Accomplishments and Productivity for FY12

1. Brief Review of the Department’s Goals and Objectives for FY12.

In our 2011 Consolidated Annual Report (CAR), it was indicated that our Four Annual Goals (i.e., to facilitate: program size, instructional delivery, faculty development, program quality)—which had been used in our department since the latter 1990s—would no longer be used to guide the writing of CAR (due to changes in the current set of directions about how to compile this report). However, these four annual goals are noted here again, for possible use in future CARs.

Notably, our 2011 CAR established 4 Mid-Term Goals (MTGs) and 5 Long-Range Goals (LRGs) as the Goals and Objectives for FY12 of our department.

The MTGs (each are still in process) are:

- Continue to Refine the Assessment Plan for the Undergraduate Anthropology Major.
- Facilitate Graduate Sociology Student Recruitment.
- Seek Ways to Gain Administrative Approval to Conduct a Job Search for Another Tenure Track, Assistant Professor of Anthropology or for a Unit B, Instructor of Anthropology.
- Seek Ways to Gain Administrative Approval for another Tenure Track, Assistant Professor of Sociology.

The LRGs (each are still in process) are:

- Further Develop the Western Survey Research Center.
- Continue to Upgrade Equipment in Electronic Classrooms and Technology Carts.
- Broaden the Development of Instructional Technology.
- Strengthen the Quality of Mentoring Graduate Sociology Students.
- Continue to Refine Undergraduate Studies in the Anthropology Major and Minor.

(Note: Objectives and Assessment Methods for MTGs and LTGs were specified in the 2011 CAR—space limits do not permit them to be listed here.)
Our 2011 CAR also had two types of Department Budget Requests (each are still in process)

- **Three Classroom Items**: To equip Morgan 318 as an electronic classroom; to acquire an additional instructional technology cart; to re-wire the projector screen and speaker cables in Morgan 324.
- **Various Equipment Items**: a shared double-sided printer for our department office; wireless remotes for all computers in our electronic classrooms and our electronic instructional carts; new computer for a faculty member; department laptop; digital camera; digital video recorder; high quality scanner; graduate office phone; smart classrooms; larger whiteboard in our classrooms; copier with sorting and stapling for mass-copy purposes; replacement of broken prong on one of our TV carts.

2. List the most important department accomplishments for FY12 and document how these accomplishments support the goals of the University, including specific Strategic Plan accomplishments. **List the accomplishments based on the below goal areas.** Departments may indicate “not applicable” or “none” under a goal area as appropriate.

- **Before reviewing goals areas** below, please note that a very detailed listing of our department’s accomplishments is provided in: APPENDIX A: FACULTY AND STUDENT ACTIVITIES SINCE FEBRUARY 2011 (at the end of this report).

  a. Enhanced Learning Culture

**Maintain Rigor and High Academic Standards**

- Our professors continued to apply “Plus Minus” grading scales in a uniform way to our undergraduate courses.
- Our undergraduate and graduate course syllabi specified the meanings of plagiarism and penalties, which would result upon engaging in plagiarism or other forms of academic dishonesty.
- Throughout our undergraduate and graduate curriculum, multiple writing assignments were required (e.g., book, article, and film critiques; theoretical and conceptual applications to everyday life outside the classroom; group projects to extend the social relevance of the subject matter), along with detailed specifications about how to complete the work in effective ways.
- An anthropology professor co-received a “Best in Track Award: Research and Creative Activities” at the 2011 WIU Innovations in Teaching, Research, and Creative Activities Symposium of the Center for Innovation in Teaching and Research (CITR).
- An anthropology professor and a sociology professor’s proposal on “Twitter and its Use as a Classroom Tool” was one of the top ones accepted for presentation at the Innovations CITR Symposium to be held in March 2012.
A sociology professor (upon nomination letter from the department chair) received the College of Arts and Sciences 2011 “Teaching with Technology Award” and was also nominated for the 2011 “Provost’s Award for Teaching with Technology.”

A sociology professor received the 2011 President’s Excellence in Diversity Award.

A sociology professor was recognized twice as a “Favorite Professor” in the Western Courier, WIU newspaper.

A sociology professor’s article was selected as “One of the Ten Best out of 170 Articles” published in Michigan Sociological Review in 25 years since 1982.

Prepare for NCATE Reaccreditation

“No Applicable.”

Strengthen Academic Programs through Review and Discipline-Specific Accreditation

Our GRADUATE SOCIOLOGY ASSESSMENT PLAN, included a comprehensive examination, which was administered the first time at the end of Spring 2011.

- This comprehensive exam (one-half covered sociological theory; the other half covered sociological methods) required our graduate students to respond to pre-assigned questions about a core set of readings.
- All six of our graduate students met expectations (i.e., passed) on the theory part of this exam; four of them met or exceeded the methodology part of this exam, two of them failed to meet expectations (i.e., did not pass) of the latter part of this exam (and will re-take it at the end of Spring 2012).
- Our graduate students met or exceeded expectations in their thesis and non-thesis projects for forming research problems, conducting sociological analyses, and communicating in oral and written forms, which is consistent with our past assessment patterns.

Our UNDERGRADUATE SOCIOLOGY ASSESSMENT REPORT found sociology majors performed better than non-majors on the 15-item quiz.

- Comprehension of sociological methods, social stratification, and gender was added to the store of knowledge of undergraduate sociology majors as they progressed through our undergraduate sociology program.

Our UNDERGRADUATE ANTHROPOLOGY ASSESSMENT REPORT found as students’ levels in the anthropology program increased, so did their ability to answer the quiz questions.

- Overall comprehension of human environmental adaptation and social stratification was added to the store knowledge of anthropology majors as they progressed through our program.
• Two sociology professors were Faculty Representatives on the Higher Values in Higher Education Committee, Office of the President, at WIU.

• Three sociology professors, in consultation with the department chair, explored the potential of adding the undergraduate sociology major at the WIU-Quad Cities campus.

• The chair of our planning committee and the department chair are developing a proposal (in the needed format) to add “sociology tracks” in the undergraduate sociology major. The six tracks—social inequalities, criminology, social psychology, environment and society, institutions, sociology of health and wellness—highlight departmental specialty areas.

• New anthropology course proposals were submitted: Sex and Gender in Archaeology; Cultural Anthropology Field School in Germany as a Study Abroad course, which was taught two weeks in Celle and Berlin, Germany (May 2011); Stories of India as a Study Abroad, team taught course (with a Religious Studies professor) during the first two weeks of 2012 in India.

• New sociology course proposals were submitted: Death and Dying; Criminology as an online course; Environmental Sociology; Sociology of Popular Culture; Global Sociology; Sociology of Sexual Identities and Inequalities.

• Medical Sociology (Soc 472) was changed to Sociology of Health and Illness (Soc 365); Graduate Internship (Soc 694) was revised to be another exit option in our program and Internship Presentation (Soc 698) was proposed to be included in our program.

• Our department offered fourteen online sections: Spring 2011 (Soc 300; Soc 360; Soc 487); Summer 2011 (Anth 249; Soc 200; Soc 300—twice; Soc 360—twice); Fall 2011 (Soc 100; Soc 488); Spring 2012 (Soc 300—twice; Soc 487).

• Our department offered five (1 s.h.) weekend courses at WIU-Quad Cities: Summer 2011 (Anth 451; Soc 451—twice); Spring 2011 (Soc 451—twice).

Review FYE

• A sociology professor was a member of the First Year Experience Program Review Committee, Office of the Provost, at WIU.

• During Spring 2011 and Fall 2011, our department offered: 22 FYE sections of Introduction to Sociology; 6 sections of Introduction to Cultural Anthropology; 2 sections of Introduction to Physical Anthropology and Archaeology—a TOTAL of 30 FYE CLASSES.

• All of our FYE professors: received student evaluations that surpassed our department criteria for effective teaching; provided multiple writing assignments and opportunities for students to receive credit for attending extra-curricular events (e.g., university lectures and field trips); generally offered student mentors who assisted students in learning the subject matter.
Increase Course Based Civic Learning and Service-Learning

- At WIU’s 2011 Mock Presidential Election (October/November), three sociology professors and an anthropology professor were faculty facilitators and the department chair was a platform speaker.
- A sociology professor supervised students in two FYE Soc 100 sections on service-learning projects (most done at Country View Nursing Home, Macomb).

Expand Study Abroad and Multicultural Activities

- The department chair worked with WIU Study Abroad advisers to register Study Abroad students in: Anth 110 and five sections of Anth 379 (on Gender and Society in Japan; Culture and Everyday Life in Japan; Popular Culture as Social Practice; Sexuality and Culture in Japan; Visual Anthropology of Japan); Soc 255, Soc 334, and five sections of Soc 379 (on Continuity and Change in Contemporary British Society; Sub-Cultures: Lifestyles, Literature, Music; Development and Change; Contemporary Families and the Roles and Responsibilities of Fathers; Comparing Nations and Cultures).
- An anthropology professor presented three Multicultural talks: “How Non-Physical Structural Violence affects Women’s Lives in Ghana” (at WIU International Women’s Day); “Africa and her Diaspora: Civil Rights and Pan Africanism” (at the Department of African American Studies Liaisons Lecture Series); “Performance, Blackness, and the Circulation of Arts in the Black Atlantic” (for Black History Month at WIU).
- A sociology professor presented a Multicultural talk: “Culture and Customs in the U.S. Classroom for the International Student” for the International Student Orientation at the WIU Center for International Studies.

Support Scholarly/Professional Activity

- As reported in Appendix A, our professors produced 45 PROFESSIONAL WRITINGS (3 books, 5 journal articles, 1 book chapter, 2 encyclopedia entries, 4 book reviews, 23 conference papers, 2 conference posters, 3 grant reports, 2 grant proposals) and served as: journal editors, board members, reviewers; discussant, organizer, student paper judge, and area chair at conferences.
- At the 2011 Meeting of the Midwest Sociological Society (MSS), graduate sociology students presented 10 papers (see pp. 23 in Appendix A for the paper titles).
- Six of our graduate sociology students (with our graduate sociology adviser) presented at this MSS meeting a paper, which is currently under journal review as an article in Issues in Writing. This paper is: “Dichotomous Strategies of Writing: Collective Production in Lieu of Individualistic Methods.”
• The department chair worked with the department secretary to reimburse faculty for their conference expenses and to supply matching funds for each University Research Council Grant as fully as the department budget would allow (and be administratively approved).

• The department chair worked with the department secretary and our graduate sociology adviser to fund our graduate sociology students for their MSS conference expenses (as fully as the department budget would allow).

Investigate Interdisciplinary/Collaborative Initiatives

• Since 2000, our department and the Political Science department shared the services of a full-time undergraduate adviser, which involved her working with about 300 students per semester. In Fall 2011, our undergraduate adviser consulted with 144 SOCIOLOGY MAJORS (includes double majors), 32 ANTHROPOLOGY MAJORS, 144 political science majors—totals from WIU Registrar’s screen. Our department had 21 graduate students-Fall 2011.

• With the departments of African American Studies, Biological Sciences, Political Science, and Women’s Studies, our department made available the teaching of cross-listed course sections: Gender and Anthropology; Ethnobotany; Gender, Race, and the Environment; Race, Class and Gender; Multicultural Women; Gender and Society; Women and Poverty; Sociology of Women’s Health; Women and Crime; Survey Research.

• Our department taught sections in the Interdisciplinary Minor in Functional Morphology and Evolutionary Anatomy, which includes four anthropology courses—Introduction to Physical Anthropology and Archaeology, Forensic Anthropology, Environmental Anthropology, and Individual Investigations in Anthropology, along with five biology courses, eleven zoology courses, two geology courses, four kinesiology courses.

• Our department offered Forensic Anthropology, which is an elective in two minors: forensic chemistry and forensic psychology.

• A psychology professor taught Cultural Psychology, which is cross-listed with Anth 353.

• Two sociology professors at WIU-Quad Cities and a sociology professor in Macomb (arranged with the Liberal Arts and Sciences Program Director) to teach: A&S 495 and LAS: 502.

• In 2011, our “Department Noon Brownbag Colloquium Series” had 13 faculty presentations (see Appendix A, page 4 for titles).

• As shown in Appendix A, 13 of our faculty members were presenters, moderators, facilitators, and radio and television commentators at the university and in the community; 8 of our faculty members provided college service; 19 of our faculty members provided university service; and 5 of our faculty members provided community service.
Integrate Technology into the Classroom

- **Five of our classrooms** (Morgan 101A, 101B, 320, 322, 324) are **equipped** as electronic classrooms. Again, our department goal is to also equip our other room (Morgan 318) as an electronic classroom as soon as possible.
- Nearly all professors in our department: adopt Western Online and use electronic classroom equipment or an electronic technology cart in classes.
- An anthropology professor presented a Department Brown Bag talk “Using Wikis and Blogs in the Classroom” and led students to create a wiki in Anth 201; an anthropology professor guest lectured on “NVivo Qualitative Analysis” in Soc 332; an anthropology professor presented two CITR talks: “Using your iPad for Research; “Research with the iPad”—the latter at the Mobile Computing Awareness Day.
- An anthropology professor presented a “Class Project in Experimental Archaeology on Spinning and Weaving” in which Anth 330 students were provided with spindles and taught to spin fiber into yarn and cordage.
- An anthropology professor received a “Certificate of Excellence” for outstanding performance in the “Contemporary Animal Training and Management Workshop” (February 2012), held by Natural Encounters, Inc., Winterhaven, FL.
- A sociology professor: was selected and participated in the 2011 Summer Academy of CITR, which focused upon instructional images and screen casts; developed and included a series of “Video SPSS Tutorials” in Soc 332, which utilized video screen capture software (Camtasia) to assist students in using SPSS to run statistical analyses.
- A sociology professor served as the Technology Representative of our department and another sociology professor was selected as faculty trainer for the Desire2Learn transition.

b. Enhanced Culture for High Achieving Students

Enhance Centennial Honors College

- A sociology professor taught two honor’s sections of Postmodern Thought (GH 302) and an honor’s section of Native American Spirituality (GH 302).
- A sociology professor supervised an honor’s thesis.

Increase Mentorship Opportunities Between Faculty and Students

- A sociology professor supervised 2 undergraduate sociology internships—one at the Western Survey Research Center; another at Camp Napowanan, Wild Rose, WI.
- The department chair supervised an undergraduate sociology internship at Holiday Home Camp, Williams Bay, WI.
- An anthropology professor supervised an undergraduate anthropology internship at the Howertor Homestead Farm, Fulton County, IL.
- Four sociology professors each supervised an undergraduate sociology readings course (Soc 433).
- Four sociology professors each supervised a graduate sociology readings course (Soc 501); a sociology professor supervised a graduate sociology student in 2 graduate sociology readings courses (Soc 501).
- Our graduate sociology adviser counseled our graduate sociology majors toward writing papers to present at the Annual Meeting of the Midwest Sociological Society (as noted above on page 5).
- Each semester a graduate sociology assistant was assigned to perform work tasks needed in the grant research conducted by sociology professors in our department for the Illinois Department of Children and Family Services.
- In 2011, two sociology professors each mentored and trained a graduate sociology student to individually instruct a small section \((n = 25)\) of Soc 100 (Introduction to Sociology) in our department.

P. 15-18 in Appendix A show that 10 sociology professors have worked on:

- 6 sociology master’s theses (completed).
- 6 sociology master’s theses (in process).
- 6 sociology non-thesis papers (completed).
- 2 sociology non-thesis papers (in process).

- An anthropology professor supervised a completed biology master’s thesis and was a committee member on two completed biology master’s theses.
- A sociology professor was a committee member on a Liberal Arts and Sciences master’s thesis (in process).
- Three sociology professors each supervised a graduate sociology internship at WIU during Summer 2011.
- An anthropology professor supervised a graduate student in LAS 504: Integration Independent Study course.
- A sociology professor supervised a LAS graduate student in LAS 665: Directed Readings and Course Plan and LAS 696: Internship and Final Internship Report (at the Greater Quad Cities Hispanic Chamber of Commerce).
- A sociology professor supervised: 2 LAS graduate students in LAS 504: Integration Independent Study; 2 LAS graduate students in LAS 699: Applied Project; 2 LAS graduate students in LAS 665: Directed Readings, one related to exit applied project, the other related to exit internship.
- A sociology professor supervised 2 graduate student poster presentations at the College of Arts and Sciences Research Evening, at WIU-Quad Cities, May 2011.
- Our graduate sociology adviser supervised a Soc 501: graduate sociology readings course for 5 graduate sociology students together on: “In-Depth Writing in Sociology; the Development of Pedagogical Tools to Increase Writing skills; a Critique of Current Strategies.”
Spotlight Honors Society and Organizations

- Two sociology professors organized our Alpha Kappa Delta (Sociology Honorary) Initiation Ceremony, April 2011 and arranged the featured talk of our emeritus sociology guest speaker—two sociology students were inducted, with family and friends in attendance.
- Two sociology professors served as advisers (one, Spring 2011; another, Fall 2011) of our undergraduate student organization, WASC (Western Anthropology and Sociology Club). Examples of WASC activities were: showing and discussion of the documentary, *Indoctrination U*; discussion of ways for this club to work with community leaders on local social change initiatives.
- Our graduate sociology adviser supervised our graduate student organization, the Sociology Graduate Student Association (SGSA). Examples of activities were bake sales to raise money for costs for SGSA members to attend the Annual MSS Meeting.

Highlight Undergraduate Research Opportunities

At the Thomas E. Helm Undergraduate Research Day, April 20, 2011, our professors supervised 12 undergraduate research projects (see p. 22-23 in Appendix A for project titles), which included:

- An anthropology professor’s supervision of 2 podium presentations.
- An anthropology professor’s co-supervision of 2 poster presentations.
- A sociology professor’s supervision of 2 podium presentations.
- A sociology professor’s supervision of 2 poster presentations.
- A sociology professors’ supervision of 1 podium presentation.
- Three sociology professors each supervising 1 poster presentation.

A sociology professor supervised 3 capstone project presentations for the “Teaching and Learning for Sustainable Communities” panel at the WIU-Quad Cities Environmental Summit/Green Expo, May 2011.

c. Access and Equity

Increase Diversity

- A sociology professor received the 2011 President’s Excellence in Diversity Award.
- Our sociology professors teach courses focusing upon diversity, including: Contemporary Social Problems, Deviant Behavior, Women: A Global Perspective, Minority Peoples, Gender and Society, Women and Poverty, Race, Class, and Gender.
• The **anthropology courses taught in our department all directly deal** with diversity—it is the **core mission of anthropology, as a discipline, to do so.** Courses that **have the term, diversity, in the catalog course description** are: Native North American Cultures, Gender and Anthropology, Environmental Anthropology.

• **During this current period, our faculty had writings addressing diversity:** Feminist Ethnography with African Market Women; Afro-Caribbean Immigrants; Latino Business Network; Constructing Race and Regional Policy in Appalachia.

**Increase Internationalization**

• **As noted above, an anthropology professor taught two Study Abroad courses, one in Germany, another in India.**

• A sociology professor **submitted proposals (in process) for: a Fulbright Teaching Scholarship in Northern Ireland; a Fulbright-Hays Seminars Abroad Scholarship in Oman and United Arab Emirates (UAE); An Open Society Scholarship in Turkey.**

• An **anthropology professor proposed and received a University Research Council Grant ($3,693) for “From Brain Drain to Capital Gain: Upper Class Market Women and Cosmopolitanism in Ghana” May 2011.**

• A sociology professor was a faculty representative on the WIU Council for International Education (Faculty Senate Sub-Committee).

• A sociology professor was President (2011-2012) and Vice President (2010-2011) of the Eta Epsilon Chapter of Phi Beta Delta—Honors Society for International Scholars.

• An **anthropology professor: will travel again to Jordan and the West Bank to coordinate summer research and summer grant applications; presented a podium paper at an International Conference on Palaeobiology and the History of Early Primates in Frankfurt am Main, Germany.**

• An **anthropology professor presented a paper on “Feminist Ethnography with African Market Women” at a Gender Studies and Feminist Anthropology Conference, Amsterdam, the Netherlands.**

**Enhance Recruitment and Retention Activities**

• A **major development in this goal area was the funding of “The Sociological Masters Scholarship” (1,000), which will be awarded to a graduate sociology student for the first time in Spring 2012.**

• Our anthropology faculty members organized and held a “Meeting for Anthropology Majors” October 2011. Topics included: the department chair discussing academic trends; anthropology professor expectations of anthropology majors; ways to be successful in anthropology classes.

• Our department website manager continued to **update our website and provided information about: latest job trends for sociology and anthropology students and general developments about courses and Soc/Anth activities.**
Our undergraduate adviser:
Provided close advising of each sociology major (n = 144) and anthropology major (n = 32), including discussions about career planning.
Updated listservs for sociology majors and for anthropology majors to better communicate with students.
Maintained: a log of students who visited her office; a bulletin board containing information about student opportunities; and a webpage linked to our department website.
Filled in for the department chair at Discover Western (when work conflicts arose).

Our graduate sociology adviser:
Compiled and submitted: graduate degree plans of our graduate students (n = 21) and needed graduation forms.
Assigned our graduate sociology assistants (and counseled them about) their work roles: to serve as tutors for courses in our department; to conduct work tasks for our professors that they were assigned to work for; to collect teaching evaluations in courses taught by our faculty members.
Assisted the department chair in scheduling graduate sociology seminars and compiled and wrote the annual graduate assessment report.
Made a recruiting trip to a nearby college, with a staff member of the WIU School of Graduate Studies.

Our Student Recruitment and Retention Committee continued to work on developing more effective ways to recruit and retain students.

- Our anthropology faculty developed a flat sheet for the Undergraduate Anthropology major.

d. Facilitate Enhancement and Deferred Maintenance

“Not Applicable”

e. Fiscal Responsibility and Accountability

Review Departmental Budgets

- The department chair and secretary reviewed departmental budget requests and expenses throughout the year.
- Special attention was directed to assuring that 25 per cent of the department budget was held back and not spent (until administratively approved) in FY11 and FY12 as requested by the Provost.
- The department budget was utilized to the fullest to pay for the expenses of: conference travel; class field trips; student club and honorary society activities; repair and replacement of electronic technology equipment and copy machines; paper and supplies needed for classes.
The department chair worked with the department secretary, the executive committee and our faculty and together, they developed:

A new “Sociology and Anthropology Travel Policy” which indicated: all department faculty will be provided an initial allotment of up to $600 of department-based travel funds each fiscal year.

Allocate New Funding and Reallocate Variance Dollars to Support University Priorities

“Not Applicable.

Identify Alternative Funding Sources

- WIU Foundation funds became available in 2011 through donations to the department from university fundraising activities (i.e., letters and phonathon to alumni). During 2011, these activities resulted in $1,000 received from the phonathon and $1,185 received from the fundraising letter (total = $2,185).
- WIU Foundation funds also became available in 2011 through undergraduate scholarships (Harriet Stull = $500; Kara Leigh Broughton = $1,000), which were financed by families and alumni who made WIU Foundation contributions for students in our department. A Stull and Broughton scholarship was awarded (one sociology major for each)—at the end of Spring 2011.
- In Fall 2011, the “Sociological Master’s Scholarship” was jointly funded by an emeritus sociology professor and a current sociology professor (both from our department). This scholarship ($1,000) will be awarded to a graduate sociology student for the first time in Spring 2012.
- As specified below (see 4c ahead), in 2011, sociology faculty professors were awarded two grants and an anthropology professor was awarded one grant.

Review Academic Program Costs

- Our department budget (as all others at WIU) had remained stable (i.e., no increase) in the past few years.
- This stable budget was balanced and appropriately spent in our department in FY12, as was also the case in every annual department review since 1996, when the department chair began his administrative duties.
- Despite rising costs, the short-term and long-term needs of the department were regularly met in FY12 with the allotted budget, given ongoing reviews by the department chair and secretary of budget requests and expenses.

3. Indicate measures of productivity by which the department’s successes can be illustrated.

- Number of faculty scholarly writings: Spring 2011 to present (n = 45), see page 5 and Appendix A—pp. 1-4, 7 for titles.
- Number of undergraduate sociology majors: Fall 2011 (n = 144), Fall 2010 (n = 146), Fall 2009 (n = 146), Fall 2008 (n = 144), includes double majors.
- Number of undergraduate sociology minors: Fall 2011 (n = 466), SECOND HIGHEST AT WIU.
- Number of undergraduate anthropology majors: Fall 2011 (n = 32), Fall 2010 (n = 18), includes double majors.
- Number of undergraduate anthropology minors: Fall 2011 (n = 46), Fall 2010 (n = 34).
- Number of graduate sociology majors: Fall 2011 (n = 21), Fall 2010 (n = 31).
- Number of B.A. in Sociology degrees awarded: Fall 2010-Summer 2011 (n = 36), Fall 2009-Summer 2010 (n = 32).
- Number of M.A. in Sociology degrees awarded: Fall 2010-Summer 2011 (n = 11; Fall 2009-Summer 2011 (n = 5).
- Number of B.A. in Anthropology degrees awarded: Fall 2010-Summer 2011 (n = 3).

Student credit hour production: total department was THIRD HIGHEST IN THE COLLEGE; FOURTH HIGHEST AT WIU, past five years: FY2011 = 15,490; FY2010 = 14,918; FY2009 = 15,523; FY2008 = 15,536; FY2007 = 15,649.

Student credit hour production: total department at WIU-QC was SECOND HIGHEST IN THE COLLEGE, past two years: FY2011 = 849; FY2010 = 747.

Student credit hour production: total department at WIU-QC was HIGHEST IN THE COLLEGE, three years: FY2009 = 732); FY2008 = 892; FY2007 = 782).

Student credit hour production: summer total department was HIGHEST IN THE COLLEGE, past five years: Summer 2011 = 804; Summer 2010 = 673; Summer 2009 = 674; Summer 2008 = 632; Summer 2007 = 665.

- Number of weekend courses at WIU-QC: Summer 2011= 3; Spring 2011= 2.
- Number of online courses: Spring 2011 = 3; Summer 2011 = 6; Fall 2011 = 2.
- Number of completed sociology master’s theses: Spring 2011 to present = 6.
- Number of completed non-thesis papers: Spring 2011 to present = 6.
- Number of completed undergraduate sociology internships: Spring 2011 to present = 3.
- Number of completed graduate sociology internships: Spring 2011 to present = 3.
- Number of completed undergraduate anthropology internships: Spring 2011 to present = 1.
- Number of Undergraduate Research Day Projects: Spring 2011 = 12.
- Number of conference papers of sociology graduate students: Spring 2011 = 10.
• Number of graduate sociology student papers under review for journal publication: Spring 2011 to present = 2.

4. Describe how the department used any of the following categories of funds to enhance accomplishments and productivity.

a. Western Illinois University funds.

• As noted on p. 12, WIU Foundation funds became available in 2011 through donations to our department from university fundraising activities (i.e., letters and phonathon to alumni). During 2011, these activities resulted in $1,000 received from the phonathon and $1,185 received from the fundraising letter (total = $2,185).

• As noted on p. 12, WIU Foundation funds also became available through undergraduate scholarships (Harriet Stull = $500; Kara Leigh Broughton = $1,000), which were financed by families and alumni who made WIU Foundation contributions for students in the department. In 2011, a Stull and Broughton Scholarship was awarded (one sociology major for each)—at the end of Spring 2011. WIU Foundation funds further became available through a new annual graduate sociology scholarship of $1,000—the “Sociological Master’s Scholarship.” As noted on p. 12, two sociology professors of our department (one past; one current) contributed funds for this new graduate sociology scholarship.

• During FY12, WIU Foundation funds were used in our department for payment of: scholarships, a faculty guest speaker presentation at the sociology honorary induction ceremony, conference expenses of graduate students, class field trips, and student club activities.

b. Funds available to vacant positions

• An anthropology professor took a position at another university (starting January 2012); thus, a temporary instructor of anthropology was hired in our department during Spring 2012. A tenure track, faculty search is in process for an Assistant Professor of Anthropology, to begin working in our department, Fall 2012.

c. Grant, contracts, or local funds

• A $219,801 grant was awarded to sociology faculty from the Illinois Department of Children and Family Services (DCFS) for “Test Construction, Delivery, Scoring, Test Evaluations, and Trainer/Course Evaluations – FY 12” (project duration is July 1, 2011 to June 30, 2012).

• A $219,801 grant was awarded to sociology faculty from the Illinois Department of Children and Family Services (DCFS) for “Test Construction,
Delivery, Scoring, Test Evaluations, and Trainer/Course Evaluations - FY11” (project duration is July 1, 2010 to June 30, 2011).

- Each DCFS grant provided one graduate assistantship per year in our department. Indirect cost money was used to pay for: DCFS grant expenses (travel; paper, copying for research projects); some departmental office supplies.
- A $3,693 University Research Council Grant was awarded (upon a letter of support from the department chair) to an anthropology professor for “From Brain Drain to Capital Gain: Upper Class Market Women and Cosmopolitanism in Ghana” May 2011.
- A $222,635 grant proposal was submitted (it was not funded) by two anthropology professors for “Community Resilience through Pro-Active Flood Mitigation in the Rural Midwest” to the National Science Foundation, March 2011.
- A $70,246 grant proposal was submitted (in process) by an anthropology professor for “Collaborative Research: Geopolitical Modeling for Pro-Active Flood Mitigation in the Rural Midwest” to the National Science Foundation, February 2012.

Internal Reallocations, Other Fund Sources, Budget Enhancement Outcomes for FY12 “Not Applicable.”

Major Objectives and Productivity Measures for FY13

1. List the most important goals and objectives the department will pursue in FY13, and how these actions will be measured/assessed.

As listed on page 1 of this CAR, our mid-term goals (MTGs) for FY13 are:

- MTG 1. Continue to refine the Assessment Plan for the Undergraduate Anthropology Major. Objective: Strive to assure that the approved Assessment Plan is working in an optimal way; Assessment Method: Reporting of quantitative results of anthropology majors’ learning of selected subject matter of anthropology compared to non-anthropology majors’ learning of this same subject matter.

- MTG 2. Facilitate Graduate Sociology Student Recruitment. Objective: The graduate sociology adviser will travel to area colleges and universities (i.e., Monmouth, Knox, St. Ambrose, Quincy) to recruit students for the master’s in sociology program. Travel budget = $500-$1000. Assessment Method: Comparing number of graduate sociology enrollments and number of graduate sociology majors with past years.

- MTG 3. Seek ways to gain administrative approval to conduct a job search for another tenure track, Assistant Professor of Anthropology or for a Unit B Instructor of Anthropology. Objective: Broaden the base of student learning so
that an additional region of the world can be imparted. With the help of our faculty recruitment committee, our anthropology faculty and the department chair can determine anthropology curriculum needs to further enrich studies in the anthropology major. **Why do we need another Anthropology professor?** Hiring of a Unit B instructor could bolster anthropology enrollments, as in the case of sociology, which currently has **three Unit B instructors**. Hiring of a tenure track, Assistant Professor of Anthropology is not only likely to increase undergraduate student credit hours in anthropology, but also to permit possible instruction of more types of upper division anthropology courses for anthropology majors and minors. **Numbers of anthropology majors are on the rise** (i.e., as reported above, from 18 (Fall 2010) to 32 (Fall 2011). The latter type of hiring might also be effectively done in terms of the process of seeking another Minority Dissertation Fellow or a Visiting Professor of Anthropology in our department or a split appointment with another department (e.g., Women’s Studies, African American Studies) to bolster diversity among our anthropology faculty and department. **Assessment Method:** Compare lower and upper division enrollments over time to determine the impact of increased anthropological staffing upon the B. A. in Anthropology program on the whole.

- **MTG 4. Seek ways to gain administrative approval to conduct a job search for another tenure track, Assistant Professor of Sociology.** Objective: Our faculty recruitment committee could look into the effects of adopting “tracks” in the undergraduate sociology major and determine what area(s) of specialty (if hired during FY13 or later) would expand knowledge for our sociology majors and minors, including graduate sociology students. **Why do we need another sociology professor?** Our sociology program (undergraduate and graduate) has multiple, inter-linked obligations such as instructing: 22 FYE classes per year: a host of General Education and required classes; many sections with very large enrollments (i.e., 90 or more students); classes in the Quad Cities (both sociology and A & S courses); need for 4-5 graduate sociology seminars to be taught per semester; ongoing requests for more online and honors courses; possible delivery of the undergraduate sociology major at WIU-QC. This new tenure track Assistant Professor of Sociology Position could also be set up in terms of the process of hiring another Minority Dissertation Fellow or a Visiting Professor of Sociology or a split appointment with another department (i.e., Women’s Studies, African American Studies) to further bolster diversity among our sociology faculty and department. **Assessment Method:** Compare lower and upper division enrollments to determine the impact of increased sociological staffing upon the B.A. and M.A. in Sociology programs on the whole.

Our long-range goals (5 + years) continue to have relevance today and need one modification (as initially stated in the Consolidated Annual Report of 2011).

Thus, for FY13, our long-range goals (LRG) need modification in this way:
- **Change of LRG 1.** Further develop the Western Survey Research Center (WSRC). **Assessment Method.** Reporting of completed and ongoing survey projects, including at the Quad Cities. Since the sociology professor of our department is stepping down as the Director of WSRC during Fall 2012, it is not directly needed now for our department to continue to pursue the above-stated long-range goal. Thus, our new long range goal (LRG1) is stated, along with our past long range goals, as follows:

- **LRG1.** To begin departmental discussions and plans about long-term goals and future directions of our sociology and anthropology programs. **Assessment Method.** Our department is scheduled to have program reviews (B.A. in Sociology; M.A. in Sociology) in 2013-2014 and “progress reports on new programs” (B.A. in Anthropology) in 2012-2013 [http://www.wiu.edu/provost/aprschd.php](http://www.wiu.edu/provost/aprschd.php). Setting this long-range goal (i.e., department discussions and plans about long term goals and future directions) will be in keeping with these upcoming programs reviews and the new program progress report.

- **LRG 2.** Continue to upgrade equipment in electronic classrooms and technology carts. **Assessment Method.** Reporting of ongoing replacement of parts/equipment in electronic classrooms and teaching carts.

- **LRG 3.** Broaden the development of instructional technology. **Assessment Method.** Report faculty level of adoption of instructional technology and explore its benefits.

- **LRG 4.** Strengthen the quality of mentoring graduate sociology students. **Assessment Method.** Reporting of mentoring efforts toward graduate students by the graduate sociology advisor and faculty.

- **LRG 5.** Continue to refine undergraduate studies in the Anthropology major and minor. **Assessment Method.** Reporting efforts of anthropology faculty to enhance student learning in anthropology courses.

**BUDGET REQUESTS BASED UPON LRG 2 AND LRG 3**

Some technology objectives were sought, but not achieved in the CAR of FY10 and FY11. Thus, our department has three other major MTGs in FY13, as follows:

- **MTG 5.** Electronic Classroom Equipment Request for Morgan 318. **Objective.** Our department has five electronic classrooms (Morgan 101A, 101B, 324, 322, 320) and seeks funding approval to equip Morgan 318 to be electronic. The costs for this new electronic classroom are: Laptop computer ($849); projector including ceiling mount ($2,837); stereo amplifier ($130); speakers ($220); Elmo document reader ($2,318); dvd/vcr player ($88) = **$6,442.**
Assessment Method. Reporting of funding approval and installation of this new electronic classroom.

- **MTG 6. Morgan 324: Re-Orient Electronic Classroom Request. Objective.** Our department has found it to be less efficient (for teaching/learning objectives) to continue to use the electronic classroom configuration in Morgan 324. Project number 2010-147 consists of a remove/relocate of the projector mount, a relocation of the electronic set-up for the projector, and a remote installation of speaker cables above the ceiling to a new location of speakers, and a recharging of the screen in a new location. Estimated cost = $1,897, including additional costs of $600 to hang speaker/wires up to WIU code = $2,497.

- **MTG 7. Instructional Technology Cart. Objective.** Our department has four instructional technology carts. Given that some of our faculty members teach small First Year Experience sections in rooms not assigned to our department, there is need for this additional technology cart to accommodate such faculty who employ teaching technology in their classroom. The costs of this new instructional technology care are: Dell laptop computer ($1,000); Elmo document camera ($595); media Cart ($562); projector ($489); projection screen ($150); DVD/VCR Player ($80) = $2,876.

- **MTG 8. Facilitate Requests of our Faculty for Needed Equipment Items.** In FY13, our department will have an ongoing goal to gain/utilize moneys to finance the following equipment items (specific prices are not determined at this time):

  Faculty Requests of FY11 CAR (these items are still in process):

  - Digital camera; digital video recorder; high quality scanner; a copier with a sorting and stapling function for mass-copy purposes; another department laptop; Smart classrooms; larger whiteboard in classrooms; wireless remotes for all computers in electronic classrooms and on our electronic teaching carts; new computer for a faculty member.

  Faculty Requests of FY12 CAR

  - Electronic technology carts need “clickers” (remote wireless mouse) to allow PowerPoint slide changes from anywhere in the classroom.
  - Whiteboard or blackboard for Morgan 320. The current whiteboard is very small and does not cover the entire wall. This makes it hard to teach in this room—when one writes on this board, one quickly runs out of space.
  - Replacement of computer in Morgan 322.
  - Overhead Smart Board Projectors.
  - Permission to decorate our department classrooms (Morgan 310 of the African American Studies Department is an example.
  - Video equipment for filming students and faculty activities.
• It is needed to add a “double sided” attachment to the department printer. This feature would save a lot of paper in our department.
• A scanner (Adobe Acrobat Professional Version).
• A NVivo license.

Scholarly/Professional Activities—January 1, 2011 to December 32, 2011—total number in our department.

a. Published books: faculty = 2; (none with students).

b. Refereed journal articles: faculty = 4; 1 other forthcoming; faculty and students = 2 forthcoming; book chapter: faculty = 1; encyclopedia entries: faculty = 2; book reviews: faculty = 4; grant reports: faculty = 2; conference posters: faculty = 2; (all others = none with students).

c. Creative activities: WIU Undergraduate Research Day (local): podium presentations, student = 5, poster presentation, student = 7; brown bag presentations (local), faculty = 12; university talks (local), faculty = 12; WIUM public radio commentator (local), faculty = 3; invited guest WQPT public television show (local), faculty = 1; film panelist for student club (local), faculty = 1; panelist on a university forum (local), faculty = 1; facilitator for a university institute session (local), faculty = 1; WIU homecoming judge (local), faculty = 1; faculty facilitator at WIU Mock Presidential Election (local), faculty = 4; faculty adviser for university clubs (local), faculty = 3; journal editor (national), faculty = 10; editorial board member (national), faculty = 4.

d. Conference presentations: paper (state), faculty = 4; paper (regional), faculty = 9; students = 10; paper (national), faculty = 8; paper (international), faculty = 2.

NOTE: Please forgive any omission, abbreviation, or inaccuracy of information in this report. All of the work of the faculty, students, and staff in the Department of Sociology and Anthropology is much appreciated.

Respectfully submitted,

John F. Wozniak, Chair
Department of Sociology and Anthropology
February 27, 2012