

Department of Sociology and Anthropology
FY 2022 Annual Report
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Goals and Accomplishments for FY 2022

Goal 1: Recruit Diverse Faculty

Strategic Plan Alignment: EEC Goal I.B, II.A, III.A, IV.A, CAS Focus 1.

Rationale: The department has come up with two job proposals, which fit our strategic plan, addresses with retirements, and helps us maintain our curriculum and GenEd instruction. We have been hit hard with six recent retirements, yet we continue to generate strong FTE for the College. In 2020 tenure track faculty generated the second highest number of credit hours in the College of Arts and Sciences (16,274), which is an increase of nearly 3,000 hours from the previous year (13,553).

The reason why we routinely generate so many credit hours at a low cost is that our tenure-track faculty have always been committed to teaching Gen-Ed courses. This is a philosophical decision made long ago, which our faculty embrace but not without sacrifice to other aspects of their careers.

Six faculty have retired in the past few years (Sociologist Tom Gerschick, Sociologist Virginia Gill, Sociologist Anne Wortham, Anthropologist Maria Smith, Anthropologist Fred Smith, and Anthropologist Jim Skibo). In addition, two more Sociology faculty are retiring at the end of 2021 and 2022. This puts our total number of tenure-track faculty at 23, which is the lowest it has been in the past 6 years.

Individuals hired into the two positions listed below would be expected to carry on this tradition of teaching general education courses. They also will help us to recruit more majors by focusing on topics that are proven to be of great interest to students as well as supportive of the core values of the Educate Elevate Connect strategic plan.

Race and Ethnicity (SOC). In support of ISU's core value of Diversity and Inclusion, we request a TT Sociologist whose research critically engages the lived realities of race and ethnicity. This hire is not only timely, but imperative, especially as ISU's student body becomes more diverse, both racially and ethnically. This new hire proposal would also support efforts to enhance diversity of faculty, staff, and student populations across the inclusion spectrum and advance learning experiences that help faculty, staff, and students succeed in a multiracial society (EEC III.A, C). It further illustrates our support for critical activities such as the President's Diversity and Inclusion Council and the new Multicultural Center. This hire would allow our department to fill a growing demand for courses that will increase our major enrollment and also meet increasing General Education demands.

Museum Studies (ANT). To further enhance our teaching and research programs and deepen engagement with the local community and beyond (EEC II; IV), the Anthropology

Program requests a TT hire in Anthropology and Museum Studies. The Anthropology Program at Illinois has regularly offered a Museum Studies course and currently maintains the Ethnology Teaching Collection (ETC), housed in Schroeder Hall. The ETC is an invaluable teaching laboratory for our students but we currently have no faculty member to manage this resource and lead the students in their work with the collections. Our enrollments continue to grow, with a historically high number of Anthropology undergrads (73) and grads (18+) in 2019. We envision this hire as the first step to a potential Museum Studies concentration or Certificate for students in Sociology and Anthropology. It will also support a potential Graduate Certificate program in History and we have been engaged in discussions with History about the creation of this future Certificate. Finally, this position enhances our program's strong record of enduring collaboration and partnership with numerous on and off-campus partners. This proposed position would build on these relationships while creating new research and internship opportunities for students with agencies and museums nationwide.

Accomplishments:

- We did not receive any funding/approval for these positions and will submit them again for FY23. Due to retirements (yet another one in January, 2022) faculty are needing to focus more on core classes in the curriculum and less on the electives that are where we attract new majors. Both Sociology and Anthropology would like to add areas of concentration or certificates (ie: museum studies) but without the additional hires, we do not have the faculty to support those new initiatives.

Goal #2: Cluster Hire Initiative with Latin America/Latina/o Studies

Strategic Plan Alignment: EEC Goal III.A, C.

Linguistic/Cultural Anthropologist (SOA/LALS): We are requesting a joint hire between the Anthropology Program (Department of Sociology and Anthropology) and the Latin American and Latina/o Studies (LALS) Program for a Cultural or Linguistic Anthropologist specializing in Latin America or Latinx Studies (EEC III.A, C). We have strong and stable enrollment in both the undergraduate and graduate programs in anthropology and many are specifically interested in Latin America/Latino Studies. The LALS minors are also at an all-time high of 48 and projected to continue to increase. The joint hire would add to a regional specialty/ strength within the Anthropology Program. The program is currently understaffed; current faculty can rarely teach electives specific to the region because they hold administrative appointments (ie: Gina Hunter has a .50 FTE buyout for OSR) and other program commitments. A cultural/linguistic anthropology hire will address the growing undergraduate and graduate program needs, including a new accelerated MA sequence. This hire could help expand the curriculum toward a new joint MA program in Spanish and Anthropology. The potential impact is significant since it will strengthen the undergraduate curriculum in both LALS and Anthropology and place our department in a strong position to contribute to the current general education program.

Accomplishment:

We did not receive any funding/approval for this position and will submit this again for FY23.

Goal #3: Additional Graduate Assistantships

Strategic Plan Alignment: EEC Goal IA; IIB and C; and IVC.

We continue to face challenges in providing support to our large Gen Ed classes that routinely enroll between 200-300 students. We have been unable to offer as many sections as we would like due to lack of GA support. We also have experienced a significant growth in both Graduate programs, with Sociology and Anthropology seeing a 100% increase in the new cohorts for FY20 (SOC = 12; ANT = 11). However, many students who were admitted did not attend due to lack of funding. Students should not go into debt for a master's degree in Sociology or Anthropology and we do not advise them to do so. Adding additional Graduate Assistance funding will allow us to increase our Graduate enrollments while also enabling the Department to offer additional General Education sections of popular courses that are needed to meet the rising demands for the incoming Freshmen cohorts.

Accomplishment:

This was not funded, and we will submit this request again in FY23.

Goal #4: Increase Recruitment and Retention of Majors

Strategic Plan Alignment: EEC I.A., III.A., CAS Focus 1, Goal 1.1.

Enrollment in Sociology has had a significant one-year decline in the previous year, while enrollment in Anthropology has remained fairly steady/consistent. The Sociology program recently completed a process that revised and updated the curriculum, including a reduction in total credit hours and the removal of a 'gatekeeper' course. The Anthropology program revised their curriculum in the previous year and is now at a 10 year high for enrollments. Beyond curriculum reform, both programs would benefit from a careful review and revision to our marketing and promotion materials to better engage future students and help them to see the value of these degrees to their career goals beyond ISU. As we continue to see the changing nature of our current and future students, it is imperative that we adjust our marketing and recruitment tools to reflect these changes. We plan to incorporate more innovative promotion and recruitment material using new mediums (ie: social media) that will better connect with our changing student body. We also plan to develop a more targeted and strategic outreach program to recruit potential students at both the High School and Community College level.

Accomplishment:

We did not receive the requested funding. However, we used RERIP funds to create two new recruitment videos with assistance from UMC. We are also used RERIP funds to fund two Graduate Teaching Assistants who will serve as Writing Mentors to our undergraduate majors. Our majors are slowly increasing in Sociology and have remained relatively steady and strong in Anthropology. We are planning our first Open House for local high school students in Spring 2022 and we are finalizing a survey for transfer students to help us to better assess how we can make their transition to our program more successful and meaningful. Our Fall to Spring retention rates for new, full time FTIC in Sociology was 88.9% and for transfer students, it was 95.2%. In Anthropology, the same Fall to Spring retention rate for new, full time FTIC was 100% and for transfer students, it was 80%.

Accomplishments: Academic Program Development

- The Sociology program successfully implemented a revised curriculum to reduce the overall credit hours, eliminated a required course that was becoming problematic for many students (SOC 206 became SOC 200 and it is now an elective), and generally re-structured the curriculum to be more responsive to the changing needs of our students. However, we lack sufficient faculty to offer the popular electives that are the main pathway into our major.
- The Department of Sociology and Anthropology remains one of the top performers in credit hours per TT, generating the second highest number of credit hours in the College of Arts and Sciences (16,127). We also have the **highest credit hour generation per tenure-track faculty member (672)** in 2021. Over the past five years our tenure track faculty have generated an average of 629 credit hours per faculty member, which is the **highest in the college and an increase from the previous year at 602**. This represents a tremendous commitment to teaching among our department, despite the declines in TT faculty due to retirements.

Accomplishments: Equity, Diversity, and Inclusion

- Ryan Gray was awarded the Stan and Sandy Rives Excellence in Undergraduate Education Award
- The SOA DFSC amended the department ASPT policies to include language specific to recognizing work related to equity, diversity, and inclusion (EDI) in the areas of teaching, scholarship, and service.
- The SOA Department Council is currently amending their committee language in the Bylaws to reflect the charge of EDI work and creating a mechanism to include student voices in those efforts.
- The Department Chair, along with several other faculty, have participated in the EDI Leaders Circle, including several workshops and professional development activities related to EDI initiatives and activities.
- The University has a total of 29% underrepresented students at the undergraduate level, compared to SOA that has a total of 34% underrepresented students in Fall 2021.

Accomplishments: Faculty Success

- Jennifer Woodruff was awarded the Outstanding University Teaching Award – NTT
- Professor Kathryn Sampeck was awarded the Outstanding College Researcher Award and awarded a third Fulbright Fellowship for Fall 2021.
- Dr. Kathryn Sampeck was promoted to Full Professor and Dr. Jason Whitesel was granted tenure and promoted to Associate Professor in May, 2021.
- Despite the challenges of the pandemic and limited opportunities for scholarly output and simply the TIME to pursue those activities, faculty in SOA remained highly productive. In 2021, faculty in SOA had a total of 50 creative works. They authored one book, one edited book, 23 journal articles, one book chapter, and presented 13 conference papers.

A total of 9 creative works were published with one or more students and there was a total of 13 international collaborators.

Accomplishments: Student Success

- SOA continues to develop an engaging Student Ambassador program that recruits our top students to serve as peer mentors and to also help us in the recruitment of new students to our program. We now have a total of six students (three from each program) that are connecting with current students in various ways and working at a variety of new and potential student recruitment events.
- SOA used the majority of our RERIP funds in 2021 to support two Graduate Writing Mentors to assist our undergraduate majors with their writing skills. Improving the writing skills for our majors in one critical aspect of retention for our programs, yet it remains an area where many students struggle. The feedback from the first semester (Fall 2021) was exceptionally positive from our students and they felt that the mentors provided significant assistance with their overall writing skills and improved their ability to be successful in their written work. We are continuing this program for Spring 2022, again using RERIP funds to support their Graduate Assistantship work as Writing Mentors.
- Collaborated with a key donor to develop a targeted fundraising campaign to create the Dr. Ed and Juliet Jelks Scholarship for a student in anthropology. Worked with the Development Office to create a Hatch Campaign that successfully raised \$21,650 to add to the existing \$10,500 to create the named and endowed scholarship fund.
- As noted under EDI, the University has a total of 29% underrepresented students at the undergraduate level, compared to SOA that has a total of 34% underrepresented students in Fall 2021.
- SOA had an increase of new transfer students (45%) between 2020 and 2021 and our graduate student count increased 80% in that same time period.
- Our majors are all taught by TT faculty, and we maintain a student to tenure-line faculty ratio of 11, which means our students are getting critical individualized and personal attention throughout their program, which is a critical point of our overall mission. Our class sizes for our majors are less than 30 at the 300 level, with an average of 14.1 in Fall 2021.
- Based on Fall 2021 PRPA data, our Fall to Spring retention rates for new, full time FTIC in Sociology was 88.9% and for transfer students, it was 95.2%. In Anthropology, the same Fall to Spring retention rate for new, full time FTIC was 100% and for transfer students, it was 80%.
- In Fall 2021, 11.8% of our anthropology majors were also participants in the Honors Program and in sociology, it was 3.6%.
- In sociology, 84.4% of FTIC students graduated in five years or less in 2021 with an average graduating GPA of 2.98. In anthropology, 57.2% graduated in five years or less, with an average graduating GPA of 3.32.
- There were 33 students who enrolled in the applied internship class for Sociology (398A01) and Anthropology (398). This provides students valuable, hands-on experiences where they are able to apply what they learn in the classroom to real world situations, adding valuable experience and skills to their resume.

- A total of 15 undergraduates participated in an internship in research for Sociology (398A02) and Anthropology (398A02). These experiences in conducting research with a professor provide valuable skills for students who plan to continue on in graduate school, as well as valuable research skills and applications for real-world problems in a professional environment after graduation.
- Sociology and anthropology majors continue to face challenges with how to transition from ISU into a viable and desirable life/career path following graduation. Based on informal conversations with current seniors, they note that they still have significant anxiety about how to look for a job and more specifically, how to transfer the skills they have into possible career options. They also have just general stress about what options are available to them, how to make the right connections, and how to best pursue those. In response to this, and to provide a better system of support to set our students up for success after ISU, the curriculum committees (SOC and ANT) approved a “senior practicum” which would coincide with the final senior thesis course in both SOC and ANT. This will be a 6-week practicum that functions as a “lab” associated with the senior thesis class, and would be no additional credit hours, and thus no additional cost to our students. This has several objectives:
 - It re-engages the students with concrete tools to help them make that final transition from ISU to the rest of their lives.
 - It connects them with Alumni and other community organizations/groups that can be helpful in their future career aspirations.
 - It allows us to re-engage with all graduating seniors in a low stress situation, further builds connections to each other and the department for future alumni, and allows us to celebrate them in their final semester all together.
 - It presents a situation where we can have all graduating students complete a brief ‘exit survey’ to fulfill our assessment requirements.

II. Internal Reallocations and Reorganizations in FY22

- A. *Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.*
- a. In April, 2021 Trish Gudeman was successfully reclassified and promoted from Office Support Specialist to Office Manager. This was a significant professional development accomplishment for Trish and allowed her to assume several new responsibilities that will expand her professional skills and engagement with the department and provide her with compensation that is more consistent with her work and contributions to our department.
- B. *Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars*

- a. During Summer 2021, we received \$33,500 in summer funding to offer five critical summer courses:
 - i. SOC 108: Social Problems (GenEd)
 - ii. SOC 123: Human Sexuality
 - iii. SOC 241: People in Places (GenEd)
 - iv. SOC 478: Topics in Admin and Planning
 - v. ANT 381/481: Advanced Archaeology Field School
 - b. Provost Enhancement/Academic Enhancement Funds were received (\$13,292) to replace the furniture in SCH 396 (ethnography teaching laboratory) to make the space a more functional and collaborative learning space.
 - c. SOA received \$51,097 in IC funds to cover instructor costs for Spring 2021 and Fall 2021 due to one faculty member remaining on extended/complete FMLA/COVID leave and one full year sabbatical in anthropology.
- C. *Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.*
- a. SOA received \$67,537 in temporary variance due to administrative and grant buy-outs for Dr. Gina Hunter and Dr. Frank Beck. Funds were expended to support NTT faculty to teach in place of Dr. Hunter, to support our Graduate Program Coordinators with a summer stipend, support stipends for two faculty and one AP staff member to assist with Program Review, support the purchase of various teaching casts, bone artifacts, and anthropology lab supplies to assist with teaching and student research activities in four anthropology labs, support computer recaps for 7 faculty, and support various speakers, co-curricular activities, and professional development workshops for faculty, students, and staff.

III. Major Objectives for FY23

Describe the unit's most important forward -looking objectives related to academic program development, Equity, Diversity and Inclusion, Faculty Success, and Student Success. Outline how the objectives support the mission/goals of the Unit/Department/School, College and *Educate•Connect•Elevate*.

Objective #1: Recruit Diverse Faculty

Strategic Plan Alignment: EEC Goal I.B, II.A, III.A, IV.A; CAS Focus 1; SOA Goal 2, 2.2

Supports faculty and student success, academic program development, and EDI.

Our primary objectives remain focused on increasing the diversity of our TT faculty and growing our academic programs through new and innovative course offerings. The decline in our enrollment was correlated with a significant number of retirements (8) in a very short period,

leaving us at a content deficit and unable to teach many of our more popular courses that attract new majors. A critical element in support of our first objective is the ability to hire new TT faculty that better represent our student body and that can actively engage students in their scholarship through their teaching and research activities. Although we have made important revisions to our curriculum and our major requirements in response to the changing needs of our students, without the addition of new TT faculty, we will remain challenged to grow our programs. As such, we have three priority TT requests for FY23:

- a. Museum and Cultural Heritage Studies – Anthropology
- b. Race – Sociology
- c. Interdisciplinary Initiative with Latin America/Latina/o Studies:
Linguistic/Cultural Anthropologist

Objective #2: Additional Graduate Assistantships

Strategic Plan Alignment: EEC Goal IA; IIB and C; and IVC; SOA Goal 1, 1.1, 1.2

Supports student success and academic program development.

We continue to face challenges in providing support to our large Gen Ed classes that routinely enroll between 200-300 students and produce a significant amount of credit hours for the College. We have been unable to offer as many sections as we would like due to lack of GA support. We also have experienced a significant growth in both Graduate programs, with Sociology and Anthropology seeing a 100% increase in the new cohorts for FY20 (SOC = 12; ANT = 11). These numbers have persisted in FY22, even in the face of the pandemic. However, many students who were admitted did not attend due to lack of funding. Paying full tuition for a graduate degree in Sociology or Anthropology is not a wise decision, and as such, without GA funding, our programs will suffer. Adding Graduate Assistance funding will allow us to increase our Graduate enrollments while also enabling the Department to offer additional General Education sections of popular courses that are needed to meet the rising demands for the incoming Freshmen cohorts.

Objective #3: Increase Recruitment and Retention of Majors

Strategic Plan Alignment: EEC I.A., III.A., CAS Focus 1, Goal 1.1.

Supports student success and academic program development.

Although we have made important changes to our curriculum and added other activities to increase student success, we remain focused on recruitment and retention of our majors. We plan to spend more time discussing innovative and creative ways that we can work with our learning goals and curriculum to perhaps create concentrations or more targeted sequences that may help students to see how our program can help lead them to the path that the envision for their future. Part of this may also include collaboration with other programs on campus. For example, we are already part of the planning team for a Social Demographics concentration as part of the Interdisciplinary Data Sciences Major that is being planned. We also plan to continue our current efforts to have a more targeted and strategic outreach program to recruit potential students at both the High School and Community College level. However, hiring new TT

faculty to enable us to offer the content-specific courses that attract new majors remains a critical part of this effort.

Objective #4: Create an Enhanced Collaborative Learning Space for our Data Analytics Courses

Strategic Plan Alignment: EEC II. A. and C.; IV. D. CAS Focus 2, Goal 2.3.

Supports student success and academic program development.

Currently, the only computer/data analytics lab space that we have (SCH 235) is set up in such a manner that it does not support collaborative learning activities due to the ‘fixed rows’ of computer stations. The current structure also does not allow students to utilize their own laptops, which is the most common need among our students. The very rigid/fixed structure of this classroom means that we are unable to utilize collaborative and engaged learning activities, which we know are much more effective for both student learning and engagement. We have worked with CAS IT, Facilities, and the Office of Academic Technologies to create a plan and a budget to create a collaborative learning space that will allow students to interact with each other and the faculty in a more meaningful and productive manner. The new space will also utilize technology that is consistent with student needs and demands, thus helping to prepare them for the types of collaborative work environments that they will encounter once they leave ISU. This space routinely serves over 150 students each semester in statistics, visual data, and GIS courses. The primary limitation to its greater use is the current ‘fixed’ structure of the learning space. Updating this classroom to a collaborative learning space design will open it up for considerably greater utilization by our students and faculty and will also help to facilitate the development of new courses that center around the growing area of data analytics.

Objective #5: Maintain/Increase Study Abroad Participation

Strategic Plan Alignment: EEC Goal II.A., III. C., IV. B. C., CAS Focus 1, Goal 1.1.

Supports student success, academic program development, and EDI.

As noted previously, our department has long been an advocate for internationalizing our campus and increasing our study abroad participation is a positive step toward that goal. This continues to be an important goal for both CAS and our University.

Our objective is to increase participation and utilization of these resources by students while also increasing the base funds through development activities and collaboration with the alumni board.

Filename: SOA Annual Report FY22 final 3-15-22.docx
Directory: /Users/joan/Library/Containers/com.microsoft.Word/Data/Documents
Template: /Users/joan/Library/Group Containers/UBF8T346G9.Office/User
Content.localized/Templates.localized/Normal.dotm
Title:
Subject:
Author: Brehm, Joan
Keywords:
Comments:
Creation Date: 3/16/22 3:55:00 PM
Change Number: 2
Last Saved On: 3/16/22 3:55:00 PM
Last Saved By: Brehm, Joan
Total Editing Time: 0 Minutes
Last Printed On: 3/16/22 3:55:00 PM
As of Last Complete Printing
Number of Pages: 9
Number of Words: 4,150
Number of Characters: 22,496 (approx.)