I. Unit Title: Division of Social Sciences

School/College or University Division: College of Arts and Sciences*

Unit Administrator: John J. Green, Ph.D., Division Chair beginning June 1, 2009 (Albert Nylander III, Ph.D., was the previous Division Chair serving through May 31, 2009).

*Note: The Division of Social Sciences (DSS) is affiliated with the Madison Center and the Institute for Community-Based Research. Beginning with this year’s annual report, the Madison Center is submitting a separate plan and annual report. Housed within the DSS, the ICBR is a collaborative initiative with the Center for Community and Economic Development (CCED). The Director of the ICBR periodically turns in a summary memorandum through the DSS and CCED. As affiliates of the DSS, both the Madison Center and ICBR are referenced in the current report where applicable.

II. Educational Program Learning Outcome Assessment Plan (Academics)

The Division of Social Sciences (DSS) had seven operational academic degree programs during the 2008-2009 academic year. An additional certificate program – Paralegal Studies – is returning the Division starting in the upcoming 2009-2010 academic year. In the following table, representative student learning outcomes are listed for each of the 08-09 DSS academic programs.
### A. Learning Outcome

**BS in Social Science Education (BSE)**

What should a graduate in the BS in Social Science Education (BSE) major know, value, or be able to do at graduation and beyond?

Students in Social Science Education should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

*(GE #7)*

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<tr>
<th>B. Data Collection &amp; Analysis</th>
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<tr>
<td>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td>Students are being exposed to a wide array of instruction and materials important for the study of culture and appreciation for cultural diversity. Some students are now incorporating diversity-relevant themes in their teacher work samples.</td>
<td>Across the DSS, increased emphasis is being placed on issues of diversity relating to culture, nationality, race, class, and gender. BSE students will be exposed to these issues more frequently. Additional field experiences are being added to the program in order to further improve teaching and student learning before the student teaching internship.</td>
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As described above, this information is collected from the student teaching portfolio documents, Praxis II test scores, and evaluation instruments from student teaching. Each student teacher is evaluated by the cooperating teacher, subject area University supervisor, and College of Education supervisor. Praxis II scores increased during the 08-09 academic year relative to previous years. One of the students was recognized for high performance.

Regarding the Social Studies teaching methods course (Fall 08): The average percent scores across all nine domains was 80% (based on

### BSE students, who are licensed to teach at the 7-12 school levels, should possess the knowledge, capabilities, and dispositions to organize and provide instruction in Social Studies.

*(GE #2, 4, 8, 9)*

A resource library was developed for students preparing to take the Praxis II exam. It includes hardcopy and digital materials. DSS faculty members have participated in curriculum and program redesign efforts led by partners in the College of
student n = 7. Lowest scores were for assessment plans (70%) and the highest scores were for students’ understanding of contextual factors (89%).

Education. Students will be required to engage in additional field experiences prior to their student teaching internships. A second part to the Teaching Methods for Social Studies curriculum course will be required of students starting in the fall 09 semester. Thus, BSE students will take two methods courses taught by faculty in the DSS.

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<tr>
<td>BA in Political Science</td>
<td>Senior portfolios are collected and evaluated Oral internship defenses Internal course assessments, especially PSC 103</td>
<td>Many of the students in this major appear to be sufficiently prepared in writing. However, additional attention to writing skills is warranted. PSC 103 pre-test surveys of student skills suggest that most students’ had limited preparation in the areas of literature and history. Students noted low interest in politics and chose PSC 103 simply because it was a general education choice. Writing was an essential tool in PSC 103. The course uncovered serious limitation in the General Education population. Post-test results show roughly 25% of students still writing below the acceptable level.</td>
<td>Faculty members continue to emphasize writing in their courses, using a variety of strategies and activities. Planning efforts are underway to engage students in additional writing activities, and to conduct follow-up assessment.</td>
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<td>Students in Political Science will be able to think critically and write clearly about politics and government in contemporary societies. (GE #1, 2)</td>
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Division of Social Sciences Unit Plan and Report 2008-09
Students in Political Science will understand the role of politics at the local, national, and international levels. (GE #6)

As substantial changes were made in the 07-08 academic year, the Political Science Committee continues to monitor and discuss the BA program to determine the extent to which it is meeting this student learning outcome in the 08-09 and subsequent years. Internal course assessments.

Following the Political Science Committee’s analysis for the 07-08 academic year report, additional courses were offered in the areas of international and comparative politics during the 08-09 year. A joint Political Science–Social Justice and Criminology course was conducted which included travel to Northern Ireland. Students were deeply moved by first-hand accounts of the work covered in the classroom. Lecturers were effective in bringing to life the politics and history of the “Troubles.” Contact with locals intensified the effectiveness of this learning experience.

More planning is taking place among Political Science faculty and within the DSS as a whole to increase students’ engagement with and understanding of international issues and how they relate to local, regional, and national events. Political Science faculty members are working with faculty and students from other DSS programs, including Community Development and Social Justice and Criminology. Building from the Northern Ireland course experience, it is clear that students profit enormously from courses in which literature and travel are carefully and tightly woven together.

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<td>What should a graduate in the BS in Social Justice and Criminology (SJC)</td>
<td>Students are given pre and post-tests on basic and advanced concepts in Social Justice and Criminology. In 08-09, this information was collected in SSC 101, Engaging the Social Sciences and SSC 499, Integrative Seminar in the Social Sciences. The</td>
<td>Of the six Social Justice and Criminology students who took the post-test in their final stages of the program, the average score across the six SJC-related questions was 69%. The median was 75%. Individual student scores ranged from a low of 33% to a high of 95%.</td>
<td>Drawing from evaluation information and developments in the affiliated disciplines, the SJC program’s curriculum was significantly overhauled over the course of the 07-08 and 08-09 academic years. Changes were approved by Academic</td>
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Students will understand the complex roles of organizational structure, institutional arrangements, criminal law, and the judicial process in the structure and operation of the criminal justice system.
<table>
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<tr>
<th>(GE #1, 6)</th>
<th>instructor tabulated data and wrote a summary report. Data for the present evaluation report were provided at the end of the fall 08 term. Faculty members who regularly interact with SJC students are asked to provide input in evaluation and planning activities.</th>
<th>100%.</th>
<th>Council and a new program of study was released that more accurately reflects current interests and concerns in the field.</th>
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| Students will develop skills in critical thinking, synthesis and analysis of information sources about social justice and criminology. (GE #1, 3) | SSC 101 and 499 course student survey  
Senior portfolios  
Internship documents | Many improvements were made through redesign of the SJC program. However, there is still work to be done in terms of moving students further toward recognizing the importance of critical thinking, analyzing information, and making connections between courses from across the program of study. | Through emphasis on both practical and academic elements of Social Justice and Criminology, students are being guided toward critical thinking and making connections between theory, method, and practice. Students are being advised to pursue diverse internship experiences and take advantage of research opportunities. |

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| What should a graduate in the BS in Social Sciences | Senior portfolios  
SSC 101 & 499 course surveys  
Criteria- A minimum score of 50 percent for post-test.  
Input from the assessment team members representing the different disciplines encompassed by this program | Review of senior portfolios using rubrics demonstrated change in the depth and quality of work submitted by students over the course of their time in the program.  
From the five Social Science (including Sociology) majors who took the post-test in SSC 499, the average score was 47%, while the median was 48%. The low score | The assessment team revised student learning outcomes for the overall major and for each specific concentration area. Recommendations to be followed up on during the coming year include: 1. analyze Social Sciences-specific responses made by freshmen and seniors on the DSS Quality |
was 28% and the high score was 63%.

Enhancement Plan (QEP) survey; 2. develop a robust assessment rubric for portfolios; 3. improve evaluation surveys; 4. implement diverse student assignments that encompass the breadth of the learning objectives for the DSS. A new assessment plan for the 09-10 academic year is forthcoming.

Students will gain knowledge regarding social structures, interaction, change, and social problems, and they will better understand connections between global, regional, national, and local phenomena.

Students’ portfolios were reviewed, and they were found to demonstrate improvement across most students’ program of study. There are some weaknesses in terms of translating conceptual approaches to practical experiences.

The assessment team has taken steps forward in planning more in-depth assessment efforts and is making recommendations for course improvements and strategies for connecting learning opportunities across the program of study. This information has been shared with the DSS Chair and will be discussed in a Division-wide meeting.

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<td><strong>What should a graduate in the MS in Community Development (CD)</strong></td>
<td>Course-based research projects Practicum reports Theses Comprehensive exams Professional presentations</td>
<td>A majority of Community Development courses, all of which are cross-listed with Sociology or Social Sciences, involve applied research projects. Among the eight students who graduated from the program in the 08-09 academic year, six students</td>
<td>Faculty members will continue to focus on social theory, research methods, applied research projects, and oral presentations throughout the MSCD curriculum. Students are being persuaded to engage in research across the</td>
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conducted practicum projects and two students completed thesis projects. Six students (non-thesis) took comprehensive exams. All six of the students passed on their first write, with the two spring 09 test takers scoring higher than any of the previous students in previous semesters. Students authored/co-authored with faculty reports and delivered presentations at professional conferences such as the annual meetings of the Rural Sociological Society, Mid-South Sociological Association, Southern Sociological Society, and the Alabama-Mississippi Sociological Association.

Students authored/co-authored with faculty reports and delivered presentations at professional conferences such as the annual meetings of the Rural Sociological Society, Mid-South Sociological Association, Southern Sociological Society, and the Alabama-Mississippi Sociological Association.

Students will be exposed to and learn theory, method, and practice in community development at a level to sufficiently prepare them for advanced study and/or work in Community Development. (GE #1, 2, 5)

Placement of students pursuing advanced study in related fields. Positions held by former students across the field of community development Feedback from MSCD alumni and their employers

Recent graduates are engaged in a wide variety of activities, including pursuit of advanced education (e.g., Ph.D. programs), and working with private businesses, economic development organizations, nonprofit service organizations, and government agencies. Some employers of previous MSCD graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates.

This feedback provides the faculty with evidence of the importance of exposing students to core Social Science theories and methods of practice and research. Attention is being directed toward continuing in this direction and keeping up with developments in the field.

A. Learning Outcome

What should a graduate in the MSCD program of study, and to engage in this work beyond their courses and even past graduation.

B. Data Collection & Analysis

C. Results of Evaluation

D. Use of Evaluation Results
### MS in Social Justice and Criminology (SJC)

**Students will be able to conduct, analyze, interpret, and apply various works of scholarly theory and research in order to develop responses to contemporary issues facing the field of criminal justice.**

(GE #1, 6, 8)

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<tr>
<th>Course/Assessment</th>
<th>Description</th>
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<tr>
<td>Comprehensive examinations</td>
<td>Practicum/thesis reports</td>
<td>Working with the appropriate course instructors and students, the SJC committee will identify student work samples (e.g. theory and/or research-based writing) from their first and last semesters in the program to assess the level of development made across students’ program of study. This will provide a basis for more thorough evaluation of the student learning outcome.</td>
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<td>Comprehensive examinations from two SJC 08-09 students were analyzed. Both students passed their written exams and graduated from the program.</td>
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<td>Students will develop an advanced knowledge of theory and research methods (including statistics).</td>
<td>Internal course assessment of CRJ 630: Criminal Justice Theory 4. Internal course assessment of SSC 669: Quantitative Research and Statistics</td>
<td>All students passed their written comprehensive exams (2/2), including the theory and methods sections. Two-thirds (12/18) of students who took CRJ 630 passed with a grade of B or higher. Eighty-six percent (6/7) of students who took SSC 669 passed the course with a grade of B or higher. All students in SSC 669 engaged in a real-world research project using data from the 2007 Delta Rural Poll.</td>
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<td>(GE #1, 3)</td>
<td></td>
<td>The Master of Science in Criminal Justice was renamed Social Justice and Criminology. New courses were developed to reflect emphasis on understanding theories of crime causation in criminal justice and the prevention of crime. A new Graduate Coordinator was named. Research methods and statistics courses are being refined and delivered online. Student research, especially the thesis option, is being emphasized.</td>
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<tr>
<td>What should a graduate in the MS in Secondary Education,</td>
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Social Sciences

| Students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts and methods. (GE #1, 6, 8) | Course-based projects
Comprehensive exams
Thesis projects | From the eight students who took a written comprehensive exam in the 08-09 academic year, all of them passed. | The Social Science Education Committee is planning to review graduate-level social science course syllabi and compare them to trends in the field to determine if there are gaps in terms of what is being taught. |

As presented later in this report (see the “Goals” section below), beginning with the 09-10 academic year, the DSS will have an overarching evaluation and reporting committee in addition to the committees for each of the individual academic programs. Among numerous other responsibilities, this committee will be responsible for developing, monitoring and evaluating student learning outcomes on a Division-wide basis. This information will be reported with similar information for each academic program in next year’s DSS plan and annual report. Furthermore, each academic program committee will be asked to revisit the student learning outcomes and make revisions where appropriate.

III. Goals

-- For the Current Year

A. Goal #1: Hire faculty in Geography, Social Justice and Criminology, and Social Science Education

1. Institutional Goals supported by this goal:
   06-08 SP Goal #3: Enhance communication, operational and administrative systems, work environments, and a performance-responsive reward system
   09-14 SP Goal #3: Assure high quality, diverse, engaged faculty and staff
   QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty-student interaction
2. Evaluation Procedure(s): Processes of the faculty search process and outcome. Whether new faculty members are hired.

3. Actual Results of Evaluation: Although the DSS needs these three faculty positions, funding in the 08-09 academic year did not permit full realization of this goal. However, a faculty search was conducted for a joint Geography and Social Science Education position. An offer was not made in the first round, so the advertisement was re-released. From the new applications submitted in the second round, three finalists were chosen and interviewed. The position was successfully filled with the instructor, Shannon Lamb, to begin work in August 2009.

A faculty search is ongoing for the Social Justice and Criminology position, with hope for filling this position for the upcoming academic year as well. At the time of submitting this report, the search committee was actively reviewing applications. There is concern that the current budget problems will negatively impact the Division’s ability to fill this position. Such an outcome would negatively impact the DSS as whole and the Social Justice and Criminology programs (undergraduate and graduate) in particular.

4. Use of Evaluation Results: The DSS will continue to strive to fill the Social Justice and Criminology faculty position. This is necessary for the success of the Division’s programs at both the undergraduate and graduate levels. Future faculty needs include positions in Geography and Anthropology.

This goal will carry over into the 09-10 academic year.

B. Goal #2: Continue to increase funds through grants and contracts

1. Institutional Goals supported by this goal:
   - 06-08 SP Goal #4: DSU will improve its image and impact in the community and will increase its external resource base
   - 09-14 SP Goal #4: Enhance institutional effectiveness
   - 09-14 SP Goal #5: Improve the quality of life for all constituents

2. Evaluation Procedure(s): Number and content of proposals submitted and awarded; progress and completion of funded projects; new partnerships formed for soliciting funds.

3. Actual Results of Evaluation: DSS faculty members were involved in writing and submitting numerous proposals for funding in the form of grants and contracts from several different government agencies and foundations. Most of these
efforts included partnership with other campus entities (departments and centers) and outside organizations, including nonprofits and other universities (see “Grants, contracts, partnerships, and other accomplishments” section below). Many of these projects were funded, and some are still under-review.

A DSS faculty member served on the search committee to hire a Director of Institutional Grants for DSU. This position was filled, and the faculty member continues to work with the office through its Advisory Board. Over the past year, this included monthly meetings, reviewing documents, and assisting with a proposal writing workshop.

Recognizing these successes, there is still need for growth. Given the financial crisis of the past year, and considering projections that the challenges will continue into the coming year, awarding of successful grants was not at the desired level. This trend is likely to continue, at the same time as DSU institutional funds become more restricted and grants are expected to fill in the gaps.

Grants and contracts offer important supplemental resources to the DSS. However, their contribution should not be overstated. The DSS is an academic unit with the primary charge of educating students. Furthermore, it is important to recognize that faculty members carry a heavy teaching load, thus limiting the time and energy left for externally-funded initiatives.

4. Use of Evaluation Results: In the coming year, the DSS Chair and volunteer faculty members and staff will continue to pursue grants and contracts, especially in regard to funds to support scholarly activities, graduate student assistantships, and equipment for a computer lab. The DSS will also expand its network to solicit funds from new funders.

This goal will carry over into the 09-10 academic year.

C. Goal #3: Create a Social Science Computer Lab

1. Institutional Goals supported by this goal:
   06-08 SP Goal #1: Ensure through enhanced programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship
   09-14 SP Goal #1: Increase student learning
   QEP Goal #2: Enhance student engagement through increased use of technology and web-based communication
2. Evaluation Procedure(s): Progress toward development of a lab; use of the lab; improvements in student outcomes, especially in relation to research methods and statistics.

3. Actual Results of Evaluation: Support for the development of a computer lab has been built among students and faculty. A room was identified to serve as the initial home for the lab, although if successful, the lab will quickly outgrow this space. Some office furniture is readily available, and books/reports for a research methods/statistics library for student use are being compiled. Actual computers are lacking, and both equipment donations and funding are needed to proceed.

Progress has been made in developing a virtual dimension to the concept of the Social Science computer lab. Graduate students have been taking SSC 669: Quantitative Research and Statistics online for several semesters. As part of this, they utilize a textbook with access to the student version of the Statistical Package for the Social Sciences. Students are provided with data from regional surveys, including the Delta Rural Poll. Beginning in the fall 09 term, a graduate level research methods course will also be taught online.

4. Use of Evaluation Results: In light of the economic circumstances, the results achieved thus far are positive. Movement for the development of the lab will continue in the coming year, with particular attention to soliciting equipment and financial support. The goal is to have four computer work stations in operation by the end of the coming academic year. Attention to the virtual dimension of the lab will continue as well.

This goal will carry over into the 09-10 academic year.

D. Goal #4: Continue to develop and expand study abroad courses

1. Institutional Goals supported by this goal:
   06-08 SP Goal #1: Ensure through enhanced programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship
   09-14 SP Goal #1: Increase student learning
   QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty interaction

2. Evaluation Procedure(s): Number of study abroad opportunities; content of courses; number of students who participate in study abroad opportunities; student reflections.
3. Actual Results of Evaluation: Building from the Division-wide pattern of offering study abroad opportunities over the past several years, two international opportunities were available to students in the 08-09 academic year. One course involved travel during spring break to Northern Ireland to investigate the political, legal, and criminal justice implications of “The Troubles.” This course was led by Political Science (Garry Jennings) and Social Justice and Criminology (Page Logan) faculty members. A second course was offered on the Sociology of Culture by a DSS faculty member (Alan Barton) in collaboration with faculty in the Department of Music. A group of faculty and students traveled to Guinea for this course. One of the students also planned a side trip to Liberia for a practicum project to be directed by Leslie Fadiga-Stewart, a Political Scientist.

In addition to initiatives involving faculty and students traveling to other countries, efforts have been underway to attract people to international study and sharing of information through presentations. Organized by Geographer Mark Bonta, approximately once per month a different faculty member delivered an open-to-the-public presentation on their international experiences.

4. Use of Evaluation Results: Interest in international experiences continues to increase. Faculty will continue to work within the DSS and in partnership with other departments, the College of Arts and Sciences, and Continuing Education to offer study abroad opportunities. The goal is to offer a minimum of one such opportunity per year.

This goal will carry over into the 09-10 academic year.

E. Goal #5: Increase the number of graduates in the Division by 10%.

1. Institutional Goals supported by this goal:
   06-08 SP Goal #2: Enroll students in greater numbers and improve retention and graduation rates
   09-14 SP Goal #2: Develop an engaged, diverse, high-quality student population

2. Evaluation Procedure(s): Number of graduates, analyzed by program and for the Division as a whole; comparison with College of Arts and Sciences and University-wide trends.

3. Actual Results of Evaluation: Graduation numbers increased from 63 in 07-08 to 70 in 08-09. This was an 11% increase (see Table 2 in section IV below). This success was met despite having a vacant faculty position.

4. Use of Evaluation Results: Beyond continuing to advocate for filling vacant faculty positions, attention is being directed toward student retention and graduation. The Foundations of Excellence Committee Reports provide useful

Division of Social Sciences Unit Plan and Report 2008-09
ideas for addressing student retention, and renewed effort will be focused on time to completion of a degree and graduation rates. The proposed DSS Evaluation and Reporting Committee (see Goal #14 below) will take this on as one of its charges.

This goal will carry over into the 09-10 academic year.

F. Goal #6: Expand marketing efforts for undergraduate and graduate students offered through the DSS, including outreach/recruitment in regional high schools and community colleges (Note: in the 07-08 report, this entry was listed as two goals.)

1. Institutional Goals supported by this goal:
   06-08 SP Goal #2: Enroll students in greater numbers and improve retention and graduation rates
   09-14 SP Goal #2: Develop an engaged, diverse, high-quality student population

2. Evaluation Procedure(s): Participation in recruitment fairs for potential undergraduate and graduate students; quality of literature and other media used to attract and inform students; participation in new student orientation activities; increase in the number of majors in DSS overtime.

3. Actual Results of Evaluation: Under the leadership of Albert Nylander, former DSS Chair, faculty members gave a great amount of attention to student recruitment in 08-09. One important change that occurred over the course of the academic year was that more professors and instructors participated in these events than in years past. Additionally, a display board, with logo table cloths, and an assortment of literature pieces about the DSS were utilized.

4. Use of Evaluation Results: With experience among faculty members in student recruitment, they are learning more about potential students and the DSS is increasingly visible. Continuing on with the trajectory, the coming year will involve even more recruitment activities undertaken by DSS faculty.

This goal will carry over into the 09-10 academic year.

G. Goal #7: Develop clear, step-by-step tenure/promotion guidelines

1. Institutional Goals supported by this goal:
   06-08 SP Goal #3: Enhance communication, operational, and administrative systems, work environments, and a performance-responsive reward structure
09-14 SP Goal #3: Assure high quality, diverse, engaged faculty and staff
09-14 SP Goal #4: Enhance institutional effectiveness

2. Evaluation Procedure(s): Activity of the DSS Tenure and Promotion Committee; development and implementation of guidelines; faculty input on guidelines.

3. Actual Results of Evaluation: The 08-09 academic year entailed a flurry of activity by the DSS Tenure and Promotion Committee. Two new faculty were added to the committee, and reviews took place for 2 and 4 year portfolios. One review for tenure and promotion took place. Additionally, the Tenure and Promotion Committee communicated with numerous faculty and administrative stakeholders regarding tenure and promotion processes, and a draft document was constructed to serve as a set of guidelines for use in tandem with University guidelines. This process highlighted the importance of ongoing communication between all interested parties.

4. Use of Evaluation Results: The Tenure and Promotion Committee will work with the DSS Chair to develop guidelines for faculty use. With personnel changes (see Section V Personnel below), the make-up of the Committee will change, as has leadership of the DSS.

This goal will carry over into the 09-10 academic year.

H. Goal #8: Strengthen the relationship between the DSS and the Institute for Community-Based Research (ICBR), Madison Center, and Center for Community and Economic Development (CCED).

1. Institutional Goals supported by this goal:
   06-08 SP Goal #4: Improve its image and impact in the community and will increase its external resource base
   06-08 SP Goal #5: Increase and enhance outreach, service, and partnership initiatives
   09-14 SP Goal #5: Improve the quality of life for all constituents

2. Evaluation Procedure(s): Number and content of projects undertaken between the DSS and other DSU institutes and centers; faculty and student involvement in these projects; resources made available; outputs from these efforts including scholarly presentations and publications.

3. Actual Results of Evaluation: Over the past academic year, the DSS has been increasingly engaged with the ICBR, Madison Center, and CCED. The ICBR is a collaborative initiative between the DSS and CCED. There is now an office of the ICBR in Kethley Hall, the location of the DSS office, and at the CCED. Students, staff, and faculty work...
on these joint projects. The Madison Center is now structurally housed within the DSS, and its office is also located in Kethley Hall. CCED Director Deborah Moore and Madison Center Director Garry Jennings are pursuing a wide variety of activities of interest to the DSS, and the new DSS Chair, John Green, is open to working with them to pursue more collaborative ventures.

4. Use of Evaluation Results: Planning and implementation of collaborative projects between the DSS, ICBR, Madison Center, and CCED will continue in the coming academic year. Their efforts will focus on engaging students and faculty members with the broader public within and outside of the University. These entities will continue to pursue funding and other resources together.

This goal will carry over into the 09-10 academic year.

I. Goal #9: Increase visibility of the DSS through the website

1. Institutional Goals supported by this goal:
   06-08 SP Goal #2: Enroll students in greater numbers and improve retention and graduation rates
   06-08 SP Goal #3: Enhance communication, operational, and administrative systems, work environments, and a performance-responsive reward structure
   09-14 SP Goal #2: Develop an engaged, diverse, high quality student population
   09-14 SP Goal #4: Enhance institutional effectiveness
   09-14 SP Goal #5: Improve the quality of life for all constituents

2. Evaluation Procedure(s): Content of the DSS website and affiliated sites; timeliness and accuracy of information; use of the website.

3. Actual Results of Evaluation: Over the past two academic years, the DSS has added material to its website and has reformatted it through periodic updates. Paulette Meikle-Yaw has served as a leader in development and maintenance of the website, and she regularly seeks faculty input. Changes will be needed for the 09-10 academic year, given personnel and programmatic changes and DSU’s new logo.

4. Use of Evaluation Results: Attention to the DSS website will continue, with greater emphasis on keeping information up-to-date and meeting DSU requirements for formatting.

This goal will carry over into the 09-10 academic year.
As mentioned in the previous section on goals for the current year, the nine goals from the 08-09 academic year will be pursued in the 09-10 academic year. Besides Goals #1-9, the following goals will be pursued in the 09-10 academic year and beyond (Goals #10-14).

A. Goal #10: Enrich student learning by engaging more students in applied research and service-learning projects
   1. Institutional Goals supported by this goal:
      09-14 SP Goal #1: Increase student learning
      09-14 SP Goal #5: Improve the quality of life for all constituents
      QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty interaction

   2. Evaluation Procedure(s): Track number of courses that offer applied research and service-learning opportunities; review content and quality of projects; document outcomes of projects; student, faculty, and community partners’ views on the contribution of these opportunities for improving student learning and contributing to quality of life.

   3. Expected Results: Building from an already strong base of faculty and student engagement, it is expected that applied research and service-learning activities will increase in number and quality. This will include individual courses and partnership with University centers and other institutions, such as the ICBR, Madison Center, and CCED. Areas of specialization that show particular promise are sustainable development, gender studies, international studies, and social justice.

   4. Anticipated/Intended Uses of Evaluation Results: Students and faculty members who are more engaged in the world around them, improved student retention, and better relationships with community and regional residents.

B. Goal #11: Engage faculty in efforts to achieve greater interaction between students and with faculty in online courses
   1. Institutional Goals supported by this goal:
      09-14 SP Goal #1: Increase student learning
      09-14 SP Goal #2: Develop an engaged, diverse, high quality student population
      QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty interaction
      QEP Goal #2: Enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments
2. Evaluation Procedure(s): Number of courses offered online; review syllabi for course requirements; document strategies for student-student and student-faculty interaction.

3. Expected Results: Much like the rest of DSU, several DSS faculty members are offering courses online. The hope is that by directing attention to online student engagement, progress will made toward developing and implementing strategies to enhance students’ educational experiences. Faculty will be asked to be creative and utilize action research to pilot projects, evaluate them, and make improvements where appropriate.

4. Anticipated/Intended Uses of Evaluation Results: Reflexive learning and ongoing improvement of online courses.

C. Goal #12: Increase the number of international students in the DSS
1. Institutional Goals supported by this goal:
   09-14 SP Goal #2: Develop an engaged, diverse, high quality student population
   09-14 SP Goal #4: Enhance institutional effectiveness
   QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty interaction

2. Evaluation Procedure(s): Track the number of contacts with potential international students and applications; admission, retention, and graduation of international students.

3. Expected Results: Greater diversity among students, higher number of students in programs, larger graduating classes.

4. Anticipated/Intended Uses of Evaluation Results: Continuous improvement of academic programs, especially in relation to the challenges faced by international students.

D. Goal #13 Begin development of a sustainable development-focused curriculum that involves DSS faculty and their courses in collaboration with other DSU departments
1. Institutional Goals supported by this goal:
   09-14 SP Goal #1: Increase student learning
   09-14 SP Goal #2: Develop an engaged, diverse, high quality student population
   QEP Goal #1: Enhance student engagement through increased student-student interaction and faculty interaction
2. Evaluation Procedure(s): Formation of a working group to pursue this goal; meeting minutes submitted; meetings with faculty from other departments and the Dean of Arts and Sciences, as appropriate.

3. Expected Results: Development of a Sustainable Development working group to include faculty in the DSS and from other departments. Draft curriculum for an academic program of some sort (e.g. minor, certificate, and/or major).

4. Anticipated/Intended Uses of Evaluation Results: Movement toward formalization of an academic program in Sustainable Development with the support of multiple departments and the Dean of Arts and Sciences.

E. Goal #14: Organize the DSS Evaluation and Planning Committee
1. Institutional Goals supported by this goal:
   09-14 SP Goal #1: Increase student learning
   09-14 SP Goal #4: Enhance institutional effectiveness
   QEP Goal #4: Student engagement in free-flowing, multi-directional communication with faculty and other students will increase long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

2. Evaluation Procedure(s): Formation, process, and outputs. During the first academic year, the committee will be organized, convene twice per semester, discuss evaluation of academic programs, and discuss results and their application to planning.

3. Expected Results: More in-depth and higher quality evaluation initiatives, better informed planning and decision making, and greater continuity between programs and over time.

4. Anticipated/Intended Uses of Evaluation Results: Increased student learning and more effective academic programs.

As part of its work, the DSS Evaluation and Planning Committee will track progress, or lack thereof, for each of the goals previously stated. The following table will be used for this endeavor.
## Example Tracking Form to Be Used for Division of Social Sciences Goals, 09-10 Academic Year through 13-14 Academic Year

<table>
<thead>
<tr>
<th>Goal</th>
<th>Institutional Goals</th>
<th>Year 1 (09-10)</th>
<th>Year 2 (10-11)</th>
<th>Year 3 (11-12)</th>
<th>Year 4 (12-13)</th>
<th>Year 5 (13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revised goals from 08-09 academic year being continued in 09-10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1: Hire faculty in Social Justice and Criminology, Geography, and Anthropology</td>
<td>09-14 SP Goal #3, QEP Goal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2: Continue to increase funds through grants and contracts</td>
<td>09-14 SP Goal #4, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3: Create a Social Science Computer Lab</td>
<td>09-14 SP Goal #1, QEP Goal #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4: Continue to develop and expand study abroad courses</td>
<td>09-14 SP Goal #1, QEP Goal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5: Increase the number of graduates in the Division by 10%</td>
<td>09-14 SP Goal #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6: Expand marketing efforts for undergraduate and graduate students offered through the DSS, including outreach/recruitment in regional high schools and community colleges</td>
<td>09-14 SP Goal #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7: Develop clear, step-by-step tenure/promotion guidelines</td>
<td>09-14 SP Goal #3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8: Strengthen the relationship between the DSS and the Institute for Community-Based Research (ICBR), Madison Center, and Center for Community and Economic Development (CCED)</td>
<td>09-14 SP Goal #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9: Increase visibility of the DSS through the website</td>
<td>09-14 SP Goal #2, 4, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New goals being added for 09-10 academic year and beyond</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#10: Enrich student learning by engaging more students in applied research and service learning projects</td>
<td>09-14 SP Goal #1, 5, QEP Goal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#11: Engage faculty in efforts to achieve greater interaction between students and with faculty in online courses</td>
<td>09-14 SP Goal #1, 2, QEP Goal #1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#12: Increase the number of international students in the DSS</td>
<td>09-14 SP Goal #2, 4, QEP Goal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#13: Begin development of a sustainable development</td>
<td>09-14 SP Goal #1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
focused curriculum that involves DSS faculty and their courses in collaboration with other DSU departments | QEP Goal #1
---|---
#14: Organize the Division of Social Sciences Evaluation and Planning Committee | 09-14 SP Goal #1, 4 QEP Goal #4

IV. Data and information for department:

Brief Description and/or Narrative of programmatic scope:

The Division of Social Sciences (DSS) seeks broad-based student development. Its goal is to explore the main approaches to understanding the social world in a student-centered environment. In the process, DSS faculty members strive to develop skills and enduring habits of mind, including intellectual curiosity, critical thinking, tolerance of and openness to different views and values, and the ability to communicate one's thoughts orally and in writing. This educational framework should enable students to embark on a lifetime of learning and to adapt to a rapidly changing world. It is also the mission of the DSS to serve the Delta by initiating programs of study that match the needs of the region and state.

There are seven degree programs housed within the Division of Social Sciences:

1. Bachelor of Arts in Political Science
2. Bachelor of Science in Education, Social Sciences
3. Bachelor of Science in Social Justice and Criminology
4. Bachelor of Science in Social Sciences (including emphasis areas in Applied Development Studies, Geography, Social Sciences, Sociology)
5. Master of Science in Secondary Education, Social Sciences
6. Master of Science in Social Justice and Criminology
7. Master of Science in Community Development

In addition to these degree programs, the DSS is now coordinating DSU’s Paralegal Studies certificate program.

DSS courses are offered in-class and online, including hybrid and fully online options. The MS in Social Justice and Criminology program is offered in-class and fully online. The MS in Community Development is pursuing a similar two-track option.
During the 08-09 academic year, there were 11 full-time faculty members. For the 09-10, it is anticipated that there will be 11 full-time faculty members in the Division. In addition, the DSS regularly employs several adjunct instructors each semester.

Comparative Data (enrollment, CHP, majors, graduation rates, etc.):

Table 1 shows the number of majors in DSS academic programs from the fall of the 03-04 academic year through fall of the 08-09 academic year. The number of majors in the DSS was down in the 08-09 academic year, compared with the past several years. Still, the numbers demonstrate that the unit has a high number of majors.

### Table 1: Number of Majors

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>2003 (02-03 AY)</th>
<th>2004 (03-04 AY)</th>
<th>2005 (04-05 AY)</th>
<th>2006 (05-06 AY)</th>
<th>2007 (06-07 AY)</th>
<th>2008 (07-08 AY)</th>
<th>2009 (08-09 AY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSE</td>
<td>43</td>
<td>54</td>
<td>51</td>
<td>53</td>
<td>52</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>PSC</td>
<td>21</td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>33</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>BSCJ</td>
<td>96</td>
<td>91</td>
<td>107</td>
<td>96</td>
<td>95</td>
<td>103</td>
<td>93</td>
</tr>
<tr>
<td>BS</td>
<td>39</td>
<td>43</td>
<td>45</td>
<td>30</td>
<td>30</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>MED</td>
<td>32</td>
<td>22</td>
<td>22</td>
<td>13</td>
<td>25</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>MSCJ</td>
<td>12</td>
<td>21</td>
<td>35</td>
<td>40</td>
<td>41</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>MSCD</td>
<td>24</td>
<td>22</td>
<td>29</td>
<td>20</td>
<td>22</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>272</td>
<td>307</td>
<td>272</td>
<td>298</td>
<td>270</td>
<td>250</td>
</tr>
</tbody>
</table>

Notes: Numbers are from the fall semester of the academic year. For example, 2009 numbers are from the fall semester of 2008. The underline and italics denotes adjusted numbers from the whole year.

Data Source: Institutional Research and Planning. Table formatted by John Green.

As demonstrated in Table 2, the number of graduates increased between the previous year (63) and the 08-09 academic year (70). This demonstrates that the goal of raising DSS graduates by 10 percent was met (actually, there was an 11% increase in the number of graduates). This goal will continue to drive the DSS in the coming years. This will only be possible, however, if vacant faculty positions are filled.
Credit hour production was strong within the Division of Social Sciences during the 08-09 academic year. Compared to the previous year, summer 08 credit hour production was higher, while fall 08 and spring 09 credit hour production levels were slightly lower. This was partially the result of losing an Anthropology adjunct instructor and the loss of a Geography/Social Science Education full-time faculty member. With the latter position being refilled for the 09-10 academic year, credit hour production is expected to increase.

Overall, it is apparent that the DSS makes an important contribution to DSU’s credit hour production in general and production for the College of Arts and Sciences in particular.
Grants, contracts, partnerships, other accomplishments:

The Madison Center, directed by Garry Jennings, led major programs during the 08-09 academic year. These were: the Madison Athenaeum (program for youth from Yazoo City), DSU Votes (program to engage students in dialogue about political issues), and a course focused on the Troubles in Northern Ireland (including an eleven-day trip to Belfast). The Madison Center also organized and hosted a Constitution Day event with Doug Blackmon, the Atlanta Bureau Chief of the Wall Street Journal, as the keynote speaker. Finally, it is critical to note that the Center has a track record of working with students interested in the Cochran Fellowship. (As previously mentioned, the Madison Center submits a separate plan and report.)

The Institute for Community-Based Research, a collaborative initiative between the DSS and the Center for Community and Economic Development (CCED), engaged in a wide variety of applied research and evaluation projects during the 08-09 academic year. Efforts included:

1. A regional farmers market network assessment and planning project in partnership with seven markets, the Dreyfus Health Foundation, Delta Directions Consortium, and Harvard Law School;
2. Evaluation of the CCED’s Mississippi Delta Leaders Empowering Youth Project, the Tougaloo College Health and Wellness Center/Delta Health Partners Healthy Start Initiative, and the DSU School of Nursing/Dreyfus Health Foundation Partners Investing in Nursing’s Future Project;
3. Assessment survey of patients seeking non-urgent care at Delta hospital emergency departments conducted in partnership with the Mississippi Primary Care Association;
4. Field assessment of transportation barriers to health care with the Children’s Health Fund;
5. The second annual evaluation and community needs assessment survey of Biloxi and Gulfport residents, conducted in partnership with Visions of Hope Inc., Coastal Women for Change, University of Michigan School of Public Health, and the Southeastern Louisiana Department of Sociology and Criminal Justice; and,
6. Regional social surveys, including the Delta Rural Poll in partnership with the Mississippi State University Social Science Research Center.

The ICBR worked with several students on their practicum and thesis projects in the Division of Social Sciences and the DSU School of Nursing, and provided assistance to researchers in the DSU Department of Health, Physical Education, and Recreation.

The Delta Rural Poll (DRP) is a sample survey of households in eleven Mississippi Delta counties. Started in 2003 under the leadership of Alan Barton, the DRP is conducted every other year; the most recent survey was in January/February 2009. The DRP is a collaborative initiative between the DSS, ICBR, CCED, and the Mississippi State University Social Science Research Center (SSRC). Faculty, staff, and students from the DSS/ICBR/CCED worked to design and pre-test the questionnaire for 2009. The SSRC used the questionnaire to conduct telephone interviews with more than one thousand residents of the core Delta counties. The data were then provided to faculty in the DSS for analysis and use in courses, presentations and other scholarly endeavors. Data from the 2009 DRP have already been made available to seven faculty members in the DSS for their use. One faculty member presented from this information at the DSU Research and Scholarship Symposium, and another faculty member used DRP data in a presentation at the Southern Sociological Society meetings. DRP data were also used in two courses – SSC 669 Quantitative Research and Statistics and SOC/SSC 492/592 Survey Research. Several faculty members have expressed their plans to analyze DRP data as part of the scholarly pursuits, and graduate students are being asked to consider using these data for thesis projects. For the fall 2009 semester, DRP data will be used in at least three courses – SOC 420/520 Sociology of Education, SOC 460/560 Social Stratification, and SSC 669 Quantitative Research and Statistics.

DSS faculty members are engaged in a wide variety of activities in the areas of teaching, scholarship and service. Their efforts include seeking external funding for specific projects and broader programs. As mentioned above (see Goal #2), the DSS has partnered with organizations across campus and beyond to identify and solicit additional funds. A short list of funders solicited include the National Institutes of Health, U.S. Department of Agriculture, U.S. Department of Education, U.S. Department of Justice, Centers for Disease Control and Prevention, Mississippi Department of Health, Children’s Health Fund, Dreyfus Health Foundation, Delta Health Alliance, Hearin Foundation, and W.K. Kellogg Foundation. Partner organizations include: DSU Madison Center, DSU Institute for Community-Based Research, DSU Center for Community and Economic Development, Mississippi Office of Nursing Workforce, Tougaloo College Health and Wellness Center, University of
Michigan School of Public Health, and the Southeastern Louisiana University Department of Sociology and Criminal Justice. Listed below are some examples of funded projects active during the 08-09 academic year.

Division of Social Sciences
   Hearin Foundation – Hearin Fellowship in Community Development Program ($100,000)

Institute for Community-Based Research
   Center for Community and Economic Development (subcontract from a Department of Health and Human Services funded project) – Evaluation of the MDLEY Project – Mississippi Delta Leaders Empowering Youth ($7,800 for Oct. 08-Sept. 09 fiscal year)
   Children’s Health Fund – Transportation Disadvantage Project ($20,000 from March-Dec. 09)
   Mississippi Primary Health Care Association (subcontract from a Delta Health Initiative funded project) – Solutions for Non-Urgent Use of Delta Hospital Emergency Departments ($18,400 for 08-09 fiscal year)

The ICBR manages a project with funding that goes through the DSU CCED:
   Tougaloo College Health and Wellness Center (subcontract on a Department of Health and Human Services funded project) – Local Evaluation of the Healthy Start Initiative ($10,000 for 08-09 fiscal year, with an additional $5,000 for summer 09 planning activities for an obesity initiative)

The Institute also oversees a DSU Foundation scholarship entitled the “Community Development Student Research Fund.” The third annual Community Development Recognition and Scholarship Banquet was held in May 2009. After expenses, it netted $1,819 in funds for student scholarships.

Madison Center
   Department of Justice/Bureau of Prisons – Yazoo City Project ($100,000)
   Wal-Mart – Gaia Project ($2,000)

Economic Development initiatives and/or impact:

As presented above, the DSS is involved in grants/contracts that provide important resources for education, scholarship, and service (also see Section III Goals, Goal #2 above). Furthermore, given the applied nature of many of the DSS projects, there are likely to be multiple local/regional economic impacts. As just one example, numerous students and faculty have partnered
with the Cleveland Farmers Market since its beginning in 2004. This year, a broader farmers' market network was developed between seven communities, and partnerships were developed with the Delta Directions Consortium and the Harvard Law School. A legal guide for farmers markets was developed through this initiative.

Diversity compliance initiatives and progress:

The DSS takes diversity seriously, from the perspective of students, staff, and faculty. In recruiting, attention is devoted to engaging a diverse group of applicants. DSS faculty members are highly engaged in campus-wide initiatives focusing on diversity, including the Diversity Committee, among others.

Committees reporting to unit:

Political Science Committee (Curriculum and Evaluation/Assessment) members are Garry Jennings, Leslie Fadiga-Stewart, and Arlene Sanders. Files are located in Garry Jennings’ office. Past files are in the main office.

Social Science Education (Curriculum and Evaluation/Assessment) members are Albert Nylander and John Green. (Shannon Lamb will be added in 09-10 academic year.) Files are in the main office.

Social Justice and Criminology Committee (Curriculum and Evaluation/Assessment) members are Albert Nylander, Garry Jennings, John Green, Page Logan, and Tiffiny Guidry. Files are located in Page Logan’s office. Past files are in the main office.

Social Science Committee (Curriculum and Evaluation/Assessment) members are Mark Bonta, Alan Barton, Paulette Meikle-Yaw and Debarashmi Mitra. Current files are located in Paulette Meikle-Yaw’s office. Past files are in the main office.

Community Development Committee (Curriculum and Evaluation/Assessment) members are John Green, Alan Barton, Debarashmi Mitra, Paulette Meikle-Yaw and Albert Nylander. Current files are located in John Green’s office. Past files are in the main office.

Honesty and Ethics Committee members are Alan Barton, Paulette Meikle-Yaw, and Mark Bonta. Files are in the main office.

Merit Pay Committee members are Garry Jennings, John Green, and Mark Bonta. All files are in main office.
Tenure and Promotion Committee members are Garry Jennings, John Green, and Mark Bonta. All files are in main office.

V. Personnel:

Noteworthy activities and accomplishments:

Numerous “International Coffee Hour” presentations were delivered throughout the academic year. These lunchtime presentations were coordinated by Mark Bonta. The following is a list of faculty names and their international topics: Alan Barton – Chile and Antarctica, John Green – China, Tiffiny Guidry – Louisiana French Diaspora, Page Logan – Northern Ireland, Paulette Meikle-Yaw – Grenada, and Debarashmi Mitra – India.

Several “Brown Bag Presentations” took place during the year organized by the Gender Studies Group.

Paulette Meikle-Yaw and John Green filled important roles in the University-wide Foundations of Excellence (FOE) organizational assessment and planning initiative focused on the first-experience and retention of students. Paulette led the “All Students” FOE Committee while John chaired the “Improvement” FOE Committee.

Paulette Meikle-Yaw participated in the workshop entitled “Teaching Research Ethics” at Indiana University. She is planning to develop a workshop and future course on research ethics that would be available to students and faculty across the University.

John Green was selected as President of the Alabama-Mississippi Sociological Association (AMSA). Part of this responsibility will entail hosting the AMSA annual meeting in February 2010 on the DSU campus.

Peer-reviewed and edited publications (example list)

DSS faculty members are highly engaged in scholarly activities, including publications in peer-reviewed journals and edited books. They also publish technical reports and working papers. The following illustrative list highlights examples of scholarly works released during the 08-09 academic year. (DSS faculty, students, and staff names are underlined.)


Faculty, staff and student presentations (example list)

Presentation of research and other scholarly work at conferences and workshops should be held in high esteem among faculty and students in the university. As demonstrated in the following example list, the DSS is very active in this regard.


Division of Social Sciences Unit Plan and Report 2008-09

30


New position(s) requested, with justification

New positions were not requested during the 08-09 academic year, but requests were made to fill vacancies. These included positions for Geography and Social Science Education, Social Justice and Criminology, and the Secretary for the DSS. These positions are critical to this Division, especially given the high number of students in the Bachelor of Social Science Education program and the undergraduate and graduate Social Justice and Criminology programs.
Recommended change of status

In beginning the 08-09 academic year, Mark Bonta and John Green were both incoming Associate Professors with tenure.

During the 08-09 academic year, Alan Barton was recommended for and received tenure and promotion to the level of Associate Professor.

Tiffiny Guidry, Assistant Professor of Sociology and Criminal Justice, agreed to serve as Graduate Coordinator for the Master of Science in Social Justice and Criminology program.

Albert Nylander, previous Chair of the Division of Social Sciences and Professor of Sociology and Community Development, was promoted to serve as Dean of Graduate Studies. He began this new role on April 1, 2009, and continued to serve as DSS Chair until June 1, 2009.

John Green, Associate Professor of Sociology and Community Development, was chosen by the Dean of the College of Arts and Sciences, with faculty support, to serve as Chair of the Division of Social Sciences effective June 1, 2009.

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year:

Several changes were made to the Bachelor of Science in Social Justice and Criminology program during the 08-09 academic year. These included a new program of study, revision of previous courses, and the addition of new courses. All changes were approved by Academic Council.

The Bachelor of Science in Education (Social Sciences) was restructured as part of a College of Education and University-wide initiative to redesign education programs for preparing future teachers. This included changes in the curriculum and teaching methods courses along with new requirements within the Office of Field Experiences. Within the DSS, changes involved the addition of a second teaching social studies methods course.
A proposal was made to offer the Master of Science in Community Development program fully online, in addition to the current in-class/hybrid structure. This received appropriate approvals, and required courses will be offered online starting in the fall 09 term.

Recommended changes for the coming year(s):

The DSS was assigned management of the Paralegal Studies Certificate Program to start with the 09-10 academic year. There will be an effort to reinvigorate the program and update the curriculum. This may include offering more courses online and on the DSU campus and marketing the program to DSU students interested in legal studies, policy, and Social Justice and Criminology. Changes could also include adding and/or replacing courses and possibly pursuing outside accreditation.
I. Unit Title: The Madison Center

School/College or University Division: Division of Social Sciences

Unit Administrator: Prof. Garry Jennings

II. Educational Program Learning Outcome Assessment Plan (Administrative) Learner Outcomes identified for student participants, the campus and the public.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection &amp; Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
</table>
| What should a participant in the _______The Madison Center)_______ major know, value, or be able to do at graduation and beyond? | 1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?  
2. Describe how the data from these tools and/or methods will be/ have been collected.  
3. Explain the procedure to analyze the data. | What were the findings of the analysis? | 1. List any specific recommendations.  
2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process. |

1. To recognize and understand the fundamental ideas, institutions and debates in our constitutional republic.

1. & 2. For public programs, brief post-program surveys will be used. For programs associated with courses, more searching and discursive tools will be used. Student evaluation of instructors will also be used.  
3. Given the fact that most of these data will be written responses, the procedures will be rather conventional.

During the course of the past academic year, The Madison Center did not collect data as explained in column B, “Data Collection & Analysis.” This will change in the coming academic year in order to satisfy the format of this report.

The Madison Center must play a more public role in the community with respect to the each of these goals. It must also do a better job of uncovering the quality and nature of knowledge about American constitutionalism and politics in general at DSU. Otherwise, no changes are anticipated in the way The Madison Center operates or develops its programs.
<table>
<thead>
<tr>
<th></th>
<th>2. To make connections between a liberal education and the concept and duties of republican citizenship.</th>
<th>1. &amp; 2. For public programs, brief post-program surveys will be used. For programs associated with courses, more searching and discursive tools will be used. Student evaluation of instructors will also be used. 3. Given the fact that most of these data will be written responses, the procedures will be rather conventional.</th>
<th>During the course of the past academic year, The Madison Center did not collect data as explained in column B, “Data Collection &amp; Analysis.” This will change in the coming academic year in order to satisfy the format of this report</th>
<th>Ibid.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. To internationalize these purposes by discussing the relationships between American constitutionalism and international human rights</td>
<td>1. &amp; 2. For public programs, brief post-program surveys will be used. For programs associated with courses, more searching and discursive tools will be used. Student evaluation of instructors will also be used. 3. Given the fact that most of these data will be written responses, the procedures will be rather conventional.</td>
<td>During the course of the past academic year, The Madison Center did not collect data as explained in column B, “Data Collection &amp; Analysis.” This will change in the coming academic year in order to satisfy the format of this report</td>
<td>Ibid.</td>
</tr>
</tbody>
</table>
II. Goals

-- For Coming Year(s)

A. Goal # 1: 1. To recognize and understand the fundamental ideas, institutions and debates in our constitutional republic.

1. Institutional Goals which was supported by this goal:
   SP Goal # 1. Increase student learning  
   SP Goal # 2. Develop engaged, diverse, high quality students  
   SP Goal # 5. Improve the quality of life for all constituents

QEP Goal # 1. Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.
QEP Goal # 3. Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced in all courses
QEP Goal # 4. Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

2. Evaluation Procedure(s): To be accomplished in the coming academic year. Evaluation will be a combination of qualitative and quantitative instruments. Where appropriate, course evaluations will be a part of the evaluation process.

3. Actual Results of Evaluation: Pending the outcome of this year’s evaluations.

4. Use of Evaluation Results: Improvement of The Madison Center’s work.
B. Goal #2. To make connections between a liberal education and the concept and duties of republican citizenship.

1. Institutional Goals which was supported by this goal:
   SP Goal # 1. Increase student learning
   SP Goal # 2. Develop engaged, diverse, high quality students
   SP Goal # 5. Improve the quality of life for all constituents

   QEP Goal # 1. Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.
   QEP Goal # 3. Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced in all courses
   QEP Goal # 4. Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

2. Evaluation Procedure(s): To be accomplished in the coming academic year. Evaluation will be a combination of qualitative and quantitative instruments. Where appropriate, course evaluations will be a part of the evaluation process.

3. Actual Results of Evaluation: Pending the outcome of this year’s evaluations.

4. Use of Evaluation Results: Improvement of The Madison Center’s work.
C. Goal # 3: To internationalize these purposes by discussing the relationships between American constitutionalism and international human rights

   1. Institutional Goals which was supported by this goal:
   SP Goal # 1. Increase student learning
   SP Goal # 2. Develop engaged, diverse, high quality students
   SP Goal # 5. Improve the quality of life for all constituents

   QEP Goal # 1. Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.
   QEP Goal # 3. Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced in all courses
   QEP Goal # 4. Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

   2. Evaluation Procedure(s): To be accomplished in the coming academic year. Evaluation will be a combination of qualitative and quantitative instruments. Where appropriate, course evaluations will be a part of the evaluation process.

   3. Actual Results of Evaluation: Pending the outcome of this year’s evaluations.

   4. Use of Evaluation Results: Improvement of The Madison Center’s work.
IV. Data and information for The Madison Center

The Madison Center launched three major programs and hosted one major lecture during the 2008-2009 academic year.

**The Madison Athenaeum**

The Summer 2008 Madison Athenaeum was successful in offering students from Yazoo City High School courses in math, literature and physics. Two other courses, one in African drumming and another chorale arts class offered students opportunities for creative outlet and recreation. The Athenaeum is a three week on-campus program supported by the Department of Justice and administered by The Madison Center. The original registration for the Athenaeum was thirty-eight. Thirty-three students finished the three week workshop.

Following the Athenaeum, seven outstanding students were chosen for a travel opportunity. Students were guided through the major Civil Rights events by visiting cities in Mississippi, Alabama and Tennessee. Travel started in Money, MS, at the site of the “wolf whistle,” to Jackson, MS, at Medgar Evers home, to Selma, Montgomery, Birmingham, Nashville, and, finally, Memphis. The travel plan made it possible to begin the story of the modern Civil Rights movement from the Medgar Evers’ honorable discharge from World War II service to the death of Martin Luther King, Jr., in Memphis. Along the way, students were also treated to tours of the major HBCUs, including Alabama State, Tuskegee, Alabama A & M, and Fisk University in Nashville.
DSUVotes

The first major effort was DSUVotes, a concerted effort on the part of The Madison Center and a committee of students most of whom were political science majors. Although the purpose of the program was to engage the DSU campus in political dialogue during the 2008 general election, DSUVotes had two objectives: first, to support public dialogue on the general election; second, to record detailed record of the views of politically engaged students at DSU. The first objective was to get students to assemble publicly in order to share perspectives and arguments about the candidates and the issues. Viewings of the first two presidential debates were arranged in the Bologna Performing Arts Center, offering students an opportunity to gather together and discuss their views. After the first of these Dr. Fadiga-Stewart moderated a discussion of the issues covered by Senators McCain and Obama. Viewing of the third debate could not be held because the university closed for autumn break. The largest public activity organized by the DSUVotes committee was a campus debate between Democratic and Republican teams. Student attendance at this debate was so heavy that students had to find seating on the ground or in the balcony above the second floor of the Student Union. The Republican side won.

The second purpose of the DSUVotes program was to record the arguments of politically engaged students on campus. DSUVotes was able to purchase video equipment, lighting and sound equipment because President Hilpert funded the program with a $10,000 grant.
The plan involved creating a video taped record of student views on the election. Although any student was free to accept our invitation to discuss his or her views on camera, we found most students quite reluctant to participate. In the end, we captured nearly 200 hours of interviews from a small group of students who were intensely engaged in presidential politics. Editing of these interviews continues through the summer, with the final product due at some point during the autumn 2009 semester.

**Cochran Fellowship**

The Madison Center has been successful in supporting most of the students who have traveled to Washington, DC, to take advantage of this wonderful opportunity. Josh Manley, Suzanne Simpson, Ryan Betz, Emily Jennings, and Kate Kinnison have worked in and have been supported by The Madison Center. I claim these students as successes for the Madison Center because Center funds have supported the major activities that made these students competitive in their applications for the internship. Kate Kinnison was my student director of the DSUVotes Program and the most recent Cochran intern in the spring 2009 semester.

**Constitution Day**

Some years ago, Congress passed a statute requiring any institution of higher education receiving federal funds to hold a public lecture on the United State Constitution. Notwithstanding the nationalistic tone and intent of this statute, The Madison Center would hold this lecture in any case. Its namesake is, after all, considered to be the architect of the Constitution of 1787.
The invited speaker for Constitution Day 2008 was Doug Blackmon, the Atlanta Bureau Chief of the Wall Street Journal. Doug provided the audience with readings from his then recently published book *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*. Choosing Doug Blackmon meant that there would be an interesting perspective on the more recent history of race in the United States as a background to the presidential campaign. As it turned out, Doug was awarded the Pulitzer Prize for *Slavery by Another Name*. He now collaborates in supporting the Madison Athenaeum, a program that supports advanced placement courses for high school students from the Mississippi Delta.

**The Troubles: Decades of Violence and the Reconciliation**

PSC 478: The Troubles in Northern Ireland focused on efforts in Northern Ireland to come to terms with the conflict that has raged over the past four decades. Eleven students traveled to Belfast, Northern Ireland, as a part of this course. Planning for PSC 478 was begun in January 2007 with arrangements for lecturers in Northern Ireland. The course began with an explanation of the historical background of Ireland, including the conflicts up to and including the rebellion in 1916. Students were introduced to several models that might help them understand the conflict. The U.S. Civil Rights Movement, claimed by the republicans, was considered and evaluated to its effectiveness. Finally, students worked on models of reconciliation and the concept of truth commission. The centerpiece for this course was a eleven-day trip to Belfast, Northern Ireland, designed to bring to life the history, politics and literature of the Troubles. It was no coincidence that students would experience St. Patrick’s Day on the island.
The group arrived in Belfast on Friday, 13 March, and spent Saturday on a bus tour of the major sites in Northern Ireland. This offered the group a chance to get to know the country and themselves. Sunday’s tour was of the major battle sites in Belfast, including a chance to see both Loyalist and Republican murals as well as the Peace Wall, ironically called this even though it separates neighborhood from neighborhood across most of Belfast. Even with the violent days of the Troubles behind it, Belfast remains the most segregated city in Europe.

Except for the last set of lectures, all speakers were captured on video tape, the results of which will be posted on The Madison Center web page. Speakers participating in the Belfast portion of the course were, in the order of appearance, the following:

- Henry Bisharat, Deputy Consul, American Consulate, Belfast, NI;
- Peter McKittrick, Public Affairs Attache, American Consulate, Belfast, NI;
- Malachi O’Doherty, BBC correspondent and free lance writer on politics and culture in Northern Ireland
- Danny Morrison, former Public Relations Director, Irish Republic Army; former intern at Long Kesh Prison;
- Alan McBride, director, WAVE Trauma Centre for Children, Belfast, NI.
- Avery Bowser, director, Belfast Office of the Royal Society for the Prevention of Cruelty to Children;
- John Kyle, First Deputy, Progressive Unionist Party; and,
Alex King, First Deputy, Ulster Unionist Party.

The final set of seminars was located at the headquarters of the Police Service of Northern Ireland (PSNI). Five staff members and three police cadets participated in this day-long workshop on the theory and practice of the PSNI. Training information, street practices, and, most importantly, explanations for how the new PSNI differed from the Royal Constabulary were the subjects of this workshop. Video taping, audio recordings and still photos of these events were forbidden due to security restrictions.

The students were based at Jury’s Inn, Belfast. This central location provided easy access to monuments, murals, pubs and shopping. The trip was considered a wonderful success. A full presentation of the trip, its participants and its findings will be offered early in the autumn semester.