1998  Member, Development Leave Review Committee
1998-1999  Member, College of Arts and Sciences Grievance Hearing Panel
Winter 1996  Member, UM System Extension Outreach Base Program Planning Committee
1995-1997  Member, Faculty Council of the University of Missouri-St. Louis
1994-1998  Elected Member, The University Senate, International Relations Committee
1993-1995  Honors College Representative
1993-1995  Elected Member, The University Senate

Service to the Department:

2006  -  Chair, Curriculum Committee
2001-2004  Curriculum Committee
2000-2001  Member, Personnel Committee
1993-1996  Honors College Representative
1992-1993  Chair, Curriculum Committee
1991-2000  Member, Curriculum Committee
VITA
George J. McCall

Degrees: Ph.D., Social Psychology, Harvard University, 1965
          M.A., Social Psychology, Harvard University, 1963
          B.A., Sociology, University of Iowa, 1961

Positions Held:

UNIVERSITY OF MISSOURI-ST. LOUIS
Sociology: Professor Emeritus, 2003-; Professor, 1972-2002; Chairman, 1972-1974, 1977,
          1984-1989, 1996; Program Director (NIMH Training Grant in Evaluation Research),
          1977-1981
Public Policy Administration: Professor Emeritus, 2003-; Professor, 1984-2003; Acting
          Director, 1987 (summer), 2002-2003
Social and Behavioral Sciences Laboratory: Director, 1974-1981
          Acting Director, 1987-1989; Public Policy Research Fellow, 1994-1995
Center for Metropolitan Studies: Fellow, 1982-1987
Center for Trauma Recovery: Faculty Affiliate, 1992-2003
Center for International Studies: Fellow, 1993-1994, 1996-2003; Research Associate, 1994-
          1996

UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE
Sociology: Professor, 1970-1972; Associate Professor and Graduate Coordinator, 1967-1970

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Sociology: Associate Professor, 1967-1968; Assistant Professor, 1965-1967; Instructor, 1964-
          1965

UNIVERSITY OF IOWA
Sociology: Instructor, 1964

OTHER INSTITUTIONS
Consultant, experEmotive analytics, 2003-
Consultant, Institute for Urban Research, Southern Illinois University-Edwardsville, 2003-
Consultant, EMT Associates, Inc., 1994-
Research Fellow, Centre for Applied Legal Studies, University of the Witwatersrand, 1992
Visiting Lecturer, Nelson Mandela Metropolitan University, August 2005
Visiting Lecturer, University of the Western Cape, January 1989, January 1998, July-August
          1999
Visiting Lecturer, University of Wisconsin-Madison, summer 1971
Vice-President, Policy Research and Planning Group, 1978-1986
Visiting Scientist, Center for Studies of Crime and Delinquency, National Institute of Mental
          Health, 1975-1976
Honorary Teaching Fellow, Harvard University, 1962-1963
Graduate National Fellow, Harvard Graduate Society for Advanced Study and Research, 1961-
          1964
National Science Foundation Graduate Fellow, Harvard University, 1961-1964
Honorary Woodrow Wilson Graduate Fellow, Harvard University, 1961-1964
National Defense Education Act Title VI Fellow, Indiana University, summer 1961

90
Research Assistant, Institute of Gerontology, University of Iowa, 1959-1961

**Other Professional Experience:**
Editorial and Advisory Board, *Policy Evaluation*, 1996-
Associate Editor, *Sociological Methods and Research*, 1975-1983
Associate Editor, *Sociometry*, 1972-1974
Associate Editor, *Social Problems*, 1969-1974
Associate Editor, *Journal for the Theory of Social Behavior*, 1975-1977
Associate Editor, *The Sociological Quarterly*, 1968-1973, 2000-
External Reviewer (various years), for:
*Social Psychology Quarterly*
*Journal of Research in Personality*
*Symbolic Interaction*
*American Journal of Sociology*
*American Sociological Review*
*Social Forces*
*Social Problems*
*The American Sociologist*
*The Arnold and Caroline Rose Monograph Series*
*Sociology of Work and Occupations*
*Sociology and Sociological Research*
*Journal for the Theory of Social Behavior*
*The Sociological Quarterly*
*Sociological Focus*
*Sociological Perspectives*
*Sociological Spectrum*
*Perceptual and Motor Skills*
*Journal of Social and Clinical Psychology*
*Social Science Research*
*Violence and Victims*
*American Journal of Evaluation*
*American Review of Public Administration*

Various book publishers
Member, Rape Prevention and Control Advisory Committee, U.S. Department of Health and Human Services, 1980-1984
Member, Criminal and Violent Behavior Review Committee, National Institute of Mental Health, 1979-1980, 1990-1992
Member, Violence and Traumatic Stress Research Review Committee, National Institute of Mental Health, 1992-1993
Member, Special Crime and Delinquency Review Committee for Rape Center Applications, NIMH, 1976-1979
Consultant, National Institute of Mental Health, 1976-
Consultant, National Academy of Sciences, 1976
Consultant, Graduate Record Examination in Sociology, 1969, 1972
Committee on Committees, American Sociological Association, 1983-1984
Council of the Section on Social Psychology, American Sociological Association, 1981-1984
Subcommittee on New Curricula and Developing Departments, Committee on Sociological Training, 1967-1969
Program Committee, Midwest Sociological Society, 1986-1987
Committee on Academic Freedom and Responsibility, Midwest Sociological Society, 1974-1977
Co-organizer, Symposium on Self and Social Structure, International Conference on Self and Identity, British Psychological Society, Cardiff, Wales, 1984
Session organizer or discussant, various national and regional associations

Honors:

American Men and Women of Science
Directory of International Biography
Contemporary Authors
Presidential nominee, Society for the Study of Social Problems, 1976
Visiting Scholar, Midwest Sociological Society, 1990
Academic Specialist, United States Information Service, 1992, 1995
Aaron Wildavsky Book Award, Policy Studies Organization, 1994, 1997

Publications:

Books:


Monographs:


Articles and Chapters:


**Reviews:**


**Papers Read:**


“Relationships as Social Organizations,” First Annual Workshop of the Interpersonal Communication Research Laboratory, University of Iowa, Iowa City, May 1986.


“Tracking the Homeless Mentally Ill,” Central States Anthropological Society, Cincinnatti, March 1990

“Identity and Self-Direction,” Interdisciplinary Conference on Self and Identity, Nags Head, N.C., June 1990


“Mediating Policy Disputes,” Western Cape Seminar, South African Association for Conflict Intervention, Cape Town, South Africa, August 1991


“Research in the Service of Peace: A Sociological Safari Across South Africa,” Lentz Peace Research Laboratory, St. Louis, February 1993

“Access to Law in a South African Black Township,” Academy of Criminal Justice Sciences, Kansas City, March 1993


“Program Impact Evaluation: Combining Cultural and Behavioral Baselines,” Society for Applied Sociology, St. Louis, October 1993

“Dispute Resolution Abroad: Experiences from South Africa,” Wisconsin Association of Mediators, Madison, November 1993


“Community Policing and Conflict Resolution,” Wisconsin Association of Mediators, Madison, November 1994
“Dispute Resolution Values in a South African Black Township,” Midwest Sociological Society, Chicago, April 1995


George J. McCall and Miranda Duncan, “Informal Settlements as a Focus of Ethnoterritorial Conflict in South Africa,” South African Sociological Association and Interim World Congress of the Committee on Political Sociology, Durban, South Africa, July 1996


“Contributions of Qualitative Field Observations in Multiple-Methods Evaluation Studies,” Midwest Sociological Society, Kansas City, April 1998


George J. McCall and Grant S. McCall, “Urban Problems in a Remote-Area Service Center,” Midwest Sociological Society, Minneapolis, April 1999


“Cross-Cultural Assessment of Posttraumatic Stress Disorder,” Midwest Sociological Society, Chicago, April 2000


“Interpersonal Disputing Among Kalahari Bushmen,” International Conference on Personal Relationships, Brisbane, Australia, July 2000


Diana Gibson, Nomvo Dwadwa-Henda, and George J. McCall, "Domestic Violence in Cape Town: A Report on a Study and Possible Interventions," Center for Trauma Recovery, St. Louis, February 2001

“Participant Observation,” Annual College of Education Qualitative Research Conference, UMSL, February 2001


“Visual Sociology of Clotheslines,” PPRC Photographic Exhibition, St. Louis, February 2003

“Using Research: Changing Policy and Practice,” 3rd Annual College of Education Qualitative Research Conference, St. Louis, February 2003


George McCall, Lois Pierce, Nancy Shields, Kathy Nadasen, and Vivienne Bozalek, “Promoting Community Health: A Long-Standing Collaboration between the University of the Western Cape and the University of Missouri-St. Louis,” International Education Association of South Africa, Cape Town, to be presented August 2006

George J. McCall, Diana Gibson, Grant S. McCall, and Patricia A. Resick, “Coping Strategies and Cultural Influences on Responses to Traumatic Violence,” Association for Applied and Clinical Sociology, San Jose, CA, to be presented October 2006
Formal Education:

Northwestern High School, Hyattsville, MD, Diploma, 1957-61
Western Maryland College, Westminster, MD, no degree, 1961-63
University of Maryland, College Park, MD, B.A., 1963-65
The American University, Washington, D.C., M.A., 1965-67
Northwestern University, Evanston, IL, Ph.D., 1967-70
Université de Provence-Aix-en-Provence, France, French Language and Culture Certificate, 1977-78
East Asian Summer Language Institute, Indiana University, Intermediate Japanese, Summer 1986
Monterey Institute for Foreign Studies, Monterey CA, Advanced Japanese, Fall 1986

Professional Associations:

American Sociological Association (Methodology, Family, Social Psychology, Emotions, Asian and Asian America, Methodology and Mathematical Sociology Sections Member)
International Institute of Sociology (session organizer for 1993 centennial)
Fulbright Alumni Association
Asian Association of Social Psychologists
Japanese Sociological Society
Japanese Association for Mathematical Sociology
International Association for Japanese Studies
International House of Japan,
Midwest Sociological Society (local arrangements committee member for 1994)
Midwest Conference on Asian Affairs
Midwest Japan Seminar (including local arrangement committee chair in 1993)
Southern Sociological Society

Professional Experience - Teaching:

Professor Emeritus, UM - St. Louis. January 1, 2003 to present.

Distinguished Visiting Professor, Fudan University, Shanghai, China. 2000. (Advanced Social Psychology)

Distinguished Fulbright Visiting Professor, Japan Women’s and Kyoritsu Women’s Universities, Tokyo, Japan, August, 1995 to August, 1996. Funded under the U.S.-Japan Fulbright Commission for $70,000. Courses: American Regional Differences (Freshman & Sophomore students); Contemporary Social Problems (Juniors, Seniors, & Sociology of Education Comparative Social Psychology of Emotions (graduate students)

Adjunct Professor of Japanese Studies, East Asian Studies, Washington University, Fall 1992 to present. Course: Graduate seminar on Comparative Japanese-American Social Structure.

Professor of Sociology and Center for International Studies Fellow, University of Missouri - St. Louis, Fall, 1991 to present Courses: Research Methods; Research Methods Lab; Population Dynamics and Change; Demographic Techniques Practicum; UM-wide video graduate course on Korea and Japan; Honors College: Critical Inquiry into the Social
Visiting Professor, Doshisha University (Kyoto, Japan); March 1990 to January, 1991 Courses: Introduction to Sociology (Freshman students); Macroanalysis of Japan (Junior & Senior Sociology majors); Sociology of Family (Juniors and Seniors); Advanced Social Psychology (Social Psychology graduate students)

Distinguished Fulbright Visiting Professor, Tohoku University-Sendai, Japan, January, 1989 to January, 1990; This was funded under the U.S.-Japan Fulbright Commission for $59,000. Courses: Research Methods (Junior & Senior Sociology majors); American Society (Freshman & Sophomore students); Youth and Society (Juniors, Seniors, & Sociology of Education graduate students); Social Psychology of Conflict & Cooperation (Social Psychology graduate students)

Associate Professor of Sociology, Department of Sociology, University of Missouri - St. Louis, Fall, 1976 to Fall, 1991 Courses: Socialization; Family; Research Methods; Social Psychology; Introduction to Sociology; Theory; Graduate Quantitative Techniques; Sophomore Honors; Small Groups; Demographic Techniques; AIDS: Myths and Realities; Graduate seminar on Japanese Society

Assistant Professor of Sociology; Department of Sociology; University of Missouri - St. Louis, 1970-76 Courses: Undergraduate and Graduate Research Methods; Introduction to Social Psychology; Quantitative Methods; Advanced Social Psychology; Seminar in Social Psychology; History of Sociological Theory; Social Change; Family; Advanced Quantitative Techniques; Socialization

Professional Experience - Research:


"Teaching in American Society and Research into Japanese Emotions” Fulbright Grant Application, July, 1995, 10 months, $90,000. Funded.

“Japanese Extension of Affect Control Theory” UMRB grant application, September, 1994, 9 months, $39,640. ( Funded but rejected in favor of above Fulbright Grant).

“Cooperative UMKC-UMSL Sociology Video Linkage”, Institute for Instructional Development Grant, (with Philip Olson), March, 1995. $20,000 ( Not Funded)


DEC Workstation Classroom User Grant, Internal UMSL competition, equipment worth


Fellow, Center for International Studies, University of Missouri - St. Louis, 1990-1991

Co-sponsor (with Michio Umino), (Japanese Society for the Promotion of Science) grant JSPS/EP/902S, “Mathematical Sociology of Emotions” (to bring Prof. David Heise of Indiana University to Japan from June 21, 1990 to July 15, 1990 to lecture in Kyoto, Tokyo, and Sendai to lecture to members of the Japanese Association of Mathematical Sociology), ¥920,000 ($6300). Funded.


Faculty Development Grant, University of Missouri -St. Louis, Fall 1986 for Japanese Language Studies, $9530. Funded

Research Associate, Washington University-University of Missouri -St. Louis Joint Center for Asian Studies.

Research Associate, Center for International Studies, University of Missouri -St. Louis, 1985-1990.

Visiting Scholar, Doshisha University, Kyoto 602 Japan, July 1984 through June 1985. Joint appointment in Department of Sociology and Center for American Studies.


Lecteur, Archives d’Outre Mer, Aix-en-Provence, France, 1977-78 (historical data collection techniques in France).


Assistant Clinical Professor of Psychiatry-Sociology, Missouri Institute of Psychiatry, St. Louis,
Missouri, 1972

Research fellow, Social Observation Center, University of Missouri - St. Louis, 1972 - 1980 (structured observation techniques).

Research Consultant to Academy of Urban Service, Inc., study of survival skills within the St. Louis Black senior citizen population, 1972 (questionnaire design).

Research Consultant to St. Louis Urban League’s retake of 1970 Census Tracts, 1971 (sampling design and interviewing training).

Research Assistant to Dr. Robert F. Winch, Center for Metropolitan Studies, Northwestern University. 1978-1979.

Survey Statistician and Social Science Analyst, 1966-67, Demographic Surveys Division, U.S. Bureau of the Census, Suitland, MD.

Honors:

Pi Gamma Mu, National Social Science Honorary.
Alpha Kappa Delta, National Sociology Honorary.
Distinction on qualifying examination in social psychology, Master’s Degree, The American University, 1968.
Tuition fellowship, Northwestern University, 1968-69.
American Men and Women of Science, 1974-present.
Distinguished Service Award, UMSL Speaker’s Bureau, 1976.
Reviewer, Social Psychology Quarterly, 1982 to present.
Reviewer, D. Heise’s INTERACT for the Macintosh, Bloomington, IN: Univ. of Indiana, 1995.
Beta Tester, HYPEResearch© software for qualitative research, Boston University, 1990.
Listed in Who’s Who in Sociology Among University Professors, 1984-85.
Fulbright Distinguished Visiting Professor, Tohoku University, Sendai, Japan, 1989-1990.
Associate faculty, Washington University, Graduate East Asian Studies Program, 1989-present.
Grant Reviewer, Social Sciences and Humanities Council of Canada, 1993-
Listed in Japanese Specialists in the United States, Ann Arbor, MI: University of Michigan Press,
1995.

**Language Fluency:**

French (spoken-fair, reading-good, written-good)
Japanese (spoken-good enough to give academic lectures from prepared written text; 1500 kanji writing; Asahi Shimbun (90% comprehension without dictionary)
Computers: SYSTAT, EQS, MacSmarts™ AI Shell, HTML, Microsoft FoxPro.

**Theses:**


**Articles:**


Equations Predicting Gender-Differentiated Affect in Japan, Psychological Reports (1996) 78: 50.


“Project Magellan Redux: Problems and Solutions with Collecting Cross-cultural Affective Mean- Electronic Journal of Sociology: (2002) 6, 3 (with Shuuichirou Ike ings Via the Internet.” and Li Ying.

Confirming and Disconfirming Supervisor-Subordinate Relationships in Japan, the USA, Germany and China. 2002 Association of Japanese Business Association Best Papers.


"Natural Language Processing of Emotions through Affect Control" In Journal of Natural Language Processing (2007) 14 (3):xx-xx (with Shuuichirou Ike and Andreas Schneider)


"Are East Asians Emotionally Intersubjective? A Mandarin-Japanese Test." Submitted to Psychology Quarterly (with Luo Jar-Der) Social

"Accounting for Emotions: An Empirical Test." Submitted to Sociological Methods and Research (with Andreas Schneider)

"Trustworthiness in Chinese Organizations -- A Social Network Perspective", Journal of Organizational Management (under review) (with Jar-Der Luo and Shu-Cheng Chi)

Books:


The Myth of Japanese Homogeneity: Social-Ecological Differences in Education and

New Directions in Abortion Research. (200 pages, 7 of 9 chapter, in completed form.)

Translations:


Software:

SHOWCASE© (1989; 1995) of St. Louis MSA and of St. Louis City-County tract groups. Maps and data entry completed for some 400 demographic and ecologic variables. Published by MicroCase, Inc.: Lafayette, Ind.

INTER-DEP©. Beta version of this simulation research and teaching tool for modeling Kelley and Thibaut’s social interdependence matrix theory should be ready by Winter 1997. (with C. Joseph Lonsdorf, III) (one version in IBM-PC format; another in Macintosh format under my sole authorship)


SOUgosayou (1996) Japanese HyperCard version of D. Heise’s INTERACT for the Mac. Offers Japanese-language simulations of interaction, attributions, and emotional outcomes for two to four-person groups across five cultures (US, Canada, Germany, Ireland, & Japan)


Book Reviews:


of D. Bloch “So the Witches Won’t Eat me” Fantasy and the Child’s Fear of Infanticide in AAAS Science Books and Films (January/February 1979) 15: 4.


of Klaus Krippendorff Content Analysis in Sociology: Reviews of New Books (1980).


Other Professional Activities:


College and Department Committees:
1970-75 Graduate Awards and Admissions (chairman)
1972-74 By-laws (chairman);
1974-76 Educational Policies;
1973-75 Graduate Qualifying Exams (chairman) ;
1975-76 Graduate Committee (chairman) 1975;
1976-78 Grievance Committee, Evening College;
1976-77 Undergraduate Committee (survey of needs for new B.S. in applied Sociology and proposal of restructured B.A. in Sociology);
1978-79 Senate Graduate Curriculum Committee;
1978-79 University Task Group for Physical Plant;
1978-79 Chair, Undergraduate Committee;
1979-80 Chair, Tenure Committee of department.;
1980-81, dept. member of University Faculty Council;
1980-81 Graduate Council Program Development. Committee;
1980-81 Sociology representative to Faculty Council;
1981-82 (member of the steering committee),
1982-84; member, campus Human Subject Review Committee;
1980 to present, responsibility for department microcomputers, software, and mainframe terminals since 1980;
1983-84 Arts and Science College Curriculum Committee;
1985-86 Department Planning committee (chair), 1985-86.
1986-87 Department Personnel Committee;
1986 to present, Department representative for library acquisitions (1986 to present);
1987-89 Graduate School Doctoral Selection Committee;
1987-89 University AIDS Task Force;
1988-89 Graduate faculty at Tohoku University;
1990-91 Graduate faculty at Doshisha University;
1991-93 Graduate School Doctoral Selection Committee
1991-93 Faculty Incentive & Fellowships subcommittee of Senate Committee on Research and Publications
1991-1995 Dept. Graduate Coordinator and Chair, Graduate Committee
1992-1994, College of Arts and Sciences Committee on Committees
1991-1993, Department representative to University Faculty Council
1992-1993, Faculty Council Committee on Faculty Grievance Procedures
1993-1994, chair, Faculty Council Committee on Administrative Evaluations
1993-1994 departmental representative, Student Fulbright Sub-Committee, Senate International Relations Committee
1994-1995 Presiding Officer, Faculty Council.
1994-1995 University Senate member (Ex Officio)
1994-1995 Chancellor’s Budget and Planning Committee member
1994-1995, Academic Council member
1994-1995 UMSL Equal Opportunities Advisory Committee member.
1996-1997 Presiding Officer, Faculty Council.
1996-1997 University Senate member (Ex Officio)
1996-1997 Chancellor’s Budget and Planning Committee member
1996-1997, Academic Council member
1996-1997 UMSL Equal Opportunities Advisory Committee member.
1997-1998 Faculty Council Representative, Sociology
1997-1998 Faculty Council Steering Committee member
1997-1998 Chair of Administrator Evaluation Committee of the Faculty Council
2001-2002, Faculty Senate Representative from Sociology
2001-2002 Department Personnel Committee
2001-2002 Department Tenure and Promotion Committee

**Thesis Chairs and committee members:**

M.A. thesis (John Doyle), “Stratification of the Components of a Musician’s Gig: A Study of Perceived Differences between the Members and Board of Directors of the Musician’s Association of St. Louis Local 2-197.” 1980. (Chair)
M.A. thesis (Martha Scarpellino), "Parting the Waters, Dividing the Fish: The Social Construction of the East Coast Fisheries.", 1995. (member)
M.A. thesis (Noriko Ishihama), "The Environmental Justice Movement and Native Americans: Their Struggle for Environmental, Social and Political Justice", 1997, (Japan Women's University-member)
Ph.D. Dissertation: Susan Marie Robine, Education, member, presently
Ph.D. Dissertation: Rosanne Krugtman, Education, member, presently.