

**Department of Sociology, Social Work and Anthropology
Teaching Profile**

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Teaching Philosophy of the Department of Sociology, Social Work and Anthropology

Who we are

The Department of Sociology, Social Work, and Anthropology unites three social science disciplines that share one essential focus: people. We are teacher-scholars who enjoy the study of what we as humans do and why we do it. We are united in our belief that through the study of past and present social systems we can develop an understanding of how human social systems work, and why they sometimes fail—that our scholarship and teaching can contribute to problem-solving in the 21st century. Our faculty consists of 14 sociologists, 5 social workers, and 7 anthropologists. Each of us teaches and we all share a common ethos of excellence in instruction. Our commitment to the Land Grant teaching mission is evident throughout our curriculum, our service and our research. We offer a broad set of degrees, including the BA and BS degrees in Sociology, Social Work and Anthropology; the MS and PhD degrees in Sociology; and an interdisciplinary Master of Social Science. We tailor these degree programs to meet the needs of our students in the Mountain West, and develop new degree programs as gaps become apparent. We are in varying stages of developing masters degrees in Social Work and Anthropology for this reason.

What we do

Departmental faculty have developed diverse and creative teaching strategies for achieving excellence in instruction in all three areas. The Anthropology program offers a challenging undergraduate curriculum that encompasses cultural, biological, and archaeological coursework as well as multiple opportunities for hands-on research and field experience that lead to high levels of student success in both employment and graduate school pursuits. Our nationally-accredited Social Work program provides students with a combination of foundation coursework and carefully supervised field practicum experiences that effectively prepare undergraduate students for employment as social work professionals or for graduate education. The Sociology program offers bachelors, masters, and doctoral degrees that provide students with solid grounding in theoretical and methodological content and a diverse array of specific emphases within the discipline. These programs are linked by our shared belief in the central importance of teaching and learning in all aspects of departmental and faculty activity.

What we believe

SSWA faculty believe that education in the social sciences is profoundly important for instilling in future generations an understanding of how human society works and what it takes to develop and maintain social systems. For this reason, we offer numerous course listings under the University general education requirements. All three programs emphasize essential life skills such as writing, oral presentation and critical thinking in our courses, and instructors continually seek new ways to facilitate students' intellectual development within and outside of the classroom. We love what we do and that enthusiasm translates into the classroom and beyond—as it should. It is our job to introduce our students to the joy of intellectual discovery, for it is this attitude that will sustain their desire for lifelong learning so essential in the rapidly changing world we live in. Other scholars design and build equipment, buildings, and other tangible products but social scientists help to build a better society—and teaching is the primary mechanism by which this is accomplished. We take this responsibility very seriously.



Museum of Anthropology students speak with Senator Lyle Hillyard at Posters on the Hill at the State Capitol.



Professor Steve Simms speaks with students on the paleoenvironmental field trip.

Narrative on Department Excellence in Teaching and Learning



Narrative on Department Excellence in Teaching and Learning

Our Commitment to Sustained Excellence in Teaching and Learning:

Faculty in the Department of Sociology, Social Work, and Anthropology have a strong emphasis in their role allocations on both teaching and research. We actively promote this synergism because we recognize that it results in better teachers (and researchers). Through our own experiences and years of feedback from our students we have learned that the most engaging instructors are those who make research come to life by sharing their stories of successes, failures, and lessons learned. When we bring these experiences into the classroom we reveal the pathway to the knowledge we teach and demystify the research process. Students learn how new knowledge is acquired and begin to develop a sense of their own potential as the next generation of scholars.

There are many capacities in which SSWA faculty support teaching that attest to our commitment to quality education at USU. SSWA faculty actively pursue grants and other funding opportunities that will enhance instruction and student learning opportunities. For example, Social Work faculty are collaborating with the College of Social Work at the University of Utah on a federally-funded child welfare training curriculum; students at both universities receive a generous stipend and a two-year program of enhanced child welfare instruction. They also were successful in competing for a national award from the Council on Social Work Education and the Hartford Foundation to participate in a curriculum development institute designed to enhance gerontological instruction throughout the social work curriculum. Led by Steve Simms, USU Anthropology faculty have generated over \$1.4 million since 1988 in external contracts and grants designed largely to provide undergraduate students with hands-on learning opportunities. About 60 percent of the funds secured through these efforts have been used to employ students on archaeological research projects, fund student-initiated projects, support student travel to professional meetings, and so forth. The Anthropology Program recently received two USU Innovation Fund grants to support student-based initiatives: the development of a cultural resource management firm on the Innovation Campus for training and supporting undergraduate and graduate students, and a summer Museum program that involves local high school students in the creation of bilingual audio interpretations. Sociology faculty actively engage in the pursuit of contracts and grants, and have brought in over a million dollars in USDA and state funds for research that has also provided funding for undergraduate and graduate student research assistantships, generated student field research opportunities, supported student participation in professional meetings, and fostered other forms of student engagement in the research process.

The awards and accolades received by our students in recent years provide one measure of our success at fostering our students as teachers and scholars (Table 1). At least two have also gone on to win national teaching awards as tenure track professors. Another measure of our success as teachers and mentors is the many awards that our faculty have received in recent years. These awards are important acknowledgments of the successes of individual faculty in helping students successfully navigate the complex and challenging environment of higher education. It is not so much the awards themselves that are important here, but what they stand for in terms of the excellence in performance that led to their recognition by students and colleagues (Table 2).

TABLE 1: SSWA EXCELLENCE IN TEACHING AS DEMONSTRATED BY STUDENT AWARDS (1997-2007)	
AWARD/HONOR	RECIPIENTS
HASS Research Assistant of the Year	Jeffrey D. Wulfhorst (97), Michael Smith (98), Brian Eisenhauer (99), Daphne Stevens (00), Joan Brehm (01), Krista Lynn Preheim (03), Tracy Williams (04), Brian Jennings (05)
HASS Teaching Assistant of the Year	R. Kirk Mauldin (01), Daphne Stevens (00), Krista Lynn Preheim (04), Brian Jennings (05)
HASS Undergraduate Researcher of the Year	Jennifer Hulse (04)
HASS Valedictorian	Kelly Richards (98)
Pam Riley Student Travel Award	Jennifer Hulse (04)
Peer Advisor of the Year, USU	Buck Benson (03)
National Association of Social Workers Utah Chapter Student of the Year	Timmie John (03), Traci Wood (02)
Rural Sociological Society (RSS) Dissertation Research Award	Brett Zollinger, Joan Brehm, Carla Trentelman
Robins Award: Teaching Assistant of the Year	Krista Lynn Preheim (04)
Robins Man of the Year	Jay Price (06)
Robins Memorial Award	Jay Price (05)
USU Undergraduate Research Fellows	Cassidy Elliot & Katie Harris (05-06)
Western Social Science Association Best Graduate Student Paper Award	Heather Clark (04)

Assessing and improving teaching and learning quality:

The SSWA Department engages in a broad range of assessment activities designed to evaluate learning outcomes and to guide decision-making regarding the content of our courses and the structures of our curricula. We continuously evaluate and modify our program and courses to insure that our curricula and our departmental culture reflect a dedication to learning excellence. Program-specific assessment plans and summaries of assessment outcomes are posted on the departmental web page (<http://www.usu.edu/sswa/>), as are the Department's mission statement and learning objectives for each degree program. Learning objectives and their relationships to individual course content are outlined in each of our course syllabi. We have developed detailed matrices that identify how individual courses contribute to learning objectives for students in each of our programs.

Each year we cooperate with the Office of Analysis, Assessment and Accreditation in conducting telephone surveys that track recent graduates' employment experiences and career development. We supplement those data with our own program-specific tracking,

TABLE 2: SSWA EXCELLENCE IN TEACHING AS DEMONSTRATED BY FACULTY AWARDS (1997-2007)	
AWARD/ACHIEVEMENT	RECIPIENTS
American Sociological Association Hans O. Mauksch Excellence Award in Teaching	Reed Geertsen (02)
HASS Advisor of the Year	Diane Calloway-Graham (97), E. Helen Berry (98), Peggy Petrzela (04)
HASS Social Science Teacher of the Year	Reed Geertsen, Brad Parlin, Pamela Riley (99), Diane Calloway-Graham, Bonnie Glass-Coffin (04), Derek Mason (05), Susan Mannon (06),
HASS Teacher of the Year	Reed Geertsen (00)
HASS Undergraduate Research Mentor of the Year	Bonnie Glass-Coffin (04), Steve Simms (05), Susan Mannon (06)
Mortar Board Top Prof	David Lancy (97, 98), Diane Calloway-Graham (97, 02), Terry Peak (97, 01, 02), E. Helen Berry (96, 97), Derek Mason (05)
Rural Sociological Society Award, Excellence in Extension & Public Outreach	John Allen (03), Steve Daniels (06),
RSS Award for Excellence in Instruction	E. Helen Berry (03)
USU Graduate Research Mentor of the Year	Richard Krannich (05)
USU Robins Award Faculty Advisor of the Year	E. Helen Berry (98)
USU Vice President's Award of Excellence (Exten.)	Susan Mannon (06)
Utah Carnegie CASE Professor of the Year	David Lancy (01), Bonnie Glass-Coffin (04)
USU Women & Gender Research Institute Distinguished Professor	E. Helen Berry (06), Pamela Riley (03)
Who's Who in American Teaching	Steve Simms, Reed Geertsen (03-06)

particularly in our smaller and more professionally-focused undergraduate programs (Anthropology and Social Work) and our graduate program in Sociology. In 2003 we initiated periodic surveys of current majors in Sociology and Anthropology to assess students' employment goals and future education plans, their views about positive and negative aspects of the programs, and how participation in our programs has affected their ideas about jobs and education. In Social Work, professional standards dictate strict assessment guidelines that include standardized tests for all majors. Since 2004, the Department Head has conducted annual focus group interviews with graduating seniors from each of our three undergraduate programs to obtain in-depth, qualitative data on program structure and student learning outcomes; approximately 40 students have participated in these focus group interviews each year. All SSWA programs meet

throughout the academic year to review assessment information and other curricular issues and evaluate possible program changes.

Our department has also participated in assessment activities outside of the University. For example, in 2005 Sociology undergraduates participated in an American Sociological Association sponsored survey of sociology majors that provided information to Sociology programs and departments nationwide on students' needs.

We have made a number of important changes in response to these assessment activities. In all three programs we have worked to increase the availability of peer advisors to improve student access to program information and basic advising services. Effective use of peer advisors, involvement of all SSWA faculty members in student advising, an expanded set of procedures for maintaining regular communication with our majors, and closer coordination with advising professionals in the HASS Advising Center have resulted in an advising system that is highly responsive to student needs. In response to student requests, we have also developed Service Learning opportunities in several of our courses that provide internship-like experiences. In the Sociology graduate program we have added several new courses to strengthen offerings in selected graduate specialization areas, and in 2001 we responded to assessment data by implementing a new graduate course on the methods of teaching sociology that is now required for all doctoral students before they teach an undergraduate course. The Anthropology program generated a set of capstone courses that provides seniors with opportunities for one-on-one learning in areas of specialization (e.g., archaeology), increased the emphasis on skill-based learning in Anthropology courses, and recently began to plan for a masters program in applied anthropology in response to expressed needs of students and land management agencies in Utah. A capstone course has recently been implemented in the Sociology undergraduate curriculum. In response to assessment data obtained through current and former students and from agency personnel working in a variety of social service organizations, the Social Work program has added new course content, increased student practicum experience opportunities, expanded the number of slots available for students applying for advanced standing status in the Social Work major, and is in the process of developing a masters degree (MSW) program in collaboration with the USU Distance Education program.

Faculty development for teaching:

Our commitment to teaching is also illustrated by the time our faculty dedicate to pedagogy. The department chair, program directors, and T&P committee members carefully monitor the classroom teaching abilities of new faculty through classroom visits, informal conversations, and student evaluations. Critical feedback is provided on both what is working well and what could use some improvement. This facilitates the development of good teaching habits early in a faculty member's career while problems are more easily corrected. Special care is also taken during the hiring process to observe candidates in different teaching and speaking contexts to assess their teaching abilities and potential to become an effective teacher. Teaching ability is an important criterion for hiring in our department.

A number of our faculty have dedicated substantial amounts of time to the production of social science textbooks, teaching-related articles, and courseware to benefit teaching

TABLE 3: TEACHING-RELATED TEXTBOOKS , ARTICLES, AND COURSEWARE (2001-2007)
<p>Textbooks: R. Crapo (2005), <i>Cross-Cultural Perspectives in Introductory Psychology</i>, Ed. 5, Wadsworth R. Crapo (2002), <i>Anthropology of Religion</i>, McGraw Hill R. Crapo (2001), <i>Cultural Anthropology: Understanding Ourselves & Others</i>, Ed.5, McGraw-Hill D. Lancy (2001), <i>Studying Children & Schools: Qualitative Research Traditions</i>. Waveland Pr. S. Daniels (2001) <i>Working Through Environmental Conflict: The Collaborative Learning Approach</i> (w/ G. Walker). Praeger Publishers</p>
<p>Journal Articles and Book Chapters on Teaching (Author, Year, and Source): E. Berry & M. Toney (2007), Chapter in <i>A Case Study Approach to Social Problems</i> R. Geertsen (2006) Chapter in <i>Excellent Teaching in the Excellent University</i> R. Geertsen (2005), <i>Preparing Graduate Student to Teach</i> P. Petrzelka (2005), Chapter in <i>Innovative Techniques for Teaching Sociological Concepts</i> P. Petrzelka (2005), <i>Teaching Sociology</i> D. Calloway-Graham (2004), <i>The Social Science Journal</i> D. Calloway-Graham & D.T. Mason (2004), <i>Readings in Teaching and Learning</i> D. Calloway-Graham, D.T. Mason, and T. Peak (2004), <i>The New Social Worker</i> R. Geertsen (2003), <i>Educational Media and Technology Yrbk.</i> (with E. Brewer & N. Eastmond) R. Geertsen (2003), <i>Teaching Sociology</i> R. Geertsen (2003), <i>TechTrends</i> (with N. Eastmond & E. Brewer) E. Berry (2001), <i>Teaching Sociology</i></p>
<p>Syllabi for National Venues: D. Calloway-Graham (2007), Teaching Social Work Practice–Model Courses Outlines and Resources. Social Work 3050: Practice I Syllabus P. Petrzelka (2005), Syllabus reprinted in <i>Innovative Techniques for Teaching Sociological Concepts</i></p>
<p>Teaching CD-ROMS: D. Lancy (2007), <i>Cherubs, Chattel, Changelings: The Culture of Childhood</i> D. Lancy (2001), <i>Egypt and the Ancient Civilizations of the World</i> D. Lancy & A. Grove (2007), <i>The Culture of Children: Annotated Bibliography</i> D. Calloway-Graham (2006), <i>Effective Use of Technology to Teach Interview Technique in Social Work</i></p>
<p>Other: B. Pitblado (2004) "Archaeology: Why it Rocks" teaching video for primary students. Won the prestigious Telly Award for best in educational videos in 2005.</p>

here at USU and at other universities nationwide (Table 3). These pedagogical activities, which help to keep our faculty on the cutting edge of social science teaching, also reflect our commitment to helping shape the course of instruction in our respective disciplines.

We actively promote participation by our students in faculty-mentored teaching opportunities such as the Undergraduate Teaching Fellows Program, in research activities such as the URCO grants program for undergraduates and the Posters on the Hill program, and in professional society and foundation-supported thesis/dissertation grant programs for graduate students. Such efforts to engage students in the teaching and research process have allowed many of our students each year to present their work at professional meetings and to publish papers in professional journals.

Provision of resources for students:

The SSWA Department allocates resources to the benefit of our students in many different ways. First, we allocate substantial amounts of funding under direct departmental control to provide financial support to students through departmental scholarships, fellowships and assistantships. Second, contributions by faculty and private donors have generated a number of endowed scholarships allocated to both undergraduate and graduate students in various programs that many faculty continue to support (Table 4). We recognize the importance of developing and maintaining relationships with our donors and alumni and put considerable effort into sustaining contacts and fostering enduring and productive relationships. Third, funds from the Department’s annual E&G budget are also allocated to support work study positions and graduate teaching assistantships. The Anthropology Museum draws upon both departmental and donor support to provide paid internship opportunities to undergraduate students, who then gain hands-on experience in all aspects of museum work. Fourth, funds obtained through professional organizations to manage professional journals housed in the department represent yet another source of funding that has benefitted both undergraduate and graduate students. Fifth, faculty grantsmanship provides paid employment opportunities to a substantial number of undergraduate and graduate students each year, while also providing valuable research experience. Other innovative strategies, such as the use of funds generated through overload teaching to employ several students, extends our ability to provide needed income to students and enrich their learning experiences. Finally, many of our faculty provide out-of-pocket support for club activities, refreshments, supplies, and other expenses for which no formal funds exist.

The SSWA faculty structure curricular offerings in ways that are directly tied to student needs and our goals of providing them with high-quality learning experiences. All of our

Table 4: Scholarships/Funding Opportunities Provided Through the SSWA Department
<p>Anthropology Scholarships:</p> <ol style="list-style-type: none">1. Anthropology Endowed Scholarship (Faculty origin)2. Anthropology Student Research & Education Fund (Faculty origin)3. Gordon & Dolores M. Keller Scholarship in Anthropology (Faculty origin)4. Kathryn C. Wanlass Anthropology Scholarship
<p>Social Work Scholarships:</p> <ol style="list-style-type: none">1. Evelyn Hodges & Theodore R. E. Lewis Scholarship (Faculty origin)2. Frances Handwerger Memorial Scholarship (Faculty origin)3. LuAnn M. Hamilton Memorial Scholarship4. Social Work Trust Scholarship
<p>Sociology Scholarships:</p> <ol style="list-style-type: none">1. Calvin & Janet Maurer Fellowship (Alumni origin)2. Carmen Frederickson Fellowship in Gender Studies (Faculty origin)3. Edward O. Moe Fellowship4. Joseph Geddes Graduate Fellowship (Faculty origin)5. Lowry Nelson Fellowship6. R. Welling Roskelly Fellowship (Faculty origin)7. Wade & Katherine Andrews Fellowship (Faculty origin)8. Yun & Wendy Kim Graduate Fellowship (Faculty origin)

undergraduate degrees are incorporated into the University's graduation guarantee program, which means that courses are offered regularly and predictably to allow timely degree completion. We offer multiple sections of high-demand courses each year (often several per semester) to insure sufficient course access both for our majors and for the many students who enroll in our courses to fulfill General Education requirements or the requirements of other majors. We further enhance course accessibility by offering courses from each of our programs via Distance Education, including satellite delivery and on-line courses. We allocate scarce departmental funds and compete effectively for non-departmental funds (e.g., Summer/Evening School funds; Distance Education funds) to insure that students wishing to pursue summer semester study can do so. We also allocate scarce funds to support programs such as the Archaeological Field School and the Museum of Anthropology that provide unique student learning opportunities. When department funds are unavailable, we innovate and pursue other funding sources such as support from donors to sustain valuable educational programs.

Departmental expenditures on various types of instructional equipment such as teaching computers and projectors, television monitors, videotaping equipment, and so forth also represent significant allocations of resources for the purpose of enhanced student learning. Student-access computer equipment is provided in each program for students who are directly involved in faculty-sponsored research activities, program-based internships, student organizations and clubs, or other similar departmental activities. We encourage student attendance at professional meetings, drawing where possible upon departmental and discretionary, grant-based funds to help cover registration, transportation, and other expenses.

Linking discovery, creative activity, and engagement with teaching and learning for the benefit of students:

SSWA students are exposed to a wealth of learning opportunities that link teaching within and outside of the classroom with discovery, creative activity, and active student engagement. These include extensive opportunities for both undergraduate and graduate students to develop hands-on experience in designing research projects, collecting and processing data, conducting data analyses, and preparing research papers and reports for publication or presentation at professional meetings. Field-based learning experiences provided through instructional activities such as off-campus internships and practicum placements, participation in service learning activities that are incorporated into courses, summer archaeological and ethnographic field school programs at home and abroad, graduate student participation in faculty research projects, course field trips and other similar activities represent additional mechanisms for engaging students and enriching their learning opportunities. A number of our faculty supervise Honors student projects, and virtually all faculty periodically supervise independent study projects that provide students with opportunities to pursue specific topics of interest that build upon or extend beyond the content presented in regularly scheduled courses.

SSWA faculty efforts to encourage discovery and creative activity, and facilitate active engagement of students frequently extend far beyond the context of formal classroom settings and the teaching responsibilities that are associated with individual role statements. Faculty in all programs integrate students into their own research programs

and mentor students working on independent research projects. Students get practical experience in grants and contracts through researching and writing up various components of projects for technical reports. Government contracts in particular are an important area of funding in the social sciences and involving students in all aspects of this work allows them to gain practical knowledge that can make the difference between their success and failure in graduate studies or professional employment. A natural and essential outcome of faculty research mentoring is the presentation of research at public venues such as Posters on the Hill and professional conferences, and publication of findings in professional journals and other published sources. Examples of products resulting from this “informal teaching” and student mentoring abound across our disciplinary programs, as illustrated in Table 5.

These and many other activities designed to encourage discovery and to actively engage students in all facets of the learning process contribute to the extraordinary success that our students experience in pursuit of graduate-level training and professional employment opportunities. Virtually all Social Work graduates who seek professional employment upon graduation secure positions in professional social work and social service occupations immediately upon degree completion if they do not go on to graduate school. Anthropology graduates experience high rates of acceptance into graduate programs or employment in a related field (46 percent accepted into graduate programs, 43 percent in Anthropology-related fields; visit alumni web page at <http://www.anthro.usu.edu>). Graduates from the Sociology undergraduate program and those completing Masters degrees frequently move into employment with public agencies involved in criminal justice and social service administration; others go on to outstanding graduate programs at institutions such as Pennsylvania State University, the University of Washington, and the University of Missouri. Sociology Ph.D. graduates have for several decades experienced almost universal success in securing appropriate professional employment following degree completion, filling tenure-track positions at U.S. and international universities or securing positions with U.S. and foreign government and private sector organizations (see Evidence of Recognition by Others). These success stories are perhaps the best testament to our effectiveness as teacher-mentors of the next generation of professionals. Our mentoring relationships extend beyond graduation into the professional lives of our former students in all areas.

Summary:

In summary, through various activities described above the faculty of the Department of Sociology, Social Work and Anthropology strive to make our educational experience the best it can be, both for undergraduate and graduate students in our majors as well as for the many students who take our courses to meet University requirements or those of other majors. All of the SSWA programs are dedicated to providing a challenging learning experience for our students, integrating into our curricula the skills they will need to succeed in their professional lives. Our philosophy of dedicated teaching has allowed us to produce successful students at all levels of instruction. Our faculty are evaluated highly in our formal classes and received with appreciation in our informal education and outreach activities. The personal attention, care and concern with which we interact with our students enables them to succeed at high levels of achievement. In the end, we feel that this is the best testament to our effectiveness as teachers in higher education.

TABLE 5: SELECT SSWA STUDENT RESEARCH PRODUCTS (1997-2007)	
ACHIEVEMENT	STUDENTS
National Conference on Undergraduate Research –student presenters	A. Evans (06), J. Dubreuil (01), J. Ericksen (01), K. Cook (01), A. Oliver (01)
Utah Posters on the Hill – undergraduate students display research findings at Utah State Capitol	K. Cook (01), J. Dubreuil (01), J. Ericksen (01), A. Oliver (01), R. Ralls (02), J. Hulse (04), J. Wallis (05), C. DiRaimo (06), A. Evans (06), A. Groth (06), K. Harris (06), P. Johnson & J. Meservy (06), L. Profaizer (06), H. Andrew & R. Laymon (07)
Professional Conference Presentations: Am. Assoc. Physical Anthropologists Annual Meeting	S. Smith & B. Benson (03)
Am. Public Health Association Annual Meeting	C. Won Lee (02)
Am. Sociological Association Meeting	R. Smith (06)
Biennial Great Basin Anthropological Conference	J. Bright & A. Ugan (98); J. Jensen, K. Jensen, M. Memmott (98); R. Ralls (00), B. Benson (04), B. Camp & S. Lundberg (04)
Gerontological Society of America Meeting	M. Sanderson (01)
HeadStart National Conference	E. Ortiz (04, 05, 06, 07)
Hmong National Conference	N. Xiong (05 & 06)
Intern. Symposium for Soc. & Resource Mgmt.	J. Wulfhorst (00), J. Brehm (03), T. Williams (04), B. Eisenhauer (04), C. Trentelmann (05), B. Jennings (06),
Midwest Sociological Association Meeting	S. L. Lee (07)
Pacific Sociological Association Annual Meeting	B. Wilson (03), L. Hodges (04), N. Mauerman & H. Conover (05), L. Reid (05)
Pecos Conference	B. Benson (04)
Population Association of America Meeting	B. Wilson (04), P. Mason, Y. Kim & S. L. Lee (05); N. Xiong, S. L. Lee, K. Kim, Y. Guo (06)
Rocky Mountain Anthropological Conference	J. Bright & A. Ugan (99); C. Kiahtipes & T. Grim (05)
Rural Sociological Society	E. Jensen, C. Trentelman (03), E. Jensen, T. Williams (04), C. Trentelman (05), M. Halling (06)
Society for American Archaeology Annual Meeting	R. Ralls & B. Benson (02); B. Camp (03), J. Porter & C. Merriman (06)

TABLE 5: CONTINUED	
Society for Anthropological Sciences Annual Meeting	H. Brower (06), T. Collings (06), A. Grove (06), J. Young (06)
Society for Human Ecology	N. Mauerman (05)
Utah Statewide Archaeological Society Meetings	B. Benson & L. Profaizer (05)
Waste: The Social Context Conference	E. Malik & J. Ericksen (05)
Western Social Science Association Meetings	H. Clark (04), T. Brooks (05)
<u>Professional Journal Pubs by/with Students:</u> <i>Adolescence</i> (2001)	P. Schvanaveldt
<i>American Behavioral Scientist</i> (2004, 2006)	A. Dick; J. Brehm & B. Eisenhauer
<i>Annals of Tourism Research</i> (2005)	J. Brehm
<i>Child Abuse and Neglect</i> (2000)	T. Curtis
<i>Council for Undergraduate Research Quart.</i> (2005)	C. Balagna
<i>Human Dimensions of Wildlife</i> (2001)	K. Mortensen
<i>J. Archaeological Science</i> (1997)	A. Ugan & J. Bright
<i>J. Juvenile Justice</i> (2004)	A. Dick
<i>J. Community Development Society</i> (2001, 2002)	L. Bourke, P-S Liao, B. Zollinger
<i>J. Rural Community Psychology</i> (2001)	J. Wulfhorst
<i>Juvenile and Family Court Journal</i> (2003)	A. Dick
<i>Korean Population Journal</i> (2003)	J. Lee
<i>National Social Science Journal</i> (2007)	Y. Kim, L. Hodges
<i>Park Science</i> (2000)	B. Eisenhauer
<i>Rural Sociology</i> (2000, 2001, 2002a, b, 2004, 2007)	M. Smith; M. Smith; B. Zollinger; M. Smith; J. Brehm & B. Eisenhauer; T. Williams
<i>Social Science Quarterly</i> (2002)	D. Coppin, B. Eisenhauer
<i>Society and Natural Resources</i> (2000; 2006)	B. Eisenhauer; J. Brehm, S. Malin
<i>The Mountain Geologist</i> (2004)	B.A. Camp
<i>Utah Archaeology</i> (1999a,b; 2000, 2003)	K. Jensen; K. Jensen, J. Jensen & C. Clegg; E. Brunson; S. Smith & B. Benson

Evidence of Recognition by Others

1. Excerpts from letters written by undergraduate students in support of SSWA faculty.
2. Employment outcomes for USU Sociology Ph.D. Graduates.

Excerpts from Undergraduate Student Letters in Support of SSWA Faculty

Anthropology:

Note from Jen Hulse on behalf of Bonnie Glass-Coffin (Case Carnegie Award, 2004):
I think I can safely say that the focus of my undergraduate and future academic career has been shaped by the mentoring of Dr. Glass-Coffin. Through the field study opportunities that she has provided and supported I have gained experience that few undergraduates in my field have the opportunity to participate in. I have seen many students given similar opportunities and gain an understanding and passion for not only ethnography but education in general due to her unique understanding of people and dedication to her students. I am thrilled that her skills and efforts are being formally recognized and congratulate her on the dedication and sincerity with which she teaches and encourages her students. I am only one of many who have directly benefitted from her efforts. (Accepted into 2007 class, Yale Graduate School of Nursing)

Excerpt from letter written by Andrew Ugan in support of Steve Simms nomination for Undergraduate Research Mentor for the College of HASS (2005):

Steve does a better job of effectively and productively involving students than almost anyone I have met. He does not coddle students, to be sure, but rather identifies those who show an interest in the field and presents them with an opportunity to become involved to an ever increasing degree. In my case, I initially took a work-study job in the archaeology lab washing and labeling artifacts and also a class on Great Basin prehistory. I attended Steve's archaeological field school the following summer, did well, and was offered a paid job in the lab the following Fall. That job progressed from artifact processing to records management and eventually lab manager until I finally graduated. I became so engaged with the field as a consequence of that involvement that I changed majors and started graduate school in Anthropology at the University of Utah shortly thereafter. (Ph.D. 2006, U of U)

Excerpt from letter written by Todd Grim on behalf of Bonnie Pitblado's nomination for Undergraduate Research Mentor of the Year for the College of HASS (2007):

While taking my Anthropological capstone class from Bonnie, she encouraged her students to become members of and attend the yearly conference of the Society for American Archaeology (SAA). The SAA is a leading international organization for professional archaeologists. I joined in January of 2005 and attended my first conference that spring. While at the conference, Bonnie went out of her way to introduce me to other professionals. She did the same for other students who had the desire to use this conference as an opportunity to network with potential employers. The following year, at the prompting of Dr. Pitblado, I decided to not only attend but also actively participate in the SAA's annual conference. I presented a poster, in conjunction with another of her students, on Archaeological applications for GIS. We based our poster on data we collected during the field school Bonnie held in the summer of 2005. In addition to the poster, I competed in the Ethics Bowl with two other students. The Ethics Bowl is a debate style competition centered on ethical dilemmas archaeologists sometimes face. Our team was the first undergraduate team to compete in the Ethics Bowl. Bonnie was pivotal in helping us to prepare our poster, study and practice for the Ethics Bowl, and in securing the needed grants for attending the conference. (Archaeologist with Alpine Archaeological Consultants, Inc., Montrose, Colorado)

Social Work :

Excerpt from letter written by Emily Lewis on behalf of Terry Peak's nomination for Undergraduate Advisor of the Year for the College of HASS (2007):

Throughout my undergraduate education I have come to Terry Peak for information relevant to my academic and professional development. She has always been available, and eager to answer my questions and provide any aid I needed. She is not only available, but she is also approachable. All of the students involved in the Social work department who have interacted with Dr. Peak know she is invested in the success of each of us individually; she knows us all by name and closely monitors our progress. She works to connect with each her students, and to empower us to achieve greater academic and professional success. (Current Social Work student)

Excerpt from letter written by Heidi Applonie on behalf of Diane Calloway-Graham's nomination for Teacher of the Year for the College of HASS (2007):

A reason that Dr. Calloway-Graham stands out to me as an exceptional teacher is because she never stops teaching. There have been several times that I have stopped in her office just to say hi and ended up leaving with handouts to reinforce something that I was learning. She is easy to talk with and takes every opportunity to teach.... Dr. Calloway-Graham's personality makes learning exciting and fun. Her classes are never an "Easy A." The projects in her classes have caused me to stretch and define my social work skills. One project was a recorded role-play where I had to be a social worker meeting with a client in crisis. I felt inadequate, but everything in class prepared me for the role-play. I discussed my concerns with Dr. Calloway-Graham, and her belief in me helped me to keep trying. After my role-play, she pointed out my strengths and also helped me to see what I could work on in a manner that made me feel like I really could do it. (Current Social Work Student)

Sociology:

Excerpt from letter written by Heather Conover on behalf of Susan Mannon's nomination for Teacher of the Year for the College of Humanities, Arts, and Social Sciences:

Another aspect of Dr. Mannon's teaching method that I found to be very effective was her use of various different means to teach the subject material. She used art, literature, personal narratives, music, and videos to get lessons across. This kept the students interested and helped them to think critically. For example, I remember one day in Sociology of Gender, she put up slides of a modern artist's collages and had the class analyze the art and figure out how the artwork related to what we were learning in class. She used this type of method in all her classes. She provided us the theoretical framework through lecture, and then by using various different supplemental materials she allowed us the chance to think critically and expand upon what we had learned.....This was a very effective teaching style, because I can still remember the material she taught in a class I had from her three years ago.....Dr. Mannon was not only a great professor in the classroom, she also was outside of the classroom. Anytime I stopped by her office to ask her a question or give a comment about the class, she was always glad to help me out...Also, she provided me with a lot of help and advice that did not have to do with the classes I had from her. She gave me advice on graduate school and research projects.

SOCIOLOGY PHD STUDENTS: RECENT/CURRENT EMPLOYMENT FOR 1995-2005 GRADUATES

Williams, Tracy	2005	Research Scientist	U.S. Office of Management and Budget
Wilson, Beth	2005	Assistant Professor	Western Carolina University
Hodges, Linda	2004	Part-time Instructor	University of Phoenix
Kim, Young-Taek	2004	Research Scientist	Statistical Institute in Seoul, Korea
Minnotte, Krista Lynn	2004	Assistant Professor	University of North Dakota
Weiss, Jesse Thomas	2004	Assistant Professor	College of the Ozarks
Brehm, Joan M.	2003	Assistant Professor	Illinois State University
Eisenhauer, Brian W.	2003	Assistant Professor	Plymouth State University
Higley, Ramona A. L.	2003	Part-time lecturer	Weber State University
Lee, Ji-Youn	2003	Senior Researcher	Korea National Statistical Office
Stevens, Daphne P.	2003	Assistant Professor	University of North Dakota
Dick, Andrew	2002	Assistant Professor	California State University at Chico
Lee, Chung-won	2002	Researcher	Center for Disease Control in Atlanta
Marpraneet, Hathairat	2002	Assistant Professor	University of Thailand
Keenan, Sean P.	2001	Research Scientist	Oklahoma State University
Mauldin, R. Kirk	2001	Sociology Professor	University of Wisconsin at Stout
Ralls, Brenda	2001	Research Scientist	Utah Department of Health
Rose, Petra	2000	Asst. Superintendent	Kansas School for the Deaf in Olathe
Sanborn, Wendy	2000	Public Affairs Coordinator	Hawkwatch International (non-profit), SLC, Utah
Laundra, Kenneth	1999	Assistant Professor	Southern Utah University
Zollinger, Brett	1999	Associate Professor	Fort Hays State University, Kansas
Cheong, Keywon	1998	Professor	Catholic University in Korea
Keller, Chalon	1998	Deputy Chief of Transformation	USAF Ogden Air Logistics Center
Larson, Don C.	1998	Dean of Instruction	College of Eastern Utah
Paita, Luis M.	1998	Health Specialist & Deputy Director	National Association of Health Data Associations
Shon, Aelee	1998	Director	Minister of Gender Equality & Family (Korea)
Smith, Michael D.	1998	Associate Professor	Humbolt State University
Wrigley, Krissa	1998	Associate	BlueLine -Private Marketing Start-up
Carlson, David L.	1997	Professor	Concordia University (Michigan)
Choi, Byoung Mohk	1997	Dean	Pohang University of Science and Technology
Wulfhorst, J. D.	1997	Associate Professor	University of Idaho
Mobasher, Helal	1996	Research Analyst	University of Utah
Shah, Gulzar	1996	Director of Research	National Association of Health Data (Pakistan)
Xu, Wu	1995	Director	Utah Department of Health

Supporting Materials and Other Documentation Relevant to the Accomplishments Described in the Narrative

1. Graph depicting SCH load of SSWA Department compared to average departmental load at USU as an illustration of the high number of students we serve.
2. Archaeology Field School flyer, Anthropology Program
3. Cultural Resource Management Emphasis brochure, Anthropology Program
4. Ethnographic Field School Web Page, Anthropology Program
5. Museum Studies Certificate brochure, Anthropology Program
6. Student letter in support of Diane Calloway-Graham's nomination for the USU Professor of the Year Award, Social Work Program
7. Child & Family Support Center letter in support of Social Work Practicum students placed with their organization, Social Work Program
8. Former Ph.D. student letter in support of Rick Krannich's nomination for the USU Outstanding Faculty Mentor Award, Sociology Program
9. Former Ph.D. student letter in support of Eddy Berry's nomination for the Rural Sociological Society Excellence in Instruction Award, Sociology Program