



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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TABLE OF CONTENTS

A. Mission and purpose of the program.....	5
Mission statement	
Department’s purpose in the context of the BOG and FAU mission and strategic plans	
B. Responses to the last program review.....	6
List of recommendations	
Recommendations fully implemented	
Recommendations on which we have made significant progress	
Recommendations under consideration for future implementation	
Recommendations dependent on change in university/college policy	
C. Instruction.....	12
Baccalaureate Programs.....	12
Goals for student learning: SLOs and BA program assessment	
Use of assessment results for program improvement	
Lower-level prerequisites	
Admissions criteria	
Sociology majors	
Sociology minors	
Enrollment information	
Average class size	
Faculty-student ratio	
Curriculum	
Internships, practicums, study abroad, field experiences	
Pedagogy pedagogical innovations	
Scope of institutional contributions	
Student profile, including student diversity and demographics	
Advising procedures	
Retention rates (2 nd year retention)	
Graduation rates (6-year)	
Student recruitment	
Graduate Programs.....	21
Admissions criteria	
Enrollment information	
Average class size and faculty/student ratio	
Curriculum, including duration of program and comparison to peer programs	
Description of internships, practicum, study abroad, and field experiences	
Pedagogy/pedagogical innovations	
Scope of institutional contributions to programs outside of Sociology	
Student profile	

Advising procedures
Placement rates/employment profile
Retention rates
Graduation rates
Student recruitment

Faculty	24
Administrative structure of the department	
Faculty profile	
Faculty teaching load	
Summary of faculty scholarship and research productivity	
Strategic planning for hires	
D. Research	28
Review of Part II of Departmental Dashboard Indicators	
Interdisciplinary efforts	
Establishment of goals for research	
Assessment	
E. Service	29
Review of Part III of Departmental Dashboard Indicators	
Establishment of goals for service	
Assessment	
F. Strengths and Opportunities	30
G. Weaknesses and Threats	31
H. Resource Analysis	32
I. Future Directions	33
Anticipated Changes	
Questions for the Review Team	

APPENDICES

Appendix A: Graduate Proseminar Syllabus

Appendix B: Honors BA Sociology description, requirements, and admission

Appendix C: Student Learning Outcomes

Appendix D: BA Curriculum Change Proposal

Appendix E: Graduate student placement/employment profile spreadsheet

Appendix F: BA Sociology graduates -- employment/continuing education

Appendix G: BA Sociology graduates -- salary data

Appendix H: BA Assessment 2018-2019

Appendix I: Departmental Dashboard Indicators

Appendix J: Sociology Department Annual Evaluation Criteria

Appendix K: Sociology Department Promotion & Tenure Criteria

Appendix L: FAU Strategic Plan 2015-2025

Appendix M: Faculty CVs

A. MISSION AND PURPOSE OF THE PROGRAM

Mission statement: The faculty of the FAU Department of Sociology are committed to sociology as a critical scholarly endeavor in the service of humanity. The department aims to introduce as many students as possible to the power of “the sociological imagination” and to prepare students to be thoughtful, active and effective participants in shaping the world in the 21st century. On both the Davie and Boca Raton campuses, the sociology major cultivates an integrated perspective on society that stresses the connection between the social, economic, political, and personal aspects of life as well as between the local and the global. Faculty are committed to offering challenging courses, inviting students to become participants in and contributors to contemporary debates and developments in the discipline, and creating a thriving intellectual community. In addition to the instructional mission of the department, the faculty are committed to contributing to the development of the field of sociology through their research. That research complements and underpins the department’s pedagogical mission.

Department’s purpose in the context of the BOG and FAU mission and strategic plans:

- The Department of Sociology makes robust contributions to the broader mission and strategic plan of FAU. The department provides high-quality education and co-curricular opportunities in sociology to students in the university’s Intellectual Foundations Program. It offers the BA in Sociology on two campuses as well as offering a broad range of upper-division courses that invite the enrollment of students from outside the major. Additionally, the department offers a BA Honors Program, an MA in Sociology and contributes to the Ph.D. in Comparative Studies.
- Through courses offered, student-faculty research collaborations, and faculty publications, the Department of Sociology contributes to the Healthy Aging Pillar and the Community Engagement, Global Perspectives, South Florida Culture, and Undergraduate Research and Inquiry platforms. Additionally, the department serves a large number of first generation and students of color which contributes to the Diversity platform.
- The Department of Sociology contributes to all six goals of FAU’s 2015-2025 Strategic Plan: Boldness, Synergy, Place, Quality, Brand, and Strategy. The Department contributes to the goal of **Boldness** through the strategic actions and initiative of “academic support structure for timely student graduation” by developing eLearning courses, evaluating and updating curricula with evidence-based practices, and providing substantial summer semester offerings. The department contributes to the goal of **Synergy** by prioritizing hiring in the pillar area of Healthy Aging. The department contributes to the goal of **Place** by supporting faculty and student research on South Florida. The department contributes to the goal of **Quality** through the continual monitoring and improvement of assessment tools and strategies. The department contributes to the goal of **Brand** through its faculty’s nationally recognized publications and grants. The department contributes to the goal of **Strategy** by making efforts to maintain alumni relations and encourage a lifelong commitment to the university across the full range of support (financial, political, and social).

B. RESPONSES TO THE MOST RECENT PROGRAM REVIEW

In 2013, the department went through a comprehensive review. The reviewers offered a broad range of thoughtful recommendations as to how the department could move towards its goals and improve its programs. Twenty-three concrete recommendations were offered.

1. Prepare a mission statement.
2. Create a more enriched learning experience for sociology majors.
3. Teach SYA4400 (Quantitative Methods) on a regular basis.
4. Consider restructuring major around skills rather than substantive areas.
5. Align learning outcomes with the structure of the undergraduate major.
6. Strengthen academic advising.
7. Collect job placement data.
8. Reduce required hours to 30 for MA program.
9. Develop student learning outcomes for each option in the graduate program and individualized plans of study to achieve them.
10. Require social statistics course of all MA students.
11. Develop dual-level enrollment courses.
12. Consider offering an accelerated BA/MA.
13. Develop and teach a pro-seminar course for graduate students.
14. Restructure the graduate teaching assistant program into a training program
15. Increase graduate stipends.
16. Create a more equitable workload between Boca and Davie campuses.
17. Allocate a faculty line for a new hire with expertise in quantitative methods and statistics.
18. If no additional lines are forthcoming, prioritize expansion goals and cut back on successful course offerings to accommodate change.
19. Identify additional large classroom spaces for sociology instruction
20. Provide a computer lab to foster the development of student quantitative and qualitative analysis skills.
21. Provide the Department with assistance in updating, maintaining, and expanding its web presence.
22. Provide more funding to support research of faculty and graduate students
23. Create two advisory committees (one undergraduate and one graduate) and appoint faculty members to chair each.

Out of these 23 recommendations, we have fully implemented some of them, made significant progress on others, and made minimal or no progress on the few remaining. Note that one of the recommendations (#18) urged us to slow the pace of change and limit our departmental aspirations unless the department was permitted to add lines. The reviewers concluded that, for a small faculty, we were taking on too much. We have heeded that advice in part and, as you will

see, have paced ourselves as we worked through their recommendations and our own aspirations. Nevertheless, we continue to be ambitious for our program.

Recommendations fully implemented:

1. We now have a department mission statement (#1). The statement was developed through faculty discussion and meetings; it states our consensus about the kind of programs that we offer our students. It is tightly connected to the kinds of research that we do and the kind of hires that we have made and will continue to make.
2. We have restructured our curriculum around skills rather than substantive areas (#4)
3. We have developed and taught a proseminar for graduate students (#13). (See appended syllabus in **Appendix A**.) We teach this every Fall term. It is required of all graduate teaching assistants and is recommended for all students in the program.
4. We have allocated a faculty line for a new hire with expertise in quantitative methods and statistics (#17). In AY 2017-2018, we hired three new tenure-track faculty. Two of these had expertise in quantitative methods and statistics. We have since lost one of the two; we are currently searching for a new hire with expertise in quantitative methods and statistics. We are committed to developing a stronger program in quantitative methods at both the undergraduate and graduate level, complementing our already-strong programs in qualitative and comparative/historical methodologies.
5. We have provided a computer lab for our graduate students to foster the development of student quantitative and qualitative analysis skills (#20). With a tech fee grant, we were able to buy 15 new computers and install data analysis software on each. Undergraduate students engaged in collaborative research with faculty also have access to Sociology's computer lab.
6. We have established two advisory committees (one undergraduate and one graduate) and have appointed chairs of each (#23).
7. The reviewers recommended that we identify additional large classroom spaces for sociology instruction (#19). Two changes have made this less pressing. (a) We have developed more large on-line classes, thereby lessening pressure on the limited number of large classrooms available on the Boca campus. (b) The University has moved away from the large-class model and is encouraging smaller classes with more possibility for skills development. For both of these reasons, then, we no longer struggle with access to large classroom spaces.

Recommendations on which we have made significant progress:

1. We have created a more enriched learning experience for our sociology majors (#2).
 - a. We have established an honors program as of AY 2018-2019. We currently have only a few students who have elected to enter the sociology BA honors program; two are working on thesis projects at this time and should complete them by their upcoming Spring 2020 graduation. Over the next few years, we expect the honors program to grow in scope. See **Appendix B** for the description, requirements, and application procedures for the Honors BA program.

- b. We routinely encourage our students to seek opportunities to present/publish their sociological research projects. Because of this increased emphasis on sociological research and writing in our courses, for example, several of our undergraduate students submitted their work to the university's journal for undergraduate research. Our faculty have supported two undergraduate students on Summer Undergraduate Research Fellowships, heightening the preparation of each for subsequent graduate work.
 - c. We have implemented curricular changes that have enriched the learning experience for our sociology majors. The department has been engaged in a couple of major curricular enhancement projects: the Undergraduate Research Initiative and the Writing Enhanced Curriculum. These initiatives have profoundly changed our approach to teaching our BA students. We have our students write more, formulate their own original sociological research questions, and dissect the elements of sociological research articles. We have designed a new curriculum that will require all of our students to complete full sociological research projects. More of our students are already doing various forms of qualitative and quantitative research in some of their courses; soon all will graduate with basic competence in sociological research skills.
2. We have made progress on the recommendation to routinely teach SYA 4400 Quantitative methods (#3) but our progress has been slowed by staffing challenges.

Last fall, after hiring a new faculty member with expertise in quantitative methods, we brought the course back into our scheduling rotation. We offered it in Fall 2018 and had scheduled it to be taught again in Fall 2019. The new hire who taught this course struggled greatly with the disparity between a smaller number of students who were able to grasp the material and a larger number of students who did less well and slowed the pace of the course. We strategized and decided to require permission of instructor for the course so that the professor would be able to assess the readiness of individual students. As only a small number of BA students likely would be prepared to succeed in the Quantitative Methods course in the near term, our strategy was to offer a dual-enrollment (BA and MA) quantitative research methods course until we built up a critical mass of prepared BA students for a BA-only course.

When the faculty member who was developing the course decided to leave FAU at the end of spring 2019, though, we put the course on hold. We will offer it again in Fall 2020 and will continue to strategize about how to bring our under-prepared students up to the point at which they can succeed in a quantitative methods course.

3. We have made progress on the recommendation to align learning outcomes with the structure of the undergraduate major (#5). As we have proceeded as a department through our Writing Enhanced Curriculum (WEC) process, we have developed a set of six student learning outcomes that will be embedded in the curriculum. See **Appendix C** for the list of student learning outcomes linked to our WEC process. We have also devoted a significant amount of departmental meeting time to deliberating on how best to structure our curriculum so that students begin developing skills in

their very first courses in the major and conclude the program having achieved competence on all six learning outcomes. (See the BA curriculum change proposal in **Appendix D**; we are awaiting discussion with the program reviewers before we submit it to our university's curriculum committees for approval.)

4. We have implemented one of the two recommendations (#9) about the graduate program and are working on the second.

We now have individualized plans of study developed for each graduate student and based on our seminars' schedules across multiple years. In developing the plans of study, we were aided considerably by software developed by the University and made available to the graduate programs.

We are working on the second recommendation. It recommended distinct student learning outcomes for the two tracks in the MA program. As we had an extended period of time in which all students chose the Generalist options, we had been working with a single set of learning outcomes that were developed for it. As we have had a few students choose the Specialist option recently, though, we are working on SLO's that distinguish between the two tracks.

5. Require social statistics for all graduate students (#10). With the addition of another quantitative methods specialist next year, we should be able to implement this. Rather than focusing on statistics, however, we envision a more practically oriented data analysis course that gets students working with data sets to answer sociological research questions earlier than would be possible in a conventional statistics course.
6. The reviewers suggested that we focus on website development (#21) and we have worked on improving our department website. We have updated faculty profiles and added graduate student profiles as well as listing alumni who have left our program to pursue a broad array of careers. We have added a news and events section, in which we post information regarding our sociological research workshop series, faculty publications, graduate student conference presentations, and undergraduate award winners. We have added a new page that lists the various cross-cutting research specializations of our faculty and another page that lists and provides further info about recent faculty publications. We have well-developed sections on both the BA and MA programs.

The major limitation of our efforts to this point is in the design of the web pages. Although we have hired a small amount of outside assistance for website development, these efforts were limited. We would still like to enhance the appearance and functionality of the site.

7. The reviewers recommended that the department be provided with more funding to support research of faculty and graduate students (#22). The funding to support faculty research and conference travel has remained largely steady at around \$1800/year. This year the amount was increased to \$2400, although it is likely that this is a one-time increase.

We have been pleased that the university provides newly hired faculty with a start-up package of \$10,000 to support their research, in addition to the annual funding provided to all faculty. In one case, we were able to double the amount of the startup package for a faculty member who needed to purchase access to a data set essential to his research.

We have also negotiated the redirection of some limited endowment funding to support research-related travel by graduate students, and this has permitted many of them to present papers at national and regional conferences.

8. The reviewers suggested that we strengthen academic advising for our undergraduates (#6). We have responded by moving advising into the College's advising office. In that office, skilled professional advisors are available to advise students on both the major and their other requirements for the degree. Professional advisors are available on both of the campuses on which the degrees are offered. Both the chair and the program assistant are frequently in touch with the advisors who work with Sociology majors; one of us is always available to answer any question that might come up.
9. The reviewers recommended that we create a more equitable workload between Boca and Davie campuses (#17). They noted that faculty on the Boca Raton campus appeared to be carrying a heavier load (in both undergraduate and graduate education) than those on the Davie campus.

The faculty understand that there are structural challenges created by the very different nature of the two campuses, and they also agree that the department has to work inside a number of constraints. Most notably, those constraints are that there is a smaller pool of students on the Davie campus and there are no graduate students on the Davie campus.

We have continued to work on the challenge of creating as many opportunities as possible for our graduate students (housed on the Boca campus) to interact with and potentially work with the Davie faculty. We note that the Davie faculty have been very active in the graduate program and that their continued involvement (in seminars, in mentoring, as thesis advisors) is essential to the MA program's continued success. We acknowledge, though, that the lack of opportunity for daily, informal interaction between graduate students and Davie faculty is a challenge that has to be constantly considered.

In the most recent years, Davie faculty have contributed significantly to the department by serving on college standing committees (e.g., Promotion & Tenure, Non-Tenure Track Promotion, and the Committee for Research and Creative Activity). At this particular point in time, Davie faculty make up 50% of our tenured faculty (excluding the chair in terms of overall numbers, but including the chair given the recent sabbaticals of our Boca-based associate professors).

In recent year, we have looked at ways to equalize class size across campuses.

As we developed our new curriculum, we have kept this challenge in mind. We anticipate that some of our changes in curriculum (discussed elsewhere in this document) will permit the Boca faculty to have 4000-level courses that are comparable in size to those at Davie and that, therefore, will permit them to offer the same kinds of intensive teaching (e.g., multiple drafts of papers, more writing, more presentations) that the Davie faculty have developed and routinely offer. We accept, though, that 3000-level courses will necessarily differ in size between the two campuses because there are many fewer students at the Davie campus. Therefore, Boca faculty may need more GTA assistance to make their 3000-level course workload comparable to that of the Davie faculty.

Recommendations under consideration for future implementation:

1. Dual enrollment BA/MA courses (#11): We were planning on offering Quantitative Methods as a dual enrollment course but the unexpected departure of the faculty member scheduled to teach the course altered these plans. We will consider this again. Our Honors' BA program offers students the option of taking graduate-level courses as a way to meet requirements for enhanced coursework. We continue to consider broader uses of dual enrollment courses. This would benefit both graduate and undergraduate students, in different ways.
2. Development of an accelerated BA/MA program (#12). We have made no progress on this and are not sure that there would be a demand for it.
3. Reduce MA required credits to 30 (#8). This is still under discussion.
4. Collect job placement data (#7). The department has made limited progress in gathering information about employment and further education of our students, but mostly this has been limited to graduate students. See **Appendix E**, a spreadsheet that tracks the job and Ph.D. program placement of our recent MA graduates.

The university has tracked undergraduates' employment outcomes through its data-gathering in response to required metrics developed by the State University System. These data show that between 46 and 57 % of our graduates are employed full-time after graduation and that another 17-21% of our graduates are continuing their education (see **Appendix F**). Related data on salaries after graduation show that, as is common in the liberal arts, students just out of college make in the mid-30's (see **Appendix G**).

5. The reviewers recommended that we consider restructuring the graduate teaching assistant program into a training program (#14). In the period of time following the recommendation, we did not have a curriculum that would have made it possible to identify the skills related to particular assignments except at the most general level. Indeed, we did and do have a practice of assigning students to GTA work that is increasingly challenging; our second-year students get more responsibility for more complex tasks, and we do ensure that they are able to describe their work in terms broad enough to be useful in a functional c.v

The department does embrace the underlying principle of this recommendation, though, and will continue to develop systems for training, mentoring, and assigning GTA's that will enable them to develop skills that are documentable, demonstrably useful, and progressively more complex.

We anticipate that the redesigned BA curriculum and the core skills identified in our Writing Enhanced Curriculum will create more opportunities for GTA's to develop their skills while assisting in an upper-division class. The new curriculum should make it possible to set up assignments that offer progressively greater challenges and responsibilities to students as they move through the program and should create the kind of developmental approach implicit in this recommendation.

Recommendations dependent on changes in University policy

1. The reviewers recommended that graduate stipends be increased (#15). Although we all agree that they are far below those offered by similar programs, the stipends have remained at their 2013 levels: \$8000 for two terms, minus about \$1000 for required fees. One small change, though, makes FAU a bit more competitive: the University is moving towards offering health insurance as part of assistantships, although students will have to pay part of the cost.

We believe that our low stipends substantially diminish our ability to recruit the best-prepared graduate students in our applicant pool and to increase that pool. We know that students cannot live on the stipends and so, unless they have substantial family support, they have to hold paid employment even though the terms of their assistantships required that they agree to be full-time students. This directly impacts their ability to do as well as they could in the program and in their GTA work: they spent time in outside employment that they should be able to devote to their graduate work.

C. INSTRUCTION.

Baccalaureate Program

Goals for student learning: SLOs and BA program assessment. For the past several years, our student learning outcomes have been heavily focused on sociological research skills. Until the past few years, however, our assessment of our students' achievement of SLOs was based on the required methods course that all majors took. For a variety of reasons, however, this course was inadequate as a basis for assessing the range of research skills listed under our SLOs.

Beginning around 2015 when our department was engaged in curricular enhancements linked to the university's undergraduate research initiative, we broadened the set of courses we used as a basis for annual program assessment to include each of the courses that were included in the department-level curriculum grant. This was a more effective method, but unevenness in implementation across sections of the relevant courses made this a problematic strategy.

In the most recent academic year, we shifted away from using particular courses such as theory and methods as a basis for our annual assessment. Instead, we used a set of substantive courses and/or methods courses that included an original research paper assignment. This was more effective, although we found disparities in how different faculty conceived of an original research paper assignment to such an extent that only some of the courses provided a useful basis for assessing all of our SLOs. We are actively working on aligning our understanding of what constitutes an original research paper assignment and therefore expect to have more useful data in future assessment cycles. **See Appendix H** for the most recent results of our BA assessment process.

As the department faculty have been engaged for the past several years in a Writing Enhanced Curriculum (WEC) project, we have collectively identified a set of six SLOs (with several sub-SLOS of each). When we conduct assessment at the end of this academic year, we will be evaluating student achievement of our WEC outcomes. These overlap nicely with the SLOs of our Undergraduate Research Initiative as well as our broader goals for student learning in our major.

We have improved our assessment process by identifying the stage of the program in which our students are at the point of a particular round of assessment. After all, we cannot know much about how our program is affecting student learning if we do not have some baseline to determine what students knew and the skills they had developed prior to entering our program. We are also routinely collecting course assignments and student work from all of our upper division courses so that we will be able to track back to a baseline of student performance at their earliest point in the program.

In the past couple of years, we have generated more faculty interest in the process of assessment as a means of improving our program and charting student progress on SLOs. For many years, assessment was viewed by most faculty as a bureaucratic necessity not worthy of significant attention. By connecting it to our curricular enhancement initiatives and our commitment to building student capabilities as they progress through our program, we have most all of our faculty participating thoughtfully in either BA or MA assessment.

Use of assessment results for program improvement: Our students typically fall short of our targets for achievement of SLOs. Although we take this information seriously and strive to increase the proportion of students who develop competence and/or proficiency on SLOS to 100%, we have to this point not figured out a way to systematically intervene to ensure that all students achieve competency on our SLOs. Our curriculum revision proposal, which we have been working on for several years now, will represent our best effort.

Lower-level prerequisites: Until now, we have not had any lower-level prerequisite courses. Our current curriculum change proposal, however, will introduce a lower-level prerequisite course for taking the required theory and methods courses. Establishing SYG 1000 as a prerequisite for the required theory and methods courses is in compliance with State-approved prerequisites.

Admissions criteria: Any student who is admitted to Florida Atlantic University may declare sociology as a major. We have no admissions criteria apart from the admissions standards of the university.

Number of sociology majors: The Sociology major is strong and steady at both the BA and MA levels.

B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	583	615	533	4,688	37,452

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Enrollment. Sociology’s enrollments are strong and steady as a consequence of (a) a large major and (b) significant numbers of students from outside the major who take our classes and (c) our large class sizes on the Boca campus.

A look at the data from the Department Dashboard Indicators (Appendix X) on the department as a whole shows the size and stability of our enrollment.

C 1 Annualized State-Fundable FTE Produced By Level
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate Total	574.9	607.5	759.9	5,525.8	21,144.0
Graduate Total	10.6	11.8	16.9	221.8	2,526.4
Grad I	10.4	11.7	16.6	197.7	1,969.6
Grad II	0.2	0.1	0.3	24.1	556.8
Classroom	10.6	11.5	15.3	201.7	2,343.6
Thesis-Dissertation		0.3	1.6	20.1	182.8
Grand Total	585.5	619.3	776.8	5,747.6	23,670.4

The upward trend is clear at the Boca campus for the upper division. Our lower-division enrollments have been affected by changes in the University’s core curriculum.

Student Credit Hour / FTE Productivity Reports
 Academic years: 2014-2015 to 2018-2019
 Campus: All Boca Raton
 College: Arts & Letters
 Department: Sociology

	State Fundable SCH						Annualized State Fundable FTE					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Course Level												
Lower Div	11,697	10,716	11,232	10,764	9,873	54,282	389.9	357.2	374.4	358.8	329.1	1,809.4
Upper Div	8,529	9,949	10,545	9,717	10,560	49,300	284.3	331.6	351.5	323.9	352.0	1,643.3
Grad I	255	334	375	402	393	1,759	10.6	13.9	15.6	16.8	16.4	73.3
Grad II	3	6	3	6	9	27	0.1	0.3	0.1	0.3	0.4	1.1
Total	20,484	21,005	22,155	20,889	20,835	105,368	684.9	703.0	741.6	699.7	697.8	3,527.1

We have seen some decline in enrollment at our Davie campus for two main reasons. First, there has been an increased emphasis in response to an increased emphasis on having students declare their majors when they transfer and staying in those majors whenever possible. Second, there have been substantial changes in the majors available at that campus; as a consequence of those changes, Sociology lost a significant source of out-of-the-major enrollment.

Student Credit Hour / FTE Productivity Reports
 Academic years: 2014-2015 to 2018-2019
 Campus: All Davie
 College: Arts & Letters
 Department: Sociology

	State Fundable SCH						Annualized State Fundable FTE					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Course Level												
Lower Div	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Upper Div	2,779	2,310	2,508	2,283	2,308	12,188	92.6	77.0	83.6	76.1	76.9	406.3
Grad I	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Grad II	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Total	2,779	2,310	2,508	2,283	2,308	12,188	92.6	77.0	83.6	76.1	76.9	406.3

Average class size: There is strong demand for Sociology courses and our large classes fill up. Our classes are larger, on average, than the average class in the College and the University.

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Sociology

				Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	Type							
Undergraduate	Lecture/Seminar	Sections Offered	#	123	127	137	1,944	5,462
			# Enrolled	7,699	8,184	7,653	55,028	203,379
			Avg Section Enrollment	62.6	64.4	55.9	28.3	37.2
		Sections Faculty-Taught	#	114	113	110	1,405	3,682
			%	92.7	89.0	80.3	72.3	67.4

Faculty/student ratio: Because of our large class sizes, our faculty/student ratio differs significantly from College and University ratios.

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5
Graduate	1.2	1.3	2.2	2.1	6.0
Total	63.5	65.6	103.0	53.8	56.6

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Curriculum: Sociology is in the process of transitioning to a new curriculum. (See the attached curriculum change proposal in Appendix D.) With our soon-to-be-replaced

horizontal curriculum, it is possible for students to complete the courses in the major within two semesters. This is not typical but it is possible. The current curriculum requires 10 upper division courses in no particular order. With only 30 required upper division credits and no restrictions on what our majors take as their out-of-major electives, our major can be completed and still leave room for our students to complete some second majors without exceeding the required 120 credits to graduate.

Our proposed new curriculum will move away from this completely horizontal approach so that we can do more work on students' skill development. With the implementation of our proposed curriculum revision, though, it will not be as easy to complete the program in such a short period of time. The tradeoff is that this curriculum will do more to develop students' skills. We went through multiple possible structures as we sought to ensure a curriculum that would facilitate student skill development but would not create bottlenecks or difficulties completing the major within a reasonable amount of time.

Appendix D fully describes the structure of the curriculum we envision. While we consider it a marked improvement over the relatively unstructured program we currently have, it is not our ideal curriculum. We would have liked to have a four-stage curriculum like that at the University of Wisconsin-Milwaukee. We would have liked to fully implement American Sociological Association recommendations. We have had to recognize that the institutional constraints at our university make more verticality than what we propose to introduce impractical.

Internships, practicums, study abroad, field experiences: Our majors are encouraged to pursue internships through the university's career center. They may earn credit for these or do them for no credit while still having them appear on their transcript. Our college has a dedicated career center liaison who is available to attend classes on short notice to provide information about internship opportunities to our students. This past spring, the Sociology Student Association (SSA) organized a faculty-student-employer event that facilitated interaction between our students and representatives of agencies that had the potential for internship placement.

The University's International Programs office facilitates study abroad programs for our students. They assist students in identifying appropriate study abroad possibilities and coordinate with the department chair for approval of credits in Sociology courses for our majors, minors, and other students who may elect to take sociology courses as part of their study abroad program.

Pedagogy/Pedagogical innovations: Our department's participation in two major curricular initiatives – the Undergraduate Research Initiative and the Writing Enhanced Curriculum – has facilitated a broad shift in our pedagogy to a more student-centered approach focused on student development of research, writing, and analytical skills. We began this shift several years ago and have continued moving forward consistently to date. Funded by our Writing Enhanced Curriculum grant, we brought two experts on sociological pedagogy to campus for day-long faculty workshops. Since 2013, we have shifted our orientation to pedagogy from thinking of it as a largely individual faculty enterprise to

treating it as a departmental project requiring shared commitments and practices. By the time we have fully implemented our curricular revision (in Fall 2020 or Spring 2021), we will have established shared learning objectives for our requires theory and methods courses. We have already established and implemented a department policy regarding the amount and kind of writing required in all upper-division courses.

In another pedagogical innovation, the department has significantly increased its eLearning offerings, utilizing the training and course development assistance provided by our University's Center for E-learning. We began a decade or so ago with offering a few online courses per academic year. We now have developed a broader array of courses that make it possible for students to complete an online minor in sociology and to select sociology as their area of concentration in the Interdisciplinary Social Science degree program. We are considering the possibility of creating a fully online BA program in Sociology

Scope of institutional contributions to programs outside of Sociology: The department offers three lower division Intellectual Foundation Program courses: SYG 1000 Sociological Perspectives, SYG 2010 Social Problems, and SYP 2450 Global Society. SYG 1000 and SYP 2450 draw the greatest numbers of students. SYG 2010 draws far fewer students due to its subordinate status among the options for the Social and Behavioral Science section of the IFP. We offer numerous large sections of Sociological Perspectives each semester (as one of the primary options in the Social and Behavioral Science section of the IFP) and several large sections of Global Society (one of the most popular course offerings in the Global Citizenship section of the IFP). We have one instructor for each of these three courses who takes responsibility for assessment of these courses relative to IFP learning objectives.

In addition to the general IFP, Sociology also contributes to the (undergraduate Honors Program) and to the University's initiative in partnership with Navitas for recruiting and retaining international students.

Sociology also contributes to a broad range of certificate programs, with particularly strong offerings at both the undergraduate and graduate level in Women's, Gender and Sexuality Studies in addition to Peace Studies, Ethnic Studies, and Global Studies.

Student profile, including student diversity and demographics: Sociology majors are diverse. They are more likely to be female than male. They are relatively equally split between white and minority (Black, Hispanic) ethnicities

Final Semester Headcount Trend For Most Recent Five Years
 Student Level: Undergraduate -- Campus: All Campuses
 All Enrolled Students

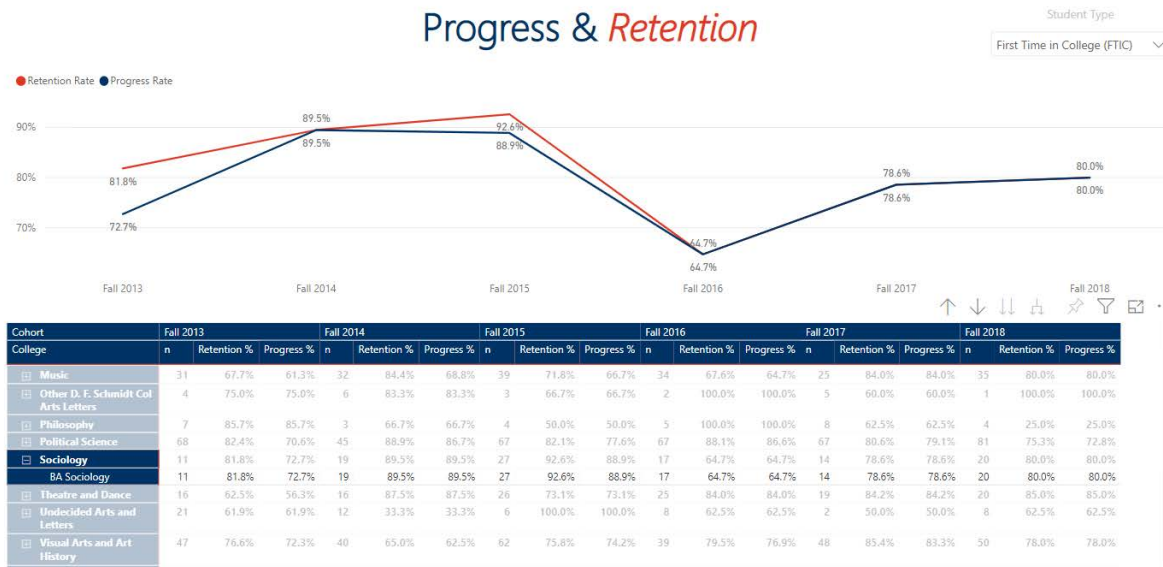
College = Arts & Letters
 Department = Sociology

		Semester				
		Fall, 2014	Fall, 2015	Fall, 2016	Fall, 2017	Fall, 2018
		#	#	#	#	#
Ethnicity (2010 and beyond)	Gender					
Asian	Female	7	9	13	10	4
	Male	2	1	3	3	.
	Total	9	10	16	13	4
Black or African American	Gender					
	Female	52	84	81	71	66
	Male	28	37	28	40	20
Total	80	121	109	111	86	
Hispanic or Latino	Gender					
	Female	61	58	78	88	65
	Male	22	30	36	34	14
Total	83	88	114	122	79	
American Indian or Alaska Native	Gender					
	Female	1	.	.	1	.
	Total	1	.	.	1	.
Two or more races	Gender					
	Female	10	12	9	11	4
	Male	3	2	5	4	6
Total	13	14	14	15	10	
Nonresident alien	Gender					
	Female	3	2	6	3	8
	Male	.	1	2	.	2
Total	3	3	8	3	10	
Native Hawaiian or Pacific Islander	Gender					
	Male	.	1	1	1	1
	Total	.	1	1	1	1
White	Gender					
	Female	121	127	136	114	85
	Male	58	68	61	59	42
Total	179	195	197	173	127	
Race and ethnicity unknown	Gender					
	Female	1	2	.	1	.
	Male	.	.	.	2	.
Total	1	2	.	3	.	
Total	Gender					
	Female	256	294	323	299	232
	Male	113	140	136	143	85
Total	369	434	459	442	317	

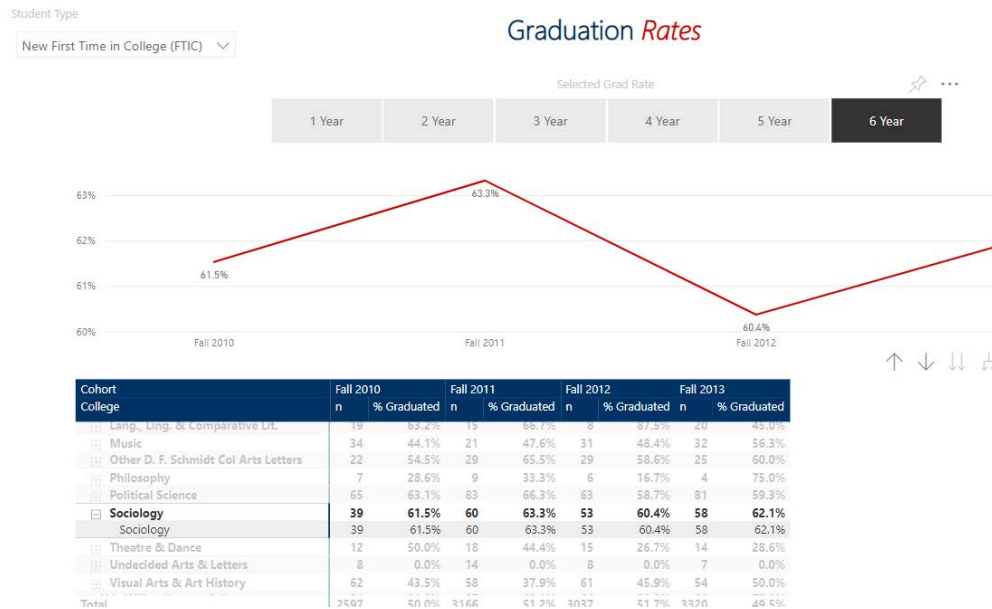
The unduplicated headcount is based on student's most current enrollment status.

Advising procedures: Sociology majors are advised by the professional advisors in the Student Academic Services offices on the Boca Raton and Davie campus. This office has been advised by our department to send students directly to the department if they have questions regarding choice of major and/or employment possibilities for sociology majors and if they are interested in pursuing graduate study in sociology or collaborative research with faculty and graduate students.

Retention rates: At FAU, these are the 2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0. FL SUS Metric #5. Sociology has above-average retention rates.



Graduation rates: At FAU, these are the 6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students. FL SUS Metric #4. Sociology has above-average graduation rates.



Student recruitment: Our recruitment of sociology majors occurs largely through our IFP course offerings and through our wide array of upper division sociology courses that appeal to non-majors. A positive experience in one sociology course often leads to a choice to select sociology as a minor; more positive experiences as they take more sociology courses often leads to a choice to selection sociology as a major. Few students at FAU, or likely at any college or university, begin their college careers with the intention of majoring in Sociology. Nevertheless, we have a lot of sociology majors: once they find the discipline, many realize that it is the major that they have been seeking.

The department also does some formal recruiting at college and university recruitment events for FTIC students and “open house” events for prospective students.

Graduate Program: the MA program in Sociology.

Admissions criteria: We currently adhere to 6 criteria for MA student admissions:

1. Students must complete a bachelor’s degree.
2. Students must complete and score competitively on the Graduate Record Exam (GRE). GRE scores over five years old are not accepted.
3. Students must have a minimum 3.0 grade point average for the last 60 credits of undergraduate work leading to their bachelor’s degree.
4. Students must submit directly to the Department of Sociology:
 - a. Statement of Purpose (500 to 1000 words in length, outlining their goals and interests in subject areas within sociology)

- b. A sample of their writing (e.g. a paper from an undergraduate course).
5. Sociology majors at FAU should submit the names of two sociology faculty members as their references. All other students must obtain two letters of recommendation and have them sent by the recommenders directly to the Department of Sociology.
 6. Applicants who apply after March 1 (for Fall admission) or after November 1 (for Spring admission) may be admitted to the graduate program but may be too later to be considered for an assistantship award.

Enrollment information: Since the fall semester of 2013, our enrollment in the MA program has been relatively consistent. We typically maintain 16 full-time students with graduate teaching assistantships (GTAs). Since the spring semester of 2018, we have been able to expand this number of full-time GTAs when drawing upon additional financing from e-learning courses, although this funding is strictly allocated on a semester by semester basis. In addition to full-time MA students, we occasionally admit part-time students. Since the fall semester of 2013, the number of part-time students has ranged from 0 to 9. Below is a chart of our enrollment by semester from the fall of 2013 to the spring of 2020.

Academic Semester	# of Full-Time MA Students	# of Part-Time MA Students	Total # of MA Students
Fall 2013	12	3	15
Spring 2014	16	1	17
Fall 2014	16	2	18
Spring 2015	12	3	15
Fall 2015	16	7	23
Spring 2016	15	7	22
Fall 2016	14	7	21
Spring 2017	16	5	21
Fall 2017	16	9	25
Spring 2018	17	5	22
Fall 2018	18	3	21
Spring 2019	19	3	22
Fall 2019	15	3	18

B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	583	615	533	4,688	37,452

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Average class size and faculty/student ratio: Beginning in the fall semester of 2016, we have increased the number of graduate seminars offered to reduce the strain on faculty who often faced seminars as large as 25 students. Between the fall of 2013 and spring of 2016, we offered four seminars per semester. The average of number of full-time graduate students during this time was 14.5 and the average number of part-time students during this time was 3.8. Since full-time students were taking 3 seminars per semester and part-time students were taking 1 seminar per semester, our faculty ratio during these years was roughly 1/11.5. When considering that we frequently have at least one non-sociology MA student (from other FAU graduate programs) in our graduate seminars, our faculty/student ratio during this period averaged about 1/12.

Since then, we have offered six graduate seminars each fall semester and five seminars each spring semester. The average of number of full-time graduate students is now 16.3 and the average number of part-time students is now 6.1. And given that the number of additional non-sociology MA students in our graduate seminars still hovers at around one per seminar, our faculty/student ratio is now 1/11.

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5
Graduate	1.2	1.3	2.2	2.1	6.0
Total	63.5	65.6	103.0	53.8	56.6

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Curriculum: The MA degree is typically completed within two years. Most of our graduate students hold GTA positions and are thereby constrained to complete their coursework within this two-year period. Unsatisfactory grades (anything below a B) in a seminar will usually result in revocation of the GTA position. It is only in such cases that our students exceed two years in completing their degrees; in some cases, students who have earned failing grades are able to make up the coursework and still graduate on time. Typically, it is only part-time graduate students and students who have earned failing grades and who take significantly longer to complete the degree or do not complete the degree at all.

Internships, field experiences: We do not offer these options as we do not have the staffing to manage them or a curriculum that can support them.

Scope of institutional contributions: The seminars in the MA program routinely contribute to the MA in Women's, Gender and Sexuality studies and to the Ph.D. in Comparative Studies.

Student profile: As of the latest data available for AY 2017-2018, the graduate students in our MA program are disproportionately female (17 women – 9 men). The racial composition of our graduate program is nearly evenly split between White (not of Hispanic Origin) and all other categories (including Asian or Pacific Islander, Black (not of Hispanic origin), and Hispanic). 14 of our graduate students in 2017-2018 were White, 6 were Hispanic, 5 were Black, and 1 was Asian. The men in our program are disproportionately racial minorities, with 3 White, 2 Black, two Hispanic, and 1 Asian or Pacific Islander. Over the past three years, we have provided graduate assistantships to 20, 18, and 17 students.

Advising procedures: The graduate director handles basic advising of students with respect to their plans of study. Students interested in pursuing a Ph.D. in Sociology or who wish to write a thesis or do some other significant research project are typically referred to one or more faculty members with expertise in their areas of interest, if they do not find them independently.

Placement rates/employment profile: We do not have full or complete data tracking the employment profiles of our MA student alumni. However, over the past five years we have worked hard to stay in touch with graduates and to find out what they are doing – even if it means combing through Facebook to contact them through a message. We have compiled a spreadsheet of that tracks our graduates – current employment, doctoral and other graduate programs entered since graduating from FAU, and as much contact information as we can garner. Our graduate student sociology association (GSSA) has created FAU sociology Facebook and Instagram pages that have facilitated outreach. And we have created and distributed our first Sociology Department newsletter that contains updated information and selected bios of MA alumni. Regarding those MA alumni who have gone on to pursue a doctoral degree in sociology or a related field, we have been particularly good at retaining current placement information. Since the spring semester of 2013, we have graduated 56 MA students. Of these 56, 13 students have applied to doctoral sociology programs and each of them has been accepted with funding.

Student recruitment: Our graduate stipends are \$8000 over two terms, less the approximately \$1000 in required fees. Because our stipends are so low and so uncompetitive, most of our MA students are local and have majored or minored in the BA Sociology program at FAU. We do draw a handful of students from other universities within the state system and, even more occasionally, some students who come here from other colleges and universities in the nation. We participate in the graduate recruitment events organized by the university and college and believe that this has some positive effect on graduate enrollment. Additionally, we routinely evaluate the students in our upper division courses and invite those we consider promising to apply to our graduate program. In-class presentations about the MA program have also proved effective. Most FAU students do not know about the possibility of funding their program of study through an assistantship; often this information combined with encouraging words from faculty increases the flow of graduate students into our program.

D. FACULTY

Departmental administrative structure: The Department of Sociology is administered by a department chair who is assisted by one program assistant. The department chair is appointed by and works under the supervision of the Dean of the College of Arts and Letters. The chair position is a full-time 12-month position, with a teaching load of 2-3 courses per year. The department also has a graduate director who receives a one-course release and is on a regular 9-month faculty contract.

Faculty profile: The Department of Sociology consists of 10 tenure-track faculty (with a typical course load of 5 courses per academic year) and 5 full-time instructors (with a course load of 8 courses per year.) In addition to the 10 tenure-track faculty, the Department has two open tenure-track faculty lines for which we are currently searching. Two visiting instructors (teaching a 4-4 load) are filling these lines this academic year without an expectation of having their contracts renewed beyond this year. In addition, we have one additional tenure-track faculty line being held by a semi-retired faculty member who is in phased retirement. This line will remain unfilled for at least four more years beyond this one (even if he chooses not to accept the one-semester half-salary teaching offer each year it is offered). In all, we have a total of 13 tenure-track faculty lines in the department. If our searches are successful, we will have 12 tenure-track faculty in place by AY 2020-2021.

Currently, we have only one fully promoted professor in the department (the chair), four associate professors, and five untenured assistant professors. By 2020-2021, we should have five associate professors and six assistant professors. As we try to limit the service responsibilities of untenured faculty in the department, the few tenured faculty in the department have assumed very heavy service responsibilities in recent years. (In each of the past three years, we have had one associate professor on full-year sabbatical, leaving the lion's share of the departmental work to be performed by the chair and two associate professors.)

We have largely weathered this storm by this point, as we have a highly productive and committed group of assistant professors who have stepped up to contribute significantly. They have proven that they can maintain a high level of research productivity despite greater contributions to department work than is typical in the College, and they have done this departmental work because they want to be fully involved in shaping the future of their department. One assistant professor has applied for tenure and promotion this year and has already stepped up into a leadership role with respect to our BA curricular revision and Writing Enhanced Curriculum project. Two others are currently in their fourth years, having last year sailed through third year review, and have already contributed significantly to department work and the ambitious set of projects the department has undertaken. In only a couple of years, our department will be much more balanced in terms of rank. Two or three of our associate professors should be fully promoted by that time, and three of our assistant professors will have been promoted to the associate rank. Even now, with the majority of the department being untenured assistant professors, we have done more over the past few years to advance the collective good of the department than had been accomplished during any

comparable period in the department's history. In many ways, Sociology has never been more energetic, more committed, and more united.

One issue that we struggle with, though, is that we currently have a lack of diversity among our tenure-track faculty. Our tenure-track faculty consists of six white men and four white women. At the rank of instructor, we have greater diversity: one Latinx and one Black woman, two white men, and one white woman. In terms of nationality and regional origins, we have slightly more diversity with one TT faculty from Iran, one second-generation Columbian immigrant, one instructor from Puerto Rico, and another instructor from Jamaica. With much diversity in our current applicant pools for both of our tenure-track searches, we are hopeful that our searches will result in a more diverse faculty.

Four of our five full-time instructional faculty teach our department's lower division courses that are part of the Intellectual Foundations Program at FAU. Our fifth instructor teaches on the Davie campus, where no lower division courses are offered, and so teaches exclusively upper division courses. Some relatively recent changes to the structure of the university's Intellectual Foundations Program has resulted in less demand for lower division course offerings, and so our full-time instructors on the Boca Raton campus are fairly evenly split between offering upper division and lower division courses.

The following summarizes the areas of specialization of our current tenure-track faculty:

1. Social theory: Araghi, Branaman, Hough, Koppelman, Lewin, Seeley
2. Qualitative methods: Backstrom, Harvey, Koppelman, Lewin, Seeley, Widener
3. Comparative-Historical Methods: Araghi, Hough, Koppelman
4. Global political economy, global issues, and transnational social movements: Araghi, Hough, Koppelman, Widener
5. Gender: Araghi, Backstrom, Branaman, Harvey, Koppelman, Seeley
6. Life course: Aging, youth, adulthood: Backstrom, Branaman, Lewin, McConnell
7. Social psychology/microsociology: Backstrom, Branaman, Seeley
8. Cities, communities, urban: Harvey, Koppelman, Widener
9. Poverty: Harvey, Hough, Lewin, Widener
10. Environment/sustainable development: Araghi, Hough, Koppelman, Widener
11. Health and medicine: McConnell, Widener
12. Political sociology: Harvey, Lewin
13. Work and organizations: Lewin, Seeley
14. Mental health: Branaman, McConnell
15. Culture: Backstrom, Lewin
16. Quantitative methods: McConnell

Faculty teaching load: The standard teaching load for tenure-track faculty is 3-2. Assistant professors are offered one-course releases two times prior to promotion and tenure: once in their first or second year and again in their fourth or fifth year. The graduate director is released from one course per academic year. The standard teaching load for full-time instructors is 4-4.

Summary of faculty scholarship and research productivity, including grants and publications: The department's research productivity has increased dramatically in recent years. In addition to the high level of productivity of our assistant professors, three of our associate professors are working on major book projects.

In response to encouragement of our dean's office, our faculty have become much more active in applying for external grants and fellowships to support their research. Phil Hough was a recent recipient of the prestigious ACLS fellowship that provided half of his salary, thus allowing him to take a full-year sabbatical to support his research. Laura Backstrom has been awarded the FAU Division of Research Junior Faculty Mentoring Award, supporting her with a course release to work closely with faculty in another college who have experience with writing and obtaining large grants. They will soon be submitting a grant proposal for funding of at least \$250,000, as required by the fellowship program. In the past couple of months alone, four of our faculty have submitted grant proposals. Thinking about and applying for external funding to support research is entirely new in our department; our untenured faculty have heeded the call from the dean's office to identify and submit grant proposals. The DDIs indicate that seven external research grant proposals from Sociology were submitted, a number far exceeding the zero in each of the three preceding years.

Strategic planning for hires: This year, we have two searches underway, one for a race specialist and the other for quantitative methods. In response to our last program review, we prioritized a hire in quantitative methods two years ago and successfully hired two faculty who are well-trained in quantitative research methods. The one who was specifically hired as a quantitative methods specialist left our department after his first year; the other, a specialist in the areas of health, mental health, and aging, remains with us. We have decided this year to prioritize quantitative methods again to replace the assistant professor who left after one year. Our choice to search for a specialist in the area of race was a response, in part, to the college's cluster hire focusing on African diasporas in the Americas. It was also, however, an area that we agreed was important to build further in our department. Many of our full-time instructors specialize in the area of race, along with one tenure-track faculty who teaches courses on race in addition to other areas. Even if we are currently able to meet the student demand for teaching in this area with our current faculty, we agreed as a faculty that we would benefit from having another tenure-track faculty who did research in the area of race.

We do not anticipate that we will have the opportunity to hire more faculty in the next few years. Four years from now, we presume that we will be able to hire a new assistant professor to replace our phased retiree. We will be in a better position to decide areas to prioritize after we have had a few years to digest our recent influx of new faculty.

If we were to have the opportunity to make additional tenure-track hires in the near future, we might choose to prioritize some important but relatively underrepresented areas in our department and/or adopt some variant of a cluster approach. For example, we recently hired in the area of "healthy aging" because it was an area of priority for the university as a whole. With one faculty member doing work in this area but much interest in teaching and research in this area among our students and the wider South Florida community, we believe that

building this area would strengthen our department, increase opportunities for research collaboration in the department and university, and present opportunities to engage the community.

A second area we might prioritize, in response to the university's development of its newest pillar in data science and artificial intelligence, is a sociologist who focuses on the societal implications of technological development and/or a specialist in big data analysis. Increasingly, quantitatively oriented sociologists are being trained in big data analysis during graduate school. Quantitative data analysis is clearly underrepresented in our department, but even the qualitative and comparative historical methodologists among us are excited about the possibilities of mining big data for understanding the world. Artificial intelligence is an emergent area in sociology that has potential to become an exciting new subfield; it would serve the department well to be able to offer courses in new technologies to its majors and this kind of course would also draw many students from across the university.

These two possibilities for future hiring, should we get the opportunity to hire new tenure-track professors in the next several years, are merely possibilities. With the current university administration, it has seemed that new faculty lines are available only when they contribute centrally to university pillars. It is for this reason that I mention the two university pillars as areas of possible development in our department. Ultimately, however, choices regarding prioritizing in hiring will be a product of careful deliberation among our faculty over the next few years as we move forward with our research agendas and curricular design projects.

We spend a lot of time building a clear vision of what we want for every position that we are permitted to fill. Our next searches will be no exception to this practice so, of course, our hiring will be guided by what comes out of faculty deliberations.

D. RESEARCH

Research productivity of faculty. The Department of Sociology has seen a steady and sizable increase in research productivity among the faculty. As the table below shows, our peer reviewed publications have increased from only four in 2015-2016, to eleven in 2016-2017, and up to fifteen in 2017-2018. Although DDIs for 2018-2019 have not yet been published, I have reviewed current faculty CVs and counted 19 peer-reviewed publications in addition to one book. With a total of 20 peer reviewed publications in 2018-2019, Sociology faculty have published 500% more than they did in 2015-2016. This increase can mostly be attributed to the increased proportion of our faculty who are ambitious and energetic assistant professors and the decreased proportion of faculty nearing retirement who had decreased their research productivity in recent years. The productivity of the junior faculty, who outnumber the rest of the faculty, has contributed to a department culture of scholarly engagement. We anticipate, within the next couple of years, that we will see three major book projects completed by three of our Associate Professors following full-year sabbaticals taken by all three in 2017-2018, 2018-2019, and 2019-2020. In addition to the peer-reviewed publications, our tenure-track faculty have been very active in making presentations at

professional meetings or conferences, with as many as 26 presentations being given in 2016-2017.

C 1-9 Research/Scholarly Productivity
Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions)	#	0	0	0	10	82
2. Other peer-reviewed publications	#	4	11	15	117	1,308
3. All other publications	#	1	3	1	133	585
4. Presentations at professional meetings or conferences	#	16	26	11	208	1,545
5. Productions/Performances/Exhibitions	#	0	0	0	234	289
6. Grant Proposals Submitted	#	0	0	0	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Grant Proposals: In response to the college's and university's emphasis on seeking external research funding, the Sociology department now, for the first time, has faculty submitting research grant proposals. As the DDIs show, we have gone from zero in each of the three preceding years to having seven grant applications being submitted for review. In the past month or so, several more grant applications have been submitted for review.

Interdisciplinary Research: One of our faculty was awarded a Junior Faculty Mentoring Award from the FAU Division of Research. This is enabling her to work with two faculty, one in Social Work and the other in Criminology & Criminal Justice, to prepare a major grant proposal (of at least \$250,000) to support a collaborative research project. At least one other of our faculty members is engaged in talks with faculty in other colleges who do work connected to the university's Healthy Aging pillar. With one of our college's associate deans working so diligently to support the writing of grant proposals and making connections between faculty across the university for possible collaborative research, Sociology faculty will likely increase participation in interdisciplinary research.

E. SERVICE AND COMMUNITY ENGAGEMENT.

As the data below demonstrate, our faculty do a lot of service to the profession, college and university, and to the department. A few of our tenure-track faculty have made forays into community service projects but have not reported having done any community service work in recent years.

As a consequence of our very small number of tenure-track faculty and the demand for them to serve on college standing committees, faculty search committees in the department, and task-oriented departmental sub-committees, our faculty dedicate most of their service time to institutional service. Most of our faculty do significant professional service as well, organizing conference panels, reviewing manuscripts for disciplinary journals, reviewing book proposals,

servicing as editors or book review editors of disciplinary journals.

In recent years, an extraordinary amount of time has been dedicated by our faculty to serving on search committees to hire new junior faculty. While most faculty are highly motivated to do this work, faculty searches are one of the most time-consuming service responsibilities. In the past three years alone, we have hired five new tenure-track faculty and are in the process of hiring two more. Until this year, faculty searches were done by “committees of the whole.” All of our faculty were fully involved in all searches. As we have been able to develop a strong shared understanding of our hiring goals and procedures through the searches we have done as a whole faculty to date, this year we were able to divide our efforts such that every faculty member in the department is serving on one of two faculty search committees.

The department’s curricular enhancement projects – the Undergraduate Research Initiative and the Writing Enhanced Curriculum – have also required a significant amount of faculty time devoted to curricular enhancement. This work is ongoing and involves all of our faculty.

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees	#	22	36	45	363	2,508
2. Faculty memberships on community or professional committees	#	6	7	3	131	1,060
3. Faculty serving as editors or referees for professional publications	#	5	8	7	71	499

Source: College Dean's Offices

F. Other Program Goals. We have no other program goals, as we do not have issues of program accreditation, etc.

G. STRENGTHS AND OPPORTUNITIES THAT SUPPORT ACHIEVEMENT OF PROGRAM GOALS.

1. High level of productivity of our tenure-track faculty. The wave of retirements followed by hiring of new assistant professors has invigorated the department significantly. Our faculty are highly productive in each of the three major dimensions of their jobs: teaching, research, and service.
2. Shared commitment to the collective good. All of our tenure-track faculty are enthusiastically on board with the major curricular revision we are in the process of completing. All are committed to becoming more effective teachers, defined in terms of student achievement of learning goals rather than student ratings of their professors. We have shared scholarly interests and envision collaborative research projects involving multiple faculty, graduate students, and/or strong undergraduate students.

3. The faculty of the department share a commitment to respecting the theoretical, substantive, and methodological diversity of contemporary sociology. As a consequence of this, we are able to offer our students courses in a broad array of sociological fields and taught from a variety of different perspectives despite our small faculty. We value all levels of sociological analysis: macro, meso, and micro. We have a healthy respect for the value of all of the varied methodological approaches sociologists use and, because of our methodological diversity, we are a department where our sociological research questions can drive our choice of methodology (in collaboration with specialists in particular methodologies) rather than having a more singular methodological orientation that limits the kinds of sociological research questions we might ask.
4. We get along. This is a department in which we can disagree with one another over departmental matters and disciplinary futures while continuing to be able to forge a strong, shared curriculum and support one another through the rigors and vicissitudes of sociological research.

H. WEAKNESSES AND THREATS THAT IMPEDE PROGRAM PROGRESS.

1. We have only a small number of tenure-track faculty to do the core work of developing the department. We currently have 10 tenure-track faculty (including the chair) across two campuses, 8 in Boca and 2 in Davie. If our two faculty searches are successful this year, we will number 12 tenure-track faculty by next fall. Although the five full-time instructors enable us to meet the demand for our upper and lower division undergraduate courses, the small number of tenure-track faculty makes it very difficult for us to do the significant amount of department work we must do and are trying to do given our ambitions for program improvement and contribution to multiple departmental and college programs (BA, MA, Social Science track of Comparative Studies Ph.D., data science BA and MA, Honors' BA program). At the same time, all our faculty have ambitious research agendas and are working towards promotion.
2. We have uncompetitive graduate student teaching assistantships, making it difficult for us to recruit the best possible quality of graduate students to serve as GTA's. With 16 lines allocated to Sociology by the college for graduate teaching assistantships, and with the ability to support as many as an additional five with support from the university's center for e-learning, we have a sizable number of graduate teaching assistants available to support our high enrollment courses. Unfortunately, however, only about half of those who accept our offers of assistantship turn out to be sufficiently skilled to be able to assist with complex rubric-based grading and providing helpful written feedback to students in our large upper-division courses. As we expand our large 3000-level offerings, we may have to scale back our enrollment caps if we do not have sufficient capable students to do the work. The \$8000 annual stipend for grad students is insufficient to attract stronger students into our program. It also has the unfortunate consequence of many of our graduate students working other jobs in addition to their assistantship work, limiting the

time they spend on coursework and/or assistantship work.

3. We find bimodal student preparation and commitment at both the graduate and undergraduate levels. There is a big gap between the most and the least prepared students. We are committed to working effectively with all of our students, from the very weakest to the strongest. This is a difficult balance to maintain at times. For the stronger students, the presence of average and weak students sometimes has a negative effect on the effort they put into coursework when they realize that they may be able to earn top grades as a result of grading curves with minimal effort. We have developed an honors BA program to enhance the learning experience of our best students, but so far only a few have elected to participate in the program. Some portion of all of our students maintain outside work schedules and have family responsibilities that often interfere with their class attendance and limit the time they spend on coursework outside of the classroom. For students to improve their skills, they need to spend time outside of class reading course material and completing any essay or research assignments. As faculty, we would hope that our students would spend at least 2 hours outside of class for every one hour in class. Most of our students do not commit this amount of time. We struggle with how best to respond to this reality.

I. RESOURCE ANALYSIS

1. *Unreliable funding to meet demand for our courses, especially for our majors:* Our budget is limited but the demand for our courses is extensive. Classes fill up rapidly and our majors often struggle to get the classes that they want on the Boca Raton campuses. We have a small allocation for adjuncts but, in recent years, full-year half-pay sabbaticals and open tenure-track lines have allowed us to hire visiting instructors who have taught eight courses per year. This has reduced the enrollment pressure we have felt on the Boca Raton campus. Once we fill these tenure-track lines, however, the number of courses we will be able to offer will decline. At that point, we likely will return to struggling to meet enrollment demand on the Boca Raton campus and to ensuring that our majors get the classes that they need when they are able to take them. Sociology is very popular with non-majors and non-majors flood into our courses. Unfortunately, that popularity means that our own majors often struggle to get the schedules that they want.
2. *Barely enough expense money to meet our copying costs:* Our department budget, apart from faculty lines and adjunct funding, is very meager. We are not an expensive department to run, and so mostly we manage to stay within our annual budget and have some dollars left over at the end of the year to spend on supplies or other one-time purchases to meet faculty needs. Almost any significant purchases or any shift in expenses, though, are enough to put us in the red. For example, we currently operate a copy machine that was provided to us when we moved into our new building almost a decade ago. This allows us to meet faculty and graduate student needs for photocopying and printing without dedicating a large part of our expense budget to paying the copy center. The machine is old, however, and increasingly fails. We have applied for a tech fee grant to support the purchase of a new copy machine for our department. If we don't

get the grant, we would be unable to buy a new machine. Without our own copy machine, we would have to devote a much larger portion of our annual budget to copying expenses. A comparison of copying expenses for the Boca Raton and Davie campus illustrates the magnitude of the potential problem. The Boca Raton campus copying count for the year was 10 times that of the Davie campus. Interestingly, however, the overall cost for copying on the Boca Raton campus was \$200 less than it was on the Davie campus (as a consequence of their not having a department-owned machine.) Without owning our own machine, our copying costs would likely increase to about \$12,000/year and would leave only \$2000 for everything else. Since we must maintain phones, at the very least, we would not be able to get by on our current budget.

- Barely enough staffing to handle the work of the department:* We have only one program assistant for the department. We would benefit greatly from having even some additional part-time secretarial assistance. The program assistant has to handle all of the record-keeping and accounting of the department – generating contracts, handling the details of hiring, tracking expenses, handling Foundation accounts, etc. Especially at the beginning and end of the terms, she is often swamped by handling her responsibilities for department operations and trying to respond to the needs of students who come to the office to ask questions. Responding to the flood of student phone calls is a constant struggle in the context of everything else that has to be done. For example, every syllabus has to be reviewed to be sure that it complies with university policy; every problematic syllabus has to be returned to the faculty member for revision and with a rapid turnaround that sometimes requires multiple requests. Because Sociology has so many big classes, we have to run our own operation for students to take makeup tests; the Testing Center refuses to accept more than a few makeup test requests and, with such large classes, we often exceed what the Testing Center permits. The program assistant has to manage all of that. The 17 or so graduate students come to her with all of their questions about how to get things done: how to fill out requests for the testing center, how to operate the copier to print a collated test, how to put in a ticket to deal with a malfunctioning computer. New faculty, especially, need help with the basics of functioning in the University context – finding buildings, understanding how different systems work. Our revolving door of adjuncts and visiting instructors means that someone new is always in need of help – and that help takes time, and time is scarce.

J. FUTURE DIRECTIONS

Anticipated changes relevant to future directions: We can anticipate a number of changes that will provide opportunities for and challenges to the department.

We anticipate an increased emphasis across the university in having departments integrate faculty research and curricular initiatives into the defined pillars and platforms in the Strategic Plan.

We anticipate an increased University-level emphasis on linking new or replacement positions to funded research produced in a department. This will be a challenge for our

department, as many of our faculty work from theoretical perspectives or with methodologies that are not easily connected to fundable research questions.

We anticipate a University-level initiative of moving towards an increasingly formative approach to the evaluation of faculty. We would welcome a move away from a piecemeal approach but recognize that this will require that we revise our annual evaluation criteria and reconsider how they fold into promotion and tenure reviews.

We anticipate a continued University emphasis on developing on-line courses and degree programs, responding to the scarcity of space on the Boca campus and to student demand.

We anticipate a set of challenges as a consequence of University-level policies responding to State University System-level pressures for timely graduation. It is likely that students' ability to easily change majors will decrease. As few students declare a sociology major in their first year, this could lead to a decline in the number of majors drawn from FTIC ("first time in college," or those who begin at FAU as freshmen) and an increase in the proportion of our majors who are community college transfer. It also could easily lead to an overall decrease in number of majors.

Questions for the review team: We welcome your general insights but would ask you to consider a small set of questions relevant to challenges that we have identified and frequently discuss.

1. We would welcome advice on our WEC-linked Student Learning Outcomes for the BA Sociology major, and our current proposal for revision of our BA curriculum. See Appendices C and D.
2. What strategies would you suggest for working effectively with the two very different types of students who populate our upper-division classrooms? What strategies could we consider for dealing with the bi-modal distribution of (a) level of academic preparation and (b) life circumstances that shape the amount of time available for coursework? Some of our students are traditional college students who live on campus, in off-campus apartments, or with families that support their education by providing room and board with little expectation for the student's contribution to family expenses or family work. Many other students are non-traditional college students who have families of their own or significant responsibilities for caring for members of their family of origin, have lengthier commutes with more uncertain transportation, and often must work full-time jobs while also struggling to attend the university full-time or close to full-time.
3. What strategies would you suggest for how our MA program can respond effectively to the needs of the different types of students who populate it? In our MA program, we also have a bi-modal distribution of students similar to that in our BA program. Many of our students are well-prepared to succeed in the MA program, but others came into college with poor preparation and have struggled for the duration of their undergraduate work. Some of our students have mastered English as a second or even third language, an impressive accomplishment that also often means that they struggle with graduate-level seminar

assignments. We want all of our MA students to succeed in the program, but we struggle with how to deal with the uneven level of preparedness in each cohort.

The problem is exacerbated by many students finding it necessary to hold paid employment while also holding a graduate teaching assistantship. Even though a condition of receiving an assistantship is to forego other employment, we are aware that many of our graduate assistants are working other jobs in addition to their full-time graduate program and 20-hour teaching assistantship. Some students can rely on support from parents or partners; others need to support themselves entirely and some have to contribute to or support a family. This means that our students vary significantly in the time that they have to devote to their MA and GTA work.

Do you have any suggestions about what can be done to help us to better serve the full range of our MA students?

4. What are the best curricular practices for a stand-alone MA program like ours? How much structure do you recommend we have in our MA program curriculum? Should we offer less variety of substantive courses and a more structured, hierarchical curriculum (with more training in research methods, for example)? What are the emerging models that could guide us in our deliberations about curriculum?
5. What are emerging in Sociology as best practices for evaluating effectiveness of teaching? The current provost is advising departments to move away from heavy reliance on quantitative SPOT (Student Perception of Teaching) scores to a more holistic approach to teaching evaluation that focuses on the effectiveness of teaching. Our current annual evaluation criteria and promotion and tenure criteria (see **Appendices J and K**) identify a set of expectations that our faculty must fulfill in their teaching to avoid a rating of “needs improvement” or below. We have not yet, however, developed effective means of measuring faculty’s fulfillment of these basic expectations. We offer a list of additional instructional activities in which faculty may be engaged, and we set a minimum standard that each faculty member does at least three of these. While more easily measurable, this standard does not distinguish between the relative effort and value of the various additional instructional activities. Do you have any suggestions as to what we should be considering?
6. We are being encouraged to become more involved in the university’s pillars (i.e., a set of topics that are expected to become signature foci of the institution). **Appendix L** provides more information on these topics. What advice would you have for us about trying to connect to these?

Appendix A

Appendix A

**Florida Atlantic University
Department of Sociology
Fall 2017
Proseminar for Graduate Students**

Meetings: Wednesdays, Noon-12:50pm in Culture and Society Building (CU) 249
Instructor: Dr. Laura Backstrom
Office: Culture and Society Building (CU) 259
Office Hours: Tuesdays and Thursdays 11am-1pm and by appointment
Phone: (561) 297-3270
E-Mail: lbackstrom@fau.edu

Description

This is a professional development seminar series that focuses on socialization into the discipline, learning department culture, and preparation for a successful graduate experience and career. Class meetings will primarily consist of discussion.

Learning Objectives

The learning objectives for the course are as follows:

- learn about current faculty research to identify potential advisors and committee members
- understand program requirements, procedures and timelines to remain in good standing
- recognize informal cultures in the department and the discipline
- provide a safe space to ask ANY questions you have
- examine your personal strengths in helping to decide an academic or an applied career pathway;
- prepare a professional portfolio that will be useful in applying for PhD program or for employment in other sectors

Requirements

The Professional Portfolio will include your Curriculum vitae or Resume, list of four professional references, sample of your writing, and a cover letter or letter of interest. Students who are pursuing the academic track will be required to prepare a curriculum vitae (CV) while those interested in the applied route will be required to write a resume. The length and components of the CV and resume will vary according to your expertise and career goals.

Course Schedule

August 23 Overview of Graduate Program (with Phil and Ann)

- Choosing Classes
- MA Thesis Options

Discussion Topics: Expectations about graduate-level work. How to transition from undergraduate to graduate-level work. Timeline for completing graduate school? Tips for reading/writing in graduate seminars, time management

August 30 Creating A Good Department Culture

Discussion Topics: Respectful communication, class discussion, emotional management, mental health services, handling stress, anxiety, criticism and rejection

September 6 Applied or Academic Route?

Discussion Topics: What kind of job do you want? What types of work do you find most rewarding? What kind of career path can you carve out?

*Guidance on writing a personal statement or cover letter, CV or resume

September 13 Sociology as a Discipline

Discussion Topics: What does it mean to be a professional sociologist? How is the discipline organized? What do most sociologists study? Pros and cons of academic vs. applied sociology careers

September 20 Constructing a Professional Portfolio

Discussion Topics: Peer Review of Personal Statements/Cover Letter, and CV or Resumes
Discussion and Peer Review

September 27 Community Engagement and Activism

Discussion Topics: GSSA, campus groups, internships, volunteer opportunities

October 4 Completing a Thesis

Discussion Topics: How and when to begin with your thesis. Working alone with focus and consistency. Conducting library research. Writing for the Social Sciences, and forming writing groups. Things to consider for IRB and Grant Proposals.

October 11 What can you do with a Sociology MA?

Discussion Topics: Panel of former MA students (?)

October 18 Open Discussion.

Discussion Topics: How is the semester going? Questions/concerns. Mid-semester reflection/goal setting

October 25: Being A Good Teacher/TA at FAU

Panel of Instructional Faculty (?)

Discussion Topics: Maintaining professional relationships with faculty and undergraduates, suspected plagiarism. When should you talk to your advisor or department chair? How can you avoid conflicts of interest or perceptions of favoritism toward your students? How do you manage relationships in a professional and responsible manner?

November 1: Conference Presentations

Discussion Topics: How to apply, professional organizations and memberships, tips for effective presentations, presenting at FAU, writing abstracts.

November 8: The Publication Process

Discussion Topics: How does academic publishing work? How does the review process operate?

November 15: Applying to PhD Programs

Discussion Topics: Should you get a PhD? What are the requirements? Where should you apply?

November 28: Semester Wrap Up/Open Discussion

Appendix B

Appendix B

HONORS PROGRAM IN SOCIOLOGY

Through writing and research intensive coursework and participation in an original research project, Sociology Honors students will have firsthand experience with all aspects of the research process including working collaboratively with fellow students and faculty, writing and revising a journal article length piece, and presenting findings in a professional setting.

Requirements:

Students successfully complete nine credits of honors coursework (three credits of research methods, six credits in a substantive area of sociology) and a capstone thesis.

Coursework:

Three Credits of Research Methods (select one of the following):

1. Graduate level methods course (Research Methods, Qualitative Methods, or Quantitative Methods)
2. Undergraduate methods course with an Honors compact (3 credits).

Six Credits in a Substantive Area (select two of the following):

1. Graduate seminar in the area of research interest of the student.
2. Research Intensive 4000-level sociology course or 4000-sociology course with an honors compact.
3. A 1-3 credit Directed Independent Study (DIS) or Directed Independent Research (DIR) with a faculty member.

Capstone Experience (select one of the following):

1. Independent Thesis
2. Thesis with a Collaborative Research Team

Admission Requirements:

1. A minimum overall GPA of 3.5
2. A minimum overall sociology GPA of 3.7

3. Minimum of 12 credits in sociology completed

4. Complete an application (link below)

Benefits to Students:

- Gain research skills required for graduate school and careers.
- Improve writing skills
- Increased interaction with faculty members in the sociology department
- Completion of undergraduate degree with honors distinction (Honors recognition with cord at graduation)

Application:

Download and fill out this [application](#). Send to [Dr. Laura Backstrom](#), Director of the Honors Program via email (lbackstrom@fau.edu) or deliver to the sociology department in the Culture and Society Building (CU) Room 253.

Appendix C

Appendix C

WRITING ABILITIES FOR SOCIOLOGY MAJORS

With which writing abilities should students in this major graduate?

The faculty survey and discussion produced the following 6 core writing abilities with which all majors should graduate.

1. Critical reading

- a. identifying/understanding the basic anatomy of sociological texts (research question, methods, findings, and implications)
- b. accurately summarizing the work of others
- c. distinguishing between different types of written sources (scholarly versus journalistic, etc.)
- d. explaining the contributions and shortcomings of sociological studies

2. Coherent and cogent argumentation

- a. clear writing that is logically organized and grammatically correct
- b. development of logically coherent and well-integrated narratives including thesis statements, statements of the organization of the paper, presentation of evidence, analysis, and implications
- c. synthesizing various sources to develop one's own position
- d. developing persuasive arguments using data and disciplinary discourse

3. Analyzing empirical data/evidence

- a. distinguishing between types of empirical data and their uses (quantitative/qualitative)
- b. understanding methods of data collection
- c. accurately describing and interpreting data
- d. organizing/coding data into categories
- e. making appropriate comparisons
- f. using data to measure variables/variation and uncover themes
- g. drawing accurate conclusions from data
- h. recognizing the limitations of data

4. Understanding and applying theory/conceptual frameworks

- a. identifying core assumptions of theories
- b. accurately interpreting theoretical arguments
- c. clearly defining theoretical concepts
- d. using theory to develop sociological research questions
- e. identifying and proposing theses/causal arguments
- f. Operationalizing concepts with data

5. Evaluating sociological work

- a. Identifying logical/systematic links between evidence and arguments
- b. distinguishing analysis from advocacy

- c. identifying the strengths and weaknesses (limitations) of sociological arguments/studies
- d. Identifying the implications of a particular study for the broader field

6. Reflexivity

- a. Understanding one's own position/standpoint in systems of social relations

Appendix D



The Dorothy F. Schmidt College of Arts & Letters
Department of Sociology, CU 253
Florida Atlantic University
777 Glades Rd
Boca Raton, FL 33431
Tel: 561-297-3270
Fax: 561-297-2511

To: DFSCAL Undergraduate Programs Committee

From: Ann Branaman, Professor and Chair of Sociology

Date: December 2, 2019

Re: BA Sociology Curriculum Change Proposal

In an effort to create some modest verticality in our curriculum so as to allow student progression in the development of sociological research and writing skills, the faculty in the Department of Sociology have devised the following plan for revision of our BA curriculum. This proposed curriculum change is comprehensive, superseding all prior requirements for the major in Sociology.

1. We propose to move SYA 4010 Sociological Theory and SYA 4300 Sociological Analysis: Survey of Research Methods to the 3000-level. Both courses will remain requirements for Sociology majors. The prerequisite for these courses will be SYG 1000, SYD 3792, or SYO 3530.
2. We propose to move several of our courses, listed below, from 4000 to 3000-level. With respect to content, these course will remain similar to what they were when delivered at the 4000-level. The purpose of moving many of our courses to the 3000-level is so that we may be able to heighten the rigor of the 4000-level courses by requiring students in 4000-level courses to conduct research and write sociological research papers. There will be no prerequisites for our 3000-level courses (apart from the required SYA 3010 and SYA 3300 classes). The 3000-level courses will be aimed not only at engaging students in the content of the substantive areas in sociology, but the 3000-level courses will work on building sociological analysis and writing skills to prepare them for the research-oriented 4000-level courses.
3. We propose adding SYA 3010 and SYA 3300 as prerequisites for our 4000-level courses. These will include:
 - SYA 4310 Qualitative Research Methods
 - SYA 4300 Sociological Analysis: Quantitative Research Methods
 - SYA 4930 Special Topics
 - SYP 4063 Social Construction of Sexuality
 - SYP 4453 Global Social Change
 - SYP 4464 Sociology of Climate and Disaster
 - SYP 4610 Cultural Sociology

Sociology majors will be required to take at least two 4000-level courses to fulfill the requirements of the major.

In sum, effective Spring 2021, the new requirements for the Sociology major will be as follows:

1. SYA 3010 Sociological Theory (3 credits)
2. SYA 3400 Sociological Analysis: Survey of Methods (3 credits)
3. Six 3000-level electives in Sociology (18 credits)
4. Two 4000-level courses (6 credits) (SYA 3010 and SYA 3400 are formal prerequisites for enrollment in 4000-level courses)

Additional 4000-level courses may be substituted for 3000-level elective courses.

The total number of credits for the major will remain 30.

Comprehensive list of courses changes:

SYA 4310 Qualitative Research Methods – change prerequisites

SYA 4400 Sociological Analysis: Quantitative Research Methods – change prerequisites

SYA 4930 Special Topics – change prerequisites

SYP 4610 Cultural Sociology – change prerequisites

SYP 4063 Social Construction of Sexuality – change prerequisites

SYP 4453 Global Social Change – change prerequisites

SYP 4464 Sociology of Climate and Disaster – change prerequisites

SYP 4610 Cultural Sociology – change prerequisites

SYP 4451 Globalization and U.S. Cities to SYP 3454 Globalization and Cities (add title and description change)

SYA 4010 Sociological Theory to SYA 3010 – change prerequisites

SYA 4120 Contemporary Social Theory to SYA 3120

SYA 4300 Sociological Analysis: Survey of Methods to SYA 3300

SYD 4510 Environmental Sociology to SYD 3510

SYD 4602 Urban Community to SYD 3600

SYA 4930 Sociology of Film to

SYD 4702 Race in Global Context to SYD 3701

SYD 4804 Sociology of the Body to SYD 3804

SYG 4244 Sociology of Food to SYG 3242

SYO 4200 Sociology of Religion to SYO 3200

SYO 4250 Sociology of Education to SYO 3250

SYO 4534 Poverty & Society to SYO 3534

SYO 4370 Gender and Work to SYO 3370

SYO 4377 Labor and Globalization to SYO 3371

SYO 4410 Sociology of Mental Health to SYO 3410

SYO 4448 Animals & Society to SYO 3442

SYP 4014 Sociology of Happiness to SYP 3011

SYP 4112 Microsociology to SYP 3112

SYP 4304 Social Movements to SYP 3302

SYP 4420 Sociology of Consumption to SYP 3420

SYP 4454 Globalization and Social Movements to SYP 3454

SYP 4530 Adolescence & Delinquency to SYP 3530

SYP 4714 Sociology of Youth to SYP 3712
SYP 4774 Youth Subcultures to SYP 3772
SYA 4150 Social Conflict to SYA 3150

New course proposal

SYA 3930 Special Topics. Our current special topics course, SYA 4930, will be used for research courses in areas of faculty expertise. SYA 3930 will be necessary to accommodate new course development at the 3000-level.

SYA 3905 Directed Independent Study. Our 4000-level directed independent study course will require the completion of a full-scale research project equivalent to that required in all 4000-level courses.

List of courses to be terminated:

SYD 4812 Women, wealth, and power
SYD 4815 Sociology of Fashion

Appendix E

Appendix E

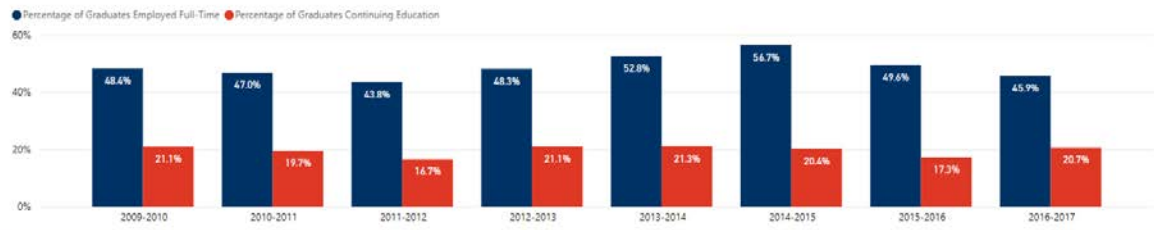
Name	Status	GTA	Education
Linda Berman	part-time	no	BA Sociology, Florida Atlantic University (2015)
Malcolm Brown	part-time	no	BA Sociology, Florida Atlantic University (2017)
Rhonda Cifone	part-time	no	BA Interdisciplinary Studies, Minor in History and Jewish Studies, Florida Atlantic University (2013); MA History, Florida Atlantic University (2016)
Danirah Downs	full-time	yes	BA Sociology and Political Science, Florida Atlantic University (2017) Certificates in Ethnic Studies, Peace Studies, Ethics Law and Society, & Women, Gender and S
Abigail Duncanson	full-time	yes	BA Sociology and English, Florida Atlantic University (2018) Certificate in Women, Gender and Sexuality Studies
Kelly Fraidenburg	full-time	yes	BA Sociology, Florida Atlantic University (2018)
Brianna Guinn	full-time	yes	BA Sociology, Minor in Commercial Music, Florida Atlantic University (2018)
Katherine Haggar	full-time	yes	BA Sociology and English Literature, University of South Florida (2017)
Julia Hemer	full-time	yes	BA Sociology, University of Central Florida (2018)
Lucas Lopez-Arrastia	full-time	yes	BA Sociology, Minor in Political Science, Florida Atlantic University (2017)
Thelma Noel	full-time	yes	BA Sociology and English, Certificate in Women's Studies, Florida Atlantic University (2017)
Karthik Balaji Ramanujam	full-time	yes	B. Tech, Electrical & Electronics Engineering, National Institute of Technology, India (2012); MA Industrial Management, National Institute of Industrial Engineering (2013)
Adrian Rebege	full-time	yes	BA in Sociology, Minors in Geography and Psychology, Florida International University (2019)
David Sanchez	full-time	yes	BA of Sociology, University of Florida (2016)
Jessica Shoemaker	full-time	yes	BA Religion from University of Florida (2015)
Ernes Sifran	full-time	yes	BA Sociology, Florida Atlantic University (2018)
Rand Sutton	part-time	no	BA Political Science, University of Georgia (1988); MS Political Science, Florida State University (1992); MBA Health Admin., Florida Atlantic University (2017)
Natalie Taylor	full-time	yes	BA Sociology, University of Central Florida (2019)
Paula-Ann Wynter	full-time	yes	BA Sociology, Minor in Criminal Justice, Certificate in Women, Gender, and Sexuality Studies, Florida Atlantic University (2018)
Benjamin Liebman		no	
Josie Walter	full-time	yes	BA Sociology, Minor in Criminology, University of South Florida (2014)
Cassio Marques	full-time	yes	BA Sociology, Minor in Psychology, Florida Atlantic University (2019)
Frank Schioppa	full-time	yes	

Appendix F

Appendix F

Metric 1 *Employed Full-Time/Continuing Education*

Year: All | College: D. F. Schmidt Col Arts Letters | Department: Sociology | Major/CIP Code: All | Student Level: Baccalaureate



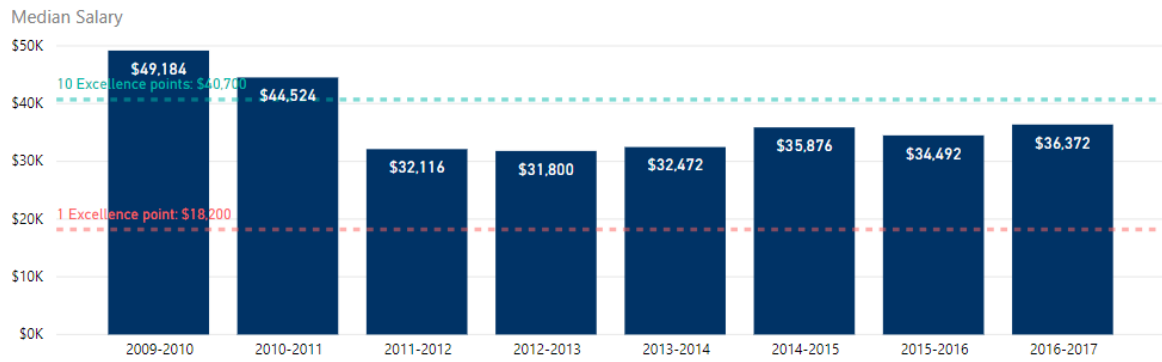
College/Department	1010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
D. F. Schmidt Col Arts Letters	47.0%	43.8%	48.3%	52.8%	56.7%	49.6%	45.9%
Sociology	47.0%	43.8%	48.3%	52.8%	56.7%	49.6%	45.9%
Total	47.0%	43.8%	48.3%	52.8%	56.7%	49.6%	45.9%

College/Department	1010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
D. F. Schmidt Col Arts Letters	20%	17%	21%	21%	20%	17%	21%
Total	20%	17%	21%	21%	20%	17%	21%

Appendix G

Appendix G

Metric 2 *Median Full-Time Wages*



Year College/Department	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	
<input type="checkbox"/> D. F. Schmidt Col Arts Letters	\$32,116	71.00	\$31,800	67.00	\$32,472	89.00	\$35,876	63.00	\$34,492	51.00	\$36,372	
<input type="checkbox"/> Sociology	\$32,116	71.00	\$31,800	67.00	\$32,472	89.00	\$35,876	63.00	\$34,492	51.00	\$36,372	
Total	\$32,116	71.00	\$31,800	67.00	\$32,472	89.00	\$35,876	63.00	\$34,492	51.00	\$36,372	

Appendix H

Appendix H

Sociology BA
2018-2019 Annual Assessment Results

Outcome 1

Content Knowledge (Research Skills):

Students will demonstrate knowledge of the procedures involved in sociological research (such as idea generation, literature review, data collection and reporting) by applying data collection strategies and/or analytic methodologies to sociological research projects.

Content Knowledge (Technical Skills): Students will demonstrate technical skills related to sociological analysis such as use of statistical packages, historical/comparative methods of analysis, content analysis, interviewing skills, or equivalents.

Implementing Strategy

All students in the Sociology BA program must take at least one course in Sociological research methods. Many of our students have taken 4000-level courses, in addition to the required methods course, in which they produce a research paper (involving all steps in the sociological research process). We will collect all papers from required methods courses as well as from courses that assign full research papers. We will exclude from analysis papers written by non-majors. Of the papers submitted by our majors during AY 2018-2019, we will distinguish between papers written by students with 15 or more credits in Sociology (prior to the term in which the work was produced) and those who have less than 15 credits in Sociology prior to the time of the course.

Assessment Method

We have or will be collecting final term papers from Qualitative Research methods (spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We will select from these downloaded papers those papers that were written by sociology majors and will divide the papers into those written by students with less than 15 credits in sociology and those with more than 15 credits in sociology (prior to Spring 19 for work collected in spring 19 and prior to Fall 18 for work collected in the fall 18 term). Our departmental BA assessment committee will meet for norming of our evaluations of student work; we will then work independently in evaluating student work (with at least 2 faculty reviewing each student paper); we will then collate our data and meet to discuss the implications of our findings.

Criterion for Success

We have only recently begun to ask students to complete full-scale sociological research projects (involving a literature review, formulation of a research question, data collection, and data analysis). This is challenging to many of our students. We do not expect that 100% of our majors will achieve competence on this SLO at this stage in our program's development. Our criterion for success is, for students with less than 15 credits in sociology prior to the term in which the work was produced, is 75% of our students would demonstrate (at least)

competence and that 10% would demonstrate excellence. For students with more than 15 credits in Sociology prior to the term in which the work was produced, our criterion for success is that 100% will demonstrate at least competence and 30% will demonstrate excellence.

Results

Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

Environmental Sociology, 12 majors with less than 15 credits in Sociology and 3 majors with 15 or more credits in Sociology.

Gender and Work: 6 majors with less than 15 credits in Sociology and 18 majors with 15 or more credits in Sociology.

Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated content knowledge (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

7 (20%) were rated as excellent

19 (52%) were rated as competent

11 (28%) were rated as below satisfactory.

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

21 (58%) were rated as excellent

12 (33%) were rated as competent

3 (8%) were rated as below satisfactory

Relative to our targets:

Our criterion for success is, for students with less than 15 credits in sociology prior to the term in which the work was produced, is 75% of our students would demonstrate (at least) competence and that 10% would demonstrate excellence. For students with more than 15 credits in Sociology prior to the term in which the work was produced, our criterion for success is that 100% will demonstrate at least competence and 30% will demonstrate excellence.

72 % of students with less than 15 credits in Sociology were rated as either excellent or competent, falling three percentage points short of our target.

20% of students with less than 15 credits in Sociology were rated as excellent, exceeding our target by ten percentage points.

92% of students with 15 or more credits in Sociology were rated as either excellent or competent, falling eight percentage points short of our target..

58% of students with 15 or more credits in Sociology were rated as excellent, exceeding our target by 28 percentage points.

Outcome 2

Critical Thinking (Analytical and Practical Skills)

Students will demonstrate the ability to conduct library, field, or data archive based research on a sociological topic that demonstrates critical analysis that appropriately uses and interprets the results of qualitative and/or quantitative research methods. Students will be assessed on their research, technical, and analytical skills as indicated in appropriate sections of their research

Implementing Strategy: All students in the Sociology BA program must take at least one course in Sociological research methods. Many of our students have taken 4000-level courses, in addition to the required methods course, in which they produce a research paper (involving all steps in the sociological research process). We will collect all papers from required methods courses as well as from courses that assign full research papers. We will exclude from analysis papers written by non-majors. Of the papers submitted by our majors, we will distinguish between papers written by students with 15 or more credits in Sociology (prior to Spring 19) and those who have less than 15 credits in Sociology prior to Spring 19.

Assessment Method: We have or will be collecting final term papers from Qualitative Research methods (spring 19), Gender and Work (spring 19), Environmental Sociology (Spring 19), and Social Movements (Fall 2018) We will select from these downloaded papers those papers that were written by sociology majors and will divide the papers into those written by students with less than 15 credits in sociology and those with more than 15 credits in sociology (prior to Spring 19 for work collected in spring 19 and prior to Fall 18 for work collected in the fall 18 term. Our departmental BA assessment committee will meet for norming of our evaluations of student work; we will then work independently in evaluating student work (with at least 2 faculty reviewing each student paper); we will then collate our data and meet to discuss the implications of our findings.

Criterion for Success: Our criterion for success is that 70% of our students with less than 15 credits in Sociology (prior to the term from which written work was collected) will demonstrate at least competence in critical thinking. Our criterion for success for those students who have more than 15 credits in Sociology prior to the term from which the written work was collected is that 100% will demonstrate competence while at least 20% will demonstrate excellence.

Results: Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

Environmental Sociology, 12 majors with less than 15 credits in Sociology and 3 majors with 15 or more credits in Sociology.

Gender and Work: 6 majors with less than 15 credits in Sociology and 18 majors with 15 or more credits in Sociology.

Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated critical thinking (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

7 were rated as excellent (19%)' 16 were rated as competent (43%)' 14 were rated as below satisfactory(38%)

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

22 were rated as excellent (61%)

13 were rated as competent (36%)

1 was rated as below satisfactory.(3%)

Relative to our targets:

Our criterion for success is that 70% of our students with less than 15 credits in Sociology (prior to the term from which written work was collected) will demonstrate at least competence in critical thinking. Our criterion for success for those students who have more than 15 credits in Sociology prior to the term from which the written work was collected is that 100% will demonstrate competence while at least 20% will demonstrate excellence.

62% of students with less than 15 credits in Sociology were rated as competent or excellent, 8 points short of our target.

97% of students with 15 or more credits in Sociology were rated as competent or excellent, 3 percentage points short of our target.

61% were rated as exceptional, exceeding our target by 41 percentage points.

Outcome 3: Communication

Communication: Students will communicate in a manner that is clear, focused, and organized.

Results: Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

Environmental Sociology, 12 majors with less than 15 credits in Sociology and 3 majors with 15 or more credits in Sociology.

Gender and Work: 6 majors with less than 15 credits in Sociology and 18 majors with 15 or more credits in Sociology.

Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated competence in written communication (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

13 were rated as excellent (35%)

19 were rated as competent (51%)

5 were rated as below satisfactory. (14%)

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

26 were rated as excellent (72%)

9 were rated as competent (25%)

1 was rated as below satisfactory. (3%)

For students with less than 15 credits in sociology:: Our target is for 70% of our students to be rated as at least competent and 10% of our students to be rated as excellent. We met both targets, exceeding the first target by 16 percentage points and the second one by 25 percentage points.

For students with more than 15 credits in sociology: Our target is for 100% to be rated as at least competent and for 30% to be rated as excellent. We fell short of our 100% target due to one student being evaluated as below satisfactory. We exceeded the 30% excellence target by 42%.

Program Improvement

We continue to move forward with our department's WEC (Writing Enhanced Curriculum) project. The data suggest that our efforts are producing positive results, with a 20 percentage point difference in competence and a 38 percentage point difference in excellence between students with less than 15 credits in Sociology and students with 15 or more credits in Sociology.

By Fall 2020, we will have implemented a significant change to our BA curricular requirements. Among our goals for this change is to provide students with opportunities to develop sociological research and writing skills prior to taking 4000-level courses. All 4000-level courses will be essentially "capstone" courses in which students complete a sociological research project that will require them to demonstrate competence in the six WEC criteria our department has established over the past several years.

Our assessment criteria for 2019-2020 will be the 6 SLOs of our department's WEC plan.

Appendix I

2017-2018 Program Review

Sociology

I Instruction

A Assessment goals and outcomes for each degree program (reported separately)

B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction
Sociology

		Sociology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018		
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	11	12	12	173	695
	Total Headcount					
	Total Person-Years	9.2	9.4	9.2	138.6	579.4
	Person-Years Devoted To Instruction	4.5	5.3	5.0	74.3	270.0
	Total FTE	12.2	12.6	12.3	184.8	772.5
Non-tenure-earning faculty	FTE Devoted to Instruction	6.1	7.1	6.7	99.0	360.1
	Total Headcount	6	5	3	40	239
	Total Person-Years	4.7	4.1	2.5	33.7	192.7
	Person-Years Devoted To Instruction	4.7	4.1	2.5	32.5	148.5
	Total FTE	6.2	5.5	3.4	45.0	256.9
Other personnel paid on faculty pay plan	FTE Devoted to Instruction	6.2	5.5	3.4	43.4	197.9
	Total Headcount	1	2	3	26	159
	Total Person-Years	1.0	1.8	2.9	21.8	131.6
	Person-Years Devoted To Instruction	1.0	1.8	2.9	20.6	68.2
	Total FTE	1.3	2.4	3.8	29.1	175.5

		Sociology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018		
	FTE Devoted to Instruction	1.3	2.4	3.8	27.5	90.9
Adjuncts	Total Headcount	6	6	7	124	701
	Total Person-Years	0.9	1.2	2.0	25.3	133.9
	Person-Years Devoted To Instruction	0.9	1.2	1.9	24.4	128.0
	Total FTE	1.2	1.6	2.7	33.8	178.5
	FTE Devoted to Instruction	1.2	1.6	2.5	32.5	170.7
Graduate Assistants	Total Headcount	20	17	18	230	1,254
	Total Person-Years	5.5	5.5	5.8	72.6	389.5
	Person-Years Devoted To Instruction	5.5	5.5	5.3	65.6	247.0
	Total FTE	7.3	7.3	7.7	96.8	519.3
	FTE Devoted to Instruction	7.3	7.3	7.1	87.4	329.4
Other	Total Headcount			1	27	280
	Total Person-Years			0.1	2.1	27.9
	Person-Years Devoted To Instruction			0.1	1.6	16.9
	Total FTE			0.1	2.8	37.2
	FTE Devoted to Instruction			0.1	2.2	22.5
Total	Total Headcount	44	42	44	620	3,328
	Total Person-Years	21.2	22.1	22.5	294.2	1,454.9

	Sociology		College Total		University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Person-Years Devoted To Instruction	16.6	18.0	17.7	219.0	878.6
Total FTE	28.2	29.4	30.0	392.2	1,939.9
FTE Devoted to Instruction	22.1	23.9	23.6	292.0	1,171.5

Source: Instruction and Research File

Report includes summer, fall and spring semester data

Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.

Adjuncts and Grad Assistants are counted in each department where they had an appointment.

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Sociology

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Sociology			College Total		University Total	
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
Asian or Pacific Islander	Female	1		1	3	44		
	Male				5	101		
	Total	1		1	8	145		
Black (Not of Hispanic Origin)	Female	1	1	1	9	38		
	Male	1	1		5	24		
	Total	2	2	1	14	62		
Hispanic	Female	2	2	2	17	39		
	Male	1	1	1	6	33		
	Total	3	3	3	23	72		
White (Not of Hispanic Origin)	Female	6	7	6	93	326		
	Male	6	6	6	99	409		
	Total	12	13	12	192	735		
Total	Female	10	10	10	122	447		
	Male	8	8	7	115	567		
	Total	18	18	17	237	1,014		

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Sociology

Adjuncts		Sociology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018		
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female				1	12
	Male					14
	Total				1	26
Black (Not of Hispanic Origin)	Female				6	49
	Male				3	34
	Total				9	83
Hispanic	Female		1	1	15	47
	Male	1			10	33
	Total	1	1	1	25	80
White (Not of Hispanic Origin)	Female	3	3	3	48	287
	Male	2	2	3	41	223
	Total	5	5	6	89	510
Total	Female	3	4	4	70	396
	Male	3	2	3	54	305
	Total	6	6	7	124	701

Source: Instruction and Research File

**B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Sociology**

Course Level	Type	Sociology				College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018		
Undergraduate	Sections Offered	123	127	137	1,944	5,462	
	# Enrolled	7,699	8,184	7,653	55,028	203,379	
	Avg Section Enrollment	62.6	64.4	55.9	28.3	37.2	
	Sections Faculty-Taught	114	113	110	1,405	3,682	
	%	92.7	89.0	80.3	72.3	67.4	
	Sections Offered				24	902	
	# Enrolled				415	16,280	
	Avg Section Enrollment				17.3	18.0	
	Sections Faculty-Taught				20	468	
	%				83.3	51.9	
Lab	Sections Offered				119	322	
	# Enrolled				2,837	8,205	
	Avg Section Enrollment				23.8	25.5	
	Sections Faculty-Taught				119	270	
	%				100.0	83.9	
	Sections Offered	7	6	12	504	1,374	
	# Enrolled	9	7	17	3,476	8,508	
	Avg Section Enrollment	1.3	1.2	1.4	6.9	6.2	
	Sections Faculty-Taught	7	6	12	333	1,058	
	%	100.0	100.0	100.0	66.1	77.0	
Discussion	Sections Offered						
	# Enrolled						
	Avg Section Enrollment						
	Sections Faculty-Taught						
	%						
	Sections Offered						
	# Enrolled						
	Avg Section Enrollment						
	Sections Faculty-Taught						
	%						
Other Course Types	Sections Offered						
	# Enrolled						
	Avg Section Enrollment						
	Sections Faculty-Taught						
	%						
	Sections Offered						
	# Enrolled						
	Avg Section Enrollment						
	Sections Faculty-Taught						
	%						

Graduate	Lecture/Seminar	Sections Offered	#	Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018		
			8	10	9	195	1,840	
		# Enrolled	112	119	119	1,320	23,939	
		Avg Section Enrollment	14.0	11.9	13.2	6.8	13.0	
		Sections Faculty-Taught	8	10	9	193	1,485	
		%	100.0	100.0	100.0	99.0	80.7	
	Lab	Sections Offered				1	80	
		# Enrolled				8	577	
		Avg Section Enrollment				8.0	7.2	
		Sections Faculty-Taught				1	52	
		%				100.0	65.0	
	Other Course Types	Sections Offered	1	7	11	347	1,964	
		# Enrolled	2	7	12	481	3,936	
		Avg Section Enrollment	2.0	1.0	1.1	1.4	2.0	
		Sections Faculty-Taught	1	7	11	339	1,865	
		%	100.0	100.0	100.0	97.7	95.0	

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.

Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

**B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)**

	Sociology			College Total 2017-2018	University Total 2017-2018
	2015-2016	2016-2017	2017-2018		
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	583	615	533	4,688	37,452

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

**B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Sociology (Program CIP: 451101)**

Professional	Asian or Pacific Islander	Female	Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018		
		Female					16
		Male					22
		Total					38
	Black (Not of Hispanic Origin)	Female					12
		Male					8
		Total					20
	Hispanic	Female					15
		Male					13
		Total					28
	White (Not of Hispanic Origin)	Female					67
		Male					86
		Total					153
	Not Reported	Female					2
		Male					9
		Total					11
	Total	Female					112
		Male					138
		Total					250
Undergraduate	American Indian/Alaskan Native	Female	3	2	1	16	102
		Male	0			10	85
		Total	3	2	1	26	187
	Asian or Pacific Islander	Female	21	21	17	126	896
		Male	6	4	5	50	725
		Total	27	25	22	176	1,621
	Black (Not of Hispanic Origin)	Female	111	111	97	519	3,884
		Male	44	57	43	352	2,427
		Total	155	168	140	871	6,311

			Sociology						College Total		University Total
			2015-2016		2016-2017		2017-2018		2017-2018	2017-2018	
Hispanic	Female		78	104	92			777	4,458		
	Male		37	39	39			454	3,191		
	Total		115	143	131			1,231	7,649		
White (Not of Hispanic Origin)	Female		160	166	137			1,064	6,037		
	Male		90	75	65			805	5,398		
	Total		250	241	202			1,869	11,435		
Non-Resident Alien	Female		3	7	7			54	417		
	Male		3	2				27	492		
	Total		6	9	7			81	909		
Not Reported	Female		4	0	1			21	129		
	Male			1	2			18	104		
	Total		4	1	3			39	233		
Total	Female		380	411	352			2,577	15,923		
	Male		180	178	154			1,716	12,422		
	Total		560	589	506			4,293	28,345		
Graduate	Female							1	13		
	Male								8		
	Total							1	21		
Asian or Pacific Islander	Female							11	198		
	Male				1			4	126		
	Total				1			15	324		
Black (Not of Hispanic Origin)	Female		1	2	3			24	688		
	Male		6	6	2			19	288		
	Total		7	8	5			43	976		
Hispanic	Female		3	5	3			47	658		
	Male			1	3			32	411		
	Total		3	6	6			79	1,069		
White (Not of Hispanic Origin)	Female		9	9	11			130	1,648		
	Male		4	3	3			91	1,188		
	Total		13	12	14			221	2,836		

			Sociology			College Total	University Total
			2015- 2016	2016- 2017	2017- 2018		
Non-Resident Alien	Female				24	239	
	Male			1	11	319	
	Total			1	35	558	
Total	Female	13	16	17	237	3,444	
	Male	10	10	10	157	2,340	
	Total	23	26	27	394	5,784	
Unclassified	Female					5	
	Male					1	
	Total					6	
Asian or Pacific Islander	Female					178	
	Male					115	
	Not Reported					1	
Total	Female					294	
	Male					144	
	Total					432	
Hispanic	Female				1	384	
	Male					253	
	Total				1	637	
White (Not of Hispanic Origin)	Female					847	
	Male					666	
	Total					1,513	
Non-Resident Alien	Female					85	
	Male					81	
	Total					166	
Not Reported	Female					10	
	Male					15	
	Total					25	
Total	Female				1	1,797	

		Sociology				College Total	University Total
		2015- 2016	2016- 2017	2017- 2018	2017- 2018		
Male						1,275	
Not Reported						1	
Total					1	3,073	

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data**C 1 Annualized State-Fundable FTE Produced By Level
Sociology**

	Sociology			College Total 2017-2018	University Total 2017-2018
	2015-2016	2016-2017	2017-2018		
Undergraduate Total	574.9	607.5	759.9	5,525.8	21,144.0
Graduate Total	10.6	11.8	16.9	221.8	2,526.4
Grad I	10.4	11.7	16.6	197.7	1,969.6
Grad II	0.2	0.1	0.3	24.1	556.8
Classroom	10.6	11.5	15.3	201.7	2,343.6
Thesis-Dissertation		0.3	1.6	20.1	182.8
Grand Total	585.5	619.3	776.8	5,747.6	23,670.4

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Sociology

Course Level	FTE produced by students who are:	Courses offered by:						University Total
		Sociology			College of Arts & Letters	2017-2018	2017-2018	
		2015-2016	2016-2017	2017-2018				
Lower Division Undergraduate	FTE produced by students who are:							
	Majors within the department	5.6	6.8	8.0	319.9	1,024.9		
	Majors outside the department, but within the college	40.3	36.2	46.7	571.3	2,516.5		
	Majors outside the college	222.1	237.7	304.3	2,564.0	5,684.0		
	Total	267.9	280.8	359.0	3,455.2	9,225.4		
Upper Division Undergraduate	FTE produced by students who are:							
	Majors within the department	101.9	120.2	156.3	1,222.0	7,113.8		
	Majors outside the department, but within the college	68.5	72.2	80.7	383.9	3,207.5		
	Majors outside the college	136.6	134.3	163.9	464.6	1,597.3		
	Total	307.0	326.7	400.9	2,070.6	11,918.6		
Graduate	FTE produced by students who are:							
	Majors within the department	10.2	10.6	15.6	203.8	2,078.8		
	Majors outside the department, but within the college	0.3	0.5	0.4	9.1	259.1		
	Majors outside the college	0.1	0.8	0.9	8.9	188.5		
	Total	10.6	11.8	16.9	221.8	2,526.4		
Total	FTE produced by students who are:							
	Majors within the department	117.7	137.6	179.9	1,745.7	10,217.4		
	Majors outside the department, but within the college	109.1	108.9	127.8	964.3	5,983.1		
	Majors outside the college	358.8	372.8	469.1	3,037.5	7,469.8		
	Total	585.5	619.3	776.8	5,747.6	23,670.4		

C 3 Degrees Awarded
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015- 2016	2016- 2017	2017- 2018		
Associates	Degrees awarded with a:				
	Single major				229.0
	All				229.0
Bachelors	Degrees awarded with a:				
	Single major	108.0	95.0	138.0	5,734.0
	Double or triple major	10.0	6.0	7.0	88.0
	All	118.0	101.0	145.0	5,822.0
Masters	Degrees awarded with a:				
	Single major	8.0	8.0	8.0	1,574.0
	All	8.0	8.0	8.0	1,574.0
Specialist	Degrees awarded with a:				
	Single major				12.0
	All				12.0
Doctorate	Degrees awarded with a:				
	Single major				140.0
	All				140.0
First Professional	Degrees awarded with a:				
	Single major				64.0
	All				64.0
Total	Degrees awarded with a:				
	Single major	116.0	103.0	146.0	7,753.0
	Double or triple major	10.0	6.0	7.0	88.0
	All	126.0	109.0	153.0	7,841.0

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data**D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology**

	Sociology			College Total		University Total	
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5		
Graduate	1.2	1.3	2.2	2.1	6.0		
Total	63.5	65.6	103.0	53.8	56.6		

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Sociology (Program CP: 451101)

	Sociology			College Total		University Total	
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
Associates	0	0	0	0	0	0.5	0.5
Bachelors	12.8	10.7	19.2	10.1	13.9	13.9	13.9
Masters	0.9	0.8	1.1	0.9	3.8	3.8	3.8
Specialist	0	0	0	0	0.0	0.0	0.0
Doctorate	0	0	0	0.0	0.3	0.3	0.3
First Professional	0	0	0	0	0.2	0.2	0.2
Total	13.7	11.5	20.3	11.1	18.7	18.7	18.7

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Sociology

Scale: 1=Excellent 5=Poor		6. Rate your instructor's overall teaching effectiveness in this course											
		Sociology			College Total			University Total					
		Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018
Undergraduate	# Sections	17	56	52	208	880	766	957	2,775	2,411			
	Mean Rating	1.3	1.5	1.6	1.5	1.5	1.6	1.6	1.6	1.7	1.6		
Graduate	# Sections		3	5	7	71	53	230	564	560			
	Mean Rating		1.7	1.2	1.3	1.5	1.3	1.6	1.6	1.6			
Total	# Sections	17	59	57	215	951	819	1,187	3,339	2,971			
	Mean Rating	1.3	1.5	1.6	1.5	1.5	1.6	1.6	1.7	1.6			

Source: Student Perception of Teaching Results, Summer 2017 to Spring 2018

II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research Sociology

		Sociology			College Total	University Total	
		2015- 2016	2016- 2017	2017- 2018			
Departmental Research	--	Person- Years			0.1	4.2	
		FTE			0.1	5.7	
	Tenured & tenure-earning faculty	Person- Years	2.3	2.9	2.7	151.2	
		FTE	3.0	3.9	3.7	201.6	
	Non-tenure- earning faculty	Person- Years					
		FTE			0.2	3.6	
	Other personnel paid on faculty pay plan	Person- Years				4.8	
		FTE			0.3	4.8	
	Total	Person- Years	2.3	2.9	2.7	38.6	163.8
		FTE	3.0	3.9	3.7	51.4	218.4
Sponsored Research	--	Person- Years			0.1	6.9	
		FTE			0.1	9.2	
	Tenured & tenure-earning faculty	Person- Years			1.1	23.4	
		FTE			1.5	31.2	
	Non-tenure- earning faculty	Person- Years			0.0	6.1	
		FTE			0.0	8.1	
	Other personnel paid on faculty pay plan	Person- Years				27.3	
		FTE				36.4	
	Total	Person- Years			1.2	63.7	
		FTE					

	FTE	Sociology		College Total		University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
					1.6	84.9

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

**C 1-9 Research/Scholarly Productivity
Sociology**

		Sociology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018		
1. Books (including monographs & compositions)	#	0	0	0	10	82
2. Other peer-reviewed publications	#	4	11	15	117	1,308
3. All other publications	#	1	3	1	133	585
4. Presentations at professional meetings or conferences	#	16	26	11	208	1,545
5. Productions/Performances/Exhibitions	#	0	0	0	234	289
6. Grant Proposals Submitted	#	0	0	0	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

D 1-9 Efficiency Data
Sociology

	Sociology			College Total		University Total	
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions) per faculty member	0.0	0.0	0.0	0.1	0.1	0.1	0.1
2. Other peer-review publications per faculty member	0.4	0.9	1.3	0.7	0.7	1.9	1.9
3. All other publications per faculty member	0.1	0.3	0.1	0.8	0.8	0.8	0.8
4. Presentations at professional meetings or conferences per faculty member	1.5	2.2	0.9	1.2	1.2	2.2	2.2
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	0.0	1.4	1.4	0.4	0.4
6. Grant proposals submitted per faculty member	0.0	0.0	0.0	0.0	0.0	0.4	0.4

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Sociology

		Sociology		College Total	University Total
		2015- 2016	2016- 2017		
1. Faculty memberships on department, college or university committees	#	22	36	45	2,508
2. Faculty memberships on community or professional committees	#	6	7	3	1,060
3. Faculty serving as editors or referees for professional publications	#	5	8	7	499

Source: College Dean's Offices

C 1-3 Efficiency Data
Sociology

	Sociology			College Total	University Total
	2015- 2016	2016- 2017	2017- 2018		
1. Faculty memberships on department, college or university committees per faculty member	2.0	3.0	3.8	2.1	3.6
2. Faculty memberships on community or professional committees per faculty member	0.5	0.6	0.3	0.8	1.5
3. Faculty serving as editors or referees for professional publications per faculty member	0.5	0.7	0.6	0.4	0.7

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

Appendix J

Appendix J

Department of Sociology

Florida Atlantic University

Procedures and Criteria for Annual Evaluation

(Approved by Provost – April 2011)

The Department's goal is excellence in instruction, scholarship, and service to institution, discipline and community. To that end, we adopt this set of procedures and criteria for annual evaluation. The annual evaluation criteria provide members of the Department of Sociology with guidelines for how to proceed on an annual basis to achieve both departmental and disciplinary standards.

We recognize that an annual evaluation is a limited cross-section of an academic career and that, therefore, promotion and tenure criteria necessarily address a broader set of issues. Faculty are urged to regularly review the department's promotion and tenure criteria. Annual evaluations are an important part of promotion and tenure decision but are not all that is considered.

Evaluation of Instruction

The department recognized that instruction incorporates a broad range of activities along with teaching. Both quantitative and qualitative data will be used for evaluating faculty members' instructional accomplishments and to assess overall performance in this area of the assignment. The three sections below outline the sets of activities the department will consider in the evaluation of instruction. The minimal data used to evaluate instruction: SPOT scores, syllabi, and grade distributions.

A. The basic elements of instructional work are in assigned classes, and its quality is assessed through an evaluation of based:

- Student assessment of instructional quality, indicated primarily through but not exclusively by SPOT scores
 - The department recognizes that no single item adequately captures student sentiment about an instructor and a course. This is clearly shown by the relatively low inter-item correlations. Faculty are encouraged to include an analysis of their pattern of SPOT scores and any other student feedback. Analysis of multi-year patterns of student feedback may be particularly useful in demonstrating trends.
 - The evaluation committee will look at modal and average SPOT scores across all of the items. The committee will consider faculty analyses of the SPOT results, particularly as they concern outliers.

B. The evaluation of instruction will include a significant dimension of peer evaluation, as the faculty on the departmental evaluation committee also will consider:

- Syllabi
 - rigor, intellectual content
 - appropriateness of assignments
 - clarity of course objectives
- Instructional techniques
 - effectiveness
 - appropriateness to level/kind of class
- Methods for evaluation of student learning
 - Appropriateness to level/kind of class
 - Impact on students' skills
- Grade distribution for classes (to be provided by the chair, through request to IEA)
 - Appropriateness to level/kind of class

C. In addition to classroom teaching, there are a variety of ways in which the department's instructional mission can be advanced by individual faculty. As appropriate to assignment and accomplishments, faculty may provide evidence of work such as:

- serving on or chairing thesis or dissertation committees
- advising students about the graduate and undergraduate major
- writing letters of recommendation for students applying to graduate and other outside programs
- developing and revising courses
- developing and revising curricula
- participating in workshops/programs to improve and develop instruction
- participating in the design and implementation of assessment practices
- serving on college and university committees on curricular and instructional issues
- providing summative or evaluative peer evaluations of classroom teaching
 - working with colleagues to assist them in improving their instruction
 - providing instructional mentorship for graduate teaching assistants
- working on recruitment and retention of majors
- organizing and/or participating in co-curricular events sponsored by the department
- serving as faculty advisor to student clubs
- contributing to College and University recruitment and retention initiatives
- nominations for and receipt of teaching awards

Expectations of instructional accomplishments vary according to the rank of the faculty member.

Untenured faculty are expected to focus on developing their classroom teaching; the department expects the newly-hired faculty member to use his or her first few years at FAU to develop both a teaching repertoire and sufficient familiarity with FAU students' characteristics to be able to design effective classes.

As faculty members acquire more teaching experience, the department expects them to expand their instructional roles: for instance, by mentoring students, serving on M.A. and Ph.D. committees, involvement in co-curricular activities, serving on curricular committees, or supporting junior faculty in their instructional development.

Exceptional:

- For untenured faculty: very positive student feedback through the SPOT instrument; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For tenured faculty: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: For a rating of exceptional, SPOT scores should be 2.0 or better.

A note on the SPOT instrument: Principal components analysis of the SPOT scores has identified three significant underlying dimensions in responses (IEA analysis, February 2009). Each of these components is tapped by a different pattern of questions. Therefore, the department will review responses on all questions on the SPOT instrument in order to interpret student ratings of the faculty member.

The department review committee will request additional data on SPOT scores from IEA (e.g., scattergrams) as necessary and useful.

Outstanding:

- For the untenured: positive student feedback; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: For a rating of outstanding, SPOT scores should be 2.5 or better.

Good:

- For the untenured: student feedback that is above (i.e., worse than) 2.5; syllabi that include all of the required elements; methods for student evaluation that are appropriate to the level and kind of class. Evidence of time and energy devoted to the challenges of becoming an effective classroom teacher at FAU.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.

- NB: “average” student feedback requires modal SPOT scores in the third category and average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Needs improvement:

- Negative feedback from students across a broad range of indicators in the SPOT; no compelling evidence in the material submitted for peer evaluation as to why this negative feedback should be discounted as a definitive indicator of problems.
- Note: a faculty member can earn this rating for only a single year. A second year of similarly problematic performance produces a rating of unsatisfactory.
- A persistent pattern of canceled classes and unexplained absences could result in an below satisfactory evaluation of instruction.

Unsatisfactory:

- A second consecutive year of problematic performance in instruction.

Evaluation of Research

The department is most interested in faculty demonstrating a research trajectory of scholarly growth in which, for example, conference papers eventually turn to publications; data gathered is eventually analyzed and presented in academic outlets; and scholarship demonstrates a connected body of knowledge. This pattern is the essence of a scholarly career, and these criteria – as well as the department’s promotion and tenure criteria – are organized around it.

Untenured faculty should focus particularly on standards for research productivity as measured by publication. They should be sure to review the department’s promotion and tenure criteria annually, as they prepare their annual reports, and attend carefully to feedback in the annual appraisal of progress towards tenure. An appropriate level of peer-reviewed publication is essential to a favorable tenure review.

Tenured faculty are expected to maintain an ongoing and consistent pattern of publication but, as a consequence of the more varied assignments and commitments of tenured faculty, are more able to plan for a periodic hiatus in publication as they devote time to extensive data collection and the preparation and publication of sociological articles and books.

The department includes but is not limited to the following as indicators of research productivity:

- publication of scholarly work in peer-reviewed journals
- publication of scholarly books
- publication of edited collections
- publication of chapters in edited scholarly books
- submission of competitive external grants
- awards of competitive external grants
- presentation of papers at professional meetings
- publication of book reviews
- reports and similar analyses for governmental or nongovernmental agencies
- data collection

demonstrable work in progress towards a book or academic article
publication of editorials and articles in important non-academic print media
originating in sociological scholarship
disseminating sociological scholarship to external audiences

Exceptional:

Peer-reviewed publication such as journal article, book chapter, book, edited book with significant editorial chapter

AND

Two items from the “outstanding” category

OR

Two peer reviewed publications

Books will result in an evaluation of exceptional for two consecutive years.

Outstanding: at least two of the following:

Presentation of a paper at a disciplinarily significant meeting
submission or receipt of competitive external grant
submitting written work for peer review (e.g., to a journal, editorial board)
book review
significant work in progress
publication of editorial or article in important non-academic print media

This rating normally will be awarded only for two consecutive years in the absence of substantial progress towards or accomplishment of publication. The department recognizes that there often is a significant lag between submission and a formal response to a submission, so substantial progress can be documented as submission of written work for review by a journal or editorial panel.

Good:

Work in progress

This rating normally will be awarded only for two consecutive years.

Needs improvement:

As specified above, the rating of “good” for work in progress will be awarded only for two consecutive years. In the third year, the faculty member should report a minimum level of professional activity (conference presentation, book review) or be able to provide a compelling explanation of why the work in progress should continue to be credited as meeting the minimal requirements of the research assignment. In the absence of either of these, the faculty member

will receive a rating of “needs improvement.”

Unsatisfactory

A rating of “unsatisfactory” will be given in the absence of progress towards research goals as indicated on the performance improvement plan.

Note on co-authorship: Many sociological subfields have significant traditions of co-authorship. In the case of publication co-authored by a faculty member, a distinction will be made between situations in which all work was equally shared among coauthors, in which case the faculty member will receive full credit for the publication, and situations in which there were junior and senior authors who made unequal contributions to the work, in which case the faculty member will receive a proportionate share of the credit for the publication-

Evaluation of Service

The department values service and encourages department members to consider service an important role as a faculty member. We encourage and support faculty in service at various levels of the university; in professional and associational service; and service to the community.

We acknowledge that some kinds of activities can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member and to that person’s service, and we suggest that the faculty member consult the chair about how to most accurately report this kind of work.

The type and extent of service shifts during the academic career, and the department’s rating system explicitly recognizes that shift. For faculty in their first few years in the department, a rating of excellent may be earned by regular and consistent attendance at department meetings, thoughtful contributions to departmental discussions, consistent service on department subcommittees, and attendance at departmental functions (e.g., colloquia); after the third year is completed, the untenured faculty member may be assigned a somewhat increased set of service responsibilities but will still be able to earn a high rating in service for a lesser contribution than is required of a tenured faculty member. After the third year review, the department welcomes some professional service from its untenured members as well as expanded institutional service. However, the department recognizes that, just as it takes time to develop a teaching repertoire and the skills to teach effectively at FAU, it also takes time to learn the department, college and university. Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, the department’s evaluation is focused on departmental service and perhaps some limited disciplinary service. The department’s policy encourages untenured faculty to focus primarily on building a strong record in instruction and research.

After tenure, faculty service expectations increase in both breadth and depth. Faculty members should become more involved in service to department, campus, college and university. This can be through participation in special projects, accepting functional responsibility (e.g., director of undergraduate studies) or through the committee system. They are also encouraged to involve themselves in leadership positions in professional associations and/or become involved in major professional initiatives such as planning conferences.

Service through public sociology may also be assigned. Public sociology seeks to bring the work of sociologists into public engagement outside the academy or university setting, through involvement in local community but also participation, dissemination of scholarship, and organizing programs and colloquia at national and international venues.

All service assignments will have some basic level of institutional service but, after tenure, the department acknowledges that faculty careers will have different mixes of institutional, disciplinary and public service. In all cases, evaluation will be on the basis of assigned service. Faculty should be sure to consult with the chair prior to accepting significant service work that might require a substantial reallocation of the focus of their service assignment.

Service includes but is not limited to: service on departmental, college, and university committees, councils, and senates; service in an appointed capacity within the department (e.g., graduate director); leadership in or work on an institutional initiative; service on professional or associational committees; professional representation of an association or university; elected or appointed positions in disciplinary organizations; organizing meetings, symposia, conferences, workshops, panels; serving as a reviewer for promotion/tenure applications; serving as a reviewer for journals or granting agencies; participation in public media as a sociological expert; providing sociological expertise to local, state, and national government boards, agencies, and commissions; public sociology.

Exceptional:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects; major contribution to some significant departmental or disciplinary project/function

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; significant responsibility for/leadership of one or more major functions or projects for the department, college, university or in professional organizations or in the public realm

Outstanding:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; major contribution to some significant departmental or disciplinary project/function

Good:

For untenured faculty: regular attendance at faculty meetings

For tenured faculty: regular attendance at faculty meeting; fulfilling the terms of the basic assignment to institutional projects/committees

Needs improvement: failing to meet the requirements of attendance at and conscientious participation in departmental decision-making; failure to fulfill the terms of the basic assignment to institutional projects/committees

Unsatisfactory: Continued failure to fulfill service assignments after receiving a “needs improvement” rating during the prior academic year.

Evaluation Scale for Overall Performance

Exceptional requires a rating of “exceptional” in at least two of the major areas of the assignments and a rating of at least “outstanding” in the third area. .

Outstanding requires a rating of “outstanding” in two of the major areas of the assignment and at least a rating of good in the third area.

Good is determined by ratings of “good” in all assigned areas.

Needs improvement is determined by ratings of “needs improvement” in one area of the assignment.

Unsatisfactory is determined by ratings of “needs improvement” in two or more areas of the assignment or by failing to attain an overall rating of “good” after one year following the receipt of a “needs improvement” overall rating.

Department of Sociology

Florida Atlantic University

Procedures and Criteria for Annual Evaluation

(Approved by Provost – April 2011)

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- writing letters of recommendation for students applying to graduate and other outside programs
- developing and revising courses
- developing and revising curricula
- participating in workshops/programs to improve and develop instruction
- participating in the design and implementation of assessment practices
- serving on college and university committees on curricular and instructional issues
- providing summative or evaluative peer evaluations of classroom teaching
 - working with colleagues to assist them in improving their instruction
 - providing instructional mentorship for graduate teaching assistants
- working on recruitment and retention of majors
- organizing and/or participating in co-curricular events sponsored by the department
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- For tenured faculty: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: "strongly positive" student feedback requires modal SPOT scores in top category; above-average SPOT scores (w/ appropriate comparison in terms of course size and level, campus, etc.)

A note on the SPOT instrument: Principal components analysis of the SPOT scores has identified three significant underlying dimensions in responses (IEA analysis, February 2009). Each of these components is tapped by a different pattern of questions. Therefore, the department will review responses on all questions on the SPOT instrument in order to interpret student ratings of the faculty member.

The department review committee will request additional data on SPOT scores from IEA (e.g., scattergrams) as necessary and useful.

Outstanding:

- For the untenured: positive student feedback; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: "positive" student feedback requires modal SPOT scores in one of the top two categories; above-average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Good:

- For the untenured: student feedback that is at or below the university's average score for this type of class; syllabi that include all of the required elements; methods for student evaluation that are appropriate to the level and kind of class. Evidence of time and energy devoted to the challenges of becoming an effective classroom teacher at FAU.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.

- NB: “average” student feedback requires modal SPOT scores in the third category and average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Needs improvement:

- Negative feedback from students across a broad range of indicators in the SPOT; no compelling evidence in the material submitted for peer evaluation as to why this negative feedback should be discounted as a definitive indicator of problems.
- Note: a faculty member can earn this rating for only a single year. A second year of similarly problematic performance produces a rating of unsatisfactory.
- A persistent pattern of canceled classes and unexplained absences could result in an below satisfactory evaluation of instruction.

Unsatisfactory:

- A second consecutive year of problematic performance in instruction.

Evaluation of Research

The department is most interested in faculty demonstrating a research trajectory of scholarly growth in which, for example, conference papers eventually turn to publications; data gathered is eventually analyzed and presented in academic outlets; and scholarship demonstrates a connected body of knowledge. This pattern is the essence of a scholarly career, and these criteria – as well as the department’s promotion and tenure criteria – are organized around it.

Untenured faculty should focus particularly on standards for research productivity as measured by publication. They should be sure to review the department’s promotion and tenure criteria annually, as they prepare their annual reports, and attend carefully to feedback in the annual appraisal of progress towards tenure. An appropriate level of peer-reviewed publication is essential to a favorable tenure review.

Tenured faculty are expected to maintain an ongoing and consistent pattern of publication but, as a consequence of the more varied assignments and commitments of tenured faculty, are more able to plan for a periodic hiatus in publication as they devote time to extensive data collection and the preparation and publication of sociological articles and books.

The department includes but is not limited to the following as indicators of research productivity:

- publication of scholarly work in peer-reviewed journals
- publication of scholarly books
- publication of edited collections
- publication of chapters in edited scholarly books
- submission of competitive external grants
- awards of competitive external grants
- presentation of papers at professional meetings
- publication of book reviews
- reports and similar analyses for governmental or nongovernmental agencies
- data collection

demonstrable work in progress towards a book or academic article
publication of editorials and articles in important non-academic print media
originating in sociological scholarship
disseminating sociological scholarship to external audiences

Exceptional:

Peer-reviewed publication such as journal article, book chapter, book, edited book with significant editorial chapter

Books will result in an evaluation of exceptional for two consecutive years.

Outstanding: at least two of the following:

Presentation of a paper at a disciplinarily significant meeting
submission or receipt of competitive external grant
submitting written work for peer review (e.g., to a journal, editorial board)
book review
significant work in progress
publication of editorial or article in important non-academic print media

This rating normally will be awarded only for two consecutive years in the absence of substantial progress towards or accomplishment of publication. The department recognizes that there often is a significant lag between submission and a formal response to a submission, so substantial progress can be documented as submission of written work for review by a journal or editorial panel.

Good:

Work in progress

This rating normally will be awarded only for two consecutive years.

Needs improvement:

As specified above, the rating of “good” for work in progress will be awarded only for two consecutive years. In the third year, the faculty member should report a minimum level of professional activity (conference presentation, book review) or be able to provide a compelling explanation of why the work in progress should continue to be credited as meeting the minimal requirements of the research assignment. In the absence of either of these, the faculty member will receive a rating of “needs improvement.”

Unsatisfactory

A rating of “unsatisfactory” will be given in the absence of progress towards research goals as indicated on the performance improvement plan.

Note on co-authorship: Many sociological subfields have significant traditions of co-authorship. In the case of publication co-authored by a faculty member, a distinction will be made between situations in which all work was equally shared among coauthors, in which case the faculty member will receive full credit for the publication, and situations in which there were junior and senior authors who made unequal contributions to the work, in which case the faculty member will receive a proportionate share of the credit for the publication-

Evaluation of Service

The department values service and encourages department members to consider service an important role as a faculty member. We encourage and support faculty in service at various levels of the university; in professional and associational service; and service to the community.

We acknowledge that some kinds of activities can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member and to that person's service, and we suggest that the faculty member consult the chair about how to most accurately report this kind of work.

The type and extent of service shifts during the academic career, and the department's rating system explicitly recognizes that shift. For faculty in their first few years in the department, a rating of excellent may be earned by regular and consistent attendance at department meetings, thoughtful contributions to departmental discussions, consistent service on department subcommittees, and attendance at departmental functions (e.g., colloquia); after the third year is completed, the untenured faculty member may be assigned a somewhat increased set of service responsibilities but will still be able to earn a high rating in service for a lesser contribution than is required of a tenured faculty member. After the third year review, the department welcomes some professional service from its untenured members as well as expanded institutional service. However, the department recognizes that, just as it takes time to develop a teaching repertoire and the skills to teach effectively at FAU, it also takes time to learn the department, college and university. Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, the department's evaluation is focused on departmental service and perhaps some limited disciplinary service. The department's policy encourages untenured faculty to focus primarily on building a strong record in instruction and research.

After tenure, faculty service expectations increase in both breadth and depth. Faculty members should become more involved in service to department, campus, college and university. This can be through participation in special projects, accepting functional responsibility (e.g., director of undergraduate studies) or through the committee system. They are also encouraged to involve themselves in leadership positions in professional associations and/or become involved in major professional initiatives such as planning conferences.

Service through public sociology may also be assigned. Public sociology seeks to bring the work of sociologists into public engagement outside the academy or university setting, through involvement in local community but also participation, dissemination of scholarship, and organizing programs and colloquia at national and international venues.

All service assignments will have some basic level of institutional service but, after tenure, the department acknowledges that faculty careers will have different mixes of institutional,

disciplinary and public service. In all cases, evaluation will be on the basis of assigned service. Faculty should be sure to consult with the chair prior to accepting significant service work that might require a substantial reallocation of the focus of their service assignment.

Service includes but is not limited to: service on departmental, college, and university committees, councils, and senates; service in an appointed capacity within the department (e.g., graduate director); leadership in or work on an institutional initiative; service on professional or associational committees; professional representation of an association or university; elected or appointed positions in disciplinary organizations; organizing meetings, symposia, conferences, workshops, panels; serving as a reviewer for promotion/tenure applications; serving as a reviewer for journals or granting agencies; participation in public media as a sociological expert; providing sociological expertise to local, state, and national government boards, agencies, and commissions; public sociology.

Exceptional:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects; major contribution to some significant departmental or disciplinary project/function

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; significant responsibility for/leadership of one or more major functions or projects for the department, college, university or in professional organizations or in the public realm

Outstanding:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; major contribution to some significant departmental or disciplinary project/function

Good:

For untenured faculty: regular attendance at faculty meetings

For tenured faculty: regular attendance at faculty meeting; fulfilling the terms of the basic assignment to institutional projects/committees

Needs improvement: failing to meet the requirements of attendance at and conscientious participation in departmental decision-making; failure to fulfill the terms of the basic assignment to institutional projects/committees

Unsatisfactory: Continued failure to fulfill service assignments after receiving a “needs improvement” rating during the prior academic year.

Evaluation Scale for Overall Performance

Exceptional requires a rating of “exceptional” in at least two of the major areas of the assignments and a rating of at least “outstanding” in the third area. .

Outstanding requires a rating of “outstanding” in two of the major areas of the assignment and at least a rating of good in the third area.

Good is determined by ratings of “good” in all assigned areas.

Needs improvement is determined by ratings of “needs improvement” in one area of the assignment.

Unsatisfactory is determined by ratings of “needs improvement” in two or more areas of the assignment or by failing to attain an overall rating of “good” after one year following the receipt of a “needs improvement” overall rating.

Appendix K

Appendix K

Department of Sociology Promotion and Tenure Procedures and Criteria Approved by Department of Sociology on 12/1/2017

The Department of Sociology adopts the following criteria for candidates seeking promotion and/or tenure. These criteria are in addition to and are intended to be consistent with existing promotion and tenure guidelines at the college and university level; they should also be fully consistent with all provisions of the current BOT/UFF Collective Bargaining Agreement.

All tenured and tenure-track faculty have similar teaching assignments.

Below is a summary of activities and materials in the three central areas of faculty assignment that may be considered for promotion:

A. Instructional activities, which include but are not limited to:

- classroom teaching
- servicing on or chairing thesis or dissertation committees
- advising students about the graduate and undergraduate major
- developing and/or revising courses
- developing and/or revising curricula
- participating in the design and implementation of assessment practices
- servicing on college and university committees concerned with curricular and instructional issues
- developing co-curricular opportunities for students
- developing and implementing assessment plans for instruction
- undergraduate research curricular instruction
- community-engaged curricular instruction
- publishing in a teaching journal
- presenting at a teaching workshop/panel

B. Scholarly activities, which include but are not limited to:

- publication of scholarly work in peer-reviewed journals
- publication of scholarly books
- publication of edited collections
- editing of professional journals, including special issues
- publication of chapters in edited scholarly books
- publication of editorials and articles in important non-academic print media
- disseminating sociological scholarship to non-academic/public audiences
- reports and similar policy-related analyses for governmental or nongovernmental agencies
- submission of competitive external grants
- awards of competitive external grants
- presentation of papers at professional meetings
- publication of book reviews

collaboration with undergraduate and graduate students on research projects, co-authoring and/or presenting at academic conferences
community-based research

C. Service to university, profession and society, which includes but is not limited to:

assigned departmental responsibilities
assigned departmental, college and university committee responsibilities
assigned responsibilities for departmental or college activities (e.g., coordination of colloquia)
assigned projects in the community that draw upon sociological expertise
holding office in or working on significant projects within professional associations
reviewing articles for scholarly journals
reviewing scholarly books for publishers
organizing conferences, workshops, and/or chairing conference panels
participation in undergraduate research initiatives
service to professional journals

Procedures: Tenured members of the Department vote on tenure decisions. Professors vote on promotion to the rank of Professor. Professors and Associate Professors vote on promotion to the rank of Associate Professor.

- Application for tenure and/or promotion is made by the candidate through the Chair.
- For all candidates for promotion, the Chair solicits letters from at least five external reviewers. In the case of candidates for promotion to Associate Professor and/or tenure, the majority, preferably all, of the external reviewers should be accomplished full professors in the candidate's field. These external reviewers should be full-time faculty members at Ph.D. granting universities or highly regarded four-year colleges. In exceptional cases the Chair may also invite letters from referees who are tenured Associate Professors, if their credentials and publications confirm a high level of distinction. In the case of candidates for promotion to Professor, all external reviewers must be accomplished Professors at Ph.D. granting universities or highly regarded four year colleges.
- The Chair should consult the Department P&T committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that s/he thinks are appropriate, revealing any relationship that s/he may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's co-authors/collaborators, mentors, dissertation advisors, or others with an interest in the candidate's success should not be invited to serve as external reviewers.
- Candidates are responsible for familiarity with the requirements of the promotion/tenure portfolio, as described in the documents on the Provost's page of the FAU website. They should also review the two-part statement of the College Promotion

and Tenure Committee that is posted on the College website. The candidate prepares all documents as stipulated in the University's tenure and promotion guidelines. The candidate is responsible for ensuring that the portfolio conforms to College and University requirements, although she or he is urged to consult with colleagues (especially, the Chair and those who have served on the College Promotion and Tenure Committee) during the process of preparing the portfolio.

- The Chair makes the files available for review by the Department faculty eligible to vote.
- The Chair calls an ad hoc meeting to discuss each application. Only faculty eligible to vote may attend. After full review and discussion with reference to the appropriate and approved criteria, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who (a) have read the portfolio and (b) can participate in the meeting in real time through a long-distance server may file an absentee vote.

Faculty who are eligible to participate in deliberations but who elect not to participate should write a letter to the Chair explaining the reason for their absence. Abstentions are discouraged except in extraordinary cases (e.g., deliberations on a spouse or partner).

- The Department's representative on the College Promotion and Tenure Committee (or a member of the Department's Faculty Evaluation Committee) writes a consensus memorandum that reports the votes taken at the meeting and, insofar as it can be ascertained from the discussion, the reasoning behind those votes. The memorandum should consider the candidate's teaching, research, and service in light of the departmental criteria for promotion and tenure.
- Following receipt of the faculty memorandum, the Chair writes a memorandum that indicates his or her recommendation about the candidate's promotion and tenure. The memorandum should include an analysis of the candidate's teaching, research, and service in relationship to the department's criteria for promotion and tenure. It should report the result of the faculty vote.

Criteria for Promotion to Associate Professor

Faculty paths to promotion will differ, but all will require achievement in teaching, research, and service during the untenured period that meets or exceeds the department's standards. While the department expects a pattern of "exceptional" or "outstanding" overall ranking in annual evaluations during the untenured period, it is important to recognize that annual evaluations do not aggregate to the promotion evaluation as they isolate a single year's accomplishment. The promotion review in respect to teaching considers the pattern of instructional activity across five years; in respect to research, the culmination of scholarly work in publication; and in respect to service, how the department has been improved through the faculty member's service work.

Teaching: All candidates for tenure and promotion to Associate Professor in the Sociology Department will document that they have met the department's standards for instructional quality by including:

- a table, as described in the University's portfolio requirements showing SPOT scores for all classes taught since tenure-line appointment
- two or more letters of peer evaluation, dating back no further than two years, written by tenured colleagues who have observed the candidate's teaching
- documentation of advisement on graduate theses and/or dissertations, separating in-progress from completed theses and stating whether the advisement was as a committee member or as a director
- copies of representative syllabi for classes taught since tenure-line appointment
- any other material that the candidate believes is relevant to his or her case

Achievement in instructional activities, by the point of application for promotion to Associate Professor, is established primarily through a record of well-designed classes and seminars that are effective, engaging, and appropriately challenging.

Promotion to Associate Professor is contingent upon evidence that the candidate meets or exceeds the department's standards for instruction. Relevant evidence of instructional accomplishment should show that the candidate: develops and delivers courses that can serve as the foundation for a strong sociological education; selects readings and assignments that challenge students appropriately; designs courses that provide students with opportunities to improve their skills; has clear and reasonable expectations for students' performance; provides useful and timely feedback about student performance; is available to assist students to improve the quality of their skills and performance; selects course material that is appropriate to the level and the substance of the course; evaluates students with an appropriate degree of rigor. Involvement in community-based curricular work and/or undergraduate research curricular work is not required but will be regarded favorably as significant instructional accomplishments.

The Department has a long tradition of instructional excellence, and it expects untenured faculty to show a trajectory that will bring them to that standard.

Research: The department recognizes that sociological scholarship takes a variety of forms and employs multiple methodologies. Faculty are encouraged to follow the path of scholarly development that is best suited to their research pursuits. Journal publications, books, and book chapters are all outlets in which substantial sociological scholarship appears, and faculty are expected to have their research appear in one or all of these. Some faculty will publish exclusively in journals. Others will place their work in edited collections or will focus on publishing books. Each pattern of publications will be reviewed on its own merits. The issue of significance is the quality and the originality of the work and its significance to the discipline or across disciplines. Quality can be assessed in many ways, but the most important way is through the judgment of peers in the discipline, an essential element necessary for promotion. Evidence of peer-review should be demonstrated for the publication of books, journal articles, and book chapters.

Citation indices, book reviews, awards, and other measures provide post-publication evidence of disciplinary reception of published work.

Given the plurality of scholarly forms and methods in sociology, it is not easy to specify a priori ranking of publication venues. The department recognizes that there is a loose prestige hierarchy of scholarly journals, with a core of older journals that have larger circulations. However, circulation is an imperfect indicator of quality. New subfields continually emerge in sociology, and these subfields' journals necessarily have smaller circulations than those of the older subfields. The department wishes to encourage its faculty to contribute to the discipline's development through their involvement in new areas of inquiry and, therefore, acknowledges the value of publication in specialty and subfield journals. Candidates for promotion are encouraged to include adequate information in their portfolios for the evaluation of the significance of the venues of their journal articles.

The department acknowledges that there are a core set of publishers that have been mainstays in the discipline, and that these can be relied upon to have a strong peer review process for both acceptance and final publication. Nevertheless, newer presses seem to dominate some of the emerging subfields. In evaluating the significance of a manuscript's acceptance for publication, the department will evaluate the review process for acceptance.

In summary, the quality of publications will be evaluated on the basis of multiple forms of evidence of the work's significance such as:

- peer review prior to publication
- peer reviews and citations that follow publication
- the evaluations provided by the external reviewers of the promotion portfolio
- impact on the discipline
- the evaluations provided by the members of the department during the review

- the work's visibility in the field or subfield, as indicated by the relative standing of the journal or press
- Professional awards for scholarly work

In order to meet the standards for promotion to Associate Professor, the candidate must have a record of independent and original intellectual accomplishment. New ideas, analysis, and data drive disciplinary development, and the department's standards for promotion require that the candidate make significant contributions to the development of the discipline. Untenured faculty may engage in either collaborative or single-authored work or both. In collaborative work they must demonstrate a clear record of the contributions of all authors. The appropriate balance between single- and co-authored work cannot be specified in advance, as it will be dictated by the research questions and methods and preference of scholarly practices.

There are a variety of concrete patterns of accomplishments that meet the department's standards in scholarship. A candidate who regularly publishes in highly ranked and well-regarded general or specialty journals has one pattern of accomplishment that meets the department's standards in scholarship. Departmental standards can also be met with a significant book publication or a book manuscript (published by or in production by a well-regarded press with a strong review system) that is complemented by journal articles and/or book chapters. A record of edited volumes and book chapters in edited collections could also meet department standards, provided that the work was reviewed by disciplinary peers and attained the necessary level of disciplinary significance.

The Department will take as evidence of significant research/creative activity books and/or articles that have been completed but are still in press when candidates can document the successful completion and acceptance of the manuscript. Forthcoming books are (like articles accepted for publication but still forthcoming) considered a legitimate element in a candidate's application for promotion and tenure. All scholarly work that is "forthcoming" must be documented by the publisher. In the case of a journal article, the candidate must include a letter from the journal editor that unequivocally states the anticipated publication. In the case of a scholarly book, the candidate must provide a letter from the press stating that the book is in production. The department may insist that the candidate provide the galleys for manuscript. The Department will take as evidence of professional activity works under contract but still to be completed, but they do not carry the weight of publications that are in print or in press. Conference presentations or talks given in colloquia and other venues, grants, **submission of grant applications**, serving on an editorial board, planning and organizing conferences or conference panels, community-based research, and collaborative research projects with FAU undergraduate and graduate students are all demonstrations of scholarly activity. The Department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field.

In general, the department and the discipline values evidence of a body of high quality scholarship that contributes to a specific field of research regardless of peer-reviewed outlet. A distinctive scholarly profile is primarily ascertained by a record of publication but also assessed by the evaluations provided by the external reviewers, the candidate's discussion in the self-evaluation and evidence of a growing scholarly reputation as, for 6

example, in invitations to organize panels, serve as a discussant, write reviews, deliver talks and addresses, and edit collections.

Promotion to Associate Professor would minimally include any of the following:

- A significant book publication
- 4 peer-reviewed publications in scholarly journals (book chapters in scholarly books comparable in quality to articles published in refereed national and international journals may be substituted for journal articles)
- An alternative pattern of scholarship comparable to the above

Service: It is the department's policy that service activities, especially in the first few years of appointment, will focus largely or exclusively on departmental service. This would include the full range of departmental deliberations (general faculty meetings, department committees) and organizing events or colloquia. In the last years of the tenure earning years, the service assignment will expand outward towards the campus and/or discipline, and towards public and community endeavors that are consistent with the faculty member's disciplinary trajectories.

Excellence in service activities, by the point of application for promotion to Associate Professor, is established primarily through a record of conscientious, effective and consistent work that contributes to the department, college, university, community and/or discipline.

Tenure

It is the University's policy that tenure be awarded only to those who qualify for promotion to Associate Professor. The first consideration in tenure for an assistant professor, then, is a whether the candidate has the record of accomplishment that qualifies him or her for promotion to the rank of Associate Professor.

In addition to the record of accomplishment required for promotion to Associate Professor, the awarding of tenure is based upon the judgment that the person will have a lifelong commitment to scholarship and teaching at the University level and to meeting the needs of the department, College and University. Tenure is the most significant commitment that the university can make to a faculty member. The awarding of tenure is not a simple summing of annual evaluations. Tenure is recommended when the university's academic community agrees that the faculty member is committed to the missions of the university and will make significant contributions to them across his or her career. It is a decision that must involve a thorough scrutiny of every aspect of the candidate's career. In all cases, the guiding question is a simple one: "Will the university be made better and stronger by its relationship with this professor over the remainder of her or his academic career?"

The candidate must demonstrate ability in and commitment to instructional activities. The untenured assistant professor seeking tenure needs to demonstrate that she or he has made a successful transition from student to teacher. The candidate needs to demonstrate the ability and motivation to develop new course material and effectively impart it to students. The candidate needs to show that his or her professional identity has developed to include the role of teacher.

The candidate must demonstrate a successful transition to independent scholarship. The untenured assistant professor seeking tenure needs to demonstrate that he or she has made a successful transition from graduate student to mature and independent scholar by developing a significant and coherent research program. The candidate needs to demonstrate that he or she is capable of developing projects and bringing them to successful conclusion through peer-reviewed publication. The candidate needs to demonstrate active engagement in his or her areas of the discipline, demonstrating commitment that is likely to continue for the length of an academic career.

The candidate must demonstrate commitment to and effectiveness in collegial service. Although service typically is a modest part of the assignment of Assistant Professors, the record of a candidate for tenure should provide evidence of his or her potential for productive service to the institution and, in some colleges or departments/schools, profession and community.

Criteria for Promotion to Professor

Promotion to the rank of Professor requires that, in the years since promotion to Associate Professor, the candidate's research profile has attained the appropriate level of distinction as a scholar within the discipline. The faculty member should be recognized as a key contributor to sociological scholarship. At the University, the candidate should have broadened his or her instructional work to include increased mentorship of students, greater involvement in curricular development, and significant contributions to enhancing the quality of what is available to our students both inside and outside the classroom. Additionally, the candidate should have developed a broader profile of sustained and effective service contributions to institution, discipline and/or community. The University expects that its faculty at the rank of Associate Professor and Professor accept significant responsibility for the institution's functioning and development, and promotion to Professor generally requires a sustained level of conscientious and valuable institutional work. While some faculty at the rank of Associate Professor will focus their service work on University, others will complement their University service work through assigned service to the discipline or community. The balance between institutional and external work will vary according to assignments but, in all cases, it must be documented and of appropriately high quality.

Promotion to Professor is awarded based on the candidate's accomplishments during the entire career, but particularly on accomplishments since promotion to Associate Professor. Favorable annual evaluations are a necessary but not sufficient requirement for promotion to Professor. In addition to generally favorable annual evaluations, the successful candidate must show the pattern and quality of professional development appropriate to a mature member of the professoriate.

The department recognizes that faculty at the rank of Associate Professor may have differentiated assignments, and will base all evaluation of candidates for Professor on assignments,

Instruction: Increasing breadth. The Department anticipates that Associate

Professors will continue to develop their instructional portfolio during their years in this rank. A successful applicant for promotion to Professor will be able to provide evidence of a broadening range of instructional contributions as well as the continuing high quality of instructional work that merits recognition by promotion to Professor.

The Department will evaluate the candidate's teaching effectiveness using the same assessments as it employs for promotion to Associate Professor (see section III above).

In addition, the successful candidate must demonstrate that he has moved to a new level of accomplishment in his instructional role. This can be demonstrated by some or all of the following, although this list should be taken as illustrative rather than exhaustive:

An on-going and effective commitment to enhancing instructional quality and effectiveness in the classroom

Broadening instructional activities by developing new courses, revising old courses, taking part in program development, and maintaining continuous mentoring of undergraduate and graduate students.

Increased involvement in the graduate program, through recruitment, mentoring, advising, and curricular development

Conscientious involvement in designing and implementing assessment plans

Contributions to co-curricular opportunities for students

Contributions to the instructional development of untenured faculty, instructors and graduate teaching assistants

Involvement in formal programs of pedagogical investigation or training

Undergraduate and graduate research curricular instruction

Community-engaged curricular instruction

Publishing in a teaching journal

Presenting at a teaching workshop/panel

Evaluation of Research: increasing recognition in the discipline. Successful candidate for promotion to Professor will have published significant additional peer-reviewed scholarly work since their promotion to Associate Professor. They will have established themselves as original scholars who have identified key questions in one or more sociological fields and who have earned the approbation of their peers through their research on those questions.

The department's approach to the evaluation of research is holistic and the quality of scholarship is more important than any fixed quantity of publication. The methodology and scope of the scholarly project will dictate the pattern of appropriate publication. Some research projects lend themselves to extensive publication in peer-reviewed journals and chapters in edited collections; others are prefer the publication of a scholarly book, complemented by a set of preliminary work published in journals or as chapters. In all cases, the Department will look for a substantial body of work that has made a noticeable contribution to the discipline.

Successful candidates for promotion to Professor will have achieved national and/or

international recognition. Evidence of such recognition might include (among other possibilities): invitations to speak at universities and/or conferences in the US or abroad; service as a reviewer for significant nationally and/or internationally distributed journals and books; service as a reviewer for grant applications; invitations to organize panels at significant disciplinary conferences. The foregoing are all indicators of the sociologist's standing in the discipline, and they are indicators of scholarship that is respected and admired. The most important indicators of disciplinary recognition, of course, come from peer-reviewed publications and peer reviews of publications.

Evaluation of Service: increasingly broad and effective contributions. Successful candidates for promotion will have demonstrated a consistent record of service activities of demonstrable value to the department, college, university, the discipline, and/or community. Typically, the service assignment and expectation expands considerably during the period as an Associate Professor. The Department looks to its tenured faculty for responsible and diligent completion of assigned responsibilities, leadership in departmental initiatives and activities, effective and conscientious representation on College and University committees, and a collegial approach to the betterment of the institution. The Department relies upon its tenured faculty to accept their fair share of institutional service responsibilities and to seek out opportunities for particular distinction in service that suit his or her interests and abilities.

After promotion to Associate Professor, some faculty will develop significant service commitments external to the University. As appropriate to the individual faculty member's career trajectory, faculty may become more active in disciplinary associations after tenure; through this form of service, faculty often can blend their scholarly and service activities. Finally, when assigned, sociology faculty may be active in the application of their sociological expertise to community issues; such work also may blend scholarly and service work successfully.

Appendix L



FLORIDA ATLANTIC UNIVERSITY

A Strategic Plan for the Race to Excellence

2015-2025

Approved by the Florida Atlantic University
Board of Trustees on March 24, 2015.
Amended on October 2, 2018.

The Setting for the Race to Excellence

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along a corridor of more than 100 miles of coastline between America's Everglades and the Atlantic Ocean.

Already, it is recognized as a university of first choice for

- excellence in undergraduate education and the student experience,
- comprehensive graduate education,
- visionary and globally relevant research; and
- transformative engagement with its global communities.

With one of the nation's most diverse student bodies, Florida Atlantic offers over 170 degree programs to more than 30,000 students. The University is now 50 years old, and this plan will guide its strategic growth for the next 10 years.

The Aspiration

Florida Atlantic will pursue, with unbridled ambition, the intention of becoming the country's fastest-improving public research university.

The institution developed this plan to attract many collaborators for the mutual benefit of Florida Atlantic and its external constituents. The plan captures the direction that the University can follow to nationally differentiate itself.

- We will recruit and retain the highest talent in faculty, staff and students.
- Our programs will develop in focal areas, known as *Pillars and Platforms*.
- We will concentrate on very strategic capital facilities projects.
- The organizational efficiency of the university will be greatly enhanced.
- Most importantly we will "budget to the plan" not "plan to the budget."

The Planning Process

This current plan builds upon past success, maintaining the mission and vision of the University. In particular, the 2012 plan, *Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*, focused the University on developing a culture of student success and excellence in research and inquiry. The goals and strategies in this document continue the spirit of the previous plan.

Additionally, key strategies for improvement must address the State University System of Florida's Board of Governors performance metrics. A renewal of the

strategic planning process needed to take place in order to incorporate evolving expectations.

Moving forward, the institution developed the 2025 plan with substantial input from the faculty and stakeholders of Florida Atlantic University.

- From March through June 2014, listening sessions with internal and external constituencies revealed much about what stakeholders expected from the University.
- From July through September 2014, the President and Vice Presidents held administrative retreats to determine strengths, weaknesses and opportunities to improve the institution and set benchmarks for success.
- In early September, a draft outline for the plan was shared with the University's Board of Trustees.
- From September through January 2015, the President and Provost—along with other administrators—met personally for approximately 2-3 hours each with all 60 academic departments and student-related units. Each of the six FAU campuses was visited to determine the specific niche that distinguished that campus from the others. The primary purpose of these visits was to have direct, unfiltered messages and thoughtful dialog about current conditions at FAU as well as to hear and incorporate into the plan the aspirations and concerns of faculty, students, stakeholders and administrators.
- In the coming months, a clearly defined list of institutional performance metrics, attached to the end of this document, will enable the University to operationalize this plan.

Mission Statement

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Vision

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

Values

Florida Atlantic University values:

- Excellence - in teaching, research and public service
- Accountability - taking responsibility for actions and being outcome-based
- Teamwork - seeking collaborative strategies to solve problems
- Integrity - telling the truth and delivering on our commitments
- Playing to win - and helping others win
- Innovation - striving for creative solutions and continuous improvement
- Student success - wholly committing ourselves to our students' futures
- Safety - providing a secure campus environment
- Shared governance - making decisions through collaborative processes
- Professionalism - performing our responsibilities with an ethical behavior
- Customer service - exceeding the expectations of our clientele
- Respect - treating people the way we want to be treated
- Engagement – collaborating with community to benefit all stakeholders

Goals

Limited in number, but broad in scope and impact, attainment of these goals will ensure Florida Atlantic University's future as a public research university that creates value for all of its institutional stakeholders. To that end, it will be the entire institution's strategic priority to build the following six characteristics upon *Pillars and Platforms* that will define our Vision:

Boldness A uniquely competitive and globalized student body

Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.

Synergy Prominent teams of researchers and scholars

Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.

Place Deep engagement with South Florida's global communities

Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.

- Quality** Continuously-assessed and evolving best practices
- Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development.
- Brand** National reputation for excellence
- Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.
- Strategy** Wise and innovative allocation of resources
- “Budget to the plan” and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.

Pillars and Platforms

These areas of focus will guide institutional goals and strategic actions.

Pillars define institutional programs focused on creating knowledge that benefits society.

Healthy Aging	<ul style="list-style-type: none"> • Health and wellness • Geriatrics and aging in place • Drug discovery • Health policy, health equity, and health economics • Stem cell research and regenerative medicine
Neuroscience	<ul style="list-style-type: none"> • Dementia and Alzheimer's disease • Psychiatric illnesses and mental health • Spinal cord injuries, eye disease, and cognition • Communication disorders
Ocean Science and Engineering / Environmental Sciences	<ul style="list-style-type: none"> • Health of the Everglades and the Atlantic Ocean, including river basins • Harnessing energy from the environment • Technologies that contribute to national security
Sensing and Smart Systems	<ul style="list-style-type: none"> • Sensor technology that can measure changes in the health of people or environments, and which advance automation

Platforms represent scholarly activities that apply to and support all *Pillars*.

Big Data Analytics	<ul style="list-style-type: none"> • Develop tools to store, sort, and mine large datasets
Community Engagement and Economic Development	<ul style="list-style-type: none"> • Work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity
Diversity	<ul style="list-style-type: none"> • Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies
Global Perspectives and Participation	<ul style="list-style-type: none"> • Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe
Healthy and Environmentally Sustainable Campus	<ul style="list-style-type: none"> • Identify opportunities to incorporate scholarship into campus operations
Leadership, Innovation and Entrepreneurship	<ul style="list-style-type: none"> • Engage faculty, staff and students in professional development of leadership skills • Identify intellectual property, license IP and promote a culture of startup companies for faculty and students.
Peace, Justice, and Human Rights	<ul style="list-style-type: none"> • Develop programs that share best practices and promote tolerance and understanding of diverse cultures.
South Florida Culture	<ul style="list-style-type: none"> • The region as an international hub for the arts and the humanities
Undergraduate Research and Inquiry	<ul style="list-style-type: none"> • Distinction through discovery and research experiences that promote scholarship and graduation

Boldness

A uniquely competitive and globalized student body

In the next decade, FAU aims to position itself as a globalized, forward-thinking institution that caters to high-ability students. An organizational culture of achievement—through timely academic progression and distinction through discovery—will thrust FAU towards national recognition.

Strategic actions and initiatives

Develop and implement a comprehensive enrollment management strategy

- Increase enrollment in Board of Governors’ areas of strategic emphasis
- Expand the traditional student catchment region beyond South Florida
- Build non-resident diversity to 15% of the student population

Recruit and retain nationally competitive students

- Select strategic target markets for student recruitment
- Improve admission standards through high quality selectivity
- Increase the number of National Merit Scholar Finalists and Semifinalists
- Include faculty in strategic and international recruitment efforts

Become the national model for diversity of the student body

- Ensure continual inclusion as a Hispanic Serving Institution
- Pursue diversity in all academic disciplines, leveraging proximity to Latin America and the Caribbean to internationalize enrollments

Provide competitive financial support for students

- Offer market-based stipends and benefits for graduate students
- Offer scholarships to recruit outstanding students based on merit or need

Develop an academic support structure for timely student graduation

- Improve undergraduate student retention and graduation rates
- Promote timely graduation for full-time graduate students
- Develop advanced advising strategies to assist students in course selection, career development, “Flight Plans,” and accepting personal accountability for success
- Elevate the use of eLearning to supplement classroom education
- Evaluate and update curricula to be aligned with evidence-based practices, as established by learning sciences
- Expand summer semester offerings
- Assist faculty to develop innovative instructional methodologies and designs across the curriculum
- Optimize academic scheduling
- Engage all students in traditional collegiate experience, such as on-campus activities and leadership development opportunities

Develop athletic programs that achieve success in Conference USA and beyond.

- Recruit and retain student-athletes, coaches, and staff who mirror institutional values and contribute to the achievement of FAU’s mission
- Evaluate and refine student support programs for student-athletes
- Implement revenue-generation plans to provide resources for excellence
- Ensure an effective NCAA compliance education program which properly communicates with student-athletes, coaches, staff, and FAU constituents
- Enhance athletic facilities and resources to attract the best student-athletes and to build a national following for Florida Atlantic Athletics

Expand opportunities for undergraduate students to participate in discovery-based learning.

- Create meaningful living-learning communities on or near campus

- Invest significantly in on-campus internships
- Provide meaningful employment on campus to provide work experience and relieve financial burden for students

Promote student scholarship

- Help nominate students and obtain increased national awards for students (Truman, Goldwater, etc.)
- Increase student participation in national meetings
- Increase students publishing in peer-reviewed journals

Promote excellence in educational experiences throughout all stages of life

- Continue to develop public PK-12 laboratory schools as national models
- Expand lifelong learning offerings throughout the service region

Elevate the levels of student success beyond graduation

- Achieve high numbers of students employed in well-paying jobs after graduation
- Achieve high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs, particularly with prestigious institutions

Synergy

Prominent teams of researchers and scholars

FAU already possesses unique and active research programs, and the institution will invest in focused *Pillars and Platforms* to enhance interdisciplinary teams. By connecting the most talented faculty, staff, and students, the University will expand upon a robust culture of globally-respected research and inquiry.

Strategic actions and initiatives

Improve compensation plans

- Develop competitive compensation plans for faculty members, staff members and graduate students
- Incentivize extraordinary achievement with bonuses

Recruit and retain outstanding faculty and graduate students

- Recruit endowed chairs and increase national academy membership to 3
- Hire or retain strong interdisciplinary leaders for *Pillars and Platforms*
- Add a minimum of 25 new faculty each year in *Pillars*
- Cluster-hire interdisciplinary teams in *Pillars*
- Develop strategies to identify and recruit outstanding graduate students

Implement a "customer service" approach to supporting faculty scholarship

- Create a "one-stop-shop" for sponsored programs: proposal development; legal; pre- and post-awards
- Assist faculty with development of research compliance documents
- Assist faculty with identifying and protecting intellectual property
- Develop service functions in core facilities

Develop a capacity to promote economic development

- Develop an Office of Economic Development to partner with private sector entities interested in FAU's research and development efforts, as well as workforce development
- Identify opportunities for development on joint-use capital assets
- Leverage relationships with the FAU Research Park to promote development of start-up corporations that mutually benefit the private sector and the University

Grow the research enterprise

- Increase annual extramural research expenditures to \$100M
- Ensure mentoring strategies for faculty
- Build key partnerships with other universities/institutes/centers
- Allocate research space by institutional priority and research productivity
- Create multi-user facilities with cutting-edge equipment
- Define the focus of the College of Medicine and its community-based academic and research activities, according to established *Pillars*
- Promote international faculty research opportunities

Place

Deep engagement with South Florida's global communities

The University will deeply engage the South Florida region by aligning programs with the unique cultural, demographic and environmental characteristics of each of the campus communities. As a national institution, FAU will build on its sense of place to enhance its physical spaces and develop competitive facilities. Accordingly, the University will expand upon both its "outreach" and "in-reach" efforts by building partnerships that benefit all engaged parties.

Strategic actions and initiatives

Institutionalize a culture of collaborative and experiential engagement with community partners that recognizes and values the dynamic and reciprocal exchange of knowledge, ideas, and resources to identify community concerns, build consensus, implement resolution and evaluate success.

- Create and maintain an infrastructure that will encourage and support faculty, staff, and student engagement with the community through community-based research, volunteerism, and service initiatives
- Achieve the Carnegie Foundation for the Advancement of Teachings' classification as a community engaged institution by 2020
- Build and grow creative programs that teach pre-collegiate youth critical thinking and leadership skills that prepare them for success in college, stimulate innovation and entrepreneurial skills, and support workforce and economic development in FAU's regional and global communities
- Establish a responsive program and outcome delivery system that provides support to faculty and staff in the delivery of public service and pre-collegiate programs
- Establish an award/reward system that celebrates faculty, staff, and student participation in exemplary and sustained community activities that build partnerships and advance the institution and community
- Complement academic learning by preparing collegiate and pre-collegiate students for success in life through employability skills and life skills developed by involvement in public service, while integrating these experiences into the curriculum

Develop or update a new Master Plan for each campus and site that provides a framework to guide the decisions on where to locate the university's research, teaching, residential, athletic, and recreational priorities and programs

- Integrate the following into a comprehensive plan: programmatic needs, exterior architecture, branding, landscaping, utility planning, roadways, parking, security, technology, and building conditions
- Conduct a space survey to determine current utilization and how physical resources should be used to best support student life, academics, and scholarship providing for university growth by campus locations
- Build and renovate buildings and exterior spaces based on strategic priorities—identifying those project priorities in the annual Capital Improvement Plan (CIP) and strategically using private and Public Education Capital Outlay (PECO) dollars according to the following ranking of need: 1- life safety, 2 - maintenance and repairs, 3 - lab and instructional needs, and 4 - aesthetic improvements
- Maintain the University's green-space and other exterior spaces that promote a campus experience that is safe and aesthetically appealing
- Develop an institution-wide safety and security plan to enhance campus environments and enrich the academic experience
- Enhance technology infrastructure to promote research and education
- Partner with the private sector to expand the university's academic mission and student life

Build out the capabilities of FAU's branch campuses

- Promote national recognition of Harbor Branch Oceanographic Institute
- Craft an internationally recognized STE(A)M Honors college on the Jupiter campus and collaborate with key partners to build global research capacity in life sciences alongside comprehensive educational offerings
- Promote ocean engineering research and training at Dania Beach
- Promote and develop the academic mission of the Davie and downtown Fort Lauderdale campuses

Partner with host communities to redevelop areas directly adjacent to campuses

- Focus growth on pedestrian-friendly experiences for residential students

Quality

Continuously-assessed and evolving best practices

The ten-year objective is to constantly improve organizational effectiveness through the use of best practices in supply-chain and logistics management. FAU will advance itself as a resilient, lean organization that identifies economies of scale and incorporates new technologies to promote institutional growth and decision making.

Strategic actions and initiatives

Identify current and future campus leaders to engage in professional development opportunities

Leverage the technical expertise of staff members and encourage staff participation in operational improvements

Centralize areas to promote efficiency and effectiveness in

- Student engagement
- Facilities management
- Institutional advancement
- Information technology
- Communications

Develop assessment tools

- Track progress toward broad goals using sophisticated Dashboards
- Develop assessment tools across all programs and units
- Benchmark each part of the plan and document progress
- Implement a comprehensive post-tenure review policy, in consultation with a faculty committee, to document sustained performance of assigned duties, to acknowledge achievements, and to hold faculty members accountable for high performance standards.

Brand

National reputation for excellence

Florida Atlantic University in 2025 will be a strong brand. The University will develop a preeminent internet presence and implement comprehensive global marketing by linking key internal and external constituency groups.

Strategic actions and initiatives

Formulate an eGlobal marketing plan that aggressively seeks recognition for accomplishments of faculty, staff and students

Develop “brand centers” on all campuses that promote engagement with surrounding communities and clearly communicate the strategic strengths of the institution and its stakeholders

Create an innovative branding and community outreach program that tells the Florida Atlantic story and engages FAU with the local community

Build partnerships with internationally recognized academic brands

Develop an Athletics brand that clearly communicates with a national audience

Strategy

Wise and innovative allocation of resources

The University will “budget to the plan” by allocating resources in a manner that falls in line with the Mission and Vision of the University, as well as this document and its *Pillars and Platforms*. Moving forward, FAU will pursue new, diversified revenue streams in order to make itself a thriving and self-reliant organization in the midst of competitive public and private funding opportunities.

Strategic actions and initiatives

Develop external funding framework to permanently sustain *Pillars and Platforms*

Identify diversified revenue opportunities

- Explore a ten-year capital campaign
- Request additional state support to underpin our continued improvement to the State’s performance metrics and metrics of this Strategic Plan (see addendum A: FAU 100).
- Enhance the donor base

- Develop premier donor stewardship experiences
- Embrace legacy donors
- Grow alumni participation and giving rates
- Engage faculty and staff in efforts to learn about and promote fundraising
- Build the institutional endowment
- Strengthen the relationship between FAU Foundation and the University
- Centralize the management of the development staff
- Compete aggressively for state performance funds
- Develop very strategic legislative budget requests
- Strengthen state and federal relations
- Increase departmental generated revenue
- Increase research expenditures
- Increase athletic and academic event ticket sales
- Increase “market-rate” programs across the University
- Increase out-of-state and international enrollment
- Increase revenue from distance education
- Structure summer as a comprehensive semester
- Develop appropriate research indirect costs collection policies
- Sell real estate assets no longer needed
- Eliminate low enrollment programs according to guidance from Board of Governors’ academic coordination workgroup
- Adjust faculty workloads to appropriately reflect productivity in the areas of teaching, research, and service

Explore divestment opportunities

- Reduce personnel costs in non-strategic areas
- Improve competitive bid process
- Work with private sector to build housing as needed near campuses
- Explore selective retirement programs
- Reduce ‘transaction costs’
- Streamline administrative procedures
- Create student internships where appropriate instead of full-time staff

Assessment and Sustainability

This plan becomes the primary annual evaluation tool for the President, each Vice President, and their direct reports. In order to ensure the University’s competitiveness in the national *race to excellence*, the plan will be systematically implemented with a sense of urgency. Annually, the institution will review the following performance indicators, along with progress towards specific targets.

The resulting plan will use Specific, Measurable, Assignable, Realistic, and Time-related (SMART) metrics, as defined below:

- Specific – targeted areas for improvement
- Measurable – quantifiable progress
- Assignable – identifiable leadership
- Realistic – results are achievable
- Time-related – deadlines for progress

At the institutional level (see following pages):

- State and national standardized metrics will aid in the assessment of the University’s holistic advancement towards national recognition.
- Use Florida Atlantic’s ranking in US News and World Report as an external verification of our elevation of performance and brand recognition (see addendum A: FAU 100).

At the operational level:

- Individuals responsible for implementation will identify, collect, verify, analyze, and archive the data to assess their progress.

This plan must remain flexible in its approach to strategic actions and initiatives, so that Florida Atlantic is able to react to changes in the external and internal environments. Likewise, the concept of *Pillars and Platforms* can continuously evolve to meet institutional priorities. Interdisciplinary programs and activities will be included in the *Pillars and Platforms* as they rise to prominence at the University. The faculty, staff, and students will then have the opportunity to develop new and existing programs into institutional *Pillars and Platforms*.

Institutional Performance Metrics

State University System of Florida - Board of Governors (BOG) Metrics

FAU Performance 2013-2014

Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation	74%
Median Average Wages of Undergraduates Employed in Florida 1 Year after Graduation	\$36,000
Average Cost per Undergraduate Degree to the Institution	\$27,690
Six Year Graduation Rates (Full-time and Part-time First-Time-In-College)	45%
Academic Progress Rate (2nd Year Retention with GPA above 2.0)	66%
Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	55%

University Access Rate (Percent of Undergraduates with a Pell Grant)	41%
Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	55%
Percent of Bachelor Degrees Without Excess Hours	73%
Bachelor's Degrees Awarded to Minorities	43%

US News and World Report (US News)

***FAU Performance
2013-2014***

US News High School Counselor Reputation Score	3
Student-to-faculty Ratio	24
SAT Score Median	1045
First-Time-In-College (FTIC) Students in Top 25% of High School Graduate Class	37%
Admissions Selectivity (Percent Admitted)	48%
Retention Rate (Full-Time)	77%
US News Academic Peer Reputation Score	2.1
Percent of Faculty Who Hold Full-Time Appointments	84%
Percent of Students Living in Affiliated Housing	6%
Admissions Yield (Percent Enrolled)	29%
Percentage of Alumni Who Participate in Annual Fund	5%
6-Year Graduation Rate (Full-Time)	41%

Integrated Postsecondary Education Data System (IPEDS)

***FAU Performance
2013-2014***

Percentage of Undergraduates Who Attend Full-Time	62%
Percentage of Out-of-State First-Time-In-College Students	13%
Percentage of International Students	2%
Undergraduate Headcount	25,790
Graduate Headcount	4,969
Master's Degrees Awarded	1,355
Doctoral Degrees Awarded	128
Sustainability Index (Percentage of Revenue from State Appropriations)	27%
Research Expenditures	\$28.1M
Number of First-Time-In-College Applicants	17,358
First-Time-In-College Headcount	3,479
Distance Education Headcount	6,467
Endowment/Headcount (Value at the End of the Fiscal Year)	Pending

National Science Foundation (NSF)

**FAU Performance
2013-2014**

Federal Obligations	Pending
Number of Postdoctoral Appointments	Pending

Alignment of State University System & FAU Goals

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
1) National Ranking for Universities	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	<i>U.S. News & World Report</i> Top 100 Public (FAU100, 2018)
2) Freshman in Top 10% of Graduating High School Class	50%	50% – 2025 target (<i>Race to Excellence, 2015-2025</i>)
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks – 2021 target (<i>FAU Accountability Plan, 2018</i>)
4) Percent of SUS courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog	90%	90% or equivalent classification (<i>Pending</i>)
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.5 – 2021 target (<i>FAU Accountability Plan, 2018</i>)
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	48% – 2025 target (<i>Race to Excellence, 2015-2025</i>)
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70% full-time FTIC – 2025 target (<i>Race to Excellence, 2015-2025</i>)
8) Percent of Bachelor’s Degrees Without Excess Hours PBF: ALL (except FSU, UF)	80%	80% – 2025 target (<i>Race to Excellence, 2015-2025</i>)
9) Bachelor’s Degrees Awarded Annually PBF: UCF	90,000	5,809 – 2021 target (<i>FAU Accountability Plan, 2018</i>)

* Targets approved by the Florida Atlantic University Board of Trustees, such as in FAU’s *Accountability Plan, 2018* and FAU’s *Strategic Plan for the Race to Excellence*

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
10) Graduate Degrees Awarded Annually	35,000	1,722 – 2021 target (FAU Accountability Plan, 2018)
11) Bachelor's Degrees Awarded to African-American & Hispanic Students PBF: FAU, FGCU, FIU	36,000 (40%)	48% – 2025 target (Race to Excellence, 2015-2025)
12) Number of Adult (Aged 25+) Undergraduates Enrolled PBF: UWF	75,000 (21%)	24% – 2021 target (FAU Accountability Plan, 2018)
13) Percent of Undergraduate FTE in Online Courses	40%	35% – 2025 target (Race to Excellence, 2015-2025)
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) PBF: ALL	All Institutions Above 30%	41% – 2025 target (Race to Excellence, 2015-2025)
15) Academic Progress Rate (2nd Fall Retention with GPA >=2) PBF: ALL	90%	90% – 2025 target (Race to Excellence, 2015-2025)
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	55% – 2025 target (Race to Excellence, 2015-2025)
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	33% – 2021 target (FAU Accountability Plan, 2018)

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	63% – 2025 target (<i>Race to Excellence, 2015-2025</i>)
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	45% – 2021 target (<i>FAU Accountability Plan, 2018</i>)
20) Faculty Membership in National Academies	75 (based on 2011)	6 – 2025 target (<i>Race to Excellence, 2015-2025</i>)
21) Faculty Awards PBF: FSU, UF	75 (based on 2011 data)	4 – Fall 2019 target (<i>FAU Accountability Plan, 2018</i>)
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	TO BE DETERMINED Board staff will work to develop a standard definition for this metric across the System.	TBD
23) Total R&D Expenditures PBF: UF	\$2.29B (based on 2012-13)	\$200M – 2025 target (<i>Race to Excellence, 2015-2025</i>)
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	71% (based on 2011-12)	63% – 2021 target (<i>FAU Accountability Plan, 2018</i>)
25) Number of Patents Awarded Annually	410 (based on 2013)	4 – 2021 target (<i>FAU Accountability Plan, 2018</i>)
26) Number of Licenses and Options Executed Annually	270 (based on 2011-12)	26 – 2020 target (<i>FAU Accountability Plan, 2018</i>)
27) Number of Start-Up Companies Created	40	3 – 2020 target (<i>FAU Accountability Plan, 2018</i>)

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
<p>28) Number of Universities with the Carnegie Foundation’s Community Engagement Classification</p>	<p>All</p>	<p>FAU will apply to receive the Carnegie Foundation for the Advancement of Teachings’ “Community Engaged” Classification in Spring 2019. Designation will be announced in January 2020. <i>(Race to Excellence, 2015-2025)</i></p>
<p>29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL</p>	<p>90%</p>	<p>83% – 2025 target <i>(Race to Excellence, 2015-2025)</i></p>

Alignment of Priorities

State University System Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research & Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
Community & Business Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce

FAU Strategic Plan Goals	Excellence	Productivity	Strategic Priorities
Boldness <i>A uniquely competitive and globalized student body</i>	“Recruit and retain nationally competitive students” (p. 6) – and “become the national model for diversity of the student body” (p. 7)	“Develop an academic support structure for timely student graduation” (p. 7)	“Increase enrollment in Board of Governors’ areas of strategic emphasis” (p. 6)
Synergy <i>Prominent teams of researchers and scholars</i>	“Recruit and retain outstanding faculty and graduate students” (p. 8)	“Invest in focused <i>Pillars</i> and <i>Platforms</i> to enhance interdisciplinary teams” (p. 8) – and “grow the research enterprise” (p. 9)	“Develop a capacity to promote economic development” (p. 9)
Place <i>Deep engagement with South Florida’s global communities</i>	“Institutionalize a culture of collaborative and experiential engagement with community partners” (p. 9)	“Create and maintain an infrastructure that will encourage and support faculty, staff, and student engagement with the community” (p. 9)	“Support workforce and economic development in FAU’s regional and global communities” (p. 10)

Appendix M

Appendix M

Faculty Member: Farshad Araghi . Year: 2018 .

A. Teaching and other instructional activities

1. Classes taught in 2018, including spring, summer and fall:

Semester	Course number	Course Title	Credit Hrs	Contact Hrs	Enrollment	Names of GTAs	SPOT # of Resp	Overall SPOT Rating (Mean)
Spring 2018	SYA4110/42528	Sociological Theory	3	3	35	0	14	1.36
Spring 2018	SYD 6335/42391	Seminar: State, Economy & Society	3	3	11	0	6	1.0
Summer 2018	SYA4010/60331	Sociology of Food	3	3	46	0	15	2.0
Summer 2018	SYG 4244/60856	Gender and Society	3	3	29	0	6	2.0
Fall 2018	SYA 4120/15164	Contemporary Social Theory	3	3	27	0	8	1.13
Fall 2018	SYA 6117/16467	Seminar: Critical Perspectives in Social Theory	3	3	14	0	7	1.14
Fall 2018	SYA4930/23841	Sociology in Film	3	3	36	0	10	1.50

Provide SPOT score on items designated by your dept. If your dept. has no specification, include SPOT — item 6

b. **Internship supervision** (list semester, course number, name, internship site, name of student and number of credits):

Semester	Course #	Internship site	Student Name	Credit Hrs

c. **Membership on thesis and doctoral committees**, service on comprehensive or field examination committees, other instructional work with graduate students (list student name, semester, title of thesis or dissertation, role on committee (chair or member) and anticipated semester of graduation):

Semester	Name of Student	Role on Committee	Title of Thesis	Date of Grad

d. **Curricular development** (list new courses developed and proposed to curriculum committees, or involvement in curricular revision):

Participated in the departmental undergraduate curricular revision in connection with the Writing Across the Curriculum initiative.

e. Advising:

- Worked extensively with undergraduate students by involving them in joint research, presentations at scholarly meetings, and submission of papers to refereed journals for publications.
- Mentored students for applying to graduate schools:
- Successful placement of Eliza Fabian in University of Arizona's graduate program
- Vivienne Raven who took Medicine and Society with me is in the process of applying to Medical Schools.
- General mentoring approach for the Davie campus:

While the students on the Davie campus use the advising office for general advising needs, my new pedagogical approach emphasized the connections among teaching, mentoring, and advising. When the students feel connected with their teachers and come to trust their teachers, they also feel they can talk about their lives and about their personal troubles. This opens the way for mentor/advisor/teacher to put the challenges facing our students in a wider social context and then explore with them practical ways of overcoming or bypassing the problems that often would seem too discouraging precisely because they were understood and felt as a student's own responsibility as an individual. The connecting conversation with my students also gives me a chance to address the asymmetrical flow of information about possibilities and opportunities as well as the interpretation of taken for granted terms such as "statement of purpose" and "recommendation letters." If you need more information I could provide you with more details (such as the students names, my notes on the sources of their problems and how they respond when they are better equipped with words and ways of thinking that focuses their minds and energies on solving problems

- f. **Responsibility for instructional labs**, studios, and other instructional support activities (indicate your role in developing or maintaining labs or other instructional spaces, organizing instruments or equipment):
- g. **Supervision of Graduate Teaching Assistants:**
- (i) GTAs responsibilities in course:
 - (ii) Information on supervision/mentoring of graduate teaching assistants in their instructional work:
- h. **Competitive grants**, awards, prizes, and special recognition of excellence in teaching:
- i. Other instructional activities and accomplishments:

3. Student Perception of Teaching:

- a. Other relevant information on Student Perception of Teaching (provide your analysis of the students' responses if it is useful in evaluating the instructional record).

Please note that the summer 2018 SPOT scores are outlier compared to Spring 2018 and Fall 2018.

Note: The summary sheets of the SPOT responses for all courses must be included in the supplementary material.

4. Additional material on instruction (peer evaluation, descriptions of new course preparations or major revision of courses. If appropriate, provide a brief explanation of significance of materials for the annual evaluation:

5. ***Chair's comments and evaluation:***

B. Creative, Research, and Scholarly Accomplishment —for each, provide information on process of evaluation (blind peer review, editorial review) name of publisher, date of publication or anticipated date of publication, number of pages in print or number of manuscript pages accepted for publication)

1. Publications:

- a. In the preceding two years I published two long articles—about 60 pages as submitted, and about 30 pages in book print)—both of which are in print (referenced below and attached. In 2018, I have been working on a book proposal (attached) intended for submission to Cornell University Press.

Araghi, Farshad, 2016 (single author) 2016 The Rise and Fall of the Agrarian Welfare State: Peasants, Globalisation, And The Privatisation of Development” pp. 317-345 in Julio Boltvinik and Susan Archer Mann (eds.) Peasant Poverty and Persistence in the Twenty-first Century: Theories, Debates, Realities and Policies. Zed Books: London.

Araghi, Farshad 2017, (first author), and Philip McMichael (second author, Cornell University). 2017" *What Was Postmodernity? Capitalism and Historical Crises of Modernity in Global Context: A World-Historical Analysis.*" *Review: A Journal of the Fernand Braudel Center for the Study of Economies, Historical Systems and Civilizations (Volume 36, No. 2)*

- d. Reprints: indicate whether the publication was reported in an earlier annual report and if so, during what year:

2. Creative accomplishments: For each, provide supporting documentation such as letters of acceptance of a work for a juried show and information on the jurying process. Provide reviews, when available.

Creative work (specify solo or group)

- (a) Nationally significant (list date, location, sponsor)
(b) Regionally significant (list date, location, sponsor)
(c) Other

Artistic work in the visual arts published (specify nature of publication, publisher, reviewing process, distribution)

Scholarly and other contributions

- (a) service as juror or judge of national or regional (specify) competition
- (b) curatorship of nationally or regionally significant show (specify whether the show was juried or not; if juried, specify jurors and their backgrounds)
- (c) catalogue for a significant exhibition

Book Proposal: Global Disposessions and the City: A World-Historical Perspective, intended for submission to Cornell University Press.

Artistic and collaborative theatrical performance and production (please explain)

3. Papers presented at or other contributions to/involvement in professional meetings, special seminars, and other professional activities. For each, provide appropriate documentation- for example, a copy of the meeting's agenda or a copy of the paper presented.

(1) Presented paper "Food Regimes, Hunger Regimes, Disease Regimes: A World-historical Reinterpretation at the 2018 Annual Conference of the American Sociological Association.

(2) Organized the Regular Session on Sociology of Food, Annual Meetings of the American Sociological Association, 2018 (by invitation of the Organizing Committee of the American Sociological Association).

4. Grant proposals submitted; grants received:

5. Awards, prizes, and special recognition:

6. Work under review (for each, provide name of publication where work has been sent, and process of review, and number of manuscript pages):

7. Work in progress for each, provide name of publication where work will be sent, and process of review, and number of manuscript pages):

I am revising (with co-authors) two long papers for submission (1) to the Journal of Peasant Studies "Food Regimes as Disease Regimes" that was been accepted for presentation

at a regular paper section of the August 2018 Annual meeting of the American Sociological Association, and (2) "A Genealogy of Gender in the Context of Global Political Economy" for submission to Gender and Society.

8. Chair's comments and evaluation:

C. Service, Governance, and Other University Responsibilities

1. Academic governance and other institutional responsibilities. For items a-d, list all dept/program responsibilities and committees. Indicate whether you served on a committee as a chair or a member):

a. Departmental responsibilities and service

Participated in departmental meetings and committees as assigned.

b. College responsibilities and service:

c. Campus responsibilities and service:

Please see above, under advising/mentoring section

d. University responsibilities and service:

2. Professional service (explain responsibilities and accomplishments, providing documentation when appropriate):

3. Assigned service external to the university and the profession (explain responsibilities and accomplishments, providing documentation when appropriate):

4. Chair's comments and evaluation

E. For the annual evaluation to be completed, the following materials need to be submitted to the chair in addition to this report:

1. Revised and up to date curriculum vita
2. Copies of summary sheets of SPOT reports for all courses included in the report
3. Letters of acceptance from publishers, as indicated
4. Copies of works published or under review during evaluation period
5. Other materials requested by the department or the chair

SUMMARY OF PERFORMANCE EVALUATION¹

	Exceptional	Outstanding	Good	Needs Improvement	Unsatisfactory	Not Assigned
Teaching and Other Instructional Activities						
Research, Scholarship and Creative Accomplishment						
Service, Governance and Other University Responsibilities						
Overall Rating						

Signature of Department Chair

Date

Signature of Faculty Member, indicating he/she has seen the above evaluation

Date

¹ After the annual evaluation is signed by the faculty member, the faculty member may add a brief response to the content of the evaluation. This response is optional. It may be added as a brief memorandum and the Report should note "see appended memorandum."

Signature of the Dean

Date

Laura Backstrom

Curriculum Vitae

[Updated: Nov. 1, 2019]

Email: lbackstrom@fau.edu
Website: <http://www.fau.edu/artsandletters/sociology/faculty/backstrom/>
Phone number: (561) 297-3270
Address: Culture & Society Building #259, 777 Glades Road, Boca Raton, FL 33431

FACULTY ACADEMIC APPOINTMENTS

2016-Present **Assistant Professor**
Florida Atlantic University, Department of Sociology

2015-2016 **Visiting Assistant Professor**
Macalester College, Department of Sociology

EDUCATION

2014 **Ph.D. in Sociology**
Minor: Gender Studies
Indiana University, Bloomington
Thesis: "Constructing the Problem Child: Body Projects and Embodied Inequality in Anti-Obesity Discourse"

2008 **M.A. in Sociology**
Indiana University, Bloomington
Thesis: "Putting Stigma to Bed? The Sexual Consequences of Obesity in Young Adulthood"

2006 **B.A. in Sociology**
Fordham University
Honors: *Summa Cum Laude*

AREAS OF EXPERTISE

Childhood/Youth	Sexuality	Culture	Qualitative Methods
Gender and the Body	Microsociology	Social Problems	Inequality

PUBLICATIONS

Book

Backstrom, Laura. 2019. *Weighty Problems: Embodied Inequality at a Children's Weight Loss Camp*. New Brunswick: Rutgers University Press.

Articles

Backstrom, Laura. 2018. "Accomplishing Empathy at a Children's Weight Loss Camp." *SAGE Research Methods Cases* 2: 1-12.

Backstrom, Laura. 2016. "Embodied Resocialization at a Children's Weight Loss Camp." *Ethnography* 17(4): 539-558.

Backstrom, Laura. 2012. "From the Freak Show to the Living Room: Cultural Representations of Dwarfism and Obesity." *Sociological Forum* 27(3): 682-707.

Backstrom, Laura, Elizabeth A. Armstrong, and Jennifer Puentes. 2012. "Women's Negotiation of Cunnilingus in College Hookups and Relationships." *Journal of Sex Research* 49(1): 1-12.

OTHER PUBLICATIONS

Moynihan, Patrick, James A. Wilson, and **Laura Backstrom.** 2006. "Assessing Undergraduate Program Efficacy and Outcomes: Learning from ASA's Research on What Sociology Graduates Learn and Take to the Job Market." *Footnotes* 34(1): 6,8.

Moynihan, Patrick J., and **Laura Backstrom.** 2004. "Little Margin for Error." *NYAAPOR Newsletter* December (Winter): 1,3.

SUBMITTED MANUSCRIPTS

Backstrom, Laura. "Parental Responsibility and Children's Agency in Antiobesity Discourse." Revise and Resubmit at *Childhood.*

MANUSCRIPTS IN PROGRESS

Cooley, Morgan, **Laura Backstrom,** Heather M. Thompson, Marianna Colvin. "Foster Parent Perspectives, Experiences, and Relationships with Child Advocates in the Child Welfare System"

Cooley, Morgan, Heather M. Thompson, Marianna Colvin, and **Laura Backstrom.** "Experiences of Guardians ad Litem in Florida."

Backstrom, Laura. "First Lady, Lady First: The Constraints and Strategic Opportunities of Hegemonic Femininity in Michelle Obama's Let's Move! Campaign"

Fraidenburg, Kelly and **Laura Backstrom.** "Gendered Representations of Women Athletes in Social Media"

Ostroot, Ashley and **Laura Backstrom.** "Dependence, Resilience, and Resentment: How College Students Negotiate Parental Support."

AWARDS AND FELLOWSHIPS

2018 FAU Division of Research, Junior Faculty Mentoring Award, 2019

2013 Graduate Student Paper Competition Award (Second Place), Midwest Sociological Society for "Resocialization at a Children's Weight Loss Camp."

2012 Glen D. and Dorothy E. Stewart Family Scholarship, Indiana University Department of Sociology; in recognition of excellence in both teaching and research

2011 Edwin H. Sutherland Award for Excellence in and Commitment to Teaching, Indiana University Department of Sociology

2011 Advanced Departmental Fellowship, Indiana University

2008 Summer Research Fellowship, Indiana University Department of Sociology

CONFERENCE PRESENTATIONS

- 2018 “Gender Differences and Variation in Weight-Based Peer Victimization among Overweight Youth.”
Annual Meeting, American Sociological Association (ASA), Philadelphia, PA.
- 2018 “Negotiating Stigma at a Children’s Weight Loss Camp.”
Annual Meeting, Southern Sociological Society (SSS), New Orleans, LA.
- 2018 “They Were Born Lucky: Children’s Body Size Attributions at a Weight Loss Camp.”
Annual Meeting, Eastern Sociological Society (ESS), Baltimore, MD.
- 2016 “Embodied Inequality at a Children’s Weight Loss Camp”
Annual Meeting, Society for the Study of Social Problems (SSSP), Seattle, WA
- 2013 “Resocialization at a Children’s Weight Loss Camp”
Annual Meeting, American Sociological Association, New York, NY
- 2013 “Anti-Obesity Programs Construct the Embodied Child”
Annual Meeting, North Central Sociological Association, Indianapolis, IN
- 2013 “Embodied Resocialization of Eating Habits at a Children’s Weight Loss Camp”
Annual Meeting, Midwestern Sociological Association, Chicago, IL
- 2011 “From the Freak Show to the Living Room: Cultural Representations of Dwarfism and Obesity”
Annual Meeting, American Sociological Association, Las Vegas, NV
- 2011 “Student Opinion on Faculty Misconduct”
Annual Meeting, North Central Sociological Association, Cleveland, OH
- 2009 “Teaching Sexuality: Creating an Open Classroom Climate.”
Annual Meeting, North Central Sociological Association, Dearborn, MI
- 2009 “To Give Is Better Than To Receive? Body Comfort and Young Women’s Ambivalence Toward Oral Sex.”
Bringing the Body Back In: Towards a Corporeal Social Science, Tucson, AZ
- 2008 “Weighting for Love? The Romantic and Sexual Consequences of Obesity in Young Adulthood.”
Annual Meeting, North Central Sociological Association, Cincinnati, OH

TEACHING

Florida Atlantic University

Graduate Courses

- Sociology of the Family (Spring 2020)
Research Methods and Design (Fall 2018)
Sociology of Childhood (Spring 2018)
Gender, Sexuality, and the Body (Spring 2017)

Undergraduate Courses

Self and Society (Spring 2020, Summer 2019, Spring 2019, Summer 2018, Spring 2017, Fall 2016)
Social Construction of Sexuality (Summer 2019, Fall 2018, Fall 2017)
Sociological Perspectives (Summer 2018)
Sociology of Youth (Spring 2018, Summer 2017)
Gender and the Body (Fall 2017)
Human Sexuality and Social Change (Fall 2016)

ADVISING

MA Thesis

Member, Thesis Committee, Ashley Ostroot
Chair, Thesis Committee, Akilah Somersall
Chair, Thesis Committee, Abby Duncanson

BA Honors Thesis

Chair, Thesis Committee, Sydney Riggs
Member, Thesis Committee, Alaina Tillman

SERVICE

FAU Sociology Department

2017-Present Member, Graduate Evaluation Committee
2018-Present Director, Honors Program for the Sociology BA
2019-2020 Chair, Hiring Committee for Open/Quantitative Assistant Professor Search
2018-2019 Interim Director of Graduate Studies, Sociology Department
2018-2019 Member, Graduate Program Committee,
2017-2018 Coordinator, Proseminar for Sociology Graduate Program
2017-2018 Member, Hiring Committee for Healthy Aging Assistant Professor Search

College/University

2018-Present Member, Comparative Studies PhD Committee
2018-2019 Member, Graduate Program Committee

Service to the Profession

2012-Present Reviewer, *American Journal of Sociology*, *Sociological Perspectives*, *Sociological Forum*, *Journal of Contemporary Ethnography*, *Fat Studies Journal*
2018-2019 Member, ASA Children and Youth Section's Nominations Committee

September 2015

Ann Branaman

Address

Department of Sociology
Florida Atlantic University
777 Glades Road
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Phone: (561) 297-3813

301 NW 35th Street
Boca Raton, FL 33431
Cell: (561) 703-9616
E-mail: Branaman@fau.edu

Education

Ph.D. 1997	Pennsylvania State University, Department of Sociology
M.A. 1993	Pennsylvania State University
B.A. 1991	Wesleyan University, Middletown, Connecticut

Academic Employment

Fall 2003 - Present	Associate Professor of Sociology, Florida Atlantic University
Fall 1997 – Spring 2003	Assistant Professor of Sociology, Florida Atlantic University
1993 - 1997	Graduate Instructor in Sociology The Pennsylvania State University

Refereed Journal Articles

- 2001 "Rational and Irrational Bases of Commitment to Hierarchy in Group Interaction." *Advances in Group Processes* 18: 31-64.
- 2000 "The Bonds of Hierarchy: Anglo-American Psychoanalytic-Feminist Theory on Inequality in Intimate Relationships." *Current Perspectives in Social Theory* 20: 67-89.
- 1995 Alan Booth, David R. Johnson, Ann Branaman, and Alan Sica. "Belief and Behavior: Does Religion Matter in Today's Marriage?" *Journal of Marriage and the Family* 57:661-671, 1995.
- 1994 "Reconsidering Kenneth Burke: His Contributions to the Identity Controversy." *Sociological Quarterly* 35(3):443-455.

Books

2001 *The Self and Society Reader*. Cambridge, Oxford: Basil Blackwell Publishers.

1997 *The Goffman Reader*. Co-edited with Charles Lemert. Cambridge, Oxford: Basil Blackwell Publishers.

Book Chapters

2014. "Feminist and Postfeminist Theory." Pp. 74-96 in *The Handbook of Social and Cultural Theory*, edited by Anthony Elliott. Routledge.

2013. "Theater as Life: The Seminal Contributions of Kenneth Burke." Pp. 6-15 in *Life as Performance: A Dramaturgical Handbook*, edited by Charles Edgley. Ashgate Publishers.

2012 "Emotions." Pp. 429-439 in *The Handbook of the Sociology of Human Rights*, edited by Brunnsma, Smith, and Gran. Paradigm Publishers.

2011 "Feminism and Identity." Pp. 30-48 in *The Handbook of Identity Studies*, edited by Anthony Elliott. Routledge.

2010 "Identity and Social Theory." Pp. 135-155 in *The Routledge Companion to Social Theory*, edited by Anthony Elliott. Routledge.

2009 "The Protean Goffman: Erving Goffman and the New Individualism." Pp. 232-253 in *The Contemporary Goffman*, edited by Michael Hviid Jacobsen. Routledge.

2007 "Gender and Sexuality in Liquid Modernity." Pp. 117-135 in *The Contemporary Bauman*, edited by Anthony Elliott. Routledge.

2006 "Contemporary Social Theory and the Sociological Study of Mental Health." Pp. 95-123 in *Mental Health, Social Mirror*, edited by Bill Avison, Jane McLeod, and Bernice Pescosolido. Springer Publishing.

2003 "Interaction and Hierarchy in Everyday Life: Goffman and Beyond," Pp. 86-126 in *The Sociology of Face-to-Face Encounters after Erving Goffman*, edited by Javier Trevino. Rowman and Littlefield Publishers.

2001 "Goffman." Pp. 94-106 in *Profiles in Contemporary Social Theory*, edited by Anthony Elliot and Bryan Turner. Sage Publications.

- 1997 "Goffman's Social Theory." Pp. xlv – lxxxii In *The Goffman Reader*, edited by Charles Lemert and Ann Branaman.

Book Reviews

2014. Status, Power, and Ritual Interaction: A Relational Reading of Durkheim, Goffman, and Collins, Theodor Kemper, *Contemporary Sociology* 43 (6): 851-853,
- 2010 *A New Type of Womanhood: Discursive Politics and Social Change in Antebellum America*, by Natasha Kraus. *Contemporary Sociology* 39 (4): 459-460.
- 2010 *Making the Cut: How Cosmetic Surgery is Transforming Our Lives*, by Anthony Elliott. *Contemporary Sociology* 39 (2): 160-162
- 2003 *Gender and Social Theory*, by Mary Evans. *Gender and Society* 18 (6): 795-796.
- 2002 *Culture in Mind: Toward a Sociology of Culture and Cognition*, edited by Karen Cerulo. *Contemporary Sociology* 32 (2):196-198.
- 1997 *Finding Philosophy in Social Science*, by Mario Bunge. *Contemporary Sociology* 26(6):783-784.

Refereed Conference Papers: National

- 2017 Adulthood in the 21st Century: Factors that affect college student's adult identity and the transition to adulthood. Presented at 2017 SSEA Conference on Emerging Adulthood, Washington, DC.
- 2017 "I feel like I technically raised myself": Accelerated transitions during the era of emerging adulthood. Presented at 2017 SSEA Conference on Emerging Adulthood, Washington, DC.
- 1999 Do They Really Think She's Stupid?: Goffman and Status Characteristics Theory on Interaction and Inequality. Presented at American Sociological Association Meeting in Chicago, August 1999. Revised version of this paper was published in *Advances in Group Processes*.
- 1998 Defending Hierarchy: A Goffmanian Approach to Gender, Interaction, and Inequality. Presented at American Sociological Association Meeting in San Francisco, August 1998.

- 1997 Rethinking Inequality in Family and Gender Relations: Psychoanalytic - Feminist Contributions. Accepted for presentation at American Sociological Association Meeting in Toronto, August 1997. Did not attend meeting due to conflict with relocation. Revised version of this paper was published in *Current Perspectives in Social Theory*.
- 1995 The Self and Social Criticism: Mead in the Deweyan Context. Presented at American Sociological Association meeting in Washington, D.C. August 1995.

Invited Conference Presentations: International

- 2014 "Making Meaningful Lives: The Promises, Perils, and Contradictions of the New Individualism." Invited presentation. Conference on *The New Individualism: For and Against*, The Hawke Institute, University of South Australia. August 15, 2014.

Invited Conference Presentations: National

- 2006 Goffman and the New Individualism. Invited presentation, American Sociological Association Meeting, August 2006. Revised version of this paper was published as a book chapter in *The Contemporary Goffman* (2009, Routledge)
- 2006 "Teaching the Sociology of Emotions." Presented at American Sociological Association Meeting, August 2006. Co-organized with Leslie Irvine.
- 2004 "Teaching as Public Sociology." Presented at American Sociological Association Meeting, August 2004.
- 2004 "Teaching the Sociology of Emotions." Presented at American Sociological Association Meeting, August 2004. Co-organized with Leslie Irvine.
- 2003 Goffmanian Social Psychology: Research Directions for the 21st Century. Invited presentation, American Sociological Association Meeting, August 2003.
- 2002 Interaction and Hierarchy in Everyday Life: Goffman and Beyond. Invited presentation, American Sociological Association Meeting, August 2002. Extended version of this paper was published as a book chapter in *The Sociology of Face-to-Face Encounters after Erving Goffman* (2003, Rowman and Littlefield).

Invited Conference Presentation: Regional

September 2015

- 2009 “*The Presentation of Self in Everyday Life*, 2009.” Invited presentation, Eastern Sociological Association Meeting, March 2009.

Grants

- 2015 Distinction Through Discovery Summer Undergraduate Research Fellowship (SURF), Florida Atlantic University, \$3500, P.I. Project title: Constructing Adulthood in Contemporary Societies. Wrote successful proposal to support undergraduate student during summer 2015 as we collaborated on the project. \$3100 to student/\$400 faculty stipend.
- 2014 Distinction Through Discovery Undergraduate Curriculum Grant, Florida Atlantic University, \$5000, P.I. Project Title: Integrating Research and Inquiry into the Sociology BA program. Funding provided \$1000 stipends to five department faculty members who agreed to redesign core courses in the sociology BA curriculum to enhance student opportunities for building research and inquiry skills. Awarded in Summer 2014 to support curricular work during the Fall 14-Spring 15 and Fall 15-Spring 16 academic years.

Courses Taught at FAU

SYG 1000 Introduction to Sociology
SYA 4010 Sociological Theory
SYA 4015 Contemporary Social Theory (New course)
SYP 4110 Self & Society
SYD 4800 Gender & Society
SYD 4814 Gender, Power, and Relationships (New course)
SYP 4400 Social Change
SYO 4410 Sociology of Mental Health (New course)
SYO 4530 Class, Status, and Power
SYP 4420 Sociology of Consumption (New course)
SYA 4930 Sociological Psychology (New course)
SYA 6215 Seminar in Social Theory
SYO 6535 Seminar in Social Stratification
SYP 6035 Seminar in Microsociology (New course)
SYD 6215 Seminar in Contemporary Social Theory
SYD 6934 Private Lives, Public Context (New course)

September 2015

Supervision of Graduate Students

Fall 2010-Spring 2013, Merrie Meyers, Comparative Studies Ph.D. Program, Primary advisor and chair of dissertation committee. Dissertation Title: Changes in Public Education, Changes in Norms: Why Charter Schools Seem so Attractive. Graduated Spring 2013.

Fall 2010-Spring 2012, Darlene Levy, Comparative Studies Ph.D. Program, Primary advisor and chair of dissertation committee: Dissertation title: The Politics of Inclusion and Exclusion in the DSM V. Incomplete.

Spring 2006-Summer 2006. Linda Andersson, MA thesis, Primary advisor, Completed and graduated Summer 2006. Thesis title: Theories of Domestic Violence: Towards a Holistic Perspective.

Summer 2004. Lisa Lipsman, MA thesis, Committee member, completed and graduated Summer 2004. Thesis title: The Bureaucratic System: A Positive or Negative Effect on Nursing Home Quality of Care?

Summer 2003. Heather Bostwick, MA thesis, Committee member, completed and graduated summer 2003. Thesis title: The Confederate Flag Controversy in South Carolina: A Test of Herbert Blumer's Race Prejudice as a Sense of Group Position Theory.

Fall 2002-Spring 2003. Linda Andersonn, MA thesis, Primary advisor, Completed and graduated summer 2006. Thesis title: Theories of Domestic Violence: Towards a Holistic Perspective.

Fall 2001. Michael Ostrowsky, MA thesis, Committee Member, completed and graduated Fall 2001. Thesis title: Testing an Integrated Model of Crime.

Summer 2001. Mariah Martin, MA thesis, Committee member, completed and graduated Summer 2001. Thesis title: American Engaged Buddhism and New Social Movement Theory.

Advising Activities

Spring 2011 – Spring 2014 Director of Interdisciplinary Studies: Social Science.

Spring 2011 – Spring 2013. Director of Interdisciplinary Studies: Arts and Humanities

Fall 2008 – Fall 2012 Undergraduate Advisor for Sociology majors and minors.

Fall 2005 – Spring 2007 Graduate Director in Sociology

Fall 2000-Spring 2006 Undergraduate Advisor for Sociology majors and minors

September 2015

Fall 2002-Spring 2004. Alpha Kappa Delta Faculty Advisor

Service and Professional Development

Department

Chair, Department of Sociology, Spring 2016 – current.

Associate Chair, Department of Sociology, Summer 2013 – Fall 2015.

Intellectual Foundations Program committee, Fall 2013- present.

Campus Days/Recruiting Events, Department representative, Fall 2008 – present.

Department of Sociology Search Committee, 1998, 1999, 2002, 2004, 2005, 2006, 2007, 2009-2010, 2013-2014.

Sociology B.A. program assessment committee, 2000- current.

Chair, Sociology B.A. program assessment committee, Spring 2002 - Spring 2005; Fall 2013 – current.

Sociology Department curriculum committee, Fall 2006 – present.

Graduate director in Sociology, Fall 2005 – Spring 2007

College

Member of DFSCAL Dean's Search Committee, Representing Department Chairs, Spring 2017.

Vice-Chair of College of Arts and Letters Faculty Assembly, Fall 2014- Spring 16.

Director of Interdisciplinary Studies: Social Science, 2011-2014.

Director of Interdisciplinary Studies: Arts and Humanities, 2011-2013.

Department representative to College of Arts and Letters Faculty Assembly, 2004 to present.

College of Arts and Letters Assessment Committee, Spring 2012 – Fall 2012.

September 2015

College of Arts and Letters Undergraduate Programs Committee, 1999-2005 and 2008-2012.

Chair, College of Arts and Letters Undergraduate Programs Committee, Spring 2002 – Spring 2005 and Fall 2009 – Spring 2011.

Media, Culture, and Social Theory B.A. program development committee – Fall 2007-Spring 2008

College of Arts and Letters Dean Search Committee, Fall 2006-Spring 2007.

College of Arts and Letters Graduate Programs Committee, Fall 2005 – Spring 2007.

Dean's Faculty Advisory Committee, Spring 2004 - Spring 2006.

Social Science Assessment Committee, Spring 2002.

University

College of Arts and Letters representative on University's Quality Enhancement Plan: Distinction through Discovery committee, 2011-present.

College representative, University Undergraduate Programs Committee, Spring 2002 – Spring 2005 and Fall 2009 – Spring 2011.

College of Arts & Letters Representative on General Education Curriculum Committee, Foundations of Society and Human Behavior, Fall 2008 – Spring 2009.

Member of University General Education Curriculum Committee, Fall 2009 – Spring 2011.

University Faculty Senate, 2003-2004, 2004-2005, 2010-2011, 2011-2012.

University Undergraduate Programs Committee representative to committee for establishing university course syllabus guidelines, Fall 2009.

Honors College, Faculty Search Committee for Sociology/Women's Studies, Spring 2000

College of Arts and Letters Committee on Research and Creative Development, 1997-1999

Professional Service

- 2014 Reviewer for *Society and Mental Health*.
- 2003 - 2013 Reviewer for *American Journal of Sociology*, *Sociological Theory*, *Qualitative Sociology*, *Symbolic Interaction*, *Religion and Society*, *Journal of Contemporary Ethnography*, *Society and Mental Health*, and *The Sociological Quarterly*.
- 2000 - 2003 Member of Editorial Board of *The Sociological Quarterly*.
- 1997-2002 Reviewer for *American Sociological Review*, *Sociological Theory*, *Sociological Inquiry*, McGraw-Hill Publishers, and Blackwell Publishers.

Professional Development

- 2014-2015 Essentials of Academic Leadership Series
- 2013-2014 Distinction through Discovery: Faculty Learning Community
- 2011-2012 Student-Centered Teaching Faculty Learning Community
- Fall 2011 E-Learning Designer/Facilitator Certification Training Course

Curriculum Vitae
January 2019

PERSONAL

Mark H. Harvey

Associate Professor

Department of Sociology

Florida Atlantic University

Phone: (561) 297-3813

Email: mharve16@fau.edu

HIGHER EDUCATION

University of Wisconsin-Madison; PhD, Sociology; May 2005

Arizona State University; MS, Justice Studies; May 1996

Boston College; BS, Finance and Sociology; May 1989

EXPERIENCE

Florida Atlantic University, Department of Sociology; Associate Professor; August 2013-Present.

Florida Atlantic University, Department of Sociology; Assistant Professor; August 2007-2013.

Mississippi State University, Southern Rural Development Center and Department of Agricultural Economics; Assistant Research Professor; September 2006-July 2007.

Mississippi State University, Southern Rural Development Center; Postdoctoral Research Assistant; February 2005-August 2006.

FELLOWSHIPS AND AWARDS

- Fall 2015 Florida Atlantic University, Office of Undergraduate Research and Inquiry, Course Revision Curriculum Grant, "Assessing the War on Poverty in South Florida: Impacts, implications, and innovations." \$5,000.
- Fall 2014 Florida Atlantic University, Office of Undergraduate Research and Inquiry, Curriculum Development Grant with Ann Branaman, Farshad Araghi, Philip Hough and Gina Carreno. \$5,000.
- Fall 2011 Florida Atlantic University, Dorothy E. Schmidt College of Arts and Letters, Scholarly and Creative Accomplishment Fellowship (SCAF) (two-course release)
- 2003-2004 Rural Policy Research Institute Dissertation Fellowship. \$20,000
- 2002-2003 University of Wisconsin-Madison Vilas Travel Fellowship. \$5,000

RESEARCH PUBLICATIONS

Refereed Works

Journal publications

- Harvey, M.H. 2013. Inside the "Smoke-Filled Room:" Neoliberal Devolution and the Politics of Workfare in the Rio Grande Valley of Texas. *International Journal of Urban and Regional Research*, 37(2):641-62.
- Harvey, M.H. 2013. Consensus-Based Community Development, Concentrated Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta. *Community Development*, 44(2): 257-273.
- Harvey, M.H. 2011. Welfare Reform and Household Survival: The Interaction of Structure and Network Strength in the Rio Grande Valley, Texas. *Journal of Poverty*, 15(1):43-64.
- Harvey, M.H. 2010. Welfare Reform and Household Survival in a Transnational Community: Findings from the Rio Grande Valley, Texas. *The Applied Anthropologist*, 30(1-2):19-26.
- Lee, M.A., M. Harvey, and A. Neustrom. 2002. Local Labor Markets and Caseload Decline in Louisiana in the 1990s. *Rural Sociology* 67(4):556-577.

Chapters in books

- Harvey, M.H. 2017. "Racial inequalities and poverty in Rural America," in *Rural poverty in the USA*, edited by J. Sherman, A. Tickamyer and J. Warlick. New York, NY: Columbia University Press.
- Harvey, M.H. and L.J. Beaulieu. 2010. "Implementing community development in the Mississippi Delta: The effect of organizations on resident participation." Pp.146-177 in *Mobilizing communities: Asset building as a community development strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.
- Harvey, M.H. and K. Pickering. 2010. "Color-Blind welfare reform or new cultural racism? Evidence from rural Mexican- and Native-American communities." Pp. 61-79 in *Welfare reform in rural places: Comparative perspectives*, edited by P. Milbourne. Bingley, UK: Emerald.
- Harvey, M., G.F. Summers, K. Pickering and P. Richards. 2002. "The Short-Term impacts of welfare reform in persistently poor rural areas." Pp. 375-412 in *Rural dimensions of welfare reform*, edited by B.A. Weber, G.J. Duncan, and L.A. Whitener. Kalamazoo, MI: The W.E. Upjohn Institute.

Book

- Pickering, K., M.H. Harvey, G.F. Summers, and D. Mushinski. 2006. *Welfare Reform in Persistent Rural Poverty: Dreams, Disenchantments, and Diversity*. University Park, PA: The Pennsylvania State University Press.

Encyclopedia Entries

- Harvey, M.H. 2018. *The Mississippi Encyclopedia*, Ted Ownby and Charles Reagan Wilson, eds., Ann J. Abadie, Odie Lindsey, and James G. Thomas, associate eds. Jackson, MS: University Press of Mississippi. upress.state.ms.us/books/2069

Book Reviews

- Harvey, M. 2015. "Critical rural theory: Structure, space, culture" by A.R. Thomas, B.M. Lowe, G.M. Fulkerson, and P.J. Smith. Lanham, MD: Lexington Books, 2011. *Contemporary Sociology*, 44(1).

Paper Presentations

- Harvey, M.H. 2017. "You must be colorblind!" Race in the Mississippi Delta. "
Presented at the Annual Meeting of the Rural Sociological
Society. Columbus, OH. July 29.
- Harvey, M.H and R. Harvey. 2016."Race, social capital, and trust in local institutions: A
preliminary analysis of survey data from three Mississippi Delta counties."
Presented at the Annual Meeting of the Rural Sociological Society. Toronto.
August 9.
- Harvey, M.H. 2015. "The place of race and racisms in rural sociology: A
theoretical reconstruction and empirical case." Presented at the Annual Meeting
of the Rural Sociological Society, Madison, WI. August 6-9.
- Harvey, M.H. 2012. "If We Had No Enemies, We Wouldn't Be Doing Our Job:"
Externally-Initiated Community Development and Community Power Structures
in the Mississippi Delta. Paper presented at the Annual Meeting of the Rural
Sociological Society. July.
In preparation for submission: Harvey, M.H. ND. "If We Had No
Enemies, We Wouldn't Be Doing Our Job:" Externally-Initiated
Community Development and Community Power Structures in the
Mississippi Delta. (In preparation for submission to *City & Community*).
- Harvey, M.H. 2012. "Persistent Poverty and Community Development in the Mississippi
Delta: The Continuing Significance of Race." Paper presented at the Annual
Meeting of the Southern Sociological Society. March.
Published: Harvey, M.H. 2012. Consensus-Based Community
Development, Concentrated Rural Poverty, and Local Institutional
Structures: The Obstacle of Race in the Lower Mississippi Delta.
Community Development, DOI 10.1080/15575330.2012.734840.
- Harvey, M.H., L.J. Beaulieu, D. Tootle, and R. Gallardo. 2011. "Rural Governance
Regimes and the Persistence of Poverty: Perspectives of Community Leaders in
the Mississippi Delta." Paper presented at the Joint Annual Meetings of the Rural
Sociological Society and the Community Development Society. August.
Published: Harvey, M.H. 2012. Consensus-Based Community
Development, Concentrated Rural Poverty, and Local Institutional
Structures: The Obstacle of Race in the Lower Mississippi Delta.
Community Development, DOI 10.1080/15575330.2012.734840
- Tootle, D., L.J. Beaulieu, M.H. Harvey and R. Gallardo. 2011. "Public Sociology
Revisited: Community Development in the Delta." Paper presented at the Joint
Annual Meetings of the Rural Sociological Society and the Community
Development Society. August.

- Harvey, M.H. 2008. "Welfare Reform and Household Survival in a Transnational Community: The Case of Deep South Texas." Paper presented at the Annual Meeting of the Society for the Study of Social Problems. August.
Published: Harvey, M.H. 2010. Welfare Reform and Household Survival in a Transnational Community: Findings from the Rio Grande Valley, Texas. *The Applied Anthropologist*, 30(1-2):19-26.
- Harvey, M.H. 2008. "Regulating the Poor Revisited: The Role of International Migration and Internal Colonies." Paper presented at the Annual Meeting of the Rural Sociological Society. August.
- Tootle, D., L.J. Beaulieu, and M.H. Harvey. 2008. "Community Development in the Delta: Are We on the Right Track?" Paper presented at the Annual Meeting of the Rural Sociological Society. August.
- Harvey, M.H. and L.J. Beaulieu. 2007. "Bank- Versus Foundation-Led Community Development in the Deep South: The Effects of Organizational Type on Resident Participation." Paper presented at the Annual Meeting of the Rural Sociological Society, August.
Published: Harvey, M.H. and L.J. Beaulieu. 2010. "Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation." Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.
- Harvey, M.H. 2005. "Mandates without Means: Welfare Reform and Household Survival Strategies in the Rio Grande Valley of Texas." Roundtable presentation at the Annual Meeting of the American Sociological Association. August.
Published: Harvey, M.H. 2011. Welfare Reform and Household Survival: The Interaction of Structure and Network Strength in the Rio Grande Valley, Texas. *Journal of Poverty*, 15(1):43-64.
- Harvey, M.H. 2004. "'Reforming' the Border: Welfare Reform, NAFTA, and the Survival Strategies of Low-Income Mexican-American Families." Paper presented at the Annual Meeting of the Society for the Study of Social Problems. August.
- Harvey, M.H. 2004. "The Downside of Devolution: The Role of Local Institutions in Welfare Reform in the Rio Grande Valley of Texas." Paper presented at the Annual Meeting of the Rural Sociological Society. August.
Published: Harvey, M.H. 2012. Inside the "Smoke-Filled Room:" Neoliberal Devolution and the Politics of Workfare in the Rio Grande Valley of Texas. *International Journal of Urban and Regional Research*. Published online, June 20. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2427.2012.01148.x/pdf>

Harvey, M.H. 2003. "Reforming the Border: A Comparative Case Study of the Impacts of Welfare Reform on Local Institutions in Two Persistently Poor Rural Texas Border Counties." Paper presented at the Annual Meeting of the Rural Sociological Society. July.

Harvey, M.H., K. Pickering, G.F. Summers, and D. Mushinski. 2003. "TANF, Rural Poverty, and the Informal Economy." Paper presented at the Joint Meeting of the American Agricultural Economics Association and the Rural Sociological Society. July.

Published: Pickering, K., M.H. Harvey, G.F. Summers, and D. Mushinski. 2006. *Welfare Reform in Persistent Rural Poverty: Dreams, Disenchantments, and Diversity*. University Park, PA: The Pennsylvania State University Press.

Contracts or Grants Received

- | | |
|-----------|---|
| 2015 | Curriculum grant pre-proposal, "Assessing the War on Poverty in South Florida: Impacts, implications, and innovations." FAU Undergraduate Research Initiative (URI). \$5,000. |
| 2014-15 | Collaborative Research Grant. "Surviving Slavery: Sex trafficking in South Florida." |
| 2014-15 | FAU Curriculum Development Grant, Undergraduate Research Initiative. \$5,000 |
| 2007-2009 | Walton Family Foundation, Delta Geographic Concentration Initiative Evaluation, Phase II; with Lionel J. Beaulieu, Mississippi State University; \$593,365 |
| 2010-2013 | Walton Family Foundation, Delta Geographic Concentration Initiative Evaluation, Phase III; with Lionel J. Beaulieu, Mississippi State University; \$563,253 |

Non-Refereed Works

Publications

Southern Rural Development Center, Southern Good Faith Fund, Hindsight Consulting, Marion Kahn Communications, Inc., and L&M Associates. 2005. "Working Differently with the Delta." Dallas, TX: The National Rural Funders Collaborative. Online at www.nrfc.org.

Invited Presentations

Harvey, M.H. 2013. "Consensus-Based Community Development, Concentrated

- Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta.” Keynote speaker at the W.K. Kellogg Foundation’s New Orleans/Mississippi Regional Team Meeting. April, 3.
- Harvey, M.H. 2004. "The Downside of Devolution: The Role of Local Institutions in Welfare Reform in the Rio Grande Valley of Texas." Presented at "Cultures, Governance and Rural Poverty in the Midwest: Toward a Regional Research Framework to Reduce Poverty," sponsored by the North Central Regional Center for Rural Development and the Rural Policy Research Institute. May.
- Harvey, M.H. 2004. "'Reforming' the Border: Opportunities and Obstacles to Reducing Persistent Poverty in the Rio Grande Valley of Texas." Presented at "In the Shadows of Poverty: Strengthening the Rural Poverty Research Capacity of the South," sponsored by the Southern Rural Development Center and the Rural Policy Research Institute. July.
- Harvey, M.H., K. Pickering, and G. F. Summers. 2000. "The Short-Term Impacts of Welfare Reform in Persistently Poor Rural Areas." Paper presented at the Joint Center for Poverty Research and U.S. Department of Agriculture Conference on the Rural Dimensions of Welfare Reform. Washington D.C. May.
Published: Harvey, M., G.F. Summers, K. Pickering and P. Richards. 2002. "The Short-Term Impacts of Welfare Reform in Persistently Poor Rural Areas." Pp. 375-412 in *Rural Dimensions of Welfare Reform*, edited by B.A. Weber, G.J. Duncan, and L.A. Whitener. Kalamazoo, MI: The W.E. Upjohn Institute.

OTHER RESEARCH: EVALUATION REPORTS AND PROPOSALS

- Harvey, M.H. and L.J. Beaulieu. 2013. “Key leader assessment of community conditions and the Delta Bridge in Coahoma County, Mississippi.” Report submitted to the Walton Family Foundation, February.
- Beaulieu, L.J., R. Gallardo, and M.H. Harvey. 2013. “Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year Three (2012).” Report submitted to the Walton Family Foundation, February.
- Beaulieu, L.J., R. Gallardo, and M.H. Harvey. 2012. “Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year Two (2011).” Report submitted to the Walton Family Foundation, March.
- Beaulieu, L.J., R. Gallardo, D. Tootle, and M.H. Harvey. 2011. “Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year One (2010).” Report submitted to the Walton Family Foundation, March.
- Harvey M.H., L.J. Beaulieu, R. Gallardo and D. Tootle. 2010. “The Communities of

- Opportunity Initiative: Contributions to Long-Term and Community-Wide Development.” Report submitted to the Walton Family Foundation, March.
Published as part of Harvey, M.H. and L.J. Beaulieu. 2010.
 “Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation.” Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.
- Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2010. “Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year Three (2009).” Report submitted to the Walton Family Foundation, March.
- Beaulieu, L.J., M.H. Harvey, D. Tootle, and R. Gallardo. 2009. “Evaluation Plan for Phase III (2010-2013) of the Delta Geographic Concentration Initiative. Grant Proposal to the Walton Family Foundation, September (Awarded, \$563,253).
- Harvey M.H., L.J. Beaulieu, R. Gallardo, and D. Tootle. 2009. “The Delta Bridge Project: Contributions to Long-Term and Community-Wide Development.” Report submitted to the Walton Family Foundation, February.
Published as part of Harvey, M.H. and L.J. Beaulieu. 2010.
 “Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation.” Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.
- Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2009. “Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year Two (2008).” Report submitted to the Walton Family Foundation, March.
- Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2008. “Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year One (2007).” Report submitted to the Walton Family Foundation, March.
- Beaulieu, L.J., and M.H. Harvey. 2007. “Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year Three (2006).” Report submitted to the Walton Family Foundation, March.
- Beaulieu, L.J., and M.H. Harvey. 2006. “Evaluation Plan for Phase II (2007-2009) of the Delta Geographic Concentration Initiative. Grant Proposal to the Walton Family Foundation, September (Awarded \$593,365).
- Beaulieu, L.J., M. Harvey, W. Quinn, and Z. Page. 2006. “Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year Two (2005).” Report submitted to the Walton Family Foundation, April.

Beaulieu, L.J., M. Harvey, W. Quinn, and Z. Page. 2005. "Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year One (2004)." Report submitted to the Walton Family Foundation, April.

WORKS IN PROGRESS

Journal publications

Harvey, M.H. "Race, social capital, and trust in local institutions: A survey of three Mississippi Delta counties." *Journal of Rural Studies*, blind peer review. 20pgs

Harvey, M.H. "Racial and class formation in Rural America." *Rural Sociology*. Blind peer review, 20pgs.

Harvey, M.H. "You must be colorblind!" Racial domination and resistance in the Mississippi Delta. *Ethnic and Racial Studies*, blind peer review. 20pgs.

Harvey, M.H. "The place of race and racisms in rural sociology: A theoretical reconstruction and empirical case." Journal article in preparation for submission to *Rural Sociology*.

Harvey, M.H. "If we had no enemies we wouldn't be doing our job:" Externally-initiated community development and community power structures in the Mississippi Delta. Journal article in preparation for submission to *City & Community*.

Harvey, M.H. The southern roots of neoliberal workfare in the U.S: State's rights, race, and peonage (Journal article in preparation for submission to *Social Problems*).

Book

Harvey, M.H. *Community Development at the Crossroads: How "colorblind" philanthropic initiatives reproduce African American poverty in the Mississippi Delta*. Manuscript in preparation for submission to an academic press.

TEACHING

Graduate courses:

- Theory and Research: Racial and Ethnic Relations
- Seminar in Gender Studies
- Migration and Border Studies: Global Approaches

- Race in Global Context

Undergraduate courses:

- Gender and Society
- Poverty and Society
- (RI) Poverty and Society (RI)
- Racial and Ethnic Relations
- Race in Global Context
- The Immigration Debate: Sociological Perspectives
- U.S. Latinos

Directed Independent Studies (DIS)

- “Qualitative Methods,” Jai Tumulo, Fall 2018
- “Readings in the Sociology of Religion,” with Maha Bouhamden, Summer 2016
- “Ethnicity and Health Care,” with Alexandra Casuso, Spring 2015.
- “Global Identity Politics,” with Jillian Kite, Fall 2013.
- “Gender, Health, and Migration,” with Inbal Mazar, Fall 2013
- “Nonprofits, Advocacy, and Undocumented Immigrants” with Sarah Reinhardt, Fall, 2012.
- “Immigration, Welfare, and the Second Generation” with Melissa Lepore, Spring, 2010.

Honors Compacts

Jaylens . Spring 2018. (RI) Poverty and Society (RI)

New courses developed

Graduate courses:

- Migration and Border Studies: Global Approaches
- Race in Global Context
- Seminar in Gender Studies

Undergraduate courses:

- (RI) Poverty and Society
- The Immigration Debate: Sociological Perspectives
- U.S. Latinos
- Race in Global Context

Thesis and Dissertation Advising

Chair:

- Scott Karasik, Women, Gender and Sexuality Studies, Master’s degree, expected Spring 2019.
- Jillian Kite, Women’s Studies, Master’s degree, awarded August, 2014
- Alexandra Casuso, Sociology, Master’s student (did not finish)
- Patrick Levine, Sociology, Master’s student (did not finish)

Committee member:

- Sandra Gall Ojuronbe. Nursing PhD student, awarded, August 2018.
- Casey Mullen. Sociology Masters Student, 2017-present, awarded, August 2018.
- Rachel Hargis, Sociology Masters student, 2017-present, awarded, August 2018.
- Akilah Sommersal, Sociology Masters student, 2017-present, awarded, August 2018.
- Nicola Spence-Burrell, Sociology Masters student, 2017-present
- Arely Baugh, Women, Gender and Sexuality Studies, awarded, August 2016
- Inbal Mazar, Comparative Studies PhD candidate, awarded Fall 2015.
- Elizabeth Roos. Sociology Master's student, Spring 2013, did not finish.
- Elizabeth Caron, Sociology Master's student, Fall 2008-Spring 2009, did not finish.
- Melissa Thompson, Sociology Master's student, Fall 2008-Spring 2009, did not finish.

SERVICE

Department Service

- Faculty Liaison for Writing Enriched Curriculum (WEC) initiative.
- Co-Chair, Undergraduate Program Committee, Fall 2014 to present
- Faculty Mentor to Philip Lewin, Fall 2014 to present.
- Faculty Search Committee, Fall 2015-Spring 2016
- Faculty Search Committee, Fall 2013-Spring 2014
- Faculty Search Committee, Fall 2009-Spring 2010
- Presenter, "Fast-Food Nation." Department of Sociology's *Socio-Cinema* Film Series, March 29, 2011.
- Presenter, "Lalee's Kin: The Legacy of Cotton." Department of Sociology's *Socio-Cinema* Film Series, February 24, 2010.
- Presenter, "Fear and Learning at Hoover Elementary." Department of Sociology's *Socio-Cinema* Film Series, April 1, 2008.

College Service

- Member, Dean Search Committee, Spring 2017.
- Chair, Undergraduate Programs Committee (UPC). Fall, 2016 to Spring 2018.
- Department representative, Undergraduate Programs Committee. Fall, 2012 to Spring 2018.
- Member, Executive Committee, Center for Women, Gender and Sexuality Studies. Fall 2011-Spring 2016.
- Associate faculty member, Center for Women, Gender and Sexuality Studies.
- Organizer, 2015 Annual Meeting of the Southeast Women's Studies Association, Boca Raton, FL.
- Moderator, 2015. "Surviving slavery: Sex trafficking in South Florida."
- Organizer, *Center for Women, Gender and Sexuality Studies Colloquia Series*. Fall 2011- Spring 2012.

- Invite Panelist. “Immigrant Social Movements” Organized by the Sociology Student Association, Dream Defenders, Comparative Studies Student Association, and Peace Studies Student Association, November 8, 2013.
- Presenter, Dorothy E. Schmidt College of Arts and Letters *Faculty Accomplishment Festival*, April, 2012.
- Moderator, “Workers North and South.” Comparative Studies Student Association and Department of Sociology’s *Forum on Re-Envisioning Work and Labor in Florida*, April 14, 2010.
- Invited Speaker, “Understanding Contemporary Immigration.” Peace Studies Student Association, *Forum on Immigration and Human Rights*. Florida Atlantic University. April 16, 2008.

University Service

- Invited Panelist, University Honors Program Faculty-Led Discussion of the Common Reading (*Between the World and Me*). Fall 2018.
- Member, University Undergraduate Programs Committee (UUPC), Fall 2016-Spring 2018.
- Panelist, “Panel on racial inequality in modern America.” Forum organized by the Black Caucus of the FAU College Democrats, February 28, 2017.
- Faculty advisor, To Write Love on Her Arms (TWLOHA), 2013-14.
- Invited panelist, “Still I See No Change.” Forum organized by the Florida Atlantic University Chapter of Progressive Black Men. February 4, 2013.
- Chair, “Haiti Today. Conference on “Haiti and the Americas: Histories, Cultures, Imaginations,” October 22, 2010.

Professional Service

- Tenure review, Wichita State University, Dr. Eric Freeman. Summer 2017.
- Co-Chair, Rural Racial and Ethnic Minorities Research Interest Group. Rural Sociological Society, Spring 2015 to Spring 2018.
- Member, Diversity Committee, Rural Sociological Society, 2017-Present
- Peer reviewer, *Journal of Rural Studies*.
- Peer reviewer, *Rural Sociology*
- Peer reviewer, *Community Development*
- Peer reviewer, University Press of Mississippi.
- Peer reviewer, *Introduction to Community Development: Theory, Practice and Service-Learning* (2010), eds. J. Robinson and G.P. Green. Thousand Oaks, CA: Sage.
- Co-Chair, Rural Sociological Society Rural Poverty Interest Group. 2006-2007; 2007-2008.
- Session chair, “Innovations in Community Theory.” Rural Sociological Society. Chicago, IL. (July, 2012).
- Moderator, “Gender, Race, and Class Intersections and Migrations.” *Annual Conference of the Florida Consortium for Women’s Studies*. Florida Atlantic University, April 1-2, 2011.

Community Service

- Panelist, Symposium on the War on Poverty. Community Action Agency of Palm Beach County. August 18, 2014.

Phillip A. Hough
Associate Professor & Graduate Program Director
Department of Sociology, Florida Atlantic University
Boca Raton, FL 33431
phough2@fau.edu (561) 297-0163

HIGHER EDUCATION

Johns Hopkins University; Ph. D, April 2007 (Sociology)
Johns Hopkins University; MA, April 2001 (Sociology)
Drexel University; BS, May 1998 (Sociology and Anthropology)

EXPERIENCE

Associate Professor, Graduate Program Director, Department of Sociology, Florida Atlantic University (April 2013-Present)

Assistant Professor, Department of Sociology, Florida Atlantic University (September 2007-April 2013)

Visiting Scholar in Residence, Universidad de los Andes, Centro de Estudios Socio-Culturales e Internacionales, Bogotá, Colombia (October 2003-September 2004)

Ethnographic Researcher, Johns Hopkins School of Public Health, Center for Adolescent Health and Disease Prevention; "School Transitions Project"; Principal Investigator: Dr. Debra Mekos (January 2003-October 2003)

Qualitative Researcher, Urban Institute, Population Studies Center; "Pathways to Romantic Unions Project"; Principal Investigators: Dr. Freya Sonenstein and Dr. Joseph Pleck (May 2002-September 2002)

Statistical Analyst, Johns Hopkins University, "Beginning School Study Project"; Principal Investigators: Dr. Karl Alexander and Dr. Doris Entwisle (September 2002-May 2003)

FUNDED RESEARCH AND GRANTS

American Council of Learned Societies (ACLS) fellowship - \$33,458 (July 2018-June 2019)

- ACLS fellowship awarded to complete a book manuscript, *At the Margins of the Global Market: Making Commodities, Workers, and Crisis in Rural Colombia*.

FAU Peace Studies Association, Conference Grant - \$12,000 (February 2016)

- Organized Conference with the Johns Hopkins University's Arrighi Center for Global Studies, "Re-Visiting Chaos and Governance in the 21st Century"

FAU Morrow Fund Research Grant - \$2000 (June-August 2015)

- Conducted fieldwork on labor and agrarian relations in Viejo Caldas, Colombia

FAU Morrow Fund Research Grant - \$980.00 (November 2013)

- Purchased longitudinal data on social protest activity in three regions of Colombia: Viejo Caldas, Urabá, and Caquetá

FAU Morrow Fund Research Grant - \$3000.00 (June-August 2009)

- Conducted fieldwork on labor and agrarian relations in Viejo Caldas, Urabá, and Caquetá, Colombia

Fulbright U.S. Student Program – Research Funding Recipient - \$15,000.00 (August 2003-November 2004)

- Conducted fieldwork on labor and agrarian relations in Bogotá, Viejo Caldas, Urabá, and Caquetá, Colombia

RESEARCH

Publications

Journal Articles and Book Chapters:

Hough, Phillip A. and Kevan Harris, 2020. "Chapter 14: Labour Regimes, Boudary-Drawing and Social Reproduction across the Arc of U.S. World Hegemony," in Elena Baglioni et al., *Labour Regimes and Global Production*, Agenda Publishing – Series on Economic Transformations.

Hough, Phillip A., 2019. "The Winding Paths of Peripheral Proletarianization: Local Labor, World Hegemonies, and Crisis in Rural Colombia," Special Issue: Roads from Calabria: Arrighian Approaches to Agrarian Political Economy, *Journal of Agrarian Change*, Vol. 19:3, pp. 506-527

Bair, Jennifer, Phillip A. Hough, and Kevan Harris, 2019. "Introductory Essay: Roads from Calabria: The Arrighian Approach to Agrarian Political Economy," *Journal of Agrarian Change*, Vol. 19:3, pp. 391-406

Bair, Jennifer Bair and Phillip A. Hough, 2012. "The Legacies of Partial Possession: From Agrarian Struggle to Neoliberal Restructuring in Mexico and Colombia," *International Journal of Comparative Sociology*, Vol. 53:5-6, pp. 345-366

"Honorary Mention" for Best Scholarly Article Award 2013, Development Sociology section of the American Sociological Association

"Best Scholarly Article 2014," Political Economy of the World System section of the American Sociological Association

Hough, Phillip A., 2012. "A Race to the Bottom?: Globalization, Labor Repression, and Development by Dispossession in Latin America's Banana Industry," *Global Labour Journal*, Vol. 3:2, pp. 237-264

Hough, Phillip A. and Jennifer Bair, 2012. "Dispossession, Class Formation and the Political Imaginary of Colombia's Coffee Producers over the Longue Durée: Beyond the Polanyian Analytic," *Journal of World-Systems Research*, Vol. XVIII, No. 1, pp. 30-49

Hough, Phillip A., 2011. "Guerrilla Insurgency as Organized Crime: Explaining the So-Called 'Political Involution' of the Revolutionary Armed Forces of Colombia," *Politics and Society*, Vol. 39:3, September, pp. 379-414

Hough, Phillip A., 2011. "Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia's Agricultural Frontier," *Environment and Planning A*, Vol. 43:5, pp. 1016-1034

Hough, Phillip A., 2010. "Hegemonic Projects and the Social Reproduction of the Peasantry: Examining the National Federation of Coffee Growers and the Revolutionary Armed Forces of Colombia in World Historical Perspective" *Review: The Journal of the Fernand Braudel Center*, September, Vol. XXXIII, No. 1, pp. 25-67

Hough, Phillip A., 2010. "Global Commodity Chains and the Spatial-Temporal Dimensions of Labor Control: Lessons from Colombia's Coffee and Banana Industries," *The Journal of World Systems Research*, Vol. XVI, No. 2, pp. 123-161

Hough, Phillip A., 2007. "Global Perspectives on the United States: Colombia," chapter in David Levinson and Karen Christensen eds., *Global Perspectives on the United States: A Nation by Nation Survey*, Berkshire Publishing, Barrington, MA; pp. 125-130

Other Scholarly Publications:

Hough, Phillip A., 2015. "It's Our Turn Now: Colombia's Agricultural Movement is the Biggest in the Country's History, An interview with Oscar Gutiérrez Reyes." (*NACLA: Report on the Americas*, <https://nacla.org/> February 18, 2015)

Hough, Phillip A., 2013. "Review of Ben Selwyn, *Workers, State and Development in Brazil: Power of Labour, Chains of Value* (Manchester University Press, Manchester, UK: 2012)," in *Journal of World Systems Research*, Vol. 19(1): Winter.

Hough, Phillip A., 2012. "Review of María Clemencia Ramírez, *Between the Guerrillas and the State: The Cocalero Movement, Citizenship, and Identity in the Colombian Amazon* (Duke University Press, Durham and London: 2011)," in *Latin American Politics and Society*, Vol. 54: 4, Winter

Hough, Phillip A., 2011. "Review of Leslie C. Gates, *Electing Chávez: The Business of Anti-Neoliberal Politics in Venezuela* (University of Pittsburgh Press, Pittsburgh, PA: 2010)," in *Social Forces* 89:3, March, pp. 1093-1095.

Hough, Phillip A., 2003. "Rethinking Violence in Colombia: A Review of Nazih Richani's *Systems of Violence: The Political Economy of War and Peace in Colombia* (SUNY Press, Albany, NY: 2002)," in *Contemporary Sociology*, 32:5, Spring, pp. 625-626.

Conference Presentations, Lectures, and Invited Talks

Conference Presentations:

Hough, Phillip A. and Kevan Harris, 2020. "Chapter 14: Labour Regimes, Boundary-Drawing and Social Reproduction across the Arc of U.S. World Hegemony," Annual Conference in the Political Economy of the World-System (Baltimore, MD - April 10-11th 2020).

Gomez-DaBoin, Alberto and Phillip A. Hough, "The Contradictions of Peripheral Development: Venezuela's Political Crisis in World-Systems Perspective, Annual Meeting, *American Sociological Association* (Philadelphia, PA - August 11-14th 2018).

Hough, Phillip A., "Rethinking Arrighi and Piselli's 'Capitalist Development in Hostile Places: A View from Colombia,'" *University of Calabria and JHU Arrighi Center for Global Studies' Capitalist Development in Hostile Environments Conference* (Calabria, Italy – June 6-8th 2017)

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia," *ASA Labor and Labor Movements Conference*, "Precarious Work: Domination and Resistance in the US, China, and the World" (Seattle, WA - August 19th 2016)

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and Anti-Neoliberal Agrarian Mobilization in the Age of US Hegemonic Decline," accepted to the *FAU Peace Studies and JHU Arrighi Center for Global Studies Conference* (Boca Raton, FL - February 18-19th 2016)

Hough, Phillip A. and Philip Lewin, "Class Formations and Deformations in the 21st Century: A Meta-Analysis of the Literature," Annual Meeting, *Social Science History Association* (Baltimore, MD - November 12-15th 2015).

Hough, Phillip A., "Denaturalizing the Market: Primitive Accumulation, Class Reformation, and the Rise of Colombia's Anti-Neoliberal Countermovement," Annual Meeting, *American Sociological Association* (Chicago, IL - August 22-25th 2015).

Hough, Phillip A., "From Proletarianization to Lumpenproletarianization: Rural Displacement and Class Formation in Colombia under Developmentalism and Neoliberalism," Annual Meeting, *Social Science History Association* (Toronto, Canada – November 6-9th 2014)

Hough Phillip A., "Commodity Chain Formations: Capitalist 'Fixes' and the Social Contradictions of Latin America's Banana Industry," Annual Meeting, *American Sociological Association* (San Francisco, CA – August 16-19th 2014)

Hough, Phillip A., "Dispossession as Hegemony: Class Politics and the Reproduction of Primitive Accumulation in Colombia's Coffee and Banana Regions," Annual Meeting, *Social Science History Association* (Chicago, IL – November 21-24th 2013)

Hough, Phillip A., "Colombia's Cafetero Countermovement: Marketization, Class Identities, and the Limits of Polanyian Analysis," *ASA Labor and Labor Movements Conference: "Labor and Global Solidarity – The US, China and Beyond,"* (New York, NY - August 9-11th 2013)

Hough, Phillip A., "The Developmental Origins of Neoliberal Land Grabs: Land, Livelihoods and Dispossession in La Laguna, Mexico," Annual Meeting, *American Sociological Association* (New York, NY - August 10-13th 2013)

Hough, Phillip A., "Occupy Wall Street: A Gramscian Analysis of a Polanyian Movement," Annual Meeting, *American Sociological Association* (Denver, CO – August 17-20th 2012)

Hough, Phillip A., "A Race to the Bottom?: US Hegemony and Labor Repression in Latin America's Banana Industry," Annual Meeting, *American Sociological Association* (Las Vegas, NV – August 20-23rd 2011)

Hough, Phillip A., "Primitive Accumulation, Land Struggles, and Internal Displacement in Colombia: A World Historical Perspective," Annual Meeting, *American Sociological Association* (Atlanta, GA – 14-17th 2010)

Hough, Phillip A. and Jennifer Bair, "The Political Economy of Disarticulation: Land Struggles, Capital Accumulation, and Dispossession in Mexico and Colombia," *Political*

Economy of the World System (PEWS ASA) Annual Conference, (Florida Atlantic University, Boca Raton, FL – April 22-24th 2010)

Hough, Phillip A., “Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia’s Agricultural Frontier,” *Political Economy of the World-System Mini-Conference - PEWS ASA* (San Francisco, CA – August 8-11th 2009)

Hough, Phillip A., “War Making and (Insurgent) State Making along the Agricultural Frontier of Colombia: Explaining the so-called ‘Political Involution’ of the FARC Guerrillas,” Annual Meeting, *Social Science History Association* (Miami, FL – October 23-26th 2008)

Hough, Phillip A., “Rethinking Global Commodity Chains, Rethinking Class Conflict: Lessons from the Case of Colombia,” Annual Meeting, *Society for the Study of Social Problems* (Boston, MA – July 31st to August 2nd 2008)

Hough, Phillip A., “Global Commodity Chains and the Spatial-Temporal Dimensions of Class: Lessons from the Case of Colombia,” Annual Meeting, *Association of American Geographers* (Boston, MA – April 15-19th 2008)

Invited Lectures, Workshops, and Interviews

Hough, Phillip A., “Trajectories of Hegemony, Domination, and Crisis: Colombian Labor Regimes in World Historical Perspective,” Workshop, *UCLA Political Sociology/Global South Working Group Series* (Los Angeles, CA – January 20th 2017)

Hough, Phillip A., “From ‘Cafeteros’ to ‘Campesinos’: Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia,” Invited Lecture, *University of Georgia’s Workshop on Culture, Power, and History* (Athens, GA January 15, 2016)

Hough, Phillip A., “Denaturalizing the Market: Primitive Accumulation, Class Reformation, and the Rise of Colombia’s Anti-Neoliberal Countermovement,” Workshop, *FAU Workshop on Sociological Research* (Boca Raton, FL – January 23rd 2015)

Hough, Phillip A. and Jennifer Bair, “The Legacies of Partial Possession: Land Reform, Class Formation, and Neoliberal Restructuring in Mexico and Colombia,” Workshop, *University of Colorado’s Latin American Studies Working Group* (Boulder, CO – March 15th 2012)

Hough, Phillip A., “A Global Race to the Bottom?: US Hegemony and Labor Repression in Latin America’s Banana Industry,” Lecture, *Florida Atlantic University A&L’s Spring Faculty Accomplishment Festival* (Boca Raton, FL – March 2012)

Hough, Phillip A., “Drug-Trafficking, as the New Ticket to the American Dream?,” Invited Lecture, *Brothers and Sisters of Alpha Psi Lambda Latin Fraternity* – FAU chapter, Florida Atlantic University (Boca Raton, FL – February 15th 2012)

Hough, Phillip A., “Business Unionism, Paramilitarism, and the Politics of Peace in Colombia's Banana Zone of Urabá,” Inaugural Address, *University of Colorado's Latin American Studies Center* (Boulder, CO – November 11th 2010)

Hough, Phillip A., “Hegemonic Projects and the Social Reproduction of the Peasantry: Examining the National Federation of Coffee Growers and the Revolutionary Armed Forces of Colombia in World Historical Perspective,” Workshop, *University of Colorado Sociology Department's Political Economy Working Group* (Boulder, CO – November 10th 2010)

Hough, Phillip A., “Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia's Agricultural Frontier,” Workshop, *Disarticulations and Commodity Chains Workshop*, Florida Atlantic University (Boca Raton, FL – February 12-15th 2009)

Hough, Phillip A., “Labor Internationalism and the Plight of the Colombian Labor Movement,” Television Interview, *EDUCAQUETEÑO TV - Asociación de Institutores de Caquetá* (Florencia, Caquetá, Colombia – July 12th 2009)

Hough, Phillip A., “War Making and (Insurgent) State Making along the Agricultural Frontier of Colombia: Explaining the so-called ‘Political Involution’ of the FARC Guerrillas,” Workshop, *FAU Sociology Brownbag Workshop Series* (Boca Raton, FL – November 31st 2008)

Hough, Phillip A., “Global Commodity Chains and the Spatial-Temporal Dimensions of Class: Lessons from the Case of Colombia,” Workshop, *FAU Sociology Brownbag Workshop Series* (Boca Raton, FL – March 14th 2008)

WORKS IN PROGRESS

Book Project

Hough, Phillip A., *At the Margins of the Global Market: Making Commodities, Workers, and Crisis in Rural Colombia* (submission to Cambridge University Press’ “Development Trajectories in Global Value Chains” book series)

This project builds upon my dissertation manuscript and draws upon additional research and conceptual developments as seen in my recent publications. I received an ACLS fellowship in addition to a full-year sabbatical to revise and update the manuscript over the 2018-2019 academic year. I plan to submit the

entire manuscript to Cambridge by December 2019. They have already contacted me and expressed interest in receiving my manuscript).

Hough, Phillip A., *Post-Neoliberal Possibilities: Class Formation, Developmental Politics and the Coffee Crisis in Colombia*

This project builds upon over a decade of research on agrarian movements in Colombia, demonstrating how the country's coffee producing farmers transformed from being a labor aristocracy that divided the country's agrarian movement during the postwar developmental decades into one that united the country's producers to challenge the imposition of the neoliberal model. I plan to begin working on this book manuscript once the *Trajectories* book is accepted.

Articles in Preparation for Submission to Scholarly Journals

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia," (In preparation for submission to *Agrarian South: A Journal of Political Economy*)

HONORS, AWARDS AND FELLOWSHIPS

Fall 2018-Spring 2019 - Full-Year Academic Sabbatical

Fall 2010 - Florida Atlantic University, Scholarly and Creative Activity Fellowship (SCAF) Fellowship Award (two-course release, competitive)

Summer 2001 - Pre-Dissertation Research Grant; Department of Sociology, Johns Hopkins University (\$3000.00)

TEACHING

Teaching Specialization

Graduate Courses:

- Class, Power, and Ideology in Comparative-Historical Perspective
- Comparative-Historical Sociology
- Public Sociology
- Labor and Globalization
- Sociology of Development
- Research Methods and Design
- Economic Sociology

Undergraduate Courses:

- Drugs and Society
- Sociological Theory
- Labor and Globalization

New Courses Developed

Graduate Courses:

- Class, Power, and Ideology in Comparative-Historical Perspective
- Comparative-Historical Sociology
- Public Sociology
- Labor and Globalization
- Sociology of Development
- Research Methods and Design
- Economic Sociology

Undergraduate Courses:

- Labor and Globalization

Thesis Advising

- Chair, Jacqueline Frazer, MA Sociology; “Becoming a Bartender by Default: Emotional Labor and Stigmatized Occupational Identities in the Age of Precarity” (Fall 2016/Spring 2017)
- Committee Member, Alex Casuso, MA Sociology; “Transnational Healthcare: Anticipating the Effects Of The Patient Protection And Affordable Care Act in the Latino Community” (Fall 2014/Spring 2015)
- Committee Member, Harvey Schoonover, MA Political Science; “Cooperation in the Midst of Chaos: An Examination of Colombia’s Civil-Military Relationship and its Effort in Combating Socio-Political Destabilization” (Spring 2010)
- Committee Member, Robert MacPherson, MA Sociology; “A World Historical Approach to the Anarchist Movement” (Spring 2008)
- Committee Member, Nicole Shortt, MA Sociology; “The Origins and Evolution of United Nations-United States Relations” (Spring 2008)

SERVICE

Departmental Service

- Graduate Program Director (Fall 2014-Present)
- Co-organizer, “FAU Workshops on Sociological Research” (Fall 2014-present)
- Faculty Advisor, Graduate Sociology Student Association (Fall 2014-present)
- Webpage designer and editor (Fall 2014-present)
- Faculty Advisor, Sociology Student Association (Spring 2009-2014)
- Faculty Advisor, Sociology Pre-Law Association (Fall 2008-Spring 2009)
- Member, Faculty Search Committee, Sociology (Fall 2009-Spring 2010)
- Member, Graduate Recruitment Committee, Sociology (Spring 2009)

- Presenter, SocioCinema Film Showings and Discussions (March 2008, November 2010)

College & University Service

- Committee Member, Arts and Letters College, Graduate Program Committee (Fall 2014-present)
- Co-Organizer, “Brownbag Workshop Series” (Fall 2007-Spring 2009)
- Co-Organizer, “Contentious Politics and Society Seminar Series” (Spring 2009-Present)
- Organizer, “Re-envisioning Work and Labor in Florida Forum” (April 14, 2010)
- Event Coordinator, “The Tale of Wal-Mart Blue Jeans: Commodity Chains and Global Sociology,” Invited Lecture, Prof. Jennifer Bair, Department of Sociology, University of Colorado (Spring 2009)
- Event Coordinator, “Trail of Dreams walk stops at FAU,” Florida Immigration Rights Coalition (Spring 2010)
- Co-Organizer, “Contentious Politics and Society and Asian Studies Lecture Series: Re-Visiting the Arab Spring, One Year Later” (Fall 2011-Spring 2012)
- Coordinator, “FAU Peace Studies Program Film Series, 2011-2012” (Fall 2011-Spring 2012)
- External Faculty Mentor, Assistant Professor Dukhong Kim, FAU Political Science

Community Service

- Coordinator, Public Sociology graduate student research projects working in conjunction with local community organizations (Fall 2009)
- Member, Board of Directors, Palm Beach County Coalition for Immigration Rights (PBCCIR) of the Florida Immigration Coalition (FLIC) (December 2011-Present)

Professional Service

Book Review Editor, *International Journal of Comparative Sociology* (6/2013-present)

Peer Reviewer

- Journal Articles: *International Journal of Sociology of Agriculture and Food*, *Journal of World-Systems Research*, *GeoForum*, *World Development*, *Review of International Political Economy*, *Environment and Planning A*, *Rural Sociology*, *International Journal of Comparative Sociology*, *Political Geography*, *American Sociological Review*, *American Journal of Sociology*, *Third World Quarterly*, *Research in Political Sociology*
- Book Reviews: *Contemporary Sociology*, *Social Forces*, *Latin American Politics and Society*, *Bulletin of Latin American Research*, *Journal of World-Systems Research*, *International Journal of Comparative Sociology*

Conference Organizing

- Organizer, FAU Peace Studies Program and Johns Hopkins University Arrighi Center for Global Studies conference (2016)
- Co-organizer, International Sociology Association (2014)
- Co-organizer, Roundtable Sessions, Political Economy of the World System section of the American Sociological Association (2011, 2012, 2013)
- Session Chair, Annual Conference of the Political Economy of the World System section of the American Sociological Association, hosted by FAU Sociology, Boca Raton, FL (April 26-27, 2010)
- “Workshop on Disarticulations and Global Commodity Chains,” hosted by FAU Sociology (February 2009)

Professional and Honorary Organizations

- American Sociological Association (ASA), 1999-present
- Social Science History Association (SSHA), 2008-2009, 2013-present
- Association of American Geographers (AAG), 2007-2008
- Society for the Study of Social Problems, 2007-2008

PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Sociology January 2019-Present
Florida Atlantic University

EDUCATION

Ph.D., Sociology. University of California, Berkeley 2018
Dissertation: “Property Owners and Not Proletarians?: Housing Policy and the Contested Production of Neoliberal Subjects in Chile and Brazil”
Committee: Raka Ray (Chair), Laura Enríquez, Mara Loveman, Teresa Caldeira (City Planning)
Qualifying Fields: Social Theory, Development, Political Sociology

M.A., Sociology. University of California, Berkeley 2011
Thesis: “Symbolic Power and Municipal Governance: The State-Society Interface in the *Poblaciones* of Santiago, Chile”
Committee: Laura Enríquez, Cihan Tuğal

B.A., International Relations and Latin American Studies. Tufts University 2009

RESEARCH & TEACHING INTERESTS

Political Sociology, Development & Globalization, Urban Sociology, Gender, Social Movements, Social Theory, Ethnographic and Interview Methods, Latin America

PUBLICATIONS**Peer-Reviewed Articles**

Koppelman, Carter. 2018. “‘For now, we are in waiting’: Negotiating Time in Chile’s Social Housing System.” *City & Community* 17(2): 504-524.

Koppelman, Carter. 2017. “Deepening Demobilization: The State’s Transformation of Civil Society in the *Poblaciones* of Santiago, Chile.” *Latin American Perspectives* 44(3): 46-63.

Book Reviews

Koppelman, Carter. 2019. “Alexander, CJ and Tognato, C.(eds) *The Civil Sphere in Latin America*. 2018. Cambridge University Press.” *The British Journal of Sociology* 70(4): 1628-1631.

FELLOWSHIPS & AWARDS

Outstanding Graduate Student Instructor Award, UC Berkeley	2017
Graduate Division Summer Research Grant, UC Berkeley	2016
Lowenthal Fellowship, Department of Sociology, UC Berkeley	2015
National Science Foundation Graduate Research Fellowship	2010-2013
Andrew F. Mellon Summer Research Grant in Latin American Sociology, UC Berkeley	2010
John S. Gibson Award, Best Undergraduate Thesis in International Relations, Tufts University	2009
International Relations Research Scholars Grant, Tufts University	2008

RESEARCH PRESENTATIONS

Academic Conferences

- “Conflictive Clients and Peripheral Partners: Popular Participation in Market-Driven Housing Programs in Chile and Brazil.” Development Section. American Sociological Association Annual Meeting. Philadelphia, PA. August 2018.
- “Participation Struggles: Housing Movements and Neoliberal City-Making in Brazil and Chile” Development in Question. 5th Annual Conference of the ASA Development Sociology Section. Cornell University. October 2016
- “(Re)Appropriating Women’s Housing Rights in Brazil: From Movement Demands to State Policy and Back Again” Gender and Development Section. American Sociological Association Annual Meeting. Seattle, WA. August 2016.
- “Subsidized Housing and Single Motherhood: Effects and Limits of Women’s Inclusion in Low-income Housing Policies in Chile and Brazil.” Cities and Urban Studies Track. Latin American Studies Association Congress. New York, NY. May 2016.
- “Contentious Participation: Struggles for Urban Rights within Neoliberal Housing Policies in Brazil and Chile.” Participatory Regional and Development Planning Panel. American Association of Geographers Annual Meeting. March 2016.
- “*En Espera*: Negotiating Time in Chile’s Social Housing System” Ethnography Section. American Sociological Association Annual Meeting. Chicago, IL. August 2015.
- “Contesting Neoliberal Housing: Subsidy Policies and Housing Movements on the Peripheries of Santiago, Chile and São Paulo, Brazil.” States, Markets and Political Economy Track. Latin American Studies Association Congress. San Juan, PR. May 2015.
- “Learning one’s Place in the Neoliberal City: Subsidized Housing and Urban Citizenship in Santiago, Chile.” Ethnography Section. American Sociological Association Annual Meeting. San Francisco, CA. August 2014.
- “The Struggle for Home: Women and Housing Mobilization on the Periphery of Santiago, Chile.” Cities and Urban Studies Track. Latin American Studies Association Congress, San Francisco, CA. May 2012.
- “Resource Access and the Municipal Structuring of the Local-Organizational Field in the *Poblaciones* of Santiago, Chile.” Southern Cone Section. Latin American Studies Association Congress, Toronto, ON. November 2010.

Invited Talks

- “*Prostitutas, trabalhadoras, e donas de casa nos espaços públicos urbanos.*” [Prostitutes, working women, and housewives in urban public spaces]. Lecture at the Fundação Escola de Sociologia e Política de São Paulo. São Paulo, Brazil. November 2014.
- “Gender in Chile’s Housing Subsidy System.” Presentation to the Housing Laboratory, College of Architecture and Urbanism, Universidade de São Paulo. São Paulo, Brazil. May 2014.
- “*La Reina de la Casa*: Gendered Urban Citizenship and Access to Social Housing in La Pintana.” Emergent Citizenships Colloquium. Institute of Urban and Territorial Studies. Universidad Católica de Chile. Santiago, Chile. November 2013.

TEACHING & MENTORING

Courses Taught as Assistant Professor, Florida Atlantic University

Seminar in Urbanization (Graduate Level)	Fall 2019
Seminar in Development & Globalization (Graduate Level)	Spring 2019
Sociological Theory (Undergraduate Level)	Spring 2019 & Fall 2019
Global Social Change (Undergraduate Level)	Fall 2019

Graduate School Teaching Experience, University of California, Berkeley

Instructor. Gender & the City	Fall 2017
Graduate Student Instructor. Classical Sociological Theory, with Christopher Muller	Spring 2018
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2017
Graduate Student Instructor. Introduction to Sociology, with Raka Ray	Fall 2016
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2016
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Spring 2015
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Fall 2013
Honors Thesis Mentor. International & Area Studies	Fall/Spring 2010-11
Reader. Sociology of Sport, with Leora Lawton	Spring 2010
Reader. Sociology of Deviance & Social Control, with Leora Lawton	Fall 2009

PROFESSIONAL ACTIVITIES

Research Groups and Workshops

Sociology of the Global South Workshop, UC Berkeley	2017-
Sociology of Gender & Sexuality Workshop, UC Berkeley	2014-
Sociology of Latin America Workshop, UC Berkeley	2010-2016
Emergent Citizenships Colloquium, Universidad Católica de Chile	2013
Latin American Cities Group, City & Regional Planning, UC Berkeley	2011-2013

Editing/Reviewing

Occasional Reviewer, <i>Bulletin of Latin American Research</i>	
Occasional Reviewer, <i>City & Community</i>	
Occasional Reviewer, <i>Latin American Research Review</i>	2014-
Editorial Board Member, <i>Berkeley Journal of Sociology</i>	2009-2011

Professional Memberships

American Sociological Association
Latin American Studies Association
Sociologists for Women in Society

Other

Visiting Researcher, College of Architecture and Urbanism, Universidade de São Paulo.	2014
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LANGUAGES

Portuguese (fluent speaking, reading and writing)
Spanish (fluent speaking, reading and writing)
English (native speaker)

December 2019

PHILIP G. LEWIN
Assistant Professor
Florida Atlantic University, Department of Sociology
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Boca Raton, FL 33431
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EDUCATION

- 2014 **Ph.D.** Sociology, University of Georgia
Dissertation: “The Political Epistemics of the Rural Poor: Corruption, Coal, Conservatism, and Consent in Central Appalachia.”
Comprehensive Exam Area: Work, Organizations & Occupations
Committee Members: David Smilde (chair), James Dowd, Pablo Lapegna, and Joe Hermanowicz
- 2008 **M.A.** Sociology, University of Georgia
Thesis: “In Search of the Real, Enamored with the Authentic: A Study of Ideology and Practice in Punk Subculture.”
Committee Members: James Dowd (chair), David Smilde and Dawn Robinson
- 2005 **B.A.** Sociology & Political Science, University of Georgia | Magna Cum Laude

ACADEMIC POSITIONS

- 2019 - Undergraduate Program Director, Department of Sociology, Florida Atlantic University
- 2014 - Assistant Professor, Department of Sociology, Florida Atlantic University
- 2009 – 2014 Instructor of Record, Department of Sociology, University of Georgia
- 2006 – 2009 Graduate Teaching Assistant, Department of Sociology, University of Georgia

RESEARCH AND TEACHING INTERESTS

Cultural sociology; political sociology; environmental sociology; rural sociology; community; poverty and marginality; qualitative research methods; social theory; youth subcultures.

PROPOSALS AND FUNDING

- 2019 “The Visible Injuries of Class.” Bill and Melinda Gates Foundation – Grand Challenges – Voices for Economic Opportunity Initiative (\$100,000). Pending decision. PI: Philip Lewin.
- 2016 FAU Scholarly and Creative Accomplishment Fellowship. Fall semester teaching release.

2013. Dissertation Completion Award. \$12,965. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."
2012. Innovative and Interdisciplinary Research Grant. \$1,000. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."
2011. Summer Doctoral Research Fellowship. \$3,000. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."

HONORS AND AWARDS

- B.O. Williams Award for Outstanding Dissertation Research, University of Georgia, Project: "The Political Epistemics of the Rural Poor." Spring 2015.

PUBLICATIONS

Refereed Journal Articles

- Lewin, Philip.** 2019. "'I Just Keep My Mouth Shut': The Demobilization of Environmental Protest in Central Appalachia." *Social Currents* 6(6): 534-552.
- Lewin, Philip.** [2017] 2019. "'Coal is not just a Job; It's a Way of Life': The Cultural Politics of Coal Production in Central Appalachia." *Social Problems* 66(1): 51-68.
- Lewin, Philip.** 2015. "Embodying the Postmodern Self: Ecstatic Ritual as a New Mode of Youth Identity Work." *Studies in Symbolic Interaction* 44: 161-195.

Book Chapters

- Lewin, Philip.** Forthcoming in 2020. "'Don't Call Me White' (Or Middle-Class): Constructing an Authentic Identity in Punk Subculture." Pp. TBD in *Studies on the Social Construction of Identity and Authenticity*, edited by J. Patrick Williams and Kaylan Schwarz. London, UK: Routledge.
- Lewin, Philip.** Forthcoming in 2020. "Reaching the Boiling Point: Energy and Climate Policy under the Trump Administration." Pp. TBD in *The Future of U.S. Empire in the Americas: The Trump Administration and Beyond*, edited by Timothy M. Gill. New York, NY: Routledge.
- Lewin, Philip** and Tim Gill. 2012. "Propagandhi and the Politics of Subcultural Resistance." Pp. 391-415 in *The Art of Social Critique: Painting Mirrors of Social Life*, edited by Shawn Bingham. Plymouth, UK: Lexington Books.
- Lewin, Philip** and J. Patrick Williams. 2009. "The Ideology and Practice of Authenticity in Punk Subculture." Pp. 65-83 in *Authenticity in Self, Culture and Society*, edited by Phillip Vannini and J. Patrick Williams. Aldershot, UK: Ashgate.

Book Review Essays

- Lewin, Philip.** 2017. "Fighting King Coal: The Challenges to Micromobilization in Central Appalachia." *Contemporary Sociology* 46(6): 657-65.

Lewin, Philip. 2016. "The Public Engagement Industry and the Future of Democratic Praxis." *Trajectories* 28(1): 26-30.

Lewin, Philip. 2013. "Scenes, Subcultures and the 21st Century." *Symbolic Interaction* 36(3): 365-369.

Other Publications

Lewin, Philip. 2016. "Some Advice on Teaching Your First Course by Someone Who was There Not All That Long Ago." *ASA Inequality, Poverty, and Mobility Newsletter* 1(11): 10-12.

Lewin, Philip. 2014. "Political Participation, Demobilization, and the Problem of Community Embeddedness." *States, Power and Societies* 20(1): 1-6.

Lewin, Philip. 2014. "Ethics: A Sociological View." *Constructivist Foundations* 9(2): 265-266.

Works Currently Under Review

Lewin, Philip. "The Ethics and Epistemology of Field Role Choices in Ethnographies of Poverty and Marginality." (Revise and resubmit at *Journal of Contemporary Ethnography*)

Lewin, Philip. "The Visual Injuries of Class: Structural Violence and the Stigmata of Social Suffering." (Revise and resubmit at *Sociological Focus*)

Lewin, Philip. "Legitimizing Rural Political Machines: The Cultural Politics of Graft in Central Appalachia."

Works in Progress

Lewin, Philip. "'The Political Epistemology of the Rural Poor.'" To be submitted to the *American Journal of Sociology*. 46 pages. 85 percent completed. Full draft available.

Lewin, Philip. "The Fragile Politics of the Democratic Party Today." To be submitted to *Berkeley Journal of Sociology*. 15 pages. 75 percent completed. Partial draft available.

Lewin, Philip. "The Anti-Environmental State." To be submitted to *Environmental Sociology*. 25 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "Managing Hillbilly Stigma: The Unintended Politics of Subalternity in Shale County." To be submitted to *Symbolic Interaction*. 50 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "Lumpen Abuse and the New Populism." To be submitted to *Journal of World Systems Research*. 31 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "The Eighteenth Brumaire of Donald Trump." To be submitted to *Comparative Studies in Society & History*. 70 percent completed. Partial draft available.

Cleary, Emily, Lacey Langlois, and Philip Lewin. "Curators of Cool: Creative Tourism and the

Gentrification of Wynwood, Miami.” To be submitted to *Symbolic Interaction*. 40 pages. 60 percent completed. Full draft available. One indefinite hold.

PRESENTATIONS AND PROCEEDINGS

National Presentations

- Lewin, Philip.** 2020. “The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia.” To be presented in the “Scholar Activist Praxis in the Political Ecologies of Appalachia” section at the annual Dimensions of Political Ecology conference. Lexington, KY.
- Lewin, Philip.** 2019. “The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering.” Presented in the session on “Agency and Embodiment” at the annual meeting of the American Sociological Association. New York, NY. August 11th.
- Lewin, Philip.** 2018. “Negative Movement? The Politics of the Socially Excluded at the Dawn of the 21st Century.” Presented in the Section on Marxist Sociology Refereed Roundtable Session at the annual meeting of the American Sociological Association. Philadelphia, PA. August 13th.
- Lewin, Philip.** 2017. “‘It’s not about Policy; It’s about Personality’: Legitimizing Rural Political Regimes.” Presented in the “Political Cultures in Unlikely Places” session at the annual meeting of the American Sociological Association. Montreal, CA. August 2017.
- Lewin, Philip.** 2016. “The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia.” Presented in the “Regular Session: Environmental Sociology 2” session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.
- Lewin, Philip.** 2016. “The Political Epistemology of the Rural Poor.” Presented in the “Regular Session: Political Sociology 2” session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.
- Lewin, Philip and Phillip Hough.** 2015. “Negative Moment or Negative Movement: The Politics of the Socially Excluded at the Dawn of the 21st Century. Presented in the “Re-theorizing Labor and Political Economy” session at the annual meeting of the Social Science History Association. Baltimore, MD. November 14th.
- Lewin, Philip.** 2015. “‘Coal is not just a Job; It’s a Way of Life’: The Cultural Politics of Coal Production in Central Appalachia.” Presented in the Regular Session on “Environmental Sociology” at the annual meeting of the American Sociological Association. Chicago, IL. August.
- Lewin, Philip.** 2015. “Shale County’s ‘Fog of Oppression’: How Pain and Suffering Haunt Areas of Advanced Marginality.” Presented in the “Place and Identity” session at the annual meeting of the Society for the Study of Symbolic Interaction. Chicago, IL. August.
- Lewin, Philip.** 2013. “The Underside of Ethnography: Reconsidering the Ethics of Intimacy.” Presented in the “Regular Session: Qualitative Methodology” session at the annual meeting of the American Sociological Association. New York, NY. August.

- Lewin, Philip.** 2013. "Embodying the Postmodern Self: Ecstatic Ritual as a New Mode of Youth Identity Work." Presented in the "Body and Embodiment" section at the annual meeting of the American Sociological Association. New York, NY. August.
- Lewin, Philip.** 2012. "Environmental Politics in a Central Appalachian Town." Presented in the "Shifting Properties" session at the annual Dimensions of Political Ecology Conference. Lexington, KY.
- Lewin, Philip.** 2011. "Theorizing Consent and Resistance in the Workplace." Presented in the "Marxist Sociology" section at the annual meeting of the American Sociological Association, Las Vegas, NV. August.
- Lewin, Philip.** 2010. "The Despotism of Agency." Presented in the "Current Challenges of Ideology and Class Consciousness" session of the annual meeting of the American Sociological Association. Atlanta, GA. August.
- Lewin, Philip.** 2010. "The Narrative of Becoming Punk." Presented in the "Youth Cultures and the Politics of Everyday Life" session at the annual meeting of the Society for the Study of Symbolic Interaction. Atlanta, GA. August.
- Lewin, Philip.** 2008. "Overcoming Ontological Insecurity: How Punk Shows Validate Identity." Presented in the "Youth Studies and Interactionist Interests" session at the annual meeting of the Society for the Study of Symbolic Interaction. Boston, Massachusetts. August.
- Lewin, Philip** and J.P. Williams. 2007. "Reconceptualizing Punk through Ideology." Presented in the "Critical Social-psychology" section at the annual meeting of the American Sociological Association. New York, NY. August.
- Regional Presentations*
- Lewin, Philip.** 2019. "The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering." Presented in the "Social Inequalities and Bodies" session at the annual meeting of the Southern Sociological Society. Atlanta, GA. April 11th.
- Lewin, Philip.** 2018. "Devolving Global Environmental Governance: Local Responses to Climate Change in an Age of Nationalism and Isolationism." Presented in the "Trump Administration and Global Politics" panel at the annual meeting of the Southern Sociological Association. New Orleans, LA. April 7th.
- Lewin, Philip.** 2018. "'It's not about Policy; It's about Personality': Legitimizing Rural Political Regimes." Presented in the "Political and State Dynamics" session at the annual meeting of the Eastern Sociological Association. Baltimore, MD. February 22nd.
- Lewin, Philip.** 2016. "The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia." Presented in the "Political Contention and the Environment" Session at the annual meeting of the Southern Sociological Society. Atlanta, GA. April.
- Lewin, Philip.** 2015. "The Social Structure of Local Politics in an Appalachian Community: Personalism, Patronage and Coercion." Presented in the "Politics" session at the annual meeting of the Appalachian Studies Association. Johnson City, TN. March.

Lewin, Philip. 2013. "Fighting Back in 'Shale County': Successes and Setbacks in an Appalachian Town." Presented in the "Negotiating Community Change" session at the annual meeting of the Appalachian Studies Association. Boone, NC. March.

Lewin, Philip and Tim Gill. 2011. "Propagandhi and the Politics of Subcultural Resistance." Presented in the "Political Sociology" session at the annual meeting of the Southern Sociological Society. Jacksonville, FL. April

Local Presentations

Lewin, Philip. 2016. "Negative Moment or Negative Movement: The Politics of the Socially Excluded at the Dawn of the 21st Century." Presented in the World-scale Capital Accumulation, Class, Status, and Resistance" session at the Chaos and Governance in the 21st Century: Prospects and Challenges to Peace and Justice in the Age of US Hegemonic Decline Mini-conference. Boca Raton, FL. February.

Invited Colloquia

Lewin, Philip. 2017. "The Political Epistemology of the Rural Poor in Central Appalachia." Presented at the FAU Center for Mind, Body, and Culture's Coffee Colloquium series. Boca Raton, FL. March 27th.

Lewin, Philip. 2016. "Living at the Bottom, Voting for the Top: The Politics of the Rural Poor in Central Appalachia." Presented at Oakland University's colloquium series. Rochester, MI. November 3rd.

Panel Discussions

Lewin, Philip. 2019. Moderator for the "Case Studies in Cultural Phenomena and Social Movements" session at the FAU Graduate Arts and Letters Conference. Boca Raton, FL. October 25th.

Lewin, Philip. 2016. Critic of *Do-It-Yourself Democracy: The Rise of the Public Engagement Industry*, by Caroline Lee. Author-meets-critic session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.

Lewin, Philip. 2015. Discussant for the "Culture and Insecurity in the 21st Century" session at the annual meeting of the American Sociological Association. Chicago, IL. August 24th.

Workshop Presentations

Lewin, Philip. 2018. "The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering." Presented in the FAU Workshop on Sociological Research. Boca Raton, FL. November 9th.

Lewin, Philip. 2016. "Living at the Bottom, Voting for Top: The Politics of the Rural Poor in Central Appalachia." Presented in the FAU Workshop on Sociological Research. Boca Raton, FL. October 7th.

Lewin, Philip. 2015. "'Coal is not just a Job; It's a Way of Life': The Cultural Politics of Coal Production in Shale County." Presented at the Florida Atlantic University Workshop on Sociological Research. Boca Raton, FL. January.

Lewin, Philip. 2011. "The Cultural Construction of Class in Shale County, Kentucky." Presented at the Georgia Workshop on Culture, Power and History. Athens, GA. February.

Lewin, Philip and J.P. Williams. 2008. "Reconceptualizing Punk through Ideology." Presented at the Georgia Workshop on Culture, Power and History. Athens, GA. January.

CONFERENCES AND SESSIONS ORGANIZED

National Proceedings

Co-organizer (with Gabriel Hetland and Peter Klein). 2015. *(In)security and (Un)sustainability for All? An Informal Discussion on Political Participation*. Loyola University – Chicago. Chicago, IL. August 23rd.

Co-organizer (with Gianpaolo Baiocchi, Pablo Lapegna, and David Smilde). 2014. *Participation Ain't What It Used to Be*. Special session for the Political Sociology Section. Annual Meeting of the American Sociological Association. San Francisco, CA. August 19th.

Local Workshops

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2018 to Spring 2019. Workshop presentations with Philip Lewin (November 9th), William McConnell (February 1st), Stacey Salerno (February 22nd), and Nik Summers (March 15th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2017. Workshop presentation with Rebecca Hanson (November 3rd).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2016 to Spring 2017. Thematic Series: *The Precariat Examined*. Workshop presentations with Philip Lewin (October 14th), Ann Branaman & Ashley Ostroot (November 18th), Vrushali Patil (April 21st), and J. Lotus Seeley (March 24th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Spring 2016. Thematic Series: *The Intimate Dimensions of Neoliberal Governance: Ethnographic Portraits of Social Suffering in the New Millennium*. Workshop presentations with Waverly Duck (March 18th), Veronica Zubillaga (April 8th), and Randol Contreras (April 22nd).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2015. Thematic Series: *Revisiting Giovanni Arrighi and Beverly Silver's "Chaos and Governance in the Modern World-System"*. Book discussion series with Daniel Pasciuti (September 25th), Savas Sahan Karatasli (October 16th), and Ho-Fung Hung (November 6th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Spring 2015. Thematic Series: *Political Economy of the Environment*. Workshops with Phillip Hough (January 23rd), Philip Lewin (January 30th), Cristina Lucier (February 20th), Patricia Widener (April 3rd), and Emily Cleary & Lacey Langlois (April 24th).

COURSES TAUGHT

Graduate Courses Taught

- Political Economy of Culture. Spring 2019, Spring 2017, Spring 2015.
- Advanced Qualitative Research Methods. Spring 2020, Spring 2016, Spring 2018.

Undergraduate Courses Taught

- Sociological Theory. Fall 2019, Spring 2017, Spring 2016, Fall 2015.
- Cultural Sociology. Spring 2020, Fall 2019, Spring 2019, Fall 2018, Fall 2017, Spring 2017, Summer 2017, Fall 2015, Fall 2010, Spring 2012, Spring 2010.
- Sociology of Work and Industry. Spring 2020, Spring 2019, Spring 2015, Fall 2014, Summer 2010
- Youth Subcultures. Summer 2020, Fall 2019, Spring 2018, Fall 2017, Fall 2015, Spring 2015, Fall 2014, Spring 2010, Fall 2009.

Graduate Students Advised – MA Theses

- Duncanson, Abby. Current. “Transphobia and Black Masculine Identity Formation.” Committee member.
- Mullen, Casey. 2018 (spring). “Framing Climate Change: Structural Education, Individual Action.” Committee member.
- Nicola Spenceburell. 2017 (fall). “The Importance of Immigrants' Language Contributions in the United States.” Thesis adviser. (Student did not finish; she decided to pursue our non-thesis track option).
- Jaqueline Frazer. 2017 (spring). “‘Working in the Biz’: Stigma, Identity Work, and the Social-Occupational Purgatory of Bartenders in South Florida.” Committee member.
- Alexandra Casuso. 2015 (spring). “Transnational Healthcare: Anticipating the Effects of the Patient Protection and Affordable Care Act in the Latino Community.” Committee member. (Student did not finish; she decided to pursue our non-thesis track option).

Graduate Students Advised – Directed Independent Studies

- Sanchez, David. 2019 (fall). “Gaming, Culture, and Identity.”
- Shoemaker, Jessica. 2019 (fall). “Research in Subculture Studies.”
- Stephanie Alvarez. 2017 (spring). “Cloppers and the Pornification of Nature.”
- Emily Cleary. 2015 (spring). “Curators of Cool: Creative Tourism and the Gentrification of Wynwood, Miami.”
- Lacey Langlois. 2015 (spring). “Curators of Cool: Creative Tourism and the Gentrification of Wynwood, Miami.”

Undergraduate Students Advised – Directed Independent Studies

- Taylor, Marquisha. 2018 (spring). “The Dismantlement of Gender Polarization in Gentlemen’s Clubs: Patriarchy, Androcentrism, and the Political Economy of Sex.”

SERVICE

Service to the University

- Expert panelist, “Real Talk,” Office of Diversity and Multi-Cultural Affairs. Spring 2017.

Service to the College

- Sociology Representative to the College of Arts and Letters’ Ethics, Law, and Society Committee. Fall 2019 to present.
- Sociology Representative to and Notetaker for the College of Arts and Letters’ Undergraduate Program Committee. Fall 2018 to present.
- Sociology Representative to the College of Arts and Letters’ Faculty Student Council. Spring 2018 to present.
- Executive Committee, Peace Studies Program. Fall 2015 to Fall 2016.

Service to the Department

- Co-founder and Co-organizer (with Phillip Hough) – FAU Workshop on Sociological Research. Through this initiative, I co-organized the colloquium and workshop events listed above.
- Chair of Writing Enhanced Curriculum Committee. Fall 2019 to present.
- Writing Enhanced Curriculum Committee. Spring 2017 to Spring 2019.
- Sociology Steward to United Faculty of Florida Union. Spring 2019 to present.
- Job search committee – assistant professor hire. Fall 2019 to Spring 2020.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2015 to Spring 2016.
- Job search committee – assistant professor hire. Fall 2015 to Spring 2016.
- Honors program committee. Fall 2017 to Spring 2018.
- Undergraduate Studies Assessment Committee. Fall 2016 to present.
- Graduate Studies Assessment Committee. Spring 2015 to Spring 2016.

- Graduate Studies Committee Fall 2014 to Spring 2016.
- Guest presenter for the Sociology Graduate Proseminar. Fall 2017, Fall 2018.
- Guest speaker for the Sociology Student Association. Spring 2017.
- Co-coordinator – *Georgia Workshop on Culture, History and Power*. Fall 2013 to Spring 2014.
- Co-coordinator – UGA Sociology Department Colloquium Series. Fall 2013 to Spring 2014.
- Representative for the University of Georgia Graduate Student Association. Fall 2009 to Spring 2010.
- Co-president – University of Georgia Sociology Graduate Student Society. Fall 2008 to Spring 2009.

Service to the Discipline/Profession

- Moderator – “Participation and its Discontents.” American Sociological Association Political Sociology Section Blog. Spring 2014 to Fall 2014.
- Associate Editor – *Qualitative Sociology*. Fall 2013 to Summer 2014.
- Peer reviewer for:
 - *American Sociological Review*. Spring 2019 to present.
 - *Social Problems*. Spring 2019 to present.
 - *Sociological Forum*. Spring 2019 to present.
 - *Sociology Compass*. Spring 2017 to present.
 - *Contemporary Sociology*. Spring 2016 to present.
 - *Journal of Rural Social Sciences*. Spring 2016 to present.
 - *Qualitative Sociology*. Spring 2012 to present.
 - *The International Journal of English and Literature*. Spring 2011 to present.
 - *Social Thought and Research*. Spring 2010 to present.
 - *The Journal of Contemporary Ethnography*. Fall 2009 to present.

PROFESSIONAL DEVELOPMENT

Workshops

- New Faculty Workshop, FAU. Spring 2015.
- Life on the Tenure Track Workshop, FAU. Fall 2014 to Spring 2015.

Professional Associations

- American Sociological Association. Fall 2006 to present.
 - Sociology of culture section
 - Political sociology section
 - Inequality, poverty and mobility section
 - Environment and technology section

- Southern Sociological Society. Spring 2006 to present.
- Society for the Study of Symbolic Interaction. Fall 2006 to present.
- Appalachian Studies Association. Spring 2011 – present.
- Social Science History Association. Spring 2015 – present.

REFERENCES

Dr. David Smilde, Charles A. and Leo M. Professor of Human Relations
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dsmilde@tulane.edu

Dr. Ann Branaman, Professor and Chair
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Curriculum Vitae – January 2019

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Education

Ph.D. Sociology, Florida State University, 2009.
M.S. Sociology, Florida State University, 1998.
B.A. Sociology, Furman University, 1996.
B.A. English, Furman University, 1996.

Honors and Awards

Promoted to Senior Instructor, Florida Atlantic University, Spring 2013.
Received Excellence in Undergraduate Teaching Award, Florida Atlantic University, Spring 2007.
Nominated for Distinguished Teacher of the Year Award, Florida Atlantic University, Spring 2006, Spring 2007.
Received Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 2002.
Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 2001.
Received Sociology Department Teaching Award, Florida State University, Spring 1999.
Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 1999.
Alpha Kappa Delta (Sociology Honor Society), Furman University, 1996.
Reiss/Erikson Sociology Scholarship, Furman University, 1995.

Professional Experience

Honors Compacts, Fall 2016-present. I mentored each semester 3-6 students who completed a 6-8 page literature review on a topic of their choosing. Fall semester students presented their paper to me and fielded my questions. In addition to presenting to me, many students presented at the poster session of the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, Sociology of Womanhood, Florida Atlantic University, Spring 2019. I mentored a student who completed a 15-20 page literature review on a topic of her choosing in the area of womanhood.

Directed Independent Study, SYA 4905, Rape Myth Culture, Florida Atlantic University, Spring 2019. I mentored three students who completed a 15-20 page literature review on a topic of their choosing within the area of rape myth culture.

Directed Independent Study, SYA 4905, Language and Animals, Florida Atlantic University, Fall 2018. I mentored a student who completed a 15-20 page literature review and content analysis on language and animals.

Directed Independent Study, SYA 4905, Fear and Social Control, Florida Atlantic University, Spring 2018. I mentored two students who completed a 15-20 page literature review on a topic of their choosing within the area of fear and social control. These students presented in a poster session at the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, Medicalized Reproduction, Florida Atlantic University, Fall 2017. I mentored two students who completed a 15-20 page literature review on a topic of their choosing within the area of medicalized reproduction.

Directed Independent Study, SYA 4905, Florida Atlantic University, Sociological Analysis of Family Life through Sitcom. I mentored a student who completed a 15-20 page research project. The student conducted a literature review and then a content analysis of sitcoms to examine images of family life. This student presented his research at the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, LGBTQ Issues in Health Care, Florida Atlantic University, Spring 2016. I mentored a student who completed a literature review and first step of research proposal on the topic of LGBTQ Issues in Health Care. This student presented his research at FAU's Undergraduate Research Symposium.

Instructor, SYA 4930 Animals and Society, Florida Atlantic University, Spring 2018-. I developed this course to be offered for the first time by the sociology department. For this course (around 40 students) I designed a syllabus, selected readings, held office hours, and designed/administered exams. In this course we cover topics including the Human-Animal Divide; Animals as Pets; Human Use of Animals for Food, Clothing, Science, and Entertainment; Human Use of Service Animals; Interlocking Systems of Oppression; and the Animal Rights Movement. Students read, write papers, and have class discussion about three books: *A Buffalo in the House*; *Some We Love, Some We Hate, Some We Eat*; and *Understanding Animal Abuse*. Class periods involve some interactive lecture but primarily are driven by class discussion about the books as well as the videos we watch in class: *The Natural History of the Chicken*; *Earthlings*; *Project Nim*; *Blackfish*; *Shelter Me*; *Vegucated*; and *Unlocking the Cage*. We also have guest speakers, including Michelle Shaw from FAU's Student Accessibility Services and James Wildman from the Animal Rights Foundation of Florida. In Spring 2019 we will have an additional guest speaker, undergraduate student Cassandra "Cassey" Penrod, who will present to the class her research on Language and Animals (this was a DIS she did

with me fall 2018). Students complete one in-class midterm exam and a take-home essay final exam, for which they pull together the material from the semester as well as an additional book, *The Sexual Politics of Meat*.

Instructor, SYA 4930 Medicine and Society, Florida Atlantic University, Spring 2011, Spring 2012.

I developed this course to be offered for the first time by the sociology department. For this course (around 60 students) I designed a syllabus, selected readings, held office hours, and designed/administered multiple choice exams. In class students presented as a pair/small group a reading along with PowerPoint and emailed the class a detailed analysis of the reading. Students also wrote a sociological analysis of one of the videos we watched in class: “And the Band Played On” (politics of AIDS), “Wit” (a professor’s experience of cancer) and “You Don’t Know Jack” (Jack Kevorkian’s crusade for legalized physician aid in dying, also called physician assisted suicide). This course covered topics including Social Inequality and Illness, Social-Cultural Meanings/Experiences of Illness, U.S. Health Care (compared to other industrialized nations), and Bioethical Debates (informed consent, physician assisted suicide, genetic testing, etc.).

Instructor, SYP 3060 Human Sexuality and Social Change, Florida Atlantic University, Fall 2008-present.

For this course (between 100-200 students) I designed a syllabus, selected readings, held office hours, and designed/administered multiple choice exams. In class students presented as a small group a reading along with PowerPoint and emailed the class a detailed analysis of the reading. In the past students completed two short papers based on videos watched in class. Beginning fall 2015 students complete two writing assignments in fulfillment of a grant by FAU’s Undergraduate Research and Inquiry. This course covered topics including theoretical and historical perspectives of sexuality, investigating sexuality, portrayals of/learning about sex, sexual orientation, gender identity, procreation issues, sex for sale, and sexual violence. Students watched videos including “Kinsey” (movie about the famous sex researcher) and “Southern Comfort” (documentary about annual convention for individuals identifying as transgender and/or transsexual).

Instructor, SYO 4100 Family and Society, Florida Atlantic University, Summer 2004, Spring 2006, Fall 2008, Summer 2019.

For this course (around 65 students) I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. In class we had small-group discussions based on supplemental readings I scanned into Blackboard. Students also completed a 4-5 page paper analyzing a contemporary family issue using the sociological perspective. In this class we focused on topics including what it means to discuss family from a sociological perspective, the history of families, gender, race-ethnicity, social class, and sexual orientation and how these factors relate to and affect family, family policy (such as TANF), domestic violence, and divorce.

Instructor, SYO 4370 Men, Women, and Work, Florida Atlantic University, Fall 2004.

For this course (around 40 students) I designed a syllabus, selected multiple readings, held office hours, and designed/administered multiple choice exams. In class we had small-group discussions based on the readings. Students also completed a paper and a group presentation based on a chapter in one of the assigned books, *Global Woman*, by Ehrenreich and Hochschild.

Instructor, SYG 1000 Introductory Sociology/Sociological Perspectives, Florida Atlantic University, Fall 2002-present.

I taught between three and four sections of this course, whose average class size is over 100-200 students, each semester (i.e., between 300 to 600 students total each semester). For this course I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. We focused on topics including the sociological imagination, theory, methods, culture, socialization, deviance, and stratification (class, gender, sexual orientation, race-ethnicity, age). Students completed short papers based on videos watched in class, along with online LearnSmart activities. Beginning fall 2015 students complete one writing assignment in fulfillment of a grant by FAU's Undergraduate Research and Inquiry.

Instructor, SYG 1000 Honors Introduction to Sociology, Florida Atlantic University, Spring 2019.

Instructor, SYG 2010 Social Problems, Florida Atlantic University, Fall 2002-Fall 2006.

I taught this course whose average class size is around 100 students. For this course I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. We focused on topics including the sociological imagination, wealth and power, immigration, aging, poverty, crime, family violence, and social inequality due to gender, sexual orientation, race-ethnicity, and disability.

Instructor, SLS 1503 Learning Strategy and Human Development, Florida Atlantic University, Fall 2007-Fall 2018.

I was asked by the University to teach this course for around 20 first-year college students in FAU's Arts and Letters Learning Community (students who intend to select a major in FAU's Dorothy F. Schmidt College of Arts and Letters). This course is designed to help first-semester college students make the transition from high school to college and help ensure their college success both academically and socially. In this course we discussed topics including time management, note-taking and participating in class, learning styles, taking tests, college research, majors and careers, diversity, relationships, and staying healthy. Students completed two exams, wrote three journal entries, and did class presentations.

Adjunct Instructor, American Social Problems, Palm Beach Community College (renamed Palm Beach State College spring 2010), Spring 2008-Spring 2010, Summer 2015, Summer 2016.

For this course (around 36 students) I designed a syllabus and designed/administered multiple choice exams. Students also wrote two papers – a critical sociology analysis of either “Who Killed the Electric Car” or “Fast Food Nation,” and their examination of unearned privilege in their own lives. In this class we focused on topics including the environment, power and work, poverty, gender, sexual orientation, race-ethnicity, crime, and health care.

Adjunct Instructor, Marriage and Family, Palm Beach Community College (renamed Palm Beach State College spring 2010), Fall 2006-Spring 2013.

For this course (around 36 students) I designed a syllabus and designed/administered exams consisting of in-class multiple choice questions and take-home essay questions. Students also wrote a 4-5page sociological research paper on a current family issue of their choosing. In this class we focused on topics including history of families, effects of gender/race-ethnicity/social class/sexual orientation on families, families and work, dating and sex, cohabitation and marriage, domestic violence, and divorce.

Adjunct Instructor, Introduction to Sociology, Palm Beach Community College (renamed Palm Beach State College spring 2010), Summer 2005, Summer 2007, Summer 2008, Summer 2013, Summer 2018, Summer 2019.

For this course (around 30 students) I designed a syllabus and designed/administered multiple choice exams. Students also wrote two papers – their observations from performing a norm-breaching experiment, and their examination of unearned privilege in their own lives. In this class we focused on topics including the sociological imagination, theory, methods, culture, socialization, deviance, and stratification (class, gender, sexual orientation, race-ethnicity, age).

Instructor, Men, Women, and Work, Florida Atlantic University, Fall 2004.

For this course (around 40 students) I designed a syllabus, selected two books, held office hours, and designed/administered multiple choice / essay exams. Students also wrote response papers, worked in small groups, and did group presentations in class. In this class we focused on topics including what it means to discuss work from a sociological perspective, the social organization of work, the effects of technological change and globalization, gender, race-ethnicity, social class, and sexual orientation and how these factors relate to and affect work, personal service work, and professional and knowledge work.

TA/Adjunct Instructor, Family Problems and Social Change, Florida State University, Summer 1998-Summer 2002.

I taught this course whose class size ranged from 45 to 65 students, with two courses being mass sections (capped at 120 students). For this course I designed a syllabus, selected a textbook as well as eight articles for supplemental reading, held office hours, and designed/administered short answer/essay exams. Assignments included writing eight supplemental reading analysis papers, working in a group to facilitate class

discussion about one supplemental reading, and writing a 4-5 page sociological analysis of a current family issue. In this course I focused discussion on issues of diversity including gender, sexual orientation, race-ethnicity, and social class. We also discussed current family issues – highlighting diversity – including domestic violence and divorce.

TA Instructor, Sociology of Popular Culture, Florida State University, Summer 2000.

I took my idea for this course to the department and received permission to teach it. I designed and taught this course which had never been offered previously. This course focused on images of gender, race-ethnicity, social class, sexuality, age, and disability in contemporary television, movies, music, music videos, magazines, and video games. Students worked in groups as well as wrote individual journal entries to critique several examples of contemporary media. Students also completed a “re-visioning project” in a pair or individually. I asked students to redesign (re-vision) and present to the class a specific example of media to show the underlying assumptions of contemporary popular culture.

Substitute Instructor, Social Psychology, Florida State University, Spring 2002.

I was asked by the professor (Dr. Doug Schrock) to conduct three class periods (an hour and fifteen minutes each) of his course. I lectured and facilitated discussions about sexual harassment, socialization, group dynamics, and culture.

Office of Distributed and Distance Learning (ODDL) Mentor, Sociology of Health Care, Florida State University, Fall 2001.

I served as the mentor/co-instructor for this completely on-line course. My major professor at the time (Dr. Allen Imershein) and I worked together to develop this course and then facilitate class on-line. I read, graded, and gave feedback on daily papers, critiques, and exams. I also served as a source of technological and moral support (through email contact) for the thirty students who logged on within the U.S. as well as from other countries including Korea. This course was extremely labor-intensive, requiring me to work on-line six days each week.

Office of Distributed and Distance Learning (ODDL) Assistant, Sociology of Health Care, Florida State University, Spring 2001 and Summer 2001.

I worked with my major professor at the time (Dr. Allen Imershein) to design this course. We put the key pieces of this course on the web, an intensive task to take the material from the traditional, face-to-face setting and make it work in a completely distance learning environment. I helped design a study guide that would accompany the course. I read and developed questions based on Budrys’ *Our Unsystematic Health Care System*, Starr’s *The Social Transformation of American Medicine*, *Consumer Reports*, and other articles.

Program for Instructional Excellence (PIE) Associate, Florida State University, 1999-2000.

I served as the sociology department's PIE Associate, a position for which I was nominated by my Department Chair, Director of Graduate Studies, and Faculty Teaching Coordinator. I worked with Associates from different departments in preparing for and presenting at university conferences and workshops on issues about teaching. I also drafted and implemented a proposal to improve teaching within my (sociology) department.

Preparing Future Faculty (PFF), Florida State University, 1999-2000.

I was one of four PFFers representing the sociology department. We attended monthly meetings and workshops and trips to academic institutions in the area.

Teaching Assistant, Sociology of Health Care, Florida State University, Spring 1999.

I shadowed my major professor (Dr. Allen Imershein) in hopes of teaching this course independently in the future. I helped design and grade essay exams, daily papers, and other writing assignments for this course with class size around 100 students. I held office hours and occasionally facilitated class discussion on topics such as individual versus societal responsibility for health.

Writing Reinforcement Assistant, Sociology of Stratification, Florida State University, Spring 1999.

I edited rough drafts of students' book reviews and graded final papers.

Department Teaching Coordinator, Florida State University, Fall 1998 and Spring 1999.

I organized and helped lead weekly seminars on topics ranging from active student learning to developing web-assisted courses. I also organized the Sociology Teaching Office, compiling textbooks, videos, and other teaching resources. I also met with other graduate students informally to discuss issues about teaching.

Writing Reinforcement Assistant, Sociology of Gender and Work, Florida State University, Fall 1998.

I edited rough drafts and graded final papers.

Teaching Assistant, Social Problems, Florida State University, Fall 1998.

I co-taught this course with my major professor (Dr. Allen Imershein). I helped design and grade essay exams, daily papers, and other writing assignments. I held office hours and exam review sessions outside of class, and I also facilitated class discussion on topics including family problems, gender, and population growth.

Teaching Assistant, Family Problems and Social Change, Florida State University, Spring 1997 and Spring 1998.

I helped design and grade essay exams, analytical papers, writing assignments, and journal entry assignments. I held office hours as well as wrote and delivered lectures on dating and domestic violence.

Teaching Assistant, Introduction to Sociology, Florida State University, Fall 1997.

I held office hours, conducted exam review sessions, and proctored exams.

Research Assistant, Florida State University, Fall 1997.

I served as Assistant Field Director on Project TAL 1997, a computer-aided telephone survey of the Tallahassee area concerning social issues. I helped students learn how to make calls and conduct the survey using the computer, and I also made many calls myself to complete numerous surveys.

Research Assistant, Florida State University, Fall 1996.

I assisted in contacting rape crisis centers and battered women's shelters to compile a table of information.

Academic Service

Faculty Owl Leader, Florida Atlantic University, Fall 2017-present.

Academic Fellow, Fall 2018-present.

Intellectual Foundations Program (IFP) Committee, Florida Atlantic University, 2013-present.

Panel Speaker (invited) on Women's Movement in the 21st Century, Mandel Public Library of West Palm Beach, Spring 2015.

Panel Speaker (invited) on Inequities in Law Enforcement and Judicial System, Palm Beach State College, Spring 2015.

Panel Speaker (invited) on Domestic Violence, Palm Beach State College, Fall 2014.

Academic Advisor for Eat for Tomorrow, Florida Atlantic University, 2014-2017.

ACCESS Faculty Mentor Program, Florida Atlantic University, Spring 2011-2017.

Representative from Sociology Department for FAU High School seniors considering FAU, Florida Atlantic University, Spring 2014.

Faculty Mentor for student in Greek organization, part of her Academic Success Contract, Fall 2013-, Florida Atlantic University.

Passport to FAU Speaker, 2011-2015, Florida Atlantic University.

Member of the American Sociological Association, 2001-present.

Member of the Southern Sociological Society, 1997-present.

Online Reviewer (2010) for *MySocLab* for Introduction to Sociology.

Reviewer (2006) for race-ethnicity chapter in *Our Social World* Jeanne Ballantine and Keith Roberts. Sage/Pine Forge. 2007.

Faculty Advisor for Human Rights Organization, Florida Atlantic University, 2005-2006.

Reviewer (2005) for *Public and Private Families* 5th edition. Andrew J. Cherlin. McGraw-Hill.

Reviewer (2002) for *Shifting the Center: Understanding Contemporary Families* 2nd edition. edited by Susan Ferguson. McGraw-Hill.

Department Awards Committee, Florida State University, 2000-2001.

Program for Instructional Excellence (PIE) Associate, Florida State University, 1999-2000.

University Graduate Program Committee, Florida State University, 2000-2001.

President of the Sociology Graduate Student Union, Florida State University,
1999-2000.

Department Teaching Coordinator, Florida State University, 1998-1999.

Department Program Committee, Florida State University, 1998-1999.

Graduate Program Committee, Florida State University, 1997-1998.

Publications

Carreno-Lukasik, Gina. 2012. "Sexuality, Gender Identity, and Hate Crimes." In *Crime as a Social Problem*. Edited by Keith Bell and Robert P. McNamara. Carolina Academic Press.

Carreno, Gina and Greg Lukasik (authors in alphabetical order). 2005. *Themes of the Times for Social Activism/Social Change: A Collection of Articles from The New York Times for Use with Your Allyn and Bacon Text* Boston: Allyn and Bacon.

Imershein, Allen and Gina Carreno. 2003. *Study Guide for Our Unsystematic Health Care System* (online study guide for Florida State University students to accompany Sociology of Health Care).

Carreno, Gina. 1998. "Gender and the Military" *Perspectives in Social Problems*. Edited by Robert P. McNamara. St. Paul: coursewise publishing.

Presentations

"Fostering Empathy: Teaching Sensitivity to Diversity and Inequality in the Lower-Division Curriculum" (with Greg Lukasik). Southern Sociological Society Annual Meeting. New Orleans, LA, March 2006.

"Using a Matrix Model for Rotating Tasks and Roles to Enhance Learning in Web-based Teaching" (with Allen Imershein). Southern Sociological Society Annual Meeting. New Orleans, LA, March 2003.

"The Doctor-Patient Relationship and Its Significance in Physician Assisted Suicide." American Sociological Association Annual Meeting. Chicago, IL, August 2002.

"Engendering Militancy at Work: New Left Social Movement Spillover on Labor Militancy in Postwar America" (with Larry Isaac, Johnny Johnson, Rachel LaCroix, Greg Lukasik, and Steve McDonald). American Sociological Association Annual Meeting. Anaheim, CA, August 2001.

"A Sociological Critique of Sociology" (with Allen Imershein, Tina DeShotels, and Jennifer Pemberton). Southern Sociological Society Annual Meeting. Atlanta, GA, April 2001.

“How Do You Know If They’re Getting It?: Evaluating Students” (with Jennifer Reid Keene). Southern Sociological Society Annual Meeting. New Orleans, LA, April 2000.

“Alternative Teaching Models and Active Student Learning” (with Allen Imershein). Southern Sociological Society Annual Meeting. Nashville, TN, April 1999.

“Perceptions of Gender and the Doctor-Patient Relationship” (with Kristy McNamara). Southern Sociological Society Annual Meeting. New Orleans, LA, April 1997.

Professional Interests

Teaching Interests: Stratification (Gender, Sexual Orientation, Race-ethnicity, Social Class, Age, Disability); Human Sexuality; Animals and Society; Disability and Society; Medicine and Society; Family and Society; Introduction to Sociology; Social Problems

Research Interests: Medical Sociology; Stratification; Animals and Society; Disability and Society; Teaching Sociology; Human Sexuality

References

Dr. Ann Branaman, Florida Atlantic University
Professor and Chair of Sociology Department
561-297-3270

Dr. Farshad Araghi, Florida Atlantic University
Professor of Sociology
561-297-3270
araghi@fau.edu

Dr. Irene Padavic, Florida State University
Professor of Sociology
850-644-6416
ipadavic@fsu.edu

January 31, 2019

**Curriculum Vitae
Gregory Adam Lukasik**

Department of Sociology
Florida Atlantic University
Boca Raton, FL 33431
(561) 297-0815

2 Eaton Place
Boynton Beach, FL 33426
(561) 965-4958
glukasik@fau.edu

Education

Ph.D. Sociology. June 2009, Florida State University, Tallahassee, FL
M.A. Sociology. August 1997, Western Michigan University, Kalamazoo, MI
Sociology major. Aug. 1995-Dec. 1995, Grand Valley State University, Allendale, MI
B.S. Biology. May 1993, Indiana University, Bloomington, IN
Social Economics, attended Sept.1984- May 1986, University of Gdansk, Poland

Employment

Florida Atlantic University, Aug. 2003 – present
Florida A&M University, Jan. 2001- May 2002
Florida State University, Aug.1998 – June 2002
Western Michigan University, Sep. 1996 – May 1997

Courses Taught

Environmental Sociology, Florida Atlantic University, Spring 2013, Fall 2013, Spring 2014 and 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018-present
Social Movements, Florida Atlantic University, Spring 2013, Fall 2013, Spring and Fall 2014, Spring 2015, Spring 2016, Summer 2016, Spring 2017, Spring 2018-present
Global Society, Florida Atlantic University, Summer 2010, 2011, 2012, Spring 2015, Fall 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018-present
Social Problems, Florida Atlantic University, Aug. 2003 – Spring 2014, Spring 2016, Spring 2017, Fall 2017, Spring 2018
Sociological Perspectives (formerly: *Introduction to Sociology*), Florida Atlantic University, Summer 2004 – Fall 2016, Fall 2018
Methods of Social Research, Florida State University, Summer 2000, Summer 2002
Social Problems, Florida State University, Spring 2001, Fall 2001, Spring 2002
Introduction to Sociology, Florida A&M University, Spring 2001, Fall 2001, Spring 2002
Collective Action and Social Movements, Florida State University, Spring 2000, Fall 2000
Introduction to Sociology, Florida State University, Summer 1998, Spring 1999, Fall 1999

Professional Development

Center of eLearning (CeL) eCertification: Summer 2015
Distinction through Discovery Undergraduate Curriculum Grants Program
Undergraduate Research and Discovery (URDP) Assignment, Fall 2015 – Fall 2017

Academic Service and Memberships

Reviewer (2015) for *Social Science History*. "Organizational Governance and the Transience of Transgression: The University of Chicago's Lascivious Costume Ball, 1970-1984," a manuscript submitted for publication.

Reviewer (2014) for *International Journal of Comparative Sociology*. Postcommunism from Within: Social Justice, Mobilization, and Hegemony, Jan Kubik and Amy Lynch (eds.). New York University Press. 2013

Reviewer (2013) for the *American Journal of Sociology*. "Dynamics of Policy and Politics: Politics of Unemployment in Sweden during the Interwar Period," a manuscript submitted for publication.

Reviewer (2013) for Oxford University Press, Partial manuscript *What's the Problem?*

Faculty Advisor for Human Rights Organization, Florida Atlantic University, 2005 - 2006

Lower Division Courses Committee, Florida Atlantic University, Aug. 2003- April 2004

Member of American Sociological Association, 2001-2005

Member of Southern Sociological Society, 2000-2005

Departmental Policy Committee, Florida State University, Sept. 2001 - April 2002

Awards Committee, Florida State University, Sept. 2001 - April 2002

Colloquium Committee, Florida State University, Sept. 2000 - April 2001

Student Representative to Departmental Meetings, Sept. 1999 - April 2000

Honors and Awards

Department Teaching Award, Florida State University 2001

Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University 2001

Dean's List, Indiana University, 1993

Publications

Lukasik, Greg. Book Review. Social Mobilization, Global Capitalism and Struggle over Food: A Comparative Study of Social Movements, by Renata Motta . *International Journal of Comparative Sociology*, June 2018, 59(3): 264-267.

Lukasik, Greg. Book Review. Postcommunism from Within: Social Justice, Mobilization, and Hegemony, Jan Kubik and Amy Lynch (eds.). *International Journal of Comparative Sociology*, April 2014, 55 (2): 180-182

Lukasik, Greg. 2012. "Have Nice Girls Gone Bad? Social Constructionist Approach to the Rise in Female Violent Offenders." Pp. 211 – 224 in *Crime as a Social Problem*, edited by R. McNamara and K. Bell. Durham, NC: Carolina Academic Press.

Isaac, Larry, McDonald, Steve, and Greg Lukasik. 2006. "Takin' It from the Streets: How the Sixties Breathed Life into the Labor Movement," *American Journal of Sociology*, 2006, vol.112(1): 46-96

Carreno, Gina and Greg Lukasik (authors in alphabetical order). 2005. *Themes of the Times for Introduction to Sociology: A Collection of Articles from The New York Times for Use with Your Allyn and Bacon Text*. Boston: Allyn and Bacon

Presentations

"Economic Globalization and Violation of Workers' Rights - Foreign Direct Investment and Unfair Labor Practices in the Retail Sector in Poland," Southern Sociological Society, 2007, Atlanta

"Fostering Empathy: Teaching Sensitivity to Diversity and Inequality in the Lower-Division Curriculum," Southern Sociological Society, 2006, New Orleans, LA (with Gina D. Carreno).

"Comparative Historical Methods, Global Processes, and Labor Union Growth and Decline in the United States, Germany, Sweden, and Poland." Southern Sociological Society, 2005, Charlotte, SC.

"U.S. Economic Hegemony, National Social Policy, and Globalization: A Case Against Convergence," American Sociological Association, 2002, Chicago.

Larry Isaac, Gina Carreno, Johnny Johnson, Rachel LaCroix, Greg Lukasik, and Steve McDonald (authors after the first author in alphabetical order). "Engendering Militancy at Work: New Left Social Movement Spillover on Labor Militancy in Postwar America," American Sociological Association, 2001, Anaheim, CA.

"Political Opportunity Structures and Social Movements in Totalitarian State: Poland's Oppositional Movements, 1976-1980, Southern Sociological Society, 2000, New Orleans, LA.

"Social Protest and Change: Intellectuals in Solidarity and Atomic Scientists Movement," North Central Sociological Association, 1996, Cincinnati, OH (with Frances McCrea).

"Social Protest in a Closed and Open Society: Solidarity's KOR and U.S. Atomic Scientists," American Sociological Association, 1996, New York (with Frances McCrea).

Professional Interests

Teaching Interests: Collective Behavior and Social Movements; Environmental Sociology;

Globalization; Introductory Sociology; Research Methods; Social Problems

Research Interests: Crime; Comparative Historical Sociology; Globalization; Labor Unions

References

Dr. Lynn, Appleton, Florida Atlantic University
Professor and Chair of Sociology Department (retired)
561-297-0261
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Dr. Farshad Araghi, Florida Atlantic University
Professor of Sociology
561-297-3270
araghi@fau.edu

Dr. Jill Quadagno, Florida State University
Professor of Sociology (retired)
850-644-6416
jquadagn@fau.edu

Dr. Larry W. Isaac, Vanderbilt University
Gertrude Conaway Vanderbilt Professor of Sociology
615-322-7534
larry.isaac@vanderbilt.edu

William Ryne McConnell
Curriculum Vitae

Florida Atlantic University CU-97 Rm 253
777 Glades Road
Boca Raton, FL 33431-6424

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WRMcConnell.com
@WRMcConnell

ACADEMIC APPOINTMENTS

2018- Assistant Professor of Sociology, Florida Atlantic University

EDUCATION

2018 **Ph.D. Sociology**, Indiana University
Dissertation: “Caregivers and Critics: Examining Patterns of Social Network Engagement during the Onset of Alzheimer’s Disease.”
Committee: Brea Perry, Bernice Pescosolido, Andrew Halpern-Manners, Fabio Rojas
Qualifying Exams: Medical Sociology & Social Networks

2016 **M.S. Applied Statistics**, Indiana University

2014 **M.A. Sociology**, Indiana University

2012 **B.A. Sociology**, Hobart and William Smith Colleges (Magna cum Laude with Honors)

RESEARCH & TEACHING INTERESTS

Health Disparities	Aging & Disability	Quantitative Methods
Mental Health	Culture	Network Analysis

PUBLICATIONS

In press Brea Perry, Kelda Harris Walsh, Martin H. Plawecki, Jill C. Fodstad, Hillary S. Blake, Amber Hunt, Carol Ott, Richard Rowlinson, **William R. McConnell**, Kate Kleimola, Leslie A. Hulvershorn. “Within-Subject Change in Psychotropic Prescribing Patterns Among Youth in Foster Care Associated With a Peer-to-Peer Physician Consultation Program.” *Journal of the American Academy of Child and Adolescent Psychiatry*.

2019 Cohen, Emma and **William R. McConnell**. “Fear of Fraudulence: Graduate School Program Environments and the Impostor Phenomenon.” *The Sociological Quarterly*, 60(3), 457-478.
* Graduate Student Paper Award, North Central Sociological Association

2017 **McConnell, William R.** “Cultural Guides, Cultural Critics: Distrust of Doctors and Social Support during Mental Health Treatment.” *Journal of Health and Social Behavior*, 54(4), 503-519.
* Schuessler Award for Graduate Research, Department of Sociology, Indiana University
* Graduate Student Paper Award, North Central Sociological Association

2016 **McConnell, William R.**, and Brea Perry. “The Revolving Door: Patient Needs and Network Turnover during Mental Health Treatment.” in Brea L. Perry (ed.), *50 Years after Deinstitutionalization: Mental Illness in Contemporary Communities (Advances in Medical Sociology, 17)*, Emerald Group Publishing Limited, 119-145.

- 2016 Maupome, Gerardo, **William R. McConnell**, and Brea Perry. “Dental Problems and Familismo: Social Network Discussion of Oral Health Issues among Adults of Mexican Origin Living in the United States.” *Community Dental Health*, 33, 303-308.
- 2016 Maupome, Gerardo, **William R. McConnell**, Brea Perry, R. Mariño, and Eric R. Wright. “Psychological and Behavioral Acculturation in a Social Network of Mexican-Americans in the United States, and their Use of Dental Services.” *Community Dentistry and Oral Epidemiology*, 44, 540-548.
- 2015 An, Weihua, and **William R. McConnell**. “The Origins of Asymmetric Ties in Friendship Networks: From Status Differential to Self-perceived Centrality.” *Network Science*, 3(2), 269-92.
- 2014 Resh, William, Saba Siddiki, and **William R. McConnell**. “Does the Network Centrality of Government Actors Matter? Examining the Role of Government Organizations in Aquaculture Partnerships.” *Review of Policy Research*, 31(6), 584-609.

ARTICLES UNDER REVIEW & IN PROGRESS

McConnell, William R., and Robbie Dembo. “Disablement in Context: Social Networks Moderate the Link between Functional Impairment and Well-Being in Late Adulthood.”

* Best Poster Award, Sunbelt 2019, International Network for Social Network Analysis

Brea Perry, **William R. McConnell**, Evan Finley, Tugce Duran, Bernice Pescosolido, Frederick Unverzagt, Liana Apostolova, and Andrew Saykin. “Social Networks and Cognitive Performance in Older Adults with Normal Cognition, Mild Cognitive Impairment, and Mild Alzheimer’s Disease.”

McConnell, William R. “Learning to Cope: Caregiver Education Moderates the Effect of Cognitive Impairment on Depression in Late Adulthood”

McConnell, William R. “Healthcare Knowledge and Late-Life Inequality: Examining the Social Networks of Older Adults Coping with Cognitive Aging.”

Jessica McCrory Calarco, Weihua An, and **William R. McConnell**. “Where You Sit Matters: Segregation in Elementary Students’ Lunchroom Seating Networks Over Two Years.”

RESEARCH EXPERIENCE

2015-18 **Study Coordinator & Research Assistant**, National Institute on Aging, Indiana Alzheimer Disease Center Pilot Grant, “Biological Mechanisms underlying the Relationship between Social Networks and Cognitive Decline.” (PI Brea Perry; \$29,950)

2017 **Research Assistant**, National Institute on Drug Abuse, “Doctor Shopping for Controlled Substances: Insights from Two-Mode Social Network Analysis.” (R01 DA039928; PI Brea Perry; \$1,442,487)

2015-17 **Research Assistant**, State of Indiana, Department of Child Services, “Psychotropic Medication Oversight Initiative.” (PI Leslie Hulvershorn; subcontract: \$54,942)

- 2015-16 **Research Assistant**, National Institute of Dental and Craniofacial Research, “Social Network Dynamics and Oral Health Disparities in Mexican American Immigrants.” (R01 DE025836, PI: Gerardo Maupome; \$3,618,705)
- 2013-14 **Co-Investigator**, Indiana University Graduate School, “Graduate Student Stress and Coping Study.” (PI Jane McLeod; \$500)

FELLOWSHIPS

- 2018-19 **Lindesmith-Mullins Fellowship**, Department of Sociology, Indiana University (declined)
- 2017-18 **Social Networks and Health Fellowship**, Duke Network Analysis Center, Duke University
- 2017-18 **Atherton-Bean Fellowship**, Department of Sociology, Indiana University
- 2014 **Clifford C. Clogg Scholarship**, ICPSR Summer Program, University of Michigan
- 2014 **Schuessler Scholarship for Study at ICPSR**, Department of Sociology, Indiana University
- 2012-18 **Graduate Student Fellowship**, Indiana University
- 2011-12 **Eric Hall Anderson Annual Fund Scholarship**, Hobart and William Smith Colleges
- 2008-11 **Trustee Scholarship**, Hobart and William Smith Colleges

HONORS

- 2019 **Best Poster Award**, Sunbelt 2019, International Network for Social Network Analysis
- 2018 **Schuessler Award for Graduate Research**, Department of Sociology, Indiana University
- 2016 **Graduate Student Paper Award**, North Central Sociological Association
- 2015 **Howard B. Kaplan Memorial Award in Medical Sociology**, American Sociological Association, Medical Sociology Section
- 2015 **Graduate Student Paper Award**, North Central Sociological Association
- 2012 **Phi Beta Kappa**, National Honor Society
- 2012 **National Debate Champion**, United States Universities Debating Championship
- 2011 **Irving Louis Horowitz Prize in Sociology**, Hobart and William Smith Colleges

TEACHING EXPERIENCE

Instructor of Record, Department of Sociology, Florida Atlantic University

- 2019 Sociology of Mental Health
Sociology of Mental Health (graduate-level)
Survey of Research Methods
Sociology of Healthy Aging (graduate-level)
- 2018 Sociology of Aging and Dying
Survey of Research Methods

Instructor of Record, Department of Sociology, Indiana University

- 2018 Sociology of Mental Illness
Charts, Graphs, and Tables
- 2015 Introduction to Sociology
- 2014 Introduction to Sociology

Teaching Assistant (graduate-level), ICPSR, University of Michigan

- 2015 Network Analysis, with Ann McCranie

INVITED PRESENTATIONS & ORGANIZED SESSIONS

- 2019 Session Organizer, “Section on Medical Sociology Refereed Roundtables.” American Sociological Association (ASA 2019), New York, NY.
- Session Organizer, “Health Care Provider Networks.” International Network for Social Network Analysis (Sunbelt 2019), Montreal, Canada.
- 2018 Session Organizer, “Health Care Provider Networks.” International Network for Social Network Analysis (Sunbelt 2018), Utrecht, Netherlands.

CONFERENCE PRESENTATIONS

- 2019 “Learning to Cope: Social Support and the Effect of Cognitive Impairment on Depression in Adulthood” *American Sociological Association*, New York, NY.
- “Disablement in Context: Do Social Networks Moderate the Impact of Increasing Functional Impairment on Well-being?” *Gerontological Society of America*, Austin, TX.
- “Learning to Cope: Examining Effects of Self and Caregiver Education on the Link between Cognitive Impairment and Depression” *Population Association of America*. Austin, TX.
- 2018 “Caring Culture: How Healthcare-related Knowledge in Social Networks Affects the Management of Alzheimer’s Disease.” *American Sociological Association*, Philadelphia, PA.
- “The Coevolution of Egocentric Network Structure, Social Support, and Cognitive Impairment among Older Adults facing Alzheimer’s Disease.” *International Network for Social Network Analysis (Sunbelt)*, Utrecht, Netherlands.
- “Healthcare Knowledge and Late-Life Inequality: Examining the Social Networks of Older Adults Coping with Cognitive Aging.” *Population Association of America*, Denver, CO.
- 2017 “Caregivers and Critics: How Healthcare Knowledge Shapes the Social Networks of Older Adults Facing Neurocognitive Disorders.” *Society for the Study of Social Problems*, Montreal, QC.
- “Healthcare Knowledge in Discussion Networks Predicts Improved Quality of Life among Older Adults Experiencing Cognitive Impairment.” *International School and Conference on Network Science (NetSci)*, Indianapolis, IN.
- “Social Networks and Cognitive Performance in Older Adults with Normal Cognition, Mild Cognitive Impairment, and Early Stage Alzheimer’s Disease.” *Alzheimer’s Association International Conference*, London, UK.
- 2016 “The Revolving Door: Patient Needs and Network Turnover during Mental Health Treatment.” *American Sociological Association*, Seattle, WA.
- “Social Network Types and Self-Rated Health among Older Adults: Using Latent Transition Analysis to Model Network Effects.” *Society for the Study of Social Problems*, Seattle, WA.

- “Health and Familismo: Social Network Discussion of Oral Health Problems among Immigrants of Mexican Origin in the USA.” *International Network for Social Network Analysis (Sunbelt)*, Newport Beach, CA.
- “Chronic Physical Illness, Access to Healthcare, and the Interpersonal Theory of Suicide.” *American Association of Suicidology*, Chicago, IL.
- 2015 “Network Health Culture and Patients’ Social Support in Mental Health Treatment.” *American Sociological Association*, Chicago, IL.
- “Fear of Fraudulence in Graduate School: The Social Psychology of the Impostor Phenomenon.” *American Sociological Association*, Chicago, IL.
- “Social Networks and Oral Health Disparities in a Mexican Community in the United States.” *International Network for Social Network Analysis (Sunbelt)*, Brighton, UK.
- 2014 “Save Me a Seat! Patterns and Dynamics of Segregation in Lunchroom Seating Networks,” *American Sociological Association*, San Francisco, CA
- “Physical Illness, Healthcare Contact, and the Interpersonal Theory of Suicide.” *American Sociological Association*, San Francisco, CA.
- 2013 “Drawn to the Shadows: Does the Network Centrality of Government Actors Matter?” *American Political Science Association Section on Political Networks (PolNet)*, Bloomington, IN.

SERVICE

Occasional Reviewer

Journal of Health and Social Behavior; Social Problems; The Sociological Quarterly; Network Science

Department of Sociology, Florida Atlantic University

2019-20 Search Committee

2019 Undergraduate Program Evaluation Committee

Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University

2018-19 College Scholarship Committee

Department of Sociology, Indiana University

2016-17 Coordinator, Indiana Intensive Didactic Seminar (IIDS)

2015-17 Coordinator, Workshop in Network Science (WINS)

2015-16 Mentor, Undergraduate Honors Thesis Program

2012-16 Mentor, Graduate Student Association

Sharon E. Placide

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Davie, Florida 33324

Phone: 954-326-2136

E-mail: sharon.placide@gmail.com

EDUCATION

- August 2010 Ph.D. in Comparative Sociology
Florida International University, Miami, FL
Dissertation: *Navigating Racial Boundaries: The One-Drop Rule and Mixed-Race Jamaicans in South Florida*
- May 1995 M.A. in Hispanic Studies
Florida International University, Miami, FL
Major research paper: *Afro-Cuban Religions*
- June 1987 B.A. in Spanish and History
University of The West Indies, Kingston, Jamaica

PROFESSIONAL AND RESEARCH EXPERIENCE

- AUGUST 2013 -
PRESENT **Instructor of Sociology**, Florida Atlantic University (F.A.U.)
- JUNE 2012 –
JULY 2013 **DIRECTOR OF STUDENT PROGRAMS**, The Honors College, Florida International University,
(F.I.U.)
Direct all co-curricular programs including:
- Lecture and colloquia series
 - Honors Hours – Information sessions for students
 - Community partnerships
 - Internships
 - HEARTS – Honors Education in the Arts
 - Honors Living and Learning Communities
 - Student organizations
 - Study abroad programs
- Supervision of two full-time administrative staff members
Supervision of one full-time clerical staff
Teach one interdisciplinary Honors course
- AUGUST 2010 –
MAY 2012 **Visiting Instructor of Sociology**, Florida Atlantic University (F.A.U.)
- January – **Research Associate**, Florida International University (F.I.U.)

- August 2010 **Project: "Taking Stock and Moving Forward"**
Funded by: Lumina Foundation
Principal Investigator: Dr. Glenda Musoba
- Investigate the impact of special programs on academic success of undergraduate students, specifically Latino students.
 - Design and conduct research through focus groups, face-to-face interviews, and participant observation.
 - Analyze data using MAXQDA software.
 - Summarize research findings for reports and publication.
- 2008 – 2009 **Graduate Assistant, F.I.U. African and African Diaspora Studies**
- Prepared grant proposals for submission to funding agencies
 - Developed new program website
 - Marketed new Study Abroad program to the Gambia
 - Edited book manuscript for the Program Director
 - Developed course proposals for curriculum review
 - Procured relevant materials for course development.
- 1999 – 2008 **Coordinator/Assistant Director, Study Abroad Program in Spain, F.I.U.**
- Managed all aspects of annual study abroad program serving 160 advanced undergraduate students
 - Ensured course materials adhered to program objectives
 - Contributed to pedagogical development of the program.
- 2004 – 2008 **Assistant Dean of Student Services, F.I.U. Honors College**
2003 – 2004 **Director of Student Services, F.I.U. Honors College**
Both positions involved:
- Oversight for entire division. Responsible for direction, vision, and overall leadership
 - Responsibility for recruitment and enrollment management
 - Ensuring student success through targeted retention, enrichment and advising programs
 - Managing six (6) people within the division.
- 1997 – 2004 **Undergraduate Advisor, F.I.U. Honors College**
- Coordinated recruitment, admission, orientation, and enrollment of Honors College students
 - Managed the Pre-Collegiate Institute (summer program for high school seniors)
 - Advised undergraduate students
 - Selected awardees for scholarships

TEACHING EXPERIENCE (COURSES DEVELOPED AND TAUGHT)

- 2019 Graduate Seminar in Quantitative Methods
2016 Sociological Theory
2015 Introductory Sociology Honors Seminar
2013 Race, Class, Gender and Sexuality
2011-2012 Sociological Perspectives (Introduction to Sociology)
 Survey of Methods (Research Methods)
 Race and Ethnic Relations

Gender and Society

- 2010 Global Social Change
Global Society
Social Conflict
Sociology of Migration
- 2007– 2008 Honors Seminar VII - Continuity of Spanish Culture Pt 1
Honors Seminar VIII - Continuity of Spanish Culture Pt 2
- Lectured and facilitated discussions on social and cultural issues in Spain
 - Developed an experiential program component using the local urban environment
 - Managed a large off-campus study program
 - Obtained outstanding evaluations of teaching and leadership performance
- 2004 – 2006 Honors Seminar III - Inhabiting other Lives Pt 1
Honors Seminar IV - Inhabiting other Lives Pt 2
- Lectured and facilitated weekly seminar discussions
 - Coordinated discussion questions amongst seminar leaders
 - Assessed students' written assignments.
- 1999 – 2003 First Year Experience (Honors)
- Developed a specialized section of "First Year Experience" course for Honors students

ADDITIONAL RESEARCH EXPERIENCE AND EXPERTISE

- 2008– 2009 **Principal Investigator, Dissertation Project**
"Navigating Racial Boundaries: The One-Drop Rule and Mixed-Race Jamaicans in South Florida"
- Designed research project, including methodology and ethics review
 - Employed focus groups and interviews, using advanced qualitative analysis software for analysis and interpretation
 - Extensive training in research methods, including:
 - Advanced graduate seminar in research design and methodology;
 - Three advanced graduate courses in statistics.
 - Capability in data analysis software, including SPSS, Stata, and MaxQDA

PRESENTATIONS

- "Mixed," "Multiracial," "Other," "Jamaican:" Contesting, Crossing, and Re-Drawing Racial Borders," Annual Meeting, American Anthropological Association, San Francisco, November 2012
- "Crossing National Borders – Encountering Racial Boundaries: Mixed-Race Jamaican Immigrants in the U.S.," Annual Meeting, American Anthropological Association, New Orleans, November 2010.
- "Intersections of Race and Gender Among Mixed-Race Jamaican Immigrants," Women's Studies Conference, Florida International University, March 2008.

- “Encountering the One-Drop Rule: Racial Identity Negotiation Among Racially Mixed Jamaicans in South Florida,” Race, Ethnicity and Place IV Conference, University of Miami/James L. Knight Center, November 2008.
- “How Do We Know Ourselves and Others?” Invited Guest lecture, F.I.U. Honors course, November 2007.
- “A Cosmopolitan Experience: Honors Study Abroad in Spain,” Miami-Dade Honors Colloquium, Miami-Dade College, Miami, FL, October 2005.
- “Ideas Exchange: Honors Study Abroad,” National Collegiate Honors Council Conference, New Orleans, LA, November 2004.
- “Honors Students in Europe,” Florida Collegiate Honors Council Conference, Tampa, FL, February 2002.

SERVICE (SELECTED)

- | | |
|----------------|--|
| 2017 – Present | Faculty Advisor, Food Recovery Network, FAU |
| 2017 – Present | Faculty Advisor, Sociology Student Association, FAU |
| 2016 – 2018 | Faculty Advisor, American Medical Women’s Association, FAU |
| 2008 – 2010 | Member, Advisory Board, <i>Black Crossroads: The African Diaspora in Miami</i> , Historical Museum of Southern Florida |
| 2002 – 2004 | Faculty Advisor, Phi Theta Kappa Alumni Association |
| 2000 – 2004 | Member, Freshman Convocation Committee |
| 1997 – 2006 | Faculty Advisor, Gamma Epsilon Phi |
| 1997 – 2004 | Advisor, Student Advisory Council |
| 1995 – 1997 | Advisor, InterVarsity Christian Fellowship |

AWARDS AND HONORS

- Golden Key Honors Society
- Phi Kappa Phi Honor Society
- Tau Sigma Honor Society
- National Society of Collegiate Scholars
- CUPA Friend Recognition Award
- Delores A. Auzenne Fellowship 1991-1992, \$5000

PROFESSIONAL AFFILIATIONS

- American Sociological Association
- American Anthropological Association

LANGUAGE PROFICIENCY

- English
- Spanish

J. Lotus Seeley

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Department of Sociology
Culture and Society Building, Rm 261
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Phone: 404.402.8740

ACADEMIC EMPLOYMENT

2016- Assistant Professor of Sociology, Florida Atlantic University, Boca Raton, Florida

EDUCATION

2016 Ph.D. in Sociology and Women's Studies, University of Michigan, Ann Arbor, Michigan

2007 M.A. in Women's Studies, The Ohio State University, Columbus, Ohio

2002 B.A. in Sociology and Women's Studies, University of Georgia, Athens, Georgia

AREAS OF SPECIALIZATION

Gender/Sexuality

Organizations

Qualitative Methods

Economic Sociology

Work and Occupations

Microsociology

PUBLICATIONS IN PRINT

Refereed Journal Articles

Seeley, J. Lotus. 2019. "Jumping to the Head of the Invisible Line: Waiting, Queuing, and the Reproduction of Organizational Status." *Social Currents*. 6(5): 487-503.

Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. Forthcoming. "Hegemonic Femininities and Intersectional Domination." *Sociological Theory*.

Seeley, J. Lotus. 2019. "'A Give Grief Kind of Guy': Help-Seeking, Status, and the Experience of Helpers at a University IT Help Desk." *Symbolic Interaction* 42(1): 127-150.

Seeley, J. Lotus. 2018. “‘Show Us Your Frilly Pink Underbelly’: Male Administrative Assistants Performing Masculinities and Femininity.” *Gender, Work, and Organizations* 25(4):418-436.

Larance, Lisa, Spencer Garrison, and J. Lotus Seeley. 2018. “Strategically Stealthy: Women’s Agency in Navigating Spousal Violence.” *Affilia: The Journal of Women and Social Work* 33(2): 177-192.

Seeley, J. Lotus. 2014. “Harrison White as (Not Quite) Poststructuralist.” *Sociological Theory* 32(1): 27-42

Armstrong, Elizabeth A., Laura T. Hamilton, Elizabeth M. Armstrong, and J. Lotus Seeley. 2014. “‘Good Girls:’ Gender, Social Class, and Slut Discourse on Campus.” *Social Psychology Quarterly* 77(2):100-122.

Reprinted in *Race, Class, and Gender: Intersections and Inequalities* (2019), Tenth Edition. Eds. Margaret Andersen and Patricia Hill Collins. Cengage.

Book Reviews

Seeley, J. Lotus. Forthcoming. Review of *Where Bad Jobs are Better: Retail Jobs across Countries and Companies* by Francoise Carre and Chris Tilly. *International Journal of Comparative Sociology*.

WORKS UNDER REVIEW

WORKS IN PROGRESS

Seeley, J. Lotus. “‘Yes Isn’t Always the Best Answer’: Service Work, Status, and Refusal.” Manuscript in preparation.

Seeley, J. Lotus. “Shock Troops and Shock Absorbers: IT Support Workers and the Place of Emotional Labor in Organizational Change.” Manuscript in preparation.

PRESENTATIONS

Peer Reviewed Conference Presentations

2019 Eastern Sociological Society – Panel Presentation
“Shock Troops and Shock Absorbers: IT Support Workers Doing Emotional Labor in the Rationalizing University”

- 2018 Southern Sociological Society – Panel Presentation
“Shock Troops and Shock Absorbers: IT Support Workers Doing Emotional Labor in the Rationalizing University”
- 2018 Southern Sociological Society – Panel Presentation
“Jumping to the Front of the Invisible Line: Electronic Ticket Systems, Queuing, and the Breakdown of Social Order”
- 2015 Social Science History Association – Panel Presentation
“Repairing Computers and (Re)producing Hierarchy: An Ethnography of Support Work and Organizational Status”
- 2015 American Sociological Society Meeting – Round Table
“‘Show Us Your Frilly Pink Underbelly’: Male Administrative Assistants Performing Masculinities and Femininities”
- 2015 American Sociological Society Meeting – Round Table
“Repairing Computers and (Re)producing Hierarchy: An Ethnography of Support Work and Organizational Status”
- 2014 Eastern Sociological Society Meeting – Panel Presentation
“‘Show Us Your Frilly Pink Underbelly’: Male Administrative Assistants Performing Masculinities and Femininities”
- 2014 Eastern Sociological Society Meeting – Panel Presentation
“‘Good Girls’: Gender, Social Class, and Slut Discourse on Campus.”
with Elizabeth A. Armstrong, Laura T. Hamilton, and Elizabeth M. Armstrong
- 2012 National Women’s Studies Association Meeting – Panel Presentation
“‘Show Us Your Frilly Pink Underbelly’: Male Administrative Assistants Performing Masculinities and Femininities”
- 2009 American Sociological Association Meeting – Social Theory Panel
“Harrison White as (Not Quite) Poststructuralist”
- 2009 National Women’s Studies Association Meeting – Panel Presentation
“From Secretary to Admin: Tracing Changes in the Secretarial Role”

Invited Presentations

- 2014 Special Undergraduate Research Opportunities, Seminar Presentation, University of Michigan, “Ethnography at Work: Doing Participatory Observation”

- 2011 Institute for Research on Women and Gender, Panel on Women and Work, University of Michigan, “Farewell to the Office Wife?: Continuity and Change in the Secretarial Role”
- 2011 Community of Scholars Research Symposium, Institute for the Research on Women and Gender, University of Michigan, “‘Show Us Your Frilly Pink Underbelly’: Alternative Masculinities and Male Femininity in Secretarial Work”

COURSES TAUGHT AT FAU

Undergraduate

Sociological Theory
 Qualitative Research Methods
 Gender and Work
 Microsociology

Graduate

Seminar in Microsociology
 Seminar in Sociology of Work

Supervision of Graduate Students

2017-2018 Rachel Hargis, Chair MA Thesis Committee
 2017 Davyd Heasley, Directed Independent Study
 2016-2017 Jacqueline Frazer, MA Thesis Committee

Supervision of Undergraduate Students

2018 Maya Stemen, Directed Independent Study

SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO FAU

2016- Sociology Department Representative to Faculty Assembly
 2016- Sociology Department Representative to Center for Women, Gender, and Sexuality Studies Executive Committee

SERVICE TO THE DISCIPLINE

Ad hoc reviewer for *Gender and Society*, *American Journal of Sociology*, *European Journal of Sociology*, *Symbolic Interaction*, *Social Problems*, and *Journal of Lesbian Studies*.

HONORS, AWARDS, AND GRANTS

- 2019 Scholarly and Creative Activities Fellowship, College of Arts and Letters, Florida Atlantic University
- 2013 Dissertation Research Grant, Rackham Graduate School, University of Michigan
- 2013 Dissertation Research Grant, Department of Sociology, University of Michigan
- 2013 Margaret Ayers Host Award, Rackham Graduate School, University of Michigan
- 2013 Boyd/Williams Dissertation Grant for Research on Women and Work, Institute for Research on Women and Gender, University of Michigan
- 2011 Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan
- 2007-2012 Rackham Merit Fellowship, University of Michigan
- 2005-2006 University Fellowship, The Ohio State University

PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Sociology January 2019-Present
Florida Atlantic University

EDUCATION

Ph.D., Sociology. University of California, Berkeley 2018
Dissertation: "Property Owners and Not Proletarians?: Housing Policy and the Contested Production of Neoliberal Subjects in Chile and Brazil"
Committee: Raka Ray (Chair), Laura Enríquez, Mara Loveman, Teresa Caldeira (City Planning)
Qualifying Fields: Social Theory, Development, Political Sociology

M.A., Sociology. University of California, Berkeley 2011
Thesis: "Symbolic Power and Municipal Governance: The State-Society Interface in the *Poblaciones* of Santiago, Chile"
Committee: Laura Enríquez, Cihan Tuğal

B.A., International Relations and Latin American Studies. Tufts University 2009

RESEARCH & TEACHING INTERESTS

Political Sociology, Development & Globalization, Urban Sociology, Gender, Social Movements, Social Theory, Ethnographic and Interview Methods, Latin America

PUBLICATIONS**Peer-Reviewed Articles**

Koppelman, Carter. 2018. "For now, we are in waiting?: Negotiating Time in Chile's Social Housing System." *City & Community* 17(2): 504-524.

Koppelman, Carter. 2017. "Deepening Demobilization: The State's Transformation of Civil Society in the *Poblaciones* of Santiago, Chile." *Latin American Perspectives* 44(3): 46-63.

Book Reviews

Koppelman, Carter. 2019. "Alexander, CJ and Tognato, C.(eds) *The Civil Sphere in Latin America*. 2018. Cambridge University Press." *The British Journal of Sociology* 70(4): 1628-1631.

FELLOWSHIPS & AWARDS

Outstanding Graduate Student Instructor Award, UC Berkeley	2017
Graduate Division Summer Research Grant, UC Berkeley	2016
Lowenthal Fellowship, Department of Sociology, UC Berkeley	2015
National Science Foundation Graduate Research Fellowship	2010-2013
Andrew F. Mellon Summer Research Grant in Latin American Sociology, UC Berkeley	2010
John S. Gibson Award, Best Undergraduate Thesis in International Relations, Tufts University	2009
International Relations Research Scholars Grant, Tufts University	2008

RESEARCH PRESENTATIONS

Academic Conferences

- “Conflictive Clients and Peripheral Partners: Popular Participation in Market-Driven Housing Programs in Chile and Brazil.” Development Section. American Sociological Association Annual Meeting. Philadelphia, PA. August 2018.
- “Participation Struggles: Housing Movements and Neoliberal City-Making in Brazil and Chile” Development in Question. 5th Annual Conference of the ASA Development Sociology Section. Cornell University. October 2016
- “(Re)Appropriating Women’s Housing Rights in Brazil: From Movement Demands to State Policy and Back Again” Gender and Development Section. American Sociological Association Annual Meeting. Seattle, WA. August 2016.
- “Subsidized Housing and Single Motherhood: Effects and Limits of Women’s Inclusion in Low-income Housing Policies in Chile and Brazil.” Cities and Urban Studies Track. Latin American Studies Association Congress. New York, NY. May 2016.
- “Contentious Participation: Struggles for Urban Rights within Neoliberal Housing Policies in Brazil and Chile.” Participatory Regional and Development Planning Panel. American Association of Geographers Annual Meeting. March 2016.
- “*En Espera*: Negotiating Time in Chile’s Social Housing System” Ethnography Section. American Sociological Association Annual Meeting. Chicago, IL. August 2015.
- “Contesting Neoliberal Housing: Subsidy Policies and Housing Movements on the Peripheries of Santiago, Chile and São Paulo, Brazil.” States, Markets and Political Economy Track. Latin American Studies Association Congress. San Juan, PR. May 2015.
- “Learning one’s Place in the Neoliberal City: Subsidized Housing and Urban Citizenship in Santiago, Chile.” Ethnography Section. American Sociological Association Annual Meeting. San Francisco, CA. August 2014.
- “The Struggle for Home: Women and Housing Mobilization on the Periphery of Santiago, Chile.” Cities and Urban Studies Track. Latin American Studies Association Congress, San Francisco, CA. May 2012.
- “Resource Access and the Municipal Structuring of the Local-Organizational Field in the *Poblaciones* of Santiago, Chile.” Southern Cone Section. Latin American Studies Association Congress, Toronto, ON. November 2010.

Invited Talks

- “*Prostitutas, trabalhadoras, e donas de casa nos espaços públicos urbanos.*” [Prostitutes, working women, and housewives in urban public spaces]. Lecture at the Fundação Escola de Sociologia e Política de São Paulo. São Paulo, Brazil. November 2014.
- “Gender in Chile’s Housing Subsidy System.” Presentation to the Housing Laboratory, College of Architecture and Urbanism, Universidade de São Paulo. São Paulo, Brazil. May 2014.
- “*La Reina de la Casa*: Gendered Urban Citizenship and Access to Social Housing in La Pintana.” Emergent Citizenships Colloquium. Institute of Urban and Territorial Studies. Universidad Católica de Chile. Santiago, Chile. November 2013.

TEACHING & MENTORING

Courses Taught as Assistant Professor, Florida Atlantic University

Seminar in Urbanization (Graduate Level)	Fall 2019
Seminar in Development & Globalization (Graduate Level)	Spring 2019
Sociological Theory (Undergraduate Level)	Spring 2019 & Fall 2019
Global Social Change (Undergraduate Level)	Fall 2019

Graduate School Teaching Experience, University of California, Berkeley

Instructor. Gender & the City	Fall 2017
Graduate Student Instructor. Classical Sociological Theory, with Christopher Muller	Spring 2018
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2017
Graduate Student Instructor. Introduction to Sociology, with Raka Ray	Fall 2016
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2016
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Spring 2015
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Fall 2013
Honors Thesis Mentor. International & Area Studies	Fall/Spring 2010-11
Reader. Sociology of Sport, with Leora Lawton	Spring 2010
Reader. Sociology of Deviance & Social Control, with Leora Lawton	Fall 2009

PROFESSIONAL ACTIVITIES

Research Groups and Workshops

Sociology of the Global South Workshop, UC Berkeley	2017-
Sociology of Gender & Sexuality Workshop, UC Berkeley	2014-
Sociology of Latin America Workshop, UC Berkeley	2010-2016
Emergent Citizenships Colloquium, Universidad Católica de Chile	2013
Latin American Cities Group, City & Regional Planning, UC Berkeley	2011-2013

Editing/Reviewing

Occasional Reviewer, <i>Bulletin of Latin American Research</i>	
Occasional Reviewer, <i>City & Community</i>	
Occasional Reviewer, <i>Latin American Research Review</i>	2014-
Editorial Board Member, <i>Berkeley Journal of Sociology</i>	2009-2011

Professional Memberships

American Sociological Association
Latin American Studies Association
Sociologists for Women in Society

Other

Visiting Researcher, College of Architecture and Urbanism, Universidade de São Paulo.	2014
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LANGUAGES

Portuguese (fluent speaking, reading and writing)
Spanish (fluent speaking, reading and writing)
English (native speaker)