

Academic Plan for 2004-2009
Sociology, Social Work and Criminal Justice
University of North Carolina at Pembroke

Version of 30 January 2004

Departmental Goals and Objectives
Revised 25 November 2003

We are dedicated to:

● **I. Preparing knowledgeable managers and professionals for the future to ensure business and economic development.**

DEPARTMENTAL GOALS: Expand our course offerings and curriculum to match the growth of the University with courses oriented to career development and progression.

OBJECTIVES:

1. Develop our own MSW curriculum and the full-time faculty prepared to teach in an eventual UNCP-based MSW program.
2. Confer departmental status on the Social Work program.
3. Develop the curriculum to offer Masters Degree (MA) in Sociology and expand Sociology support to the graduate programs of the University.
4. Expand the Criminal Justice component of the MPA degree program to a minimum of six dedicated Criminal Justice courses.
5. Revise the Criminal Justice curriculum to develop tracks in policing, court administration, corrections, and mediation/conflict resolution to better suit the needs of community college transfer students and all CJ students seeking entry in CJ career fields.
6. Expand all departmental curricular offerings to match estimated university growth.
7. Employ the annual social work symposium to support local economic development..
8. Expand our support of existing university off-campus academic programs.
9. Support new off-campus academic programs of the University.
10. Expand our support to the evening educational programs of the University.
11. Provide all required courses of the Sociology, Social Work and Criminal Justice major as evening classes on a two-year rotational cycle.

12. Provide supplemental compensation to those faculty holding coordinator positions in the aforementioned department programs.

COSTS: Nine additional full-time faculty members will be required to meet expanded course offerings and curricular development needs, distributed among the disciplines as follows: Criminal Justice 2, Sociology 2, Social Work 5, estimated at \$60,000 more each year, phased in with three social work positions added in the launch year of the MSW, and an average of two new positions recruited per year for each of the next four years beginning in AY-2005-2006. Providing the Director of Social Work a chair's stipend and coordinators' stipends will add \$10,000 each year to existing department salaries. Additional funds will be needed to provide office space, furniture and a computer array, estimated at \$5,000 per office conversion and furnishing. Total in five years: \$1,775,000.

● **II. Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through grades P-K to 12 and including post-graduate Continuing Education.**

DEPARTMENT GOAL: Expand Department participation in the American Studies, American Indian Studies and African American Studies programs of UNCP.

OBJECTIVES:

1. Participate in a university-wide general education diversity curriculum requirements
2. Participate in developing the university-wide Gender Studies minor.
3. Include multi-cultural expertise among hiring criteria for new faculty (see also VI-2).
4. Using web technology to offer continuing education credits for in-service clinical social workers (e.g.: values and ethics topics).
5. Develop an Ethnology curriculum.
6. Develop an International Sociology minor with an Ethnology focus.

COSTS: One additional faculty member will be needed in Sociology-Ethnology to support the expansion of our curriculum and to support expansion of the new minor, estimated at \$60,000 per year each, phased in, adding a new position in the third year of our expansion. Converting, furnishing and equipping an additional office will cost about \$5,000. Total in five years: \$185,000

● **III. Understanding the impact of science and its relationship to the environment, ethics, everyday life, public health, public policy, religion, and technology.**

DEPARTMENT GOAL: Expand Department participation in the these areas, especially in Medical Sociology, Substance Abuse Abatement, Aging and Forensic Science.

OBJECTIVES:

1. Expand enrollments in the Medical Sociology, Substance Abuse and Applied Gerontology minors.
2. Expand support of the Chemistry/Physics Department's Forensic Science major.
3. Incorporate or expand discussion of environment, ethics, everyday life, public health, public policy, religion, and technology into existing courses in Sociology, Social Work and Criminal Justice.
4. Co-sponsor an annual Substance Abuse Regional Conference.
5. Facilitate student acquisition of state certification in substance abuse counseling.

COSTS: More faculty effort will be required, but the cost of supporting these objectives are merged with other costs associated with Goal I objectives.

● **IV. Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society, with particular emphasis on the development of “information literacy,” the knowledge and skills necessary for accessing and applying information from multiple sources and media.**

DEPARTMENT GOAL: Expand Department participation in the these areas.

OBJECTIVES:

1. Provide resources and opportunities to faculty for additional training in these areas.
2. Expand offerings of CRJ-475 for the Criminal Justice major.
3. Incorporate or expand discussion and use of information technology into existing courses in Sociology, Social Work and Criminal Justice.
4. Incorporate a course within the Sociology Masters program on the impact of information technologies on culture and society.
5. Maintain annual offerings of SOC-220 for Sociology students not adequately familiar with computer applications in the social sciences.

COSTS: More faculty effort will be required, but the cost of supporting these objectives are merged with other costs associated with Goal I objectives. Supplemental training funds to include off-campus travel will be needed in the amount of \$15,000 over five years.

● **V. Viewing the Liberal Arts as the basis for critical thinking, ethical decision making, and life-long learning skills.**

DEPARTMENT GOAL: Expand Department participation in the general education program of UNCP.

OBJECTIVES:

1. Expand offerings of SOC-101, SOC-105 and SOC-201 by 300% in support of the general education requirements of UNCP over the AY-2000-2001 base year (there were six sections per semester combined in AY-2000-2001).
2. Expand inclusion of critical thinking and ethics components in existing courses.
3. Promote department involvement in interdisciplinary courses and programs.

COST: One additional full-time Sociology faculty members will be required immediately to support the Department's expanding role in general education, estimated at \$60,000 per year each, plus an additional \$5000 each to furnish and equip an additional office. Total in five years: \$305,000.

● **VI. Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the arts and UNC Pembroke's unique Native American and southern heritage.**

DEPARTMENT GOAL: Expand Department participation in the American Studies, American Indian Studies and African American Studies programs of UNCP.

OBJECTIVES:

1. Design MSW program to include emphasis on local, rural and American Indian issues.
2. Expand discussion of local, rural, southern and American Indian issues in Criminal Justice offerings
3. Include multi-cultural expertise among hiring criteria for new faculty (same as II-3).
4. Incorporate observation or participation of local cultural activities and events in our courses.

COSTS: Additional faculty effort will need to be acquired, but the cost of supporting these objectives are merged with other costs associated with Goal I and Goal II objectives.

● **VII. Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.**

DEPARTMENTAL GOAL: Expand Departmental participation in all aspects of international exchange.

OBJECTIVES: To achieve this the Department commits itself to continuing its support of international faculty and student exchanges, including, but not limited to:

1. Bringing foreign faculty and students to teach and learn at UNCP.
2. Sending UNCP faculty and students to teach and study abroad.
3. Expanding UNCP academic programs abroad for our students.
4. Supporting leave for UNCP faculty seeking Fulbright and other international educational opportunities abroad.
5. Hosting educators and policy makers from abroad on our campus and in our community.
6. Supporting the overseas component of the MPA degree program.
7. Raising globalization issues within the International Sociology minor and the MA Sociology curriculum.

COSTS: The Department projects sending faculty members abroad and hosting visiting faculty here on an exchange basis, with a cost to the University equivalent to one full-time salaried position every five years, or about \$10,000 per annum. The Department will pursue additional grant funds to undertake such efforts. Participation in the MPA program abroad will cost an additional \$20,000 over five years.

The projected cost of satisfying our objectives above is \$2,410,000 in university funds and \$320,000 in grants, and involves the addition of eleven new full-time faculty in the next five years, each needing office space, furniture and computer support.

For Sociology, Social Work and Criminal Justice:

Richard R. E. Kania
30 January 2004

Attachments:

5-Year Budget
5-Year Department Assessment Plan
Department Academic Support Plan with appendices
Layne-Stephens Faculty Assessment Document
Layne Stephens Faculty Assessment Checklist
Sociology Academic Support Plan
Social Work Academic Support Plan
Criminal Justice Academic Support Plan

GOAL	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	TOTAL EXPENSE
Goal I						
MSW Addition		+3 SW, \$195,000	+1, SW, \$65,000	+1 SW, \$65,000		
MA-SOC Addition						
CJ/SOC Growth	+1 SOC, \$65,000		+1 SOC, \$65,000	+1 CJ, \$65,000	+1 CJ, \$65,000	\$1,775,000
Salary Continuation		\$60,000	\$240,000	\$360,000	\$480,000	
Coord. Stipends	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	
Goal II						
Int. Sociology Minor		+1 SOC, \$65,000				
Salary Continuation			\$60,000	\$60,000	\$60,000	
	no added costs, incorporated with Goal I	no added costs, incorporated with Goal I	no added costs, incorporated with Goal I	no added costs, incorporated with Goal I	no added costs, incorporated with Goal I	\$245,000
Goal III						
Added Policy Courses						
Goal IV						
IT & Computer Tng.	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Goal V						
Liberal Arts Support	+1 SOC, \$65,000					
Salary Continuation		\$60,000	\$60,000	\$60,000	\$60,000	\$305,000
Goal VI						
Multi-Culturalism	no added costs, incorporated with Goal II	no added costs, incorporated with Goal II	no added costs, incorporated with Goal II	no added costs, incorporated with Goal II	no added costs, incorporated with Goal II	\$000
Goal VII						
International Role	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	
MPA Participation		\$5,000	\$5,000	\$5,000	\$5,000	\$70,000 (state)
Grant Income	\$30,000 Fulbright	\$80,000 IREX	\$80,000 IREX	\$90,000 IREX	\$40,000 others	\$320,000 (grants)
State Expenditure	\$153,000	\$408,000	\$518,000	\$638,000	\$693,000	\$ 2,410,000
Grants	\$30,000	\$80,000	\$80,000	\$90,000	\$40,000	\$329,000
Total Estimated Cost	\$183,000	\$488,000	\$598,000	\$728,000	\$733,000	\$2,730,000

Five-Year Department Assessment Plan for 2004-2009
Sociology, Social Work and Criminal Justice
University of North Carolina at Pembroke

30 January 2004

I. Preparing knowledgeable managers and professionals for the future to ensure business and economic development.

DEPARTMENTAL GOALS: Expand our course offerings and curriculum to match the growth of the University with courses oriented to career development and progression.

OBJECTIVES:

1. Develop our own MSW curriculum and the full-time faculty prepared to teach in an eventual UNCP-based MSW program.

ASSESSMENT STANDARDS:

1-1. UNCP to initiate its own MSW degree program by Fall 2005.

1-2. Hire three additional Social Work faculty eligible to teach in the MSW program by Fall 2005.

2. Confer departmental status on the Social Work program.

ASSESSMENT STANDARDS:

2-1. Social Work to achieve department status by Fall 2005.

2-2. Hire an administrative assistant for the Social Work program by Fall 2004.

3. Develop the curriculum to offer Masters Degree (MA) in Sociology and expand Sociology support to the graduate programs of the University.

ASSESSMENT STANDARDS:

3-1. Sociology faculty contribute one or more graduate courses in support of the graduate programs of the university by Fall 2005.

3-2. Sociology faculty develops a MA curriculum by Fall 2006.

3-3. Sociology offers its MA degree program by Fall. 2007.

4. Expand the Criminal Justice component of the MPA degree program to a minimum of six dedicated Criminal Justice courses.

ASSESSMENT STANDARDS:

4-1. Addition of two or more additional CJ classes in MPA by Fall 2005.

5. Revise the Criminal Justice curriculum to develop tracks in policing, court administration, corrections, and mediation/conflict resolution to better suit the needs of community college transfer students and all CJ students seeking entry in CJ career fields.

ASSESSMENT STANDARDS:

5-1. 200/300 sequence courses offered in policing, courts, mediation and conflict resolution, corrections and juvenile justice.

5-2. Increase credit hours required to be earned at UNCP for the Criminal Justice major to 19 for Fall 2004.

5-3. Update criminal justice transfer articulations agreements with community colleges every five years.

5-4. "Grandfather" old agreements no more than five years from date of community college degree completion.

5-5. Offer one or more web-based or web-supplemented courses in Criminal Justice each year.

6. Expand all departmental curricular offerings to match estimated university growth.

ASSESSMENT STANDARDS:

6-1. Annually compare and pace university enrollment growth to departmental growth.

6-2. Expand offerings of additional sections to match enrollment growth.

7. Employ the annual social work symposium to support local economic development.

ASSESSMENT STANDARDS:

7-1. Offer the social work symposium annually.

7-2. Increase public (off-campus) attendance by 5% per year over Year 2000 level.

8. Expand our support of existing university off-campus academic programs.

ASSESSMENT STANDARDS:

8-1. Increase offering in Sociology and Criminal Justice, combined, including internet offerings, to four course per semester available to students at Richmond CC by Fall 2004.

8-2. Increase offerings in Sociology, including internet offerings, available to Sandhills CC students to two courses per semester by Fall 2004.

9. Support new off-campus academic programs of the University.

ASSESSMENT STANDARDS:

9-1. Offer two or more on-line or remote site classes available per year at South Piedmont CC, Bladen and/or other off-campus sites of UNCP, including international programs, by Fall 2005.

10. Expand our support to the evening educational programs of the University.

ASSESSMENT STANDARDS:

- 10-1. Offer four evening Criminal Justice courses each semester.
- 10-2. Offer two or more evening Sociology courses each semester..
- 10-3. Offer four Social Work evening courses each semester.

11. Provide all required courses of the Sociology, Social Work and Criminal Justice major as evening classes on a two-year rotational cycle.

ASSESSMENT STANDARDS:

- 11-1. Offer all Social Work courses required for majoring in Social Work on a two-year evening cycle by Fall 2004.
- 11-2. Offer all Criminal Justice courses required for majoring in CJ on a three year evening cycle by Fall 2005.
- 11-3. Offer all Sociology courses required for majoring in Sociology on a four-year evening cycle by Fall 2008.
- 11-4. Offer all Social Work courses required for a Masters in Social Work on a four-year evening cycle by Fall 2009.

12. Provide supplemental compensation to those faculty holding coordinator positions in the aforementioned department programs.

ASSESSMENT STANDARDS:

- 12-1. Initiate Coordinator Stipends of \$2000 or 5% of base salary per year by Fall 2004.
- 12-2. Initiate Program Director Stipend of \$6000 or 10% of base salary per year by Fall 2004.

II. Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through grades P-K to 12 and including post-graduate Continuing Education.

DEPARTMENT GOAL: Expand Department participation in the American Studies, American Indian Studies and African American Studies programs of UNCP.

OBJECTIVES:

1. Participate in a university-wide general education diversity curriculum requirements.

ASSESSMENT STANDARDS:

- 1-1. Contribute to the proposal submission for a general education diversity curriculum requirement by Fall 2004.
- 1-2. Contribute by offering one or more courses toward the requirement annually upon approval by the university.

2. Participate in developing the university-wide Gender Studies minor.

ASSESSMENT STANDARDS:

2-1. Participate in implementation of the minor by Fall 2004.

2-2. Contribute by offering one or more courses for the minor annually.

3. Include multi-cultural expertise among hiring criteria for new faculty (see also VI-2).

ASSESSMENT STANDARDS:

3-1. Multi-cultural expertise as a desired attribute included in all faculty hiring announcements, effective 2004.

4. Using web technology to offer continuing education credits for in-service clinical social workers (e.g.: values and ethics topics).

ASSESSMENT STANDARDS:

4-1. One or more web-based or web-supplemented courses will be offered in Social Work each semester.

5. Develop an Ethnology curriculum.

ASSESSMENT STANDARDS:

5-1. Add six ethnological courses to the sociology curriculum by Fall 2006.

6. Develop an International Sociology minor with an Ethnology focus.

ASSESSMENT STANDARDS:

6-1. Hire one additional sociology faculty member to support the International Sociology minor and other university international programs by Fall 2005.

III. Understanding the impact of science and its relationship to the environment, ethics, everyday life, public health, public policy, religion, and technology.

DEPARTMENT GOAL: Expand Department participation in the these areas, especially in Medical Sociology, Substance Abuse Abatement, Aging and Forensic Science.

OBJECTIVES:

1. Expand enrollments in the Medical Sociology, Substance Abuse and Applied Gerontology minors.

ASSESSMENT STANDARDS:

1-1. Increase student enrollments by 5% or more in each area from the 2000-2001 basis.

2. Expand support of the Chemistry/Physics Department's Forensic Science major.

ASSESSMENT STANDARDS:

2-1. Offer CRJ-315 Criminal Investigations annually.

3. Incorporate or expand discussion of environment, ethics, everyday life, public health, public policy, religion, and technology into existing courses in Sociology, Social Work and Criminal Justice.

ASSESSMENT STANDARDS:

3-1. 20% of more of department course syllabi will reflect course content in one or more of the areas of environment, ethics, everyday life, public health, public policy, religion, and technology.

3-2. Existing departmental courses in ethics, public health, public policy, religion, and technology will continue to be offered at or above the 2000-2001 frequency level.

3-3. Offerings of Sociology 101, which clearly is focused on the interpretation of "everyday life" in the United States, will be expanded to match the growth of university enrollments.

4. Co-sponsor an annual Substance Abuse Regional Conference.

ASSESSMENT STANDARDS:

4-1. Offer the conference annually.

4-2. Sustain or increase public (off-campus) attendance at or above 50 participants.

5. Facilitate student acquisition of state certification in substance abuse counseling.

ASSESSMENT STANDARDS:

5-1. Provide within the Substance Abuse Minor curriculum the content essential to acquiring state certification.

IV. Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society, with particular emphasis on the development of "information literacy," the knowledge and skills necessary for accessing and applying information from multiple sources and media.

DEPARTMENT GOAL: Expand Department participation in the these areas.

OBJECTIVES:

1. Provide resources and opportunities to faculty for additional training in these areas.

ASSESSMENT STANDARDS:

1-1. Secure university funding off-campus seminars related to advances in IT and computer applications in the discipline for all full-time, tenure track faculty by Fall 2006.

1-2. Have all full-time, tenure track faculty attend one or more on-campus computer application training courses by Fall 2006.

2. Expand offerings of CRJ-475 for the Criminal Justice major.

ASSESSMENT STANDARDS:

2-1. Offer CRJ-475 annually.

3. Incorporate or expand discussion and use of information technology into existing courses in Sociology, Social Work and Criminal Justice.

ASSESSMENT STANDARDS:

3-1. 20% of more of department course syllabi will reflect some course content in IT.

4. Incorporate a course within the Sociology Masters program on the impact of information technologies on culture and society.

ASSESSMENT STANDARDS:

4-1. Submit such a course proposal for approval in Fall 2004.

5. Maintain annual offerings of SOC-220 for Sociology students not adequately familiar with computer applications in the social sciences.

ASSESSMENT STANDARDS:

5-1. Offer SOC-220 annually.

V. Viewing the Liberal Arts as the basis for critical thinking, ethical decision making, and life-long learning skills.

DEPARTMENT GOAL: Expand Department participation in the general education program of UNCP.

OBJECTIVES:

1. Expand offerings of SOC-101, SOC-105 and SOC-201 by 300% in support of the general education requirements of UNCP over the AY-2000-2001 base year (there were six sections per semester combined in AY-2000-2001).

ASSESSMENT STANDARDS:

1-1. Annually assess university enrollment growth to anticipate demand.

1-2. Expand offerings of additional sections to match enrollment growth.

2. Expand inclusion of critical thinking and ethics components in existing courses.

ASSESSMENT STANDARDS:

2-1. 20% of more of department course syllabi will reflect course content in critical thinking and/or applied ethics.

3. Promote department involvement in interdisciplinary courses and programs.

ASSESSMENT STANDARDS:

3-1. The department will offer three or more new ethnological courses in the proposed interdisciplinary Regional/Cultural Area Studies minors by Fall 2005.

3-2. The department will join with other Arts and Sciences departments to participate in a new university Gender Studies program by Fall 2004.

VI. Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the arts and UNC Pembroke's unique Native American and southern heritage.

DEPARTMENT GOAL: Expand Department participation in the American Studies, American Indian Studies and African American Studies programs of UNCP.

OBJECTIVES:

1. Design MSW program to include emphasis on local, rural and American Indian issues.

ASSESSMENT STANDARDS:

1-1. One or more courses with this emphasis proposed by Fall 2005.

2. Expand discussion of local, rural, southern and American Indian issues in Criminal Justice offerings.

ASSESSMENT STANDARDS:

2-1. One or more courses modified to include this emphasis by Fall 2006.

3. Include multi-cultural expertise among hiring criteria for new faculty (same as II-3).

ASSESSMENT STANDARDS:

3-1. Multi-cultural expertise as a desired attribute included in all faculty hiring announcements, effective 2004.

4. Incorporate observation or participation of local cultural activities and events in our courses.

ASSESSMENT STANDARDS:

4-1. One or more sociology courses will incorporate observation or participation of local cultural activities and events as a course option or requirement annually.

4-1. One or more criminal justice courses will incorporate observation or participation of local cultural activities and events as a course option or requirement annually.

VII. Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.

DEPARTMENTAL GOAL: Expand Departmental participation in all aspects of international exchange.

OBJECTIVES: To achieve this the Department commits itself to continuing its support of international faculty and student exchanges, including, but not limited to:

1. Bringing foreign faculty and students to teach and learn at UNCP.

ASSESSMENT STANDARDS:

- 1-1. Two or more foreign faculty will teach with the department by Spring 2007.
- 1-2. The department will assist in the recruiting and education of foreign students.

2. Sending UNCP faculty and students to teach and study abroad.

ASSESSMENT STANDARDS:

- 2-1. Two or more department faculty will teach or do research abroad by Spring 2007.
- 2-2. The department will assist in placing UNCP students in institutions abroad.

3. Expanding UNCP academic programs abroad for our students.

ASSESSMENT STANDARDS:

3-1. UNCP Sociology faculty will cooperate with our partner university in Tomsk, Russia to offer ongoing student opportunities for study abroad by Summer 2005.

4. Supporting leave for UNCP faculty seeking Fulbright and other international educational opportunities abroad.

ASSESSMENT STANDARDS:

4-1 One or more UNCP department faculty members will apply for and be granted a Fulbright fellowship to study abroad by Fall 2006.

5. Hosting educators and policy makers from abroad on our campus and in our community.

ASSESSMENT STANDARDS:

5-1. The department will apply for and will host grant funded programs to bring Eastern European and other foreign educators to the campus annually.

6. Supporting the overseas component of the MPA degree program.

ASSESSMENT STANDARDS:

6-1. Send two or more department faculty to teach in China and/or other MPA sites abroad by Spring 2007.

6-2. Participate in on-line components of the MPA program for students abroad by Fall 2006.

7. Raising globalization issues within the International Sociology minor and the MA Sociology curriculum.

ASSESSMENT STANDARDS:

7-1. Offer such a course at least every other year after Fall 2005.

The faculty of the department will review these objectives and their assessment standards periodically to determine what progress has been made, what still needs to be done, and what standards, objectives and goals may need to be added or modified. Annual review of the plan is anticipated and revisions will be made as deemed necessary.

For Sociology, Social Work and Criminal Justice:

Richard R. E. Kania
30 January 2004

DEPARTMENTAL ACADEMIC SUPPORT PLAN

Draft of 30 January 2004

A BRIEF HISTORY AND DESCRIPTION OF THE DEPARTMENT

Prior to 1994 there were no criminal justice or social work majors and criminal justice and social work courses were included in the Sociology major. Criminal Justice became a "track" through the sociology major in 1981 and a separate degree program or "major" in 1994. Criminal Justice, Social Work and Sociology majors are housed administratively within the Department of Sociology, Social Work and Criminal Justice. Social Work achieved "program" status in 1982 and has its own director. Sociology and Criminal Justice retain major status and each has its own area coordinator. With their roots in the Sociology major, many criminal justice and social work courses still are cross-listed (e.g., "Criminology", "Social Deviance", "Social Statistics", "Human Diversity," "Social Research" and "Conflict Management" with sociology, but each of the three has its own distinctive curriculum and different degree requirements.

The department currently has 16 full-time faculty lines, and utilizes the services of part-time faculty approximately equal to four additional full-time faculty lines. The faculty currently are distributed approximately equally among the three disciplines, reflecting a desire within the to share loads equally and fairly.

There are approximately 500 majors in the three disciplines, distributed approximately 3/8^{ths} in criminal justice, 3/8^{ths} in sociology and 1/4th in social work. Sociology faculty have slightly higher class enrollments reflecting the three Sociology courses (101, 105 and 201) which serve the general education requirements of the university. The Social Work faculty have a more rigid academic program, meeting strict guidelines of their accrediting authority. Both the Criminal Justice and Social Work programs have been favorably reviewed by their disciplinary oversight entities. No such entity currently exists in Sociology, and the Sociology faculty participate in the university self-evaluation process.

PROCESS USED TO DEVELOP THIS ACADEMIC SUPPORT PLAN

This document borrows heavily from prior self-studies and documents provided by the Sociology, Social Work and Criminal Justice faculties in their own Academic Support Plans, attached. Specific goals and objectives contained here have been derived from the separate majors and have been revised and approved by the department faculty in its regular faculty meetings in the Fall of 2003, modifying the plan submitted in 2002.

ASSUMPTIONS ON THE FUTURE OF THE DEPARTMENT

The departmental planning process is based on the following assumptions:

1. Emphasizing application to the real world within our courses. An internship or practicum course is available in all three majors and required of students in both criminal justice and in social work.
2. Working with large numbers of transfer students, especially in Criminal Justice. Articulation agreements in Criminal Justice exist with Bladen Community College, Fayetteville Technical Community College, Montgomery Community College, Richmond Community College, Robeson Community College, Sandhills Community College, South Piedmont Community College and Southeastern Community College.
3. Offering the courses required for the Criminal Justice and Sociology majors at several off-campus locations. Courses required for the majors and not offered as part of the normal two-year community college transfer curriculum of these institutions are taught regularly, while others are offered rarely. Independent Studies are arranged for advanced students at off-campus sites.
4. Providing the Criminal Justice and Sociology degree programs at additional community colleges in UNCP's service area. The department will expand the availability of degree programs at other community colleges in UNCP's service area as faculty resources and appropriate university support become available.
5. Continuing and expanding offerings of courses delivered electronically. Several Criminal Justice, Sociology and Social Work courses already have been presented "on-line" and others will follow as resources are allocated to this method of reaching the students in our service area.
6. Maintaining and expanding the graduate curricula in Criminal within the Masters in Public Administration (MPA) program. Currently four criminal justice graduate courses have been created within the MPA program, and two more are contemplated for the near future.
7. Continuing emphasis on interdisciplinary cooperation. The department faculty actively seek cooperative relationships with other disciplines and departments on campus. In a liberal arts environment, such relationships strengthen all of the participants; the knowledge foundation we hope to impart to our students is not the exclusive province of any single discipline or department on campus. Our three majors, as well as all of the disciplines represented on a liberal arts campus, should give serious and sustained attention to the ways in which it contributes to a liberal education. Second, such relationships maximize limited resources.

8. Evolving and expanding the curriculum to meet new needs and interests of students. New courses are being added and existing ones modified to match new knowledge and address new interests. In Fall 2003 a Community Development minor was added. In Fall 2003 a new International Sociology Minor was proposed, and new courses in the area of Ethnology have been added for Summer and Fall 2005.

9. Continuing growth of the university, the department and the major. The department faculty already have experienced growth in enrollments, and anticipate even greater growth in enrollments within the courses of the major in the coming years, directly related to university recruiting and projected expansion.

10. Retaining a high degree of personal student-faculty interaction. The faculty are blessed with having rather modest class sizes, especially in those classes requiring extensive faculty-student involvement, such as our Sociology Senior Seminar, Research Methods, Social Statistics and Criminal Procedure classes. Keeping favorable student/faculty ratios in these classes is important to the success of the program, just as our desirably low faculty/student ratios enhance the overall image of UNCP.

11. Developing and offering a Sociology graduate (MA) program for Fall 2007. With the healthy growth of the undergraduate student body there also has been a growing interest among our students in continuing their studies at UNCP. The addition of a graduate program leading to the MA in Sociology is under consideration..

12. Developing and initiating a Masters in Social Work program for Fall 2005. The university already has given its blessings to developing the MSW at UNCP, and the formal application process has begun. More faculty will be needed and the social work program will acquire its own administrative assistant soon.

13. Moving the Department to new facilities in the Fall 2005 academic year. With reasonable growth projections calling for as many as 25 faculty in the department in five years, and more than 600 majors taking our courses, the current facilities will not accommodate us much longer. We have been approved to plan new facilities.

14. Separating Social Work from the rest of the department. With the growth of faculty, the addition of the MSW and because of significant differences in the social work curriculum and requirement, soon the social work faculty will separate and become an autonomous department within the College of Arts and Sciences.

UNIT VISION AND MISSION STATEMENT

The vision of the department is wholly consistent with that of the University as a whole. We see ourselves as student-centered, cooperative, and committed to excellence in teaching, learning, research, scholarship and public service.

University Vision Statement

UNC Pembroke will be recognized as a student-centered comprehensive university where faculty, students, and staff work together for academic, professional and personal growth. The University will be acclaimed for its commitment to achieving excellence in teaching and learning, research, scholarship and public service.

The three majors we offer deal with the problems of one's social world and of the individual. Criminal Justice is an interdisciplinary enterprise, bringing together sociology, psychology, social work, political science, forensic sciences, and even the fine arts and literature. Our students find that are three majors are valuable in finding career employment. For example, students seeking careers in social work, policing or in corrections can take courses directly related to those careers, and can find internships with those types of agencies. Similarly, all careers which involve interpersonal relations can be enhanced by our courses, all of which deal with human diversity, the social environment, and the social problems everyday life. Consistent with the University's vision, we share its planning themes:

Seven Planning Themes for Academic Units and Programs University of North Carolina at Pembroke

We are dedicated to:

- 1. Preparing knowledgeable managers and professionals for the future to ensure economic development.*
- 2. Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through education.*
- 3. Understanding the impact of science and its relationship to ethics, the environment, everyday life, public health, public policy, religion, and technology.*
- 4. Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society.*
- 5. Viewing the Liberal Arts as the basis for both critical thinking and life-long learning skills.*
- 6. Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the fine arts and UNC Pembroke's unique Native American and southern heritage. These natural and cultural resources are vital to both our social and the economic development*
- 7. Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.*

The Layne-Stephens Document

**From the Ad Hoc Committee for the suggested revision of the Layne Document
Marlene Powell, Fran Haga, and Frederick Stephens, Chair**

**Adopted by
The Department of Sociology, Social Work, and Criminal Justice
for
The Implementation of Peer Evaluation
at
The University of North Carolina at Pembroke**

**Approved by the department on 10 February 2000
Revised by the department on 4 December 2000**

Introduction

“For purposes of evaluation, all faculty responsibilities are divided among three general areas as specified in the...[UNC Pembroke] Mission Statement: ‘The University of North Carolina at Pembroke...is committed to academic excellence in a balanced program of teaching, research and service.’ Some activities, such as grant-related work, may fall into several areas and should be evaluated accordingly” (4A-2.1 UNCP Faculty Handbook).

“As a minimum standard, candidates should be evaluated as satisfactory or above in all categories. So far as possible, evidence of performance in these areas is to be objective and documented, with evaluations conducted by the candidates peers and appropriate administrators. Each department’s ranking of each of the following categories of evaluation will be used: Scholarship and Service to Profession... University Service... Community Service... Teaching... and Plans for Professional Activities and Further Development” (3-12 UNCP Faculty Handbook). With respect to the specific language of the evaluation scales, the student evaluation “satisfactory” rating is consistent with the Faculty Evaluation Model here. The rating of “adequate” (from the Standard Performance Rating Scale Figure 4a.6 Faculty Evaluation Model) shall be considered equivalent to “satisfactory” wherever “adequate” appears in this document.

The purpose of this document is to provide guidelines to Peer Evaluation Committees in evaluating faculty members for tenure, promotion, and first year review. Although the Faculty Evaluation Model provides for the establishment of “optional departmental evaluation plans” (4A-6 UNCP Faculty Handbook), this document is not such an option. This document is intended to implement the standing model, not modify it. Section A gives further reference to pertinent topics in the Faculty Evaluation Model. Sections B and C outline procedural and interpretive recommendations. These sections are further clarified by Section D which provides the evaluation scales. Section E gives the timetable for a tenure review, as an illustration of all the timetables given in Tables 1-4 following Figure 4A.8 in the Faculty Handbook. Clarifying Remarks conclude the document.

Section A. Important References to the Faculty Evaluation Model text in the UNC Pembroke Faculty Handbook

These references point to the larger discussions in the Faculty Handbook and are not intended as a substitute for the full text.

3-2 Academic Freedom. "... will not penalize nor discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility."

3-3 Academic Tenure. "... a conferral of tenure requires an assessment of the faculty member's demonstrated professional competence, potential for future contribution, and institutional needs and resources."

4A-12.3.C. The Peer Evaluation Committee. "... is responsible for preparing and submitting a Peer Evaluation Report to the Office for Academic Affairs. This group is responsible for gathering appropriate information, assessing its implications, and formulating a coherent evaluation of the faculty member's performance. The Peer Evaluation process must be independent of the department chair's evaluation."

4A-3.1. Annual area weights. "... are taken into account by evaluators in developing overall performance evaluations."

4A-3.1. Rebuttals. "In all formal evaluations, the candidate has the right to submit a rebuttal pertaining to any aspect of reports submitted by the department chair or the Peer Evaluation Committee."

4A-3.7. The Provost & Vice Chancellor for Academic Affairs. "...is responsible for making recommendations about a faculty member's salary increase, merit salary increase, tenure, promotion, and contract renewal to the Chancellor, based on recommendations and material submitted by the department chair and other evaluators."

4A-3.7. Implementation climate. "The Provost and Vice Chancellor for Academic Affairs is responsible for collaborating with department chairs to develop a uniform set of norms for interpreting the meaning of the Standard Performance Rating Scale These norms will necessarily represent some discipline-related variations across departments, especially in the area of scholarship."

Figure 4A-6 Standard Performance Rating Scale "...is to be used in evaluating each major area of responsibility: teaching, scholarship, and service. Distinguished performance... Very good performance... Adequate performance... Deficient performance.

Figure 4A-6. Deficient performance. "... consists of an overall pattern of success that is below an acceptable minimum."

Tables 1-4 following Figure 4A.8 in the Faculty Handbook. "The events listed below are intended as guidelines only; dates are approximate and may be altered as conditions warrant."

Section B. Procedural Recommendations

Department of Sociology, Social Work & Criminal Justice

B-1. A copy of the self-evaluation and resume of peer review candidates should be available for each committee member at the first meeting of the committee.

B-2. At the first meeting the committee should establish a regular time for the committee to meet. The committee should meet weekly excluding vacations after the second meeting until the committee's business is completed, completing its evaluation as expeditiously as possible.

B-3. The Committee should sketch out in writing a peer evaluation narrative summary and have it prepared by the second meeting.

B-4. The evaluation should be conducted in a collegial and responsible fashion

B-5. Reports and signatures. "The Committee should strive for consensus in developing its conclusions, and its report (including the completed Tenure, Promotion and Renewal Form) must reflect a majority opinion. Nevertheless, a member of a Peer Evaluation Committee is obligated to object to any procedure believed to violate the provisions of the Model or to any conclusion believed to be inaccurate. The Committee should then deliberate these objections, consulting the Model as appropriate. When an issue cannot be resolved to each member's satisfaction, the Committee is obligated to investigate the matter more fully. Inquiries can be made to the candidate, the department chair, the Faculty Evaluation Review Committee, or the Office for Academic Affairs at any time. When a ...member [holding a minority] opinion disagrees with the majority's final action on any matter, and believes that the overall evaluation has been affected, he or she is obligated to submit a narrative minority report detailing his or her position" (4A-8.4,D UNCP Faculty Handbook). Committee members should sign the narrative summary if it is an adequate summary of the discussions and peer evaluations even if they disagree with some of the specific content. Any additional and separate reports should accompany the Committee Report as it is forwarded. The evaluated faculty member's signature is necessary on all Committee evaluation reports. A notation that the evaluated faculty member's signature indicates acknowledgement of the contents, not necessarily agreement, may accompany the signature.

B-6. Committee members are expected to prepare and submit a peer evaluation, sign the narrative summary and cast a vote. Individuals who feel that they cannot complete any one of these activities should decline to serve on a Departmental Evaluation Committee.

B-7. Department Faculty expect time lines to be met, generally, as outlined in the Faculty Evaluation Model referenced in Section A, above. After the Department Chair has completed initial committee appointments, the committees may and should confer with the Chair in regard to the timeliness of the forwarding of documents, but all parties should remember that two separate evaluations and recommendations are being made, a Peer Review made by the Peer Review Committee, and a Chair Review. These reviews are to be made independently of each other. While convergence and agreement is helpful to decision makers outside the department, convergence and agreement within the department is not required by the Faculty Evaluation Model.

Section C. Interpretative Recommendations Department of Sociology, Social Work and Criminal Justice

C-1. The Department recognizes the importance of research and related activities to the professional growth of individual faculty members, the Department, and UNC Pembroke as a whole. The "area weight" variations required in the Faculty Evaluation Model allow both an individual and a departmental balance to be maintained. Peer Review Committees will evaluate faculty members in terms of their indicated "weights" from year to year.

C-2. The Department also recognizes the importance of scholarly and professional writing such as: publishing in referred journals, and other professional and scholarly publications. In considering electronic as well as print publications, the process of peer review is more important than the medium. Successfully completed publication of refereed material is always most desirable. The tenuous nature of web links leaves Peer Review Committees with the necessity of evaluating electronic publications on a case by case basis until more widespread norms can be established. All members of the Department are

expected to engage in scholarly activities leading to successful publications. Annual publications are not necessary, but all members of the Department are expected to develop a publication record and to publish at least occasionally. Publications that focus on professional or teaching issues are considered as important as publications that report the results of research projects. The written aspects of grants activities -- writing grant proposals, grant expenditure documentation, and grant component evaluation reports -- are considered professional writing and relevant to professional and scholarly competence.

C-3. All members of the Department are expected to commit themselves to the pursuit of excellence in teaching. This means that they should constantly strive to update the content they present in class, frequently evaluate the tools -- such as textbooks, transparencies, workbooks, class discussion exercises, tests, video media, and computer based teaching/learning techniques -- that they use in the classroom, and constantly strive to improve their methods of instruction. This also means that they should welcome constructive comments and suggestions from their colleagues about their teaching.

C-4. Weights assigned to specific areas indicate emphasis rather than importance. All areas are considered important even though some are emphasized more. For example, professional and scholarly competence influences the quality of a faculty member's teaching and the degree to which a faculty member can competently represent the University in the surrounding community. Because of its importance, every faculty member who is conscientious about maintaining and enhancing competence must publish at least occasionally in professional and/or scholarly journals. Failure to do so is legitimate grounds for denial of promotion and non-recommendation for merit raises. A faculty member who expects to receive promotions and recommendations for merit raises is expected to demonstrate a pattern of adequate or better level of performance on all of the criteria for evaluation given on the EVALUATION SCALES in Section D, below. Faculty members should not focus exclusively on one or two activities with the hope that overwhelming excellence in one or two categories will make up for a deficiency in another category. All of the criteria for evaluation are important.

C-5. Peer Review Committees are formed for First Year Reviews, and Reviews for Tenure, Promotion, and Post-tenure Evaluation. The Faculty Evaluation Model is intended to be flexible enough to handle evaluations at different periods in the career of a productive faculty member. At each point a review includes an evaluation of how well a candidate has performed professionally, and, in some respects, is also an estimate of whether this professional performance can be reasonably expected to continue. Faculty members should not be recommended for promotion when their teaching evaluations are unsatisfactory or their professional performance has been deficient.

Section D. EVALUATION SCALES

Teaching: Student Evaluations*

Unsatisfactory (1 pt)	Below 3.0
Needs Improvement (2 pts)	3.0 - 3.49
Satisfactory (3 pts)	3.5 - 3.49
Superior (4 pts)	4.0 - 4.49
Distinguished (5 pts)	4.5 or above

*Based on administering the "Student Evaluation of Instruction 15-item questionnaire to classes on the semester rotations set up by the Department. Overall score on each item equals the total number of scores divided by the number of students responding to each item. If deemed useful, each class may be scored individually:

Scale: "Strongly Agree" = 5; "Agree" = 4; "No Opinion" = 3; "Disagree" = 2; "Strongly Disagree" = 1

NOTE: This scale reflects evaluation criteria determined at a University wide level. References to student evaluations are made by in the evaluations of both the Chair and the Peer Review Committee, as well as in the self-evaluation of the faculty member under review. As with all evaluation scales, an attention to any overall pattern of performance is important.

Teaching: Classroom Effectiveness

Evaluation criteria: Observations from classroom visits, interviews with students, course outlines, exams, examples of student work, textbook selections, supplemental materials, evidence of course revisions, new courses developed, variety in teaching methods and techniques. As with all evaluation scales, an attention to any overall pattern of performance is important.

	Distinguished	Very Good	Adequate*	Deficient
Imparting general knowledge:	()	()	()	()
Imparting specific knowledge:	()	()	()	()
Developing skills:	()	()	()	()
Motivating students:	()	()	()	()
Setting requirements and evaluating performance:	()	()	()	()
Success with effective teaching practices:	()	()	()	()

Teaching: Professional Development

Evaluation criteria: Submitting grades in a timely manner, effective supervision of student research projects not tied directly to a class, working constructively with peers to develop curricula, supporting University and departmental objectives, and participating in activities for professional development as a teacher (4A-2.2 Evaluation of Teaching). As with all evaluation scales, an attention to any overall pattern of performance is important.

	Distinguished	Very Good	Adequate*	Deficient
Timeliness in meeting deadlines:	()	()	()	()
Supervision of student projects:	()	()	()	()
Curriculum development:	()	()	()	()
Workshops, seminars, conferences:	()	()	()	()

*Note: The rating of “adequate” (from the Standard Performance Rating Scale Figure 4A-6 Faculty Evaluation Model) shall be considered equivalent to “satisfactory” wherever “adequate” appears in this document. See 3-12 UNCP Faculty Handbook): “As a minimum standard, candidates should be evaluated as satisfactory or above in all categories.”

Professional and Scholarly Competence: Publications, Papers and Other Professional Writing

Evaluation criteria: (a) significance, indicated by judged intellectual depth and scope, originality, and potential benefit to academia or society at large and (b) peer review or recognition, indicated by publication in a refereed journal (including electronic media), publication in book form (including book chapters) by a scholarly press or other recognized publisher, or presentation at a recognized forum for work in progress. National and international forums are typically accorded greater significance than regional ones. In tenure and promotion decisions, completed projects carry more weight than works in progress (4A-2.3 Evaluation of Scholarship). As with all evaluation scales, an attention to any overall pattern of performance is important.

() Distinguished.

Publications in refereed professional journals, professional monographs or books and/or successful grant acquisition in the disciplinary field, approximately annually over the evaluation period..

() Very Good.

At least one professional publication, or several papers presented at the annual meetings of professional societies, or other popular publications, including book reviews and/or grants writing activity in the disciplinary field.

() Adequate

Made at least one presentation before a professional society and/or engaged in grants writing activity in the disciplinary field, annually during the current evaluation period.

() Deficient

Infrequent or no completed scholarly work.

Note: "Web based" publications will be evaluated in terms of their scholarly value as indicated in the traditional criteria outlined above. In general, the format of the publication should be appropriate to the discipline.

Professional and Scholarly Competence: Participation in Professional Societies and Related Activities

() Distinguished.

Active participation with frequent attendance at annual meetings; and office holding in professional societies, e.g.: journal editing, frequent contributions and service as an officer, committee member, program organizer (chair of session, discussant, round table convener, or related activity), peer-reviewing for professional publications, or other active roles in professional activities. As with all evaluation scales, attention to any overall pattern of performance is important.

() Very Good.

Membership in professional societies, with regular attendance at annual meetings; and occasional contributions of service as an officer, committee member, program organizer (chair of session, discussant, round table convener, or related activity), occasional peer-reviewing for professional publications, or other occasional roles in professional activities.

() Adequate

Membership in a professional society or societies, with occasional meeting attendance, and intermittent service and office holding..

- Deficient
Infrequent or no evidence of involvement.

Service to the University: Committee and Related Work

University service includes any University-related activities other than teaching and scholarship that promote the welfare of the University...within and outside one's academic department, including: advisement, mentoring, grant activity, committee work, faculty governance, curricula revision, accreditation reports and similar voluntary activities not assigned as position responsibilities (4A-2.4 Evaluation of Service). As with all evaluation scales, an attention to any overall pattern of performance is important.

- Distinguished.
Membership and regular service on more than two committees; evidence of significant contributions to major issues confronted by the University and its sub-units; major sponsorship of at least one extracurricular activity; and/or successful grants acquisition and administration.
- Very Good.
Active membership on at least one committee, occasionally to hold office and/or participate in sub-committee work; successful advisement of graduating students; participation in some University sponsored activities .
- Adequate
Regular attendance in Departmental meetings and graduation exercises.
- Deficient
Infrequent or no evidence of involvement.

Note: "Collegiality (willingness and ability to cooperate with colleagues) may be considered relevant to evaluation of service. If so, assessment of collegiality should be based solely on the faculty member's capacity to relate constructively to peers, including his or her impact on others' work" (4A2.4 Evaluation of Service).

External and Community Service

- Distinguished.
Active membership and regular service in two or more community groups; with evidence of significant contributions to major issues confronting the community, the state or the nation; significant service to community organizations over a period of years, such as on-going work in public schools or public health, mental health, church based community assistance programs or local government organized emergency response services; and/or successful grants acquisition in field useful to community life.
- Very Good.
Active membership in at least one community organization, with occasional significant contributions, as above.
- Adequate
Occasional active support given to community organizations, as above.

() Deficient

Infrequent or no evidence of involvement.

Note: Service activities for which remuneration is granted is evaluated as service only in cases where any compensation is very limited (e.g., expenses or small honorarium) (4A-2.4 Evaluation of Service).

Section E. Illustrating Timetable

Timetables vary depending on the nature of the review (First Year, Promotion, Tenure, Post-tenure) and are given in detail in the Tables following 4A-11 in the Faculty Evaluation Model.

Based on Table 2: Typical Calendar of Events for Tenure and/or Promotion

Note accompanies the table: The events listed below are intended as guidelines only; dates are approximate and may be altered as conditions warrant.

April 1-14	Student evaluations.
Aug 21	Early Review Petition, if desired.
Sept 7	Chair notifies faculty member and the Provost and Vice Chancellor for Academic Affairs of major evaluation.
Sept 21	Faculty member presents Chair with self-evaluation and other documents as required.
Sept 30	Peer Evaluation Committee (PEC) formed, as announced by the Chair.
Oct 7	External review may be initiated. Classroom observations made. PEC Report. The Committee agrees on a recommendation and drafts a report. The Chair writes and transmits his/her chair evaluation report to, and confers with, faculty member under review.
RT+3	Report Transmittal + 3 days -- The faculty member signs the reports from the PEC and departmental chair, acknowledging content but not necessarily agreement.
RT+10	Report transmittal +10 days -- Optional rebuttal: The faculty member may submit a rebuttal to the PEC and/or department chair" report, if desired.
Nov 15	Department chair and PEC submit reports to Provost and Vice Chancellor for Academic Affairs. Minority PEC report (if any) submitted to Provost and Vice Chancellor for Academic Affairs. The Promotion and Tenure Committee (PTC) requests, if they desire, a counter rebuttal or corrected report responding to candidate's rebuttal to PEC or department chair report.
Mar 1	The PTC chair submits the Committee's report to the Provost and Vice Chancellor for Academic Affairs. PTC minority report, if any, submitted to Provost and Vice

Chancellor for Academic Affairs. Provost and Vice Chancellor for Academic Affairs sends his/her recommendation for promotion and/or tenure to the Chancellor.

May Administrative Report. The Provost and Vice Chancellor for Academic Affairs sends a report of Chancellor's decision, vote of PTC, and other information to candidate.

Clarifying Remarks:

In the preparation of this document every effort was made to include pertinent language and evaluation criteria, as well as references to the parent document, The Faculty Evaluation Model, in each section detailing a review. Some further clarifications are now made.

Re: Student Evaluations of Faculty Teaching. Teaching evaluations should include a narrative summary of the extended written comments made by the students.

Re: Patterns of Activities as Reflected on the Evaluation Scales:

Annual chair evaluations will employ the same review criteria scales as multi-year promotion, tenure, and post-tenure reviews, but will take into consideration both preceding patterns and current year's accomplishments and achievements.

For the purposes of annual chair evaluations and merit pay recommendations no one shall be evaluated in any performance area exclusively upon the basis of the activities and events of that year alone. The pattern of performance from prior years also must be factored into the evaluation.

First Year Reviews will consider recent accomplishments and achievements in one's prior employment or status.

CERTIFIED

Approved by the unanimous vote of the Department faculty in attendance at their meeting on 10 February 2000.

Amended by the unanimous vote of the Department faculty in attendance at their meeting on 4 December 2000.

Richard R. E. Kania, Ph.D., Department Chair
Sociology, Social Work, and Criminal Justice
University of North Carolina at Pembroke

The Layne-Stephens Document - Checklist
Revision of 4 December 2000

Section D. EVALUATION SCORES FOR

Total Score: _____ of 5.00

1. Teaching: Area Weight (average of A, B & C) _____% x Rating

Unsatisfactory	Needs Improvement	Satisfactory *	Distinguished
Below 3.0	3.0 - 3.49	3.5 - 3.99	4.5 or above
	Superior		
	4.0 - 4.49		

A. Student Evaluations: average of numerical scores achieved on all course ratings:

B. Teaching: Classroom Effectiveness: Evaluation criteria: Observations from classroom visits, interviews with students, course outlines, exams, examples of student work, textbook selections, supplemental materials, evidence of course revisions, new courses developed, variety in teaching methods and techniques.

Evaluation Score: _____	Distinguished	Very Good	Adequate*	Deficient
Imparting general knowledge:	()	()	()	()
Imparting specific knowledge:	()	()	()	()
Developing skills:	()	()	()	()
Motivating students:	()	()	()	()
Setting standards & evaluating performance:	()	()	()	()
Success with effective teaching practices:	()	()	()	()

C. Teaching: Professional Development: Evaluation criteria: Submitting grades in a timely manner, effective supervision of student research projects not tied directly to a class, working constructively with peers to develop curricula, supporting University and departmental objectives, and participating in activities for professional development as a teacher (4A-2.2 Evaluation of Teaching)

Evaluation Score: _____	Distinguished	Very Good	Adequate*	Deficient
Timeliness in meeting deadlines:	()	()	()	()
Supervision of student projects:	()	()	()	()
Curriculum development:	()	()	()	()
Workshops, seminars, conferences:	()	()	()	()

2. Scholarship Area Weight: _____% x Rating:

A. Professional and Scholarly Competence: Publications, Papers and Other Professional Writing: Evaluation criteria: (a) significance, indicated by judged intellectual depth and scope, originality, and potential benefit to academia or society at large and (b) peer review or recognition, indicated by

publication in a refereed journal (including electronic media), publication in book form (including book chapters) by a scholarly press or other recognized publisher, or presentation at a recognized forum for work in progress. Note: "Web based" publications will be evaluated in terms of their scholarly value as indicated in the traditional criteria outlined above.

() Distinguished.

Publications in refereed professional journals, professional monographs or books and/or successful grant acquisition in the disciplinary field, approximately annually over the evaluation period.

() Very Good.

At least one professional publication, or several papers presented at the annual meetings of professional societies, or other popular publications, including book reviews and/or grants writing activity in the disciplinary field.

() Adequate*

Made at least one presentation before a professional society and/or engaged in grants writing activity in the disciplinary field, annually during the current evaluation period.

() Deficient: Infrequent or no completed scholarly work.

* adequate equates to satisfactory on the teaching evaluation scale.

B. Professional and Scholarly Competence: Participation in Professional Societies and Related Activities

() Distinguished.

Active participation with frequent attendance at annual meetings; and office holding in professional societies, e.g.: journal editing, frequent contributions and service as an officer, committee member, program organizer (chair of session, discussant, round table convener, or related activity), peer-reviewing for professional publications, or other active roles in professional activities. As with all evaluation scales, attention to any overall pattern of performance is important.

() Very Good.

Membership in professional societies, with regular attendance at annual meetings; and occasional contributions of service as an officer, committee member, program organizer (chair of session, discussant, round table convener, or related activity), occasional peer-reviewing for professional publications, or other occasional roles in professional activities.

() Adequate

Membership in a professional society or societies, with occasional meeting attendance, and intermittent service and office holding..

() Deficient Infrequent or no evidence of involvement.

3. Service Area Weight: _____% x Rating

A. Service to the University: Committee and Related Work

University service includes any University-related activities other than teaching and scholarship that promote the welfare of the University...within and outside one's academic department, including: advisement, mentoring, grant activity, committee work, faculty governance, curricula revision, accreditation reports and similar voluntary activities not assigned as position responsibilities (4A-2.4 Evaluation of Service). Note: "Collegiality (willingness and ability to cooperate with colleagues) may be considered relevant to evaluation of service. If so, assessment of collegiality should be based solely on the faculty member's capacity to relate constructively to peers, including his or her impact on others' work" (4A2.4 Evaluation of Service).

() Distinguished.

Membership and regular service on more than two committees; evidence of significant contributions to major issues confronted by the University and its sub-units; major sponsorship of at least one extracurricular activity; and/or successful grants acquisition and administration.

() Very Good.

Active membership on at least one committee, occasionally to hold office and/or participate in sub-committee work; successful advisement of graduating students; participation in some University sponsored activities .

() Adequate: Regular attendance in Departmental meetings and graduation.

() Deficient: Infrequent or no evidence of involvement.

B. External and Community Service

() Distinguished.

Active membership and regular service in two or more community groups; with evidence of significant contributions to major issues confronting the community, the state or the nation; significant service to community organizations over a period of years, such as on-going work in public schools or public health, mental health, church based community assistance programs or local government organized emergency response services; and/or successful grants acquisition in field useful to community life. Note: Service activities for which remuneration is granted is evaluated as service only in cases where any compensation is very limited (e.g., expenses or small honorarium) (4A-2.4 Evaluation of Service).

() Very Good:

Active membership in at least one community organization, with occasional significant contributions, as above.

() Adequate: Occasional active support given to community organizations, as above.

() Deficient: Infrequent or no evidence of involvement.

SOCIOLOGY ACADEMIC SUPPORT PLAN

Version of 30 January 2004

INTRODUCTION

A BRIEF HISTORY AND DESCRIPTION OF THE SOCIOLOGY DEGREE PROGRAM

Prior to 1987, the Sociology major was not clearly distinguishable from two other social science majors: Social Work and Criminal Justice. Any courses in Criminal Justice and Social Work were allowed to count as electives toward completion of a Sociology major. Social Work became a distinct degree program in 1982, and its courses were later identified with their own acronym (SWK). Criminal Justice became a "track" through the sociology major in 1981 and a separate degree program in 1994. Both Criminal Justice and Social Work continue to be housed administratively within the Department of Sociology, Social Work and Criminal Justice.

Successive revisions of the sociology major since 1987 have restricted the courses that are allowed to count toward the major to courses with an SOC acronym; selected courses are cross-listed (e.g., "Criminology", "Social Deviance", "Social Statistics", and "Conflict Management" with Criminal Justice and "Human Diversity and Social Environment" and "Social Statistics" with Social Work. Currently, the major is organized into five "core" courses that are required of all majors (one of the five requirements is to complete either "Social Statistics" or "Social Research") and 18 hours of SOC elective courses. Sociology also supports General Education (3 courses), an Academic Concentration in Sociology, a Minor in Sociology, a Minor in Medical Sociology, a Minor in Substance Abuse (jointly supported by Sociology and Social Work), a Minor in Community Development, a Minor in International Sociology, and a Minor in Gender Studies. A student majoring in sociology must complete 33 semester hours in the major.

PROCESS USED TO DEVELOP THIS ACADEMIC SUPPORT PLAN

The Sociology faculty have invested a considerable amount of professional time and resources over the last 30 years in developing, refining and reviewing the Sociology degree program and the goals of this program. Some of the most significant milestones during this process have been the following: (1) the use of a consultant in 1972 to develop the medical sociology concentration, (2) the development of thorough self-study reports, the most recent one completed during 1995-96 academic year, (3) extensive on-going curricular revisions and (4) the preparation of professional journal articles and professional association conference presentations focused on the major and on the medical sociology concentration. One of the most significant results of recent curricular revisions was the addition of an internship course at the request of Sociology majors. The articles developed on the major and on medical sociology are included in the list of references in the appendix to this report. The Sociology faculty also consulted 13 Recommendations of a Task Force of the American Sociological Association. A list of these 13 recommendations is included as an appendix to this report.

During the 1995-96 Academic Program Review process, the self-study committee, composed of the current full-time Sociology faculty, reviewed the educational goals of the Sociology degree program and revised and updated these goals, where appropriate. This thorough review and the self-study document that was produced was the foundation that was used to develop the current academic support plan.

ASSUMPTIONS ON THE FUTURE DEVELOPMENT OF THE SOCIOLOGY DEGREE PROGRAM

The planning process is based on the following assumptions:

(1) Continuation of articulation agreements with regional community colleges. Presently, the Sociology Major has articulation agreements with Human Service Technology Programs at three regional community colleges (Richmond, South Piedmont and Sandhills)

(2) Provision of the Sociology Degree Program at community colleges in UNCP's service area. The Sociology degree program became available at Richmond Community College beginning in the Fall of 1998. Sociology will continue to support offering its degree program at Richmond Community College and expand the availability of the Sociology degree program at other community colleges in UNCP's service area as faculty resources and appropriate university support become available. Faculty have discussed the possibility of providing access to the Sociology degree program at Bladen Community College.

(3) Maintenance of a Substance Abuse Minor. Sociology has provided an introduction to substance abuse course (SOC/HED 377 - Drug Use and Abuse) for many years to both Sociology and non-Sociology majors; further, Sociology majors have completed internships in substance abuse treatment programs. Through the Sociology Special Topics course, additional substance abuse curricular offerings have been developed. During the 2000-2001 academic year, this curricular initiative in substance abuse was developed into an interdisciplinary Minor in Substance Abuse. The Sociology Degree Program will continue to support this initiative by offering substance abuse specific courses, coordinating the use of qualified adjunct faculty to teach some of these courses, and coordinating with the Social Work and Criminal Justice degree programs to sustain the Substance Abuse Minor.

(4) Development of Graduate curricula in Sociology, initially to support existing graduate programs such as Public Administration, and then creation of an M.A. Degree in Sociology. Currently, no graduate-level courses are included in the sociology curriculum. In the recent past, two graduate-level courses were available, Cultural Differences in Education, which had an undergraduate version (SOC 445) and a graduate-level version (SOC 545) and Education in Society (SOC 560). These courses were taken primarily by graduate students who were working on a Master's Degree in Education. The Sociology faculty have expressed an interest in developing less specialized graduate curricula that could be taught by faculty with a variety of different specializations and interests. Such offerings could include the following courses: "The Changing Family", "Community Development", and "Cyberspace, Culture and Societies".

(5) Support of a diverse array of Minors including Community Development, International Sociology and Gender Studies. During the 2003-2004 academic year, Sociology began offering a Community Development Minor and created two new minors, one in International Sociology and one in Gender Studies, both to become available during the 2004-2005 academic year.

(6) A Continued Emphasis on the Eight Transferable Skills of Liberal Learning. Sociology courses provide students with numerous opportunities to enhance the broad goals of a liberal arts education. Farmer (1988) identifies eight transferable skills of liberal learning that are necessary for the educated person who will live and work in the 21st century: critical thinking; creative thinking and problem solving strategies; effective writing; effective oral communication; quantitative analysis; computer literacy; library and information technologies; and values awareness.

(7) A Continued Emphasis on Interdisciplinary Cooperation. The sociology faculty have actively sought cooperative relationships with other disciplines/departments on campus for several reasons. First, in a liberal arts environment, such relationships strengthen all of the participants; the knowledge foundation we hope to impart to our students is not the exclusive province of any single discipline or department on campus. Sociology, as well as all of the disciplines represented on a liberal arts campus, should give serious and sustained attention to the ways in which it contributes to a liberal education. Second, such relationships maximize limited resources. For example, it often does not make sense for two departments to teach the same or similar courses, particularly if enrollments are small. A course of this sort, such as a course in Sports in Contemporary Society, can be cross-listed in two or more disciplines/departments and taught by a single faculty member. Many of the courses in the Sociology Major are linked with other curriculums or programs through one of several mechanisms: (1) General Education; (2) a cross-listing; (3) a major; (4) an academic concentration for Education Majors; (5) a minor; (6) a curriculum requirement.

(8) Continued Support of a Curricular Concentration and Interdisciplinary Minor in Medical Sociology. In 1972, a curriculum in medical sociology was designed for UNCP's undergraduate sociology program by a consultant from Johns Hopkins. This curriculum has evolved into a series of seven courses that now constitute a concentration within the sociology degree program and also the foundation of an interdisciplinary minor. The curriculum consists of two required courses (an introductory survey course, "Health and Society", and a course on "Community Health Organizations and Services"), a terminology course, and a number of topical courses including "Health Promotion and Wellness", "Death, Dying and Chronic Illness", and "Drug Use and Abuse").

(9) An Emphasis on Applied Sociology. An internship course initially offered once a year during the Spring Semester was developed due to student interest; this course became so successful that beginning Fall, 2001, it has been offered during both the Fall and Spring semesters.

(10) Support the development and gradual evolution of courses in Ethnology with a primary focus on enhancing linkages with programs in other countries and facilitating international exchanges and student opportunities to study abroad during the Summer Semester.

UNIT VISION AND MISSION STATEMENT

As an undergraduate major, sociology provides students with at least three different kinds of experiences. One can be styled that of "liberal education." One central feature of a liberal education is the question of the social nature of human existence. The truly liberally educated person is prepared for a variety of life experiences because that person understands how to ask important questions and how to go about getting answers. More importantly, the liberally educated person is equipped to take seriously the matter of being a human being. Sociology courses are aimed largely at problems on the nature of one's social world and on the individual person -- the student as a unique being.

Second, sociology is a major in the sense that it represents an intellectual discipline. Some students will find that sociology is interesting in its own right and that they would like to continue nurturing analytical skills and the sociological imagination in a variety of ways including educational pursuits beyond the bachelor's degree.

Third, a feature of sociology that is attractive to most of our students, may be described as "applied sociology." Many of the courses taken involve skills valuable in employment. For example, interviewing skills can be used in sales, personnel work, social action careers, management, as well as in research. Similarly, careers which involve interpersonal relations can benefit enormously from courses in human diversity and the social environment and the sociology of everyday life.

OVERALL GOALS THAT ADDRESS UNIVERSITY TEACHING, RESEARCH AND SERVICE MISSIONS

The Sociology Degree Program consists of five required core courses (15 semester hours) and an additional 18 semester hours to be selected from Sociology elective courses and SOC 499 (Independent Study in Sociology). The five required courses at the present time are the following:

SOC 201 -- Sociological Concepts
SOC 209 -- Social Problems in Modern Society
SOC 321 -- Social Inequalities (beginning Fall, 2004)
SOC 360 (Social Statistics) or SOC 361 (Social Research)
SOC 490 -- Senior Seminar

Although these five courses have different specific learning outcomes and contents, the following goals are an essential component of each of the five courses:

(1) to continue enhancing the knowledge and skills expected of students in Sociology's general education courses.

(2) to develop students' understanding and capability of utilizing Sociology's conceptual vocabulary.

(3) to introduce students to the major models and theories utilized by sociologists and to its major theorists.

(4) to introduce students to some of the major findings that have accumulated in Sociology's knowledge base.

(5) to develop students' understanding of and capability of using sociological methods.

(6) to introduce students to statistical techniques utilized by sociologists.

(7) to show students how sociological knowledge can be applied to everyday life.

Expected Results/Outcomes

Consistent with the seven goals briefly outlined above, the following results should be expected from students taking any one of the Sociology core curriculum courses:

1) Enhancing General Education Skills

a) Students should gradually become more sophisticated at analyzing human behavior using the sociological perspective.

b) Students should become more sophisticated at applying scientific knowledge and the scientific method to solving social problems.

c) Students should steadily improve their ability to write and speak clearly and become capable of using a variety of computer programs.

2) Utilizing Sociology's Conceptual Vocabulary

a) Students should be able to recognize a greater number of sociological concepts.

b) Students should be able to utilize a greater number of sociological concepts.

3) Major Models/Theories/Theorists

a) Students should be able to distinguish between major models in sociology such as structure-functionalism and symbolic interactionism.

b) Students should be able to distinguish between traditional theoretical frameworks and more recent theoretical frameworks such as postmodern and feminist perspectives.

c) Students should be able to construct a theory out of interlinked hypotheses.

d) Students should become familiar with major sociological theorists such as Marx, Weber, Durkheim and Parsons.

4) Sociology's Major Findings

a) Students should be able to identify some of the major contributions that sociologists have made to understanding human behavior.

b) Students should be able to debunk some of the prevailing misconceptions about human behavior using sociological knowledge.

5) Using Sociological Methods

a) Students should be able to take a sociological issue and state the problem, construct hypotheses, identify means of testing those hypotheses, and draw conclusions from the data that is collected.

- b) Students should be able to distinguish between the major methodological designs such as experimental and survey designs and qualitative methods such as interviewing.
- c) Students should be able to distinguish between methods of collecting data such as participant observation and using questionnaires.
- d) Students should be able to read and interpret an article in a sociological journal.

6) Statistical Techniques

- a) Students should be able to read and interpret simple measures of association and statistical significance such as a correlation coefficient and a chi square.
- b) Students should be able to distinguish between measures of central tendency such as a mode and measures of dispersion such as the standard deviation.
- c) Students should have some understanding of sampling techniques such as random sampling and understand the difference between random and non-random sampling.

7) Applying Sociological Knowledge to Everyday Life

- a) Using sociological knowledge, students should be able to effectively analyze a wide variety of commonly encountered situations such as a family quarrel or a committee meeting.
- b) Students should be able to propose solutions to commonly encountered problems that are well grounded in sociological knowledge.

As part of the Departmental implementation of the current UNCP Model for Faculty Evaluation, the Department developed and implemented a set of procedural and interpretative recommendations and specific, scaled measurements. These criteria were contained in a Memo from Dr. Layne dated Feb 4, 1987; this Memo was recently revised and updated into the "Layne-Stephens Document" which is included as an appendix to the department plan. The following goals are based on this document:

Research Outcomes: All members of the Department will be engaged in professional scholarship and related activities. All members of the Department are expected to develop a publication record and to publish at least occasionally. Publications that focus on professional or teaching issues are considered as important as publications that report the results of research projects. Faculty are evaluated based on membership in professional societies and attendance at and contributions to annual meetings. Faculty are also evaluated based on papers presented at annual meetings and publications in refereed professional journals, professional monographs or books.

Public Service Outcomes: Faculty are expected to demonstrate active involvement in community-based activities. Further, faculty are expected to attend University-sponsored activities.

Administrative (University service) Outcomes: Department faculty are expected to demonstrate membership on and regular service on University committees and provide evidence of significant contributions to major issues confronted by the University and its administrative units/programs.

SPECIFIC GOALS & OBJECTIVES, STRATEGIES TO ACHIEVE THESE GOALS & OBJECTIVES AND PROCEDURES TO EVALUATE PROGRESS TOWARD MEETING GOALS AND OBJECTIVES

The goals and objectives are organized into the following general framework:

Enhancement and Refinement of General Education Knowledge and Skills

Communication Skills: Writing and Oral

Computer Skills

Use of Library and Information Technologies

Critical Thinking and Problem Solving Skills

Appreciation of Diverse Cultures

Student Mastery of Disciplinary Knowledge
Conceptual Vocabulary
Utilize Sociological Journals
Student Mastery of Disciplinary Skills
Applying Scientific Methods of Inquiry
Methodological and Statistical Skills
Student Mastery of Disciplinary Values
Commitment to Ethical Standards
Career Preparation
Preparation to Enter the Job Market
Effectiveness at Teamwork
Curriculum and Faculty
Teaching Effectiveness and Professional Development
Maintaining and Strengthening a Specialization in Medical Sociology
Advisement

Goal 1. All Sociology majors will seek out feedback on and work to steadily improve their written and oral communication skills.

Objective 1.1 All Sociology majors will be provided with frequent opportunities to receive feedback on and strengthen their writing skills.

Performance Indicator 1.1.1 The number of and level of challenge of the writing assignments given to Sociology majors in Sociology classes.

Performance Indicator 1.1.2 The effectiveness of Sociology majors in responding to feedback on writing assignments provided by Sociology faculty.

Expected Outcome: Sociology faculty will provide frequent writing assignments in classes and detailed feedback on student performance on these writing assignments. Students will respond to feedback by working on strengthening their writing skills.

Assessment Procedure: The Sociology Coordinator will review, at least annually, the writing assignments given in Sociology classes, the type of feedback provided to students, and student efforts to strengthen their writing skills.

Use of Assessment Data: The results of the annual assessment of writing assignments will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 1.2 The Sociology curriculum will improve the writing skills of sociology majors.

Performance Indicator 1.2.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in writing skills" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 1.3: The Sociology curriculum will improve the oral communication skills of sociology majors.

Performance Indicator 1.3.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in speaking skills" and report the findings to the Sociology faculty.

Use of Assessment Data: If the percentage of students expressing at least "somewhat" in personal development regarding speaking skills falls below 85%, the Sociology Coordinator will attempt to ascertain the reasons for this result and implement corrective actions through a plan developed by and implemented by the Sociology faculty.

Goal 2: The Sociology curriculum will enhance the computer skills of Sociology majors.

Objective 2.1 The Sociology curriculum will improve the effectiveness of sociology majors in utilizing microcomputer software applications programs.

Performance Indicator 2.1.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in developing computer skills" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 3. All Sociology majors will demonstrate a thorough knowledge of and skill in using library and information technologies.

Objective 3.1 All Sociology majors will be knowledgeable about contemporary library and information technologies.

Performance Indicator 3.1.1 The number of Sociology majors who demonstrate a satisfactory level of knowledge about contemporary library and information technologies.

Expected Outcome: At least 80% of Sociology majors will demonstrate a satisfactory level of knowledge about contemporary library and information technologies.

Assessment Procedure: Level of knowledge will be assessed in the Social Problems course.

Use of Assessment Data: Results of the level of knowledge assessment will be assessed by the Sociology Coordinator. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 3.2 All Sociology majors will have the skills necessary to effectively utilize contemporary library and information technologies.

Performance Indicator 3.1.1 The number of Sociology majors who demonstrate a satisfactory level of effectiveness in utilizing contemporary library and information technologies.

Expected Outcome: At least 80% of Sociology majors will demonstrate a satisfactory level of effectiveness in utilizing contemporary library and information technologies.

Assessment Procedure: Level of effectiveness will be assessed in the Social Problems course.

Use of Assessment Data: Results of the level of effectiveness assessment will be assessed by the Sociology Coordinator. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 4. All Sociology majors will demonstrate effectiveness at utilizing critical thinking and problem solving skills.

Objective 4.1 The Sociology curriculum will improve the effectiveness of sociology majors in utilizing analytical skills.

Performance Indicator 4.1.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in enhancing analytic skills" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 5. Sociology majors will demonstrate an appreciation for diverse cultures and an active concern for the well-being of others.

Objective 5.1 The Sociology curriculum will encourage Sociology majors to tolerate diverse points of view.

Performance Indicator 5.1.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in developing a tolerance for divergent points of view" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 5.2 The Sociology curriculum will enhance Sociology majors' understanding of diverse cultures.

Performance Indicator 5.2.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in understanding of diverse cultures" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 5.3 Sociology majors will show an appreciation of racial and sexual equity.

Performance Indicator 5.3.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "appreciating racial and sexual equality" and report the findings to the Sociology faculty.

Use of Assessment Data: If the percentage of students expressing at least "somewhat" in personal development regarding racial and sexual equity falls below 85%, the Sociology Coordinator will attempt to ascertain the reasons for this result and implement corrective actions through a plan developed by and implemented by the Sociology faculty.

Goal 6: All Sociology majors will demonstrate a thorough understanding and capability of utilizing Sociology's conceptual vocabulary.

Objective 6.1 Majors will master 100 key sociological concepts.

Performance Indicator 6.1.1 The average level of mastery of key sociological concepts.

Expected Outcome: At least 85% of SOC majors will demonstrate a satisfactory level of mastery of key sociological concepts.

Assessment Procedure: Graduating seniors' level of mastery of sociological concepts will be assessed during the Senior Seminar.

Use of Assessment Data: Results from the mastery exam will be analyzed to determine the percentage of graduating seniors meeting Performance Indicator 6.1.1. If the percentage is below the expected outcome, the Sociology Coordinator will attempt to ascertain the reasons for this result and implement corrective actions through a plan developed by and implemented by the Sociology faculty.

Goal 7. Sociology majors will be able to understand and utilize the sociological knowledge that is reported in sociological journals.

Objective 7.1 Sociology majors will be able to read and interpret articles in sociological journals.

Performance Indicator 7.1.1 Sociology majors will write a summary of the research reported in a typical journal article in the Senior Seminar.

Expected Outcome: At least 80% of Sociology majors will demonstrate an understanding and capability of utilizing the sociological knowledge that is reported in a typical sociological journal article.

Assessment Procedure: Sociology majors will prepare during the Senior Seminar a summary of the sociological knowledge that is reported in a typical sociological journal article.

Use of Assessment Data: The results of this assessment will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Objective 7.2 Sociology majors will demonstrate the capability of researching, writing and properly formatting a research paper on a sociological topic.

Performance Indicator 7.2.1 Sociology majors will prepare a research paper on a sociological topic.

Expected Outcome: At least 85% of Sociology majors will prepare a satisfactory research paper on a sociological topic.

Assessment Procedure: Sociology majors will prepare a research paper that will be assessed in the Senior Seminar course.

Use of Assessment Data: Results of this assessment will be reviewed by the Sociology Coordinator. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 8. Sociology majors will enhance their skills in applying scientific methods of inquiry.

Objective 8.1 The Sociology curriculum will improve the effectiveness of sociology majors in applying scientific methods of inquiry.

Performance Indicator 8.1.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in applying scientific methods of inquiry" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 9. Basic methodological and statistical skills utilized by sociologists will be taught and reinforced throughout the sociology curriculum.

Objective 9.1 Sociology majors will have multiple opportunities to learn and utilize basic methodological skills utilized by sociologists throughout the sociology curriculum.

Performance Indicator 9.1.1 The number of opportunities Sociology majors have to learn and utilize basic methodological and statistical skills will be sufficient to ensure mastery of these basic skills.

Expected Outcome: Sociology majors will master basic methodological and statistical skills.

Assessment Procedure: The Sociology Coordinator will annually assess the opportunities Sociology majors have to master basic methodological and statistical skills.

Use of Assessment Data: The results of the Sociology Coordinator's annual assessment will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 10. Sociology majors will become familiar with and develop a personal commitment to the ethical standards of professional sociologists.

Objective 10.1 Sociology majors will be exposed to the ethical standards of professional sociologists in at least four Sociology courses.

Performance Indicator 10.1.1 Coverage of ethical standards based on course syllabi.

Expected Outcome: The syllabi of at least four sociology courses will include coverage of ethical standards.

Assessment Procedure: Course syllabi will be reviewed by the Sociology Coordinator.

Use of Assessment Data: If at least four sociology courses do not include adequate coverage of ethical standards, the Sociology Coordinator will meet with the Sociology faculty and develop a plan for increasing coverage of ethical standards.

Objective 10.2 The Sociology curriculum will enhance the personal development of Sociology majors with regard to applying ethical standards to the delivery of human services.

Performance Indicator 10.2.1 The percentage of Sociology majors expressing personal development in this specific category.

Expected Outcome: At least 85% of sociology majors will rate their development at least "somewhat" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "the extent to which your college education contributed to your knowledge, skills and personal development in ethical principles services" and report the findings to the Sociology faculty.

Use of Assessment Data: The results of the assessment of graduating seniors will be reviewed by the Sociology faculty. If this annual review reveals weaknesses, the Sociology faculty will develop and implement corrective measures.

Goal 11: All Sociology majors who choose to develop a focus on a specific career objective will be prepared to enter the job market in their chosen career.

Objective 11.1 Sociology majors will be prepared to obtain entrance-level positions in the marketplace that are compatible with their career objectives.

Performance Indicator 11.1.1 Student satisfaction with the quality of their internship placement experience.

Expected Outcome: At least 50% of Sociology majors who elect to complete an internship will rate their experience as at least "moderately satisfactory" on the Senior Survey.

Assessment Procedure: Using results from the Senior Survey, the Sociology Coordinator will review percentages on the level of satisfaction with the quality of internship experiences and report findings to the Sociology faculty.

Use of Assessment Data: If the percentage of students expressing at least a "moderate" level of satisfaction is below 50%, the Sociology Coordinator will attempt to ascertain the reasons for this result and the Sociology faculty will develop and implement a corrective course of action.

Goal 12. Sociology majors will demonstrate effectiveness at teamwork in a cooperative working environment.

Objective 12.1 Sociology majors will demonstrate effectiveness at addressing tasks that involve teamwork in a classroom environment.

Performance Indicator 12.1.1 The percentage of Sociology majors who are rated "satisfactory" or higher on their effectiveness in preparing a group presentation in the Senior Seminar.

Expected Outcome: At least 75% of Sociology majors will be rated "satisfactory" or higher on their effectiveness in preparing a group presentation.

Assessment Procedure: Sociology majors will be rated on their effectiveness in preparing a group presentation by the Senior Seminar instructor.

Use of Assessment Data: Results from the outcome assessments of effectiveness in preparing and delivering a group presentation will be analyzed by the Coordinator of Sociology. If the percentage of students ranking at least "satisfactory" drops below 75%, the Sociology Coordinator will attempt to ascertain the reasons for this result, and the Sociology faculty will develop and implement corrective actions.

Objective 12.2 Sociology majors will demonstrate effectiveness in teamwork techniques for building group cohesiveness in a classroom environment.

Performance Indicator 12.2.1 The percentage of Sociology majors who are rated "satisfactory" or higher in their effectiveness in teamwork techniques for building group cohesiveness.

Expected Outcome: At least 75% of Sociology majors will be rated "satisfactory" or higher on their effectiveness in teamwork techniques for building group cohesiveness.

Assessment Procedure: Sociology majors will be rated on their effectiveness in teamwork techniques for building group cohesiveness by the instructor in the Computers and Society class.

Use of Assessment Data: Results from the outcome assessments of Sociology student's effectiveness in building group cohesiveness will be analyzed by the Coordinator of Sociology. If the percentage of students rated at least "satisfactory" on their effectiveness at building group cohesiveness falls below 75%, the Sociology faculty will attempt to ascertain the reasons for this result and implement corrective actions through a plan that is developed and implemented by the Sociology faculty.

Goal 13. All Sociology faculty will manifest excellence in teaching and continued professional development through scholarly and creative endeavors.

Objective 13.1 Sociology faculty will demonstrate a high level of instructional effectiveness.

Performance Indicator 13.1.1 Sociology majors' level of satisfaction with the quality of instruction in Sociology.

Expected Outcome: At least 85% of sociology majors will rate their level of satisfaction as at least "moderate" on the Senior Survey.

Assessment Procedure: Using Senior Survey data, the Sociology Coordinator will review percentages on responses to the survey item on "satisfaction with the quality of instruction in the major field" and report the findings to the Sociology faculty.

Use of Assessment Data: If the percentage of students expressing at least a "moderate" level of satisfaction falls below 85%, the Sociology faculty will meet with the department chair and work with the chair to identify reasons for the results by reviewing teaching assignments and in-class activities. Based upon this review, if specific actions can be identified that both the Sociology faculty and chair agree are likely to improve the faculty's rating, the faculty will develop a plan of action. The chair will monitor the implementation of this plan of action.

Objective 13.2 Sociology faculty will demonstrate a level of involvement in professional and scholarly activities that is appropriate to faculty members' professional development.

Performance Indicator 13.2.1 Faculty involvement in professional conferences and continuing education activities.

Performance Indicator 13.2.2 Faculty involvement in writing professional reports, papers, journal articles and other similar scholarly writing.

Performance Indicator 13.2.3 Faculty involvement in professional organizations related to the discipline or their areas of expertise.

Expected Outcome: The level of professional and scholarly activity will be commensurate with target goals and objectives established by the Sociology faculty.

Assessment Procedure: The Sociology Coordinator will work with the Sociology faculty to establish target goals and objectives.

Use of Assessment Data: The Sociology Coordinator will review the results at the end of each year and compare the results with target goals and objectives. If this comparison reveal a less than expected level of professional and scholarly activity, the results will be shared with the Sociology faculty. The Sociology faculty will develop and implement a plan to enhance their professional and scholarly productivity.

Objective 13.3 All Sociology faculty will develop comprehensive course syllabi demonstrating how specific learning objectives will be achieved.

Performance Indicator 13.3.1 Course syllabi content.

Expected Outcome: Demonstration of learning objectives through course syllabi.

Assessment Procedure: On an annual basis, the Sociology Coordinator will review course syllabi.

Use of Assessment Data: Upon review of course syllabi, the Sociology Coordinator will determine if course syllabi are sufficient in their thoroughness of material. If this review suggests areas that need strengthening, the Coordinator and the faculty member will meet and develop a plan to accomplish any necessary revisions and establish a deadline.

Goal 14. The Sociology faculty will develop and effectively maintain a concentration in at least one specialization within the discipline.

Objective 14.1 The Sociology faculty will develop and effectively maintain a concentration in medical sociology.

Performance Indicator 14.1.1 The amount of emphasis and support medical sociology receives.

Performance Indicator 14.1.2 The level of satisfaction expressed by Sociology majors with regard to Departmental efforts to support and maintain medical sociology.

Expected Outcome: An annual review by the Sociology Coordinator will determine that the Sociology major is effectively maintaining or making progress in developing medical sociology. An annual assessment will find that at least 85% of Sociology majors rank at least "satisfactory" Departmental efforts to maintain and support medical sociology.

Assessment Procedure: The Sociology Coordinator will evaluate at least annually Departmental efforts to maintain and support medical sociology. Graduating seniors will assess at least annually Departmental efforts to maintain and support medical sociology.

Use of Assessment Data: Results from the Sociology Coordinator's annual assessment and survey data on the level of satisfaction expressed by Sociology majors will be reviewed annually by the Sociology faculty. If the Coordinator's annual review reveals weaknesses or the percentage of students ranking Sociology's efforts at least "satisfactory" on its effectiveness at maintaining and supporting medical sociology is below 85%, the Sociology Coordinator will attempt to ascertain the reasons for these weaknesses or low ranking, and the Sociology faculty will develop and implement a plan to address these issues.

Goal 15. Sociology faculty will demonstrate effectiveness in their advisement activities with Sociology majors.

Objective 15.1 Sociology majors will receive high quality academic advising.

Performance Indicator 15.1.1 The percentage of Sociology majors who rate as at least "moderately satisfied" their level of satisfaction with the quality of academic advising they receive.

Expected Outcome: At least 75% of Sociology majors will rate as at least "moderately satisfied" on the Senior Survey their level of satisfaction with the quality of academic advising they receive.

Assessment Procedure: Sociology majors will rate their level of satisfaction with the quality of academic advising on the Senior Survey.

Use of Assessment Data: Results from the outcome assessments of quality of academic will be analyzed by the Coordinator of Sociology. If the percentage of students whose level of satisfaction is at least "moderate" drops below 75%, the Sociology Coordinator will attempt to ascertain the reasons for this result, and the Sociology faculty will develop and implement corrective actions.

SOCIAL WORK PROGRAM

Version of 30 January 2004

Introduction

History

The community surrounding the University of North Carolina at Pembroke is tri-cultural: 45% Native American, 30% African American and 30% White. In preparing for entry level professional social work practice, it is essential that the individual becomes knowledgeable about the various racial and ethnic groups within the community. The recognition and the development of "ethnic competence" in cross cultural interaction is an integral component of the Social Work Program and is a major theme throughout.

Major Events

1969-70, The Department of Sociology and Geography offers its first social work course.

1973, The Department of Sociology and Geography hires its first MSW faculty.

1977, The Department of Sociology gains permission to add an additional MSW faculty.

The MSW faculty work toward creating a Social Work major.

1982, The General Administration of The University of North Carolina grants permission for PSU to offer a Social Work Major. In May 1982, the first SWK majors graduate.

1982, The SWK faculty begin to work toward gaining Candidacy Status with the Council on Social Work Education.

1983, The Department of Sociology adds "Social Work" to its name.

1984-5, The Social Work Program receives its first and second Candidacy Status site visits.

1986, The Social Work Program is admitted to Candidacy Status. The faculty work toward initial accreditation.

1987, The Department of Sociology and Social Work gains permission to add an additional MSW faculty.

1988 (Fall), The Social Work Program received its CSWE site visit.

1990 (Spring), The Social Work Program is admitted to Initial Accreditation. Full Accreditation Status is granted retroactive to 1987 graduates.

1990, The SWK faculty begin to work toward CSWE reaffirmation.

1991, The General Administration of University of North Carolina grants a change of degrees for the PSU Social Work Program. We move from the BS to the BSW degree.

1993 (Fall), The Social Work Program received its CSWE site visit.

1994 (Spring), The Social Work Program is reaffirmed as a fully accredited Social Work Program.

1996 (July 1), Pembroke State University is renamed The University of North Carolina at Pembroke.

1997 (Fall), SWK 280 Interviewing and Recording is added to the core curriculum. The new course enables faculty to offer students more individualized attention.

1998 (Spring) The Social Work Program gains permission to add an additional MSW/Ph.D. faculty.

1999 (Fall), SWK 281 Social Work Values and Ethics I and SWK 450 Social Work Values and Ethics II are added to the core curriculum.

2000 (Spring), The faculty begin to write a CSWE Self-Study.

2002 The Social Work Program is reaffirmed as a fully accredited Social Work Program.

Description of Unit

The primary objective of the Social Work Program is to prepare students for entry level generalist social work practice. Eight sequences of courses are required to meet the primary objective. These include:

Human Behavior and Social Environment -- In this curriculum, students are introduced to theories related to the human condition. Generalist social workers are attracted to the idea of viewing people in their environment. This environment includes the biological, cultural, psychological and social.

Populations at Risk -- Some populations are more vulnerable than others. These are the populations that social workers are most apt to have as client systems. However, the study of socioeconomic class is the basis upon which we best learn the intervention with populations at risk.

Human Diversity -- One's culture has a profound influence on an individual's perception of the social world. The basis of effective social work practice is a theoretical understanding of various cultural differences.

Social Work Practice -- These courses address basic generalist skills that traverse the vast range of social work practice. The generalist model offers the student an important array of skills that will enable him/her to function in a wide variety of employment settings.

Social Work Values and Ethics -- With the backdrop of the Generalist Model, social work professional values and ethics are analyzed and applied to the social worker's daily activity.

Social Policies and Social Justice -- The primary focus of this sequence is to illustrate the vast area and environment in which social workers intervene. Within a context of social justice, students are offered insight on how social policies are constructed. In addition, students are given insight on how human service agencies are administered.

Social Research -- The social research sequence addresses the use of the scientific method and critical thinking skills to enhance generalist social work practice. Social workers are held accountable for their actions. Students are taught methods of self-evaluation for social work practice.

Field Work -- During a semester (block placement), students work in a social service agency. This experience requires them to integrate their generalist skills acquired from the other course sequences. To assist students, a seminar is a required part of the field experience.

Process

The Social Work Program faculty meet for one hour bi-weekly to discuss issues of students, program policy and global issues for the future of the program. During the spring semester, the meetings take place at 12:30PM every Monday.

Assumptions

The viability (including enrollment) of the Social Work Program is based on the political economy of North Carolina and the nation. Historically, enrollment, or attraction to the major, is based on positions available in human service agencies. When political and economic forces are unfavorable toward the delivery of human services, enrollment in social work programs decline. When political and economic forces are favorable toward the delivery of human services, enrollment in social work programs increases. Most employment opportunities for social workers are directly related to human services that are supported by our federal, state and local governments. Even private nonprofit and private for profit agencies rely on government contracts for survival.

For the last several years, enrollment has been increasing rapidly. With the recent decline in the North Carolina economy, the Social Work Program might feel an effect. If the state economy continues to decline for two to three years, the Social Work Program will remain stable. We currently as is the university facing a steady increase in students. This should continue with the university growth.

Unit Vision and Mission

The primary objective of the Social Work Program at UNC-P is preparation of graduates for beginning level social work practice. The centerpiece of the curriculum is the generalist model. The faculty and community believe that the generalist model is the most effective means of intervention for entry level social workers--particularly in rural settings. Our follow-up studies show that 95 to 97 percent of our graduates are employed in the local rural environment. Because the rural environment can be isolating, we include a secondary mission; to prepare students for active involvement in professional organizations and ongoing professional development. The faculty contend that social work education does not end upon graduation. Clearly, this philosophy is consistent with the mission of the university.

While preparing for a career in Social Work, it is essential that the individual becomes knowledgeable about various racial and ethnic groups within the community. Recognition of cultural differences and sensitivity to the development of "ethnic competence" in cross cultural interaction are integral components of the Social Work Program which subscribes to the "practice philosophy" suggested by the *Black Task Force Report* which includes consumerism and empowerment:

Consumerism is the accountability of the social work profession and its practitioners to the clients and the communities for effective, competent service. Empowerment is the responsibility of the social worker to aid clients and the community in developing the power to make decisions for themselves. The basic assumptions underlying consumerism and empowerment are that clients and the community have the right to effective service from society (consumerism), and the right to input, evaluation and criticism of these services (empowerment).

Proposed Goals and Objectives

Currently objectives of the Social Work Program are established by the Council on Social Work Education. They include:

- 1) Apply critical thinking skills within the context of professional social work practice
- 2) Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- 3) Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- 4) Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- 5) Understand and interpret the history of the social work profession and its contemporary structures and issues
- 6) Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- 7) Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- 8) . Analyze, formulate, and influence social policies.
- 9) Evaluate research studies, apply research findings to practice, and evaluate their own practice
- 10) Use communication skills differentially across client populations, colleagues, and communities.
- 11) Use supervision and consultation appropriate to social work practice.
- 12) Function within the structure of organizations and service delivery systems and seek necessary organizational change
- 13) Use social work skills within the context of our rural environment

Proposed Actions

Three categories of proposed action exist. They include: a) School Social Work, b) the MSW degree; and c) The North Carolina Child Welfare Education Collaborative.

School Social Work

Since 1982, school social work certification/licensure has been problematic for the Social Work Program. In the mid 1980's, because of the Program's involvement with school social work, the Council on Social Work Education rejected our initial self study and required a total rewrite. Since then, the Social Work Program and the School of Education have made efforts to make school social work a viable offering to our students without violating CSWE or NCDPI educational standards. We currently have been unable to certify students with the School of Education. We will continue to try and resolve the conflicting educational standards.

The MSW Degree and Departmental Status

The development of an MSW program at UNC-P has been a long term dream of many practicing BSW social workers in our community, as well as employers of MSW's. We have tried to partner with several programs in the past few years (Charlotte, Fayetteville State University, UNCW, but each of these schools has developed a plan that did not include UNCP.

Therefore we are currently following through with our department's five year plan and the universities five year plan. We have submitted (2003) a draft proposal for an MSW program at UNCP.

Departmental Status

Due to the need for autonomy of the social work program and with the future prospect of a MSW, department status is needed for the program. This is currently in the departments five year plan.

The North Carolina Child Welfare Education Collaborative (NC-CWEC)

The NC-CWEC offers graduate and undergraduate students a financial incentive for completing their graduate and undergraduate degrees in social work. In return for the award, students are expected to work in a public child welfare position in North Carolina. Students must make choices about courses and seminars that would enhance their expertise in the child welfare field. It is hoped that the Collaborative will better enable the various county Departments of Social Services to fill their child welfare positions with professional social workers. For each year the student receives the service award, he or she must pay back a maximum of 12 months of work in a public welfare setting.

Over the past 15 years, North Carolina has made several unsuccessful efforts to attract social work graduates to public child welfare position. To date, all such efforts have failed. Among participants in NC-CWEC, we find a rare sense of optimism. Programs already involved have found great success. Because of the commonality of educational standards mandated by the North Carolina Division of Human Services, it is most likely that distance education technologies will be employed on a daily basis.

We are currently a member of the NC-CWEC, and our students can apply for Child Welfare Waivers.

Evaluations

The evaluation of the Social Work Program is mandated by CSWE. Outcomes are evaluated by utilizing standard principles of longitudinal evaluative research. The centerpiece for evaluation is twofold a) to be objective; b) to make comparisons. The Program achieves objectivity by using standardized surveys, while comparisons are made by contrasting each graduating class with other classes and by contrasting UNCP graduates with graduates of other baccalaureate programs. Four points in time are systematically assessed:

- Baseline (at admissions to program);
- Exit (comprehensive evaluation upon graduation);
- First-Year Follow-up Assessment (one-year post graduation);
- Two-Year Follow-up Assessment (two-years post graduation).

The instruments employed by the Social Work Program can be found at:

<http://www.rit.edu/~694www/bpd/beap/index.htm>

The BEAP evaluation protocol is held in high esteem by social work educators around the country.

Conclusions

Based on the assessment of the future, it is clear distance education and web technologies will be an integral part of any success of the Social Work Program. Our continued association with NC-CWEC should continue to grow. The MSW Program is highly likely and departmental status. Both of these would require almost daily use of our distance education facilities.

Academic Support Plan-SW.doc

CRIMINAL JUSTICE ACADEMIC SUPPORT PLAN

Version of 30 January 2004

INTRODUCTION

A BRIEF HISTORY AND DESCRIPTION OF THE CRIMINAL JUSTICE DEGREE PROGRAM

Prior to 1994 there was no criminal justice major and criminal justice courses were included in the Sociology major. Criminal Justice became a "track" through the sociology major in 1981 and a separate degree program in 1994. Criminal Justice is housed administratively within the Department of Sociology, Social Work and Criminal Justice. With its roots in the Sociology major, many criminal justice courses are cross-listed (e.g., "Criminology", "Social Deviance", "Social Statistics", "Social Research" and "Conflict Management" with Sociology still.

PROCESS USED TO DEVELOP THIS ACADEMIC SUPPORT PLAN

This document has its foundation on prior self-studies and documents submitted in the Spring of 2000 to support Criminal Justice re-certification by the North Carolina Criminal Justice Education and Training Standards Commission, and from the model provided by the Sociology faculty in their Academic Support Plan. The Criminal Justice program was certified initially in 1988 and its certification was renewed in May 2003. Specific new goals and objectives have been presented to the faculty gradually over the past four academic years as the major has undertaken to evolve.

ASSUMPTIONS ON THE FUTURE OF THE CRIMINAL JUSTICE DEGREE PROGRAM

The criminal justice planning process is based on the following assumptions:

(1) Continued emphasis on application to the real world within Criminal Justice courses. An internship course is required within the major and several courses have participant observation requirements built into them. For example, the Police course requires a ride-along experience and the Courts course takes students into courtrooms to observe actual trials. While theoretical aspects of the discipline are important, all useful theory in Criminal Justice is grounded in the empirical world of Criminal Justice practice. Classes, mock trials and moot courts are held which use appellate court arguments, and incorporate recent Supreme Court opinions. Faculty currently

employed and those to be hired are those with both academic credentials and employment experience within criminal justice.

(2) Working with large numbers of transfer students. Updated articulation agreements in Criminal Justice exist with Bladen Community College, Fayetteville Technical Community College, Montgomery Community College, Richmond Community College, Robeson Community College, Sandhills Community College, South Piedmont Community College and Southeastern Community College. A large proportion of our majors will have at least some of their Criminal Justice course work taken elsewhere prior to transferring to UNCP.

(3) Offering the courses required for the Criminal Justice major at select off-campus locations. The Criminal Justice degree program became available at Richmond Community College beginning in the Fall of 1998. Potentially all criminal justice classes now can be taught off-campus at our Richmond Community College location. In practice, the courses required for the major and not offered as part of the normal two-year community college criminal justice transfer curriculum at these institutions are the courses being taught regularly, while others are offered rarely or not at all. The courses routinely offered are CRJ-360 "Social Statistics," CRJ-361 "Research Methods," CRJ-367 "Social Deviance," CRJ-400 "Criminal Procedure," CRJ-450 "Special Topics," and CRJ-480 "Internship Seminar." CRJ-499 "Independent Study" also will be arranged for advanced students at off-campus sites.

(4) Expanding the Criminal Justice degree program at selected community colleges in UNCP's service area. Criminal Justice will continue to support offering its degree program at Richmond Community College and expand the availability of the Criminal Justice degree program at other community colleges in UNCP's service area as faculty resources and appropriate university support become available. Current planning efforts include programs for Criminal Justice students at the Anson Campus of South Piedmont Community, and providing access to the Criminal Justice degree program at Bladen Community College, possibly with on-line instructional units.

(5) Continuing and expanding offerings of courses delivered electronically. A select few Criminal Justice courses already have been presented "on-line" and others will follow as resources are allocated to this method of reaching the students in our service area.

(6) Maintaining and expanding the graduate curricula in Criminal within the Masters in Public Management (MPA) program. Currently four criminal justice graduate courses have been created within the MPA program, and two more are contemplated for the near future. Criminal Justice faculty will work with MPA-CJ students on individual research programs and their final thesis topics.

(7) Continuing emphasis on interdisciplinary cooperation. The Criminal Justice faculty actively seek cooperative relationships with other disciplines and departments on campus. In a liberal arts environment, such relationships strengthen all of the participants; the knowledge foundation we hope to impart to our students is not the exclusive province of any single discipline or department on campus. Criminal Justice, as well as all of the disciplines represented on a liberal arts campus, should give serious and sustained attention to the ways in which it contributes to a liberal education. Such relationships maximize limited resources.

(8) Continuing the evolution and expansion of the curriculum to meet new needs and interests of students and of the Criminal Justice system. Already in trial versions and under consideration and new permanent courses have been added: "Victimology," the "Death Penalty," and "Legal Decisions." Other courses have been modified, as in the case of evolving "Police Administration" into "Criminal Justice Administration and Management" to serve a broader interest base. In the areas of criminology, courts and criminal law the curriculum has been modified to offer both lower level and upper level instruction. The number of hours required to be taken at UNCP for the major has been raised from 15 to 19 so that a student meeting the minimum number of hours for the major will have taken more than half of his/her courses in UNCP classes.

(9) Continuing growth of the university, the department and the major. The Criminal Justice faculty already have experienced growth in enrollments, and anticipate even greater growth in enrollments within the courses of the major in the coming years, directly related to university recruiting and projected expansion.

(10) Retaining a high degree of personal student-faculty interaction. The Criminal Justice faculty are blessed with the circumstance of having rather modest class sizes, especially in those classes requiring extensive faculty-student involvement, such as our "Research Methods," "Social Statistics" and "Criminal Procedure" classes. Keeping favorable student/faculty ratios in these classes is important to the success of the program, just as our desirably low faculty/student ratios enhance the overall image of UNCP.

UNIT VISION AND MISSION STATEMENT

The vision of the Criminal Justice major is wholly consistent with that of the University as a whole. We see ourselves as student-centered, cooperative, and committed to excellence in teaching, learning, research, scholarship and public service.

The Criminal Justice major deal with the problems of one's social world and of the individual. Criminal Justice is an interdisciplinary enterprise, bringing together

sociology, psychology, social work, political science, forensic sciences, and even the fine arts and literature. Our students find this broad approach is valuable in finding career employment. For example, students seeking careers in policing or in corrections can take courses directly related to those careers, and can find internships with those types of agencies. Similarly, all careers which involve interpersonal relations can be enhanced by Criminal Justice courses, all of which deal with human diversity, the social environment, and the social problems everyday life. Consistent with the University's vision, we share also its six planning themes:

*Seven Planning Themes for Academic Units and Programs
University of North Carolina at Pembroke*

We are dedicated to:

- 1. Preparing knowledgeable managers and professionals for the future to ensure economic development.*
- 2. Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through education.*
- 3. Understanding the impact of science and its relationship to ethics, the environment, everyday life, public health, public policy, religion, and technology.*
- 4. Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society.*
- 5. Viewing the Liberal Arts as the basis for both critical thinking and life-long learning skills.*
- 6. Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the fine arts and UNC Pembroke's unique Native American and southern heritage. These natural and cultural resources are vital to both our social and the economic development*
- 7. Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.*

**CRIMINAL JUSTICE GOALS THAT ADDRESS UNIVERSITY
TEACHING, RESEARCH AND SERVICE MISSIONS
AND ITS PLANNING THEMES**

The Criminal Justice degree program collectively serves to promote the following goals, taken from the 1993 Authorization to Establish the Criminal Justice Degree:

1. to provide an introduction to criminal justice from a social science perspective, within a larger liberal arts tradition.

2. to develop in students an awareness for and appreciation of the diverse academic disciplines which impact the study of criminal justice.

3. to enhance student knowledge in specialized subareas of academic criminal justice, specifically law enforcement, courts, and corrections.

4. to inform students about social, legal, philosophical and political realities which shape American criminal justice policy.

5. to matriculate students who have a broad, general knowledge of the criminal justice system in the United States and who can thus compete favorably for employment in any of the many fields within the discipline.

Additionally, we fully support the general goals of the Department.

Expected Results

Consistent with the seven goals briefly outlined above, the following results should be expected from students taking any one of the Criminal Justice core curriculum courses:

Goal 1 Objectives:

1-1. We will expand offerings in criminal justice to meet student needs and interests.

1-2. We will expand the existing criminal justice graduate courses in the MPA program

1-3. We will expand criminal justice participation in off-campus programs of the university.

Goal 2 Objectives:

2-1. We will review the contributions of other disciplines in our 200-level required courses.

2-2. We will continue the practice of cross-listing criminal justice courses with sociology and social work.

2-3. We will encourage the interaction of criminal justice majors with majors in sociology and social work.

Goal 3 Objectives:

3-1. We will offer an introductory level course within each of the major areas of criminal justice.

3-2. We will offer intermediary and upper level courses within each of the major areas of criminal justice.

3-3. We will guide students into internships within the area of criminal justice closest to their career interests.

Goal 4 Objectives:

4-1. We will offer special criminal justice courses which reflect social, legal, philosophical and political policy.

4-2. We will include in other criminal justice courses units reflecting social, legal, philosophical and political policy.

Goal 5 Objectives:

5-1. We will provide a basis of knowledge and skills required of Criminal Justice practitioners.

5-2. We will develop students' understanding and capability of utilizing Criminal Justice's conceptual vocabulary.

5-3. We will introduce students to the major models and theories utilized by its major criminological theorists.

5-4. We will introduce students to the major findings that have accumulated in Criminal Justice's knowledge base.

5-5. We will develop students' understanding of and capability of using research and analysis methods.

5-6. We will introduce students to statistical techniques utilized by criminologists and criminal justices.

5-7. We will insure that our graduates have acquired sufficient computer literacy to function within the modern criminal justice system.

ASSESSMENT PROCEDURES

The criminal justice faculty will monitor our own progress by:

1. Employing the preceding list of items as a checklist for objects which are successfully accomplished.
2. Comparing criminal justice ratings to university-wide accomplishments in senior surveys, using the standard that criminal justice will meet or exceed the university mean for each item judged successful.
3. Undergoing periodic re-certification conducted by the North Carolina Criminal Justice Education and Training Standards Commission, following criteria of the Commission for future Criminal Justice Post-Secondary Education Program Re-Certification, and as specified in future Self-Evaluation Reports submitted by the Department and UNCP, which will provide additional assessment information.