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EXECUTIVE SUMMARY

The Department of Sociology and Criminology began its MA in Criminology and Public Sociology in fall 2007; the current program is an MA in Sociology and Criminology. The program focuses on providing students with the knowledge and skills to contribute to the discipline in both an applied setting as well as an academic environment. There are 19 faculty members who comprise our graduate faculty, which is defined as remaining active in research within the fields of sociology and criminology. About half of the current faculty in the Department of Sociology and Criminology are criminologists focusing specifically on crime and the criminal justice system and about half are sociologists focusing on other aspects of the social world. Although the primary disciplinary focus is sociology and criminology, the research interests of the faculty as well as graduate students in the program span other related areas as well including public administration, education, economics, social work, and psychology.

Several minor curricular changes have been made over the last seven years; however, in 2014 the department agreed to rename the program to a Master of Arts in Sociology and Criminology. The purpose of the name change was to broaden our pool of applicants to those interested in a general sociology degree. It is also a better reflection of the work that is done in the department to include the area of general sociology, along with public sociology and criminology. With the program name change, members of the graduate faculty have begun discussions of necessary revisions to the core curriculum to accommodate the general sociology track.

The MA program in Sociology and Criminology is unique in several ways. First, it is a combined program across these two disciplines and students take several core courses together as well as some electives. Second, it explicitly focuses on community-based application and scholarly engagement. The allows the substance and expertise of these disciplines to be shared with organizations, policy makers, agencies, and communities. The philosophy of this community-based approach is to bring the academic study of sociology and criminology directly to end users in practical ways that can both empower them and engage them in addressing practical problems.

An immediate challenge for the program is to recruit and enroll enough students to meet the projected enrollment of 25 students per year. The program currently enrolls 18 full-time students. Other challenges include the need for increases in student support, facilities and personnel to maintain the quality of the program.
1. GRADUATE PROGRAM IN SOCIOLOGY & CRIMINOLOGY

1.1 General Characteristics and Brief History of the Department

In July 1972, UNCW founded the Department of Sociology, offering a BA in Sociology. In 1989, a BA in Criminal Justice was added, with a subsequent name change in 2009 to a BA in Criminology. In 2007, we added an MA in Sociology and Criminology and we are proud to claim many accomplished alumni from our program. We have 19 faculty members who comprise our graduate faculty, which is defined as remaining research active within the fields of sociology and criminology. This faculty is committed to excellence in scholarship and teaching. A particular strength in our department is a public sociology and public criminology cluster that focuses on scholarly engagement in the region. The Department of Sociology and Criminology is committed to the mission and vision of the College of Arts and Sciences that focuses on “serving the betterment of the region, state, nation, and world.” We have been very fortunate in that the College supports our department by awarding both expansion lines and replacement lines as the needs arise. Since our graduate program was established in 2007, we have recruited and retained 9 new faculty members. Our recruitment efforts consistently emphasize the importance of contributing to the MA program during the screening and interview process. We believe this commitment to our graduate program enhances our capacity to recruit and retain excellent faculty to UNCW. The following reports on our Departmental mission statement, and Departmental goals.

Mission Statement: The Department of Sociology and Criminology is committed to providing quality undergraduate liberal arts education for its students, producing new knowledge through scholarship and research, and performing service to its profession, the university, and community. As an academic unit within the College of Arts and Science, the primary department goal is the creation and transmission of knowledge through its two social science disciplines, sociology and criminology. To this end, the department's programs provide curricula that encourage critical thinking, intellectual curiosity, and an understanding of the social science perspective. Through various and innovative instructional modes, including technologically enhanced and web-based courses, individualized instructions, interdisciplinary curricula, distance learning, internships, and practice, the department seeks to fulfill the university's commitment to providing a quality learning experience for its students. Excellence in scholarship and research is also viewed as essential to providing an effective and meaningful educational environment. Performing service in the region from the special perspective of sociology and criminology and providing students with the professional training necessary for success in applied settings is also a basic department responsibility. The Department of Sociology and Criminology seeks to increase knowledge of human society from a global perspective and to enhance understanding of the various multicultural segments of American society.

1.2 General Characteristics of the MA Program

The Department of Sociology and Criminology began its MA in Criminology and Public Sociology in fall 2007. The program focuses on providing students with the knowledge and skills to contribute to the discipline in both an applied setting as well as an academic environment. As the first MA program in Public Sociology in the nation, our program contributes to UNCW’s
mission through our scholarly community engagement. Moreover, our program provides students ample opportunity to engage in research activity alongside faculty in the department, thus contributing to their overall creative inquiry and critical thinking. Through professional conference presentations, peer-reviewed publications, and grant-writing, our students are well-versed in research practice. Furthermore, UNCW is devoted to student development in terms of personal and professional aspirations. We are committed to providing students enrolled in our MA program with the cutting edge disciplinary skills and tools to take back into their communities, their employment, and their families as well-rounded, professionally trained social scientists.

Students are encouraged to develop observation and analytical skills. Graduates of our MA program have significant advantages for their career aspirations, whether they stay in this geographical region or move beyond southeastern North Carolina. Southeastern North Carolina is predominantly rural, with high rates of poverty, living wage concerns, job displacement and problems with affordable housing. The strengths of the faculty in the MA program focus on inequality (race, class, gender, and ability), community development and engagement and our courses reflect these areas of faculty expertise. Emphasis is placed on regional internships which address these longstanding social problems in the region and state. The region benefits from the application of students’ theoretical and methodological skills to that work.

At present, the department has 19 faculty members who are deemed “graduate faculty” by the Graduate School at UNCW. Three members of the graduate faculty have joined the department in the last three years, and have already taught at least one graduate seminar. In order to qualify as graduate faculty, faculty members must be research-active. Faculty members who are research active are required to teach three courses a semester, and this may include a graduate course.

The program began with Profs. Leslie Hossfeld and Mike Maume as co-coordinators, with each focusing on their respective tracks (Hossfeld—SOC and Maume—CRM), but also working together and with the faculty to create and maintain an integrated and high-quality program. In 2012, Prof. Christina Lanier (CRM) assumed the reins of the program as sole coordinator. Having established a 3-year term for this position, she will step down this spring. Prof. Daniel Buffington (SOC) will assume the duties of graduate coordinator in fall 2015.

Several minor curricular changes have been made over the last seven years; however, in 2014 the department agreed to rename the program to a Master of Arts in Sociology and Criminology. The purpose of the name change was to broaden our pool of applicants to those interested in a general sociology degree. The name change better reflects the work that is done in the department to include the area of general sociology, along with public sociology and criminology. In addition, the name of the program parallels the name of the department.

2. FINDINGS OF PREVIOUS REVIEWS

The program has not undergone a program review. All findings reported in this study used the original Planning Document (see Appendix A) as a baseline for evaluation. As discussed elsewhere, efforts to revise the program since its inception have included changes to the core curriculum of the program, including changing the central focus of the sociology track...
from public sociology to general sociology (with public sociology still playing a major role in the program). Nevertheless, the main objectives of the program—as described in the previous section—have remained unchanged.

The program has received 151 degree-seeking applications, averaging 22 applications per year.\(^1\) Out of these, 108 were accepted, and 82 individuals actually enrolled in the program. Projections from the Planning Document for the first four years of the program are indicated in the chart below, with subsequent years maintaining the fourth-year projection of 25 full-time students. The darker line shows the actual full-time enrollment in the program. Although the initial enrollment in the program was lower than projected, by the program's 5\(^{\text{th}}\) and 6\(^{\text{th}}\) years the enrollment was at or slightly higher than 25 students. The drop in enrollment in the last few years has been curious and unexpected; however, the program faculty with support from the Graduate School has taken a number of initiatives—described elsewhere in this report—to boost enrollment. Nationwide, the median size of MA programs in sociology is 20 students.\(^2\)

3. GENERAL PROGRAM CHARACTERISTICS

3.1 Educational Objectives

The general objective of the program is to train students to apply research skills and substantive knowledge in criminology and sociology to address social issues and social problems in practical ways. These skills sets are useful in a variety of public and private settings in understanding the root causes and consequences of social issues and social problems and the effectiveness of policies and strategies to deal with them. While the program is designed

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1 The program has a non-degree-seeking option for applicants, and receives two or three such applications per year. Several students admitted in the fall semester began as non-degree students in the prior spring or fall semester.

primarily to equip masters level graduates with employable skills to apply in these areas, it can also serve as a gateway to Ph.D. programs in sociology, criminology, and other related areas.

Specifically, the educational objectives of the program are to:

- prepare students for professional and/or academic careers in Sociology, Criminal Justice and Criminology
- strengthen students’ analytical, research and writing skills
- provide extended training in theory and methods
- strengthen students’ ability to apply theory and methods to social issues, problems and policies
- provide students opportunities to work with community organizations and leaders in internship settings, gaining hands-on knowledge and application of social science research methods and practice

The educational objectives complement the goals of UNCW as a whole, the College of Arts and Sciences, and the Department of Sociology and Criminology. These objectives support UNCW’s primary mission of “learning through the integration of teaching and mentoring with research and service” (UNCW Mission Statement). The applied focus of the program, the emphasis on practical skills and knowledge, and the focus on community-based research all enhance UNCW’s overall mission, especially creating a powerful learning experience for our students (UNCW Goal I) and strengthening the university’s regional engagement and outreach activities (UNCW Goal V). The objectives of the program also enhance the strategic objectives of the College of Arts and Sciences, especially to “sustain, promote, and increase high-impact applied learning experiences (Goal I, Objective 3), “cultivate faculty and student scholarship” (Goal II), and to “support the college’s engaged scholarship and community service initiatives that address quality of life concerns in the region” (Goal IV, Objective 2). These objectives further extend and complement the goals of the Department of Sociology and Criminology. The substance of the graduate program is an extension of the department’s undergraduate programs in sociology and criminology and the strengths and expertise of its faculty. The undergraduate program in the department offers concentrations in both general areas of study in criminology and sociology but also options for more applied concentrations in criminal justice and public sociology.

The department itself is interdisciplinary as reflected in its name, its degree programs, and faculty areas of expertise. Criminology historically emerged as a specialty area within sociology but has more recently developed a separate professional identity but with still close ties to sociology. About half of the current faculty in the Department of Sociology and Criminology are criminologists focusing specifically on crime and the criminal justice system and about half are sociologists focusing on other aspects of the social world. Although the primary disciplinary focus is sociology and criminology, the research interests of the faculty as

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3 UNCW Strategic Plan (http://uncw.edu/planning/documents/strategicplan.pdf); College of Arts and Sciences Strategic Plan (http://uncw.edu/cas/documents/CAS%20Strategic%20Plan%202004-14-10.pdf)
well as graduate students in the program span other related areas as well including public administration, education, economics, social work, anthropology, and psychology.

The MA program in Sociology and Criminology is unique in several ways. First, it is a combined program across these two disciplines and students take several core courses together as well as some electives. Second, it explicitly focuses on community-based application and scholarly engagement. The allows the substance and expertise of these disciplines to be shared with organizations, policy makers, agencies, and communities. The philosophy of this community-based approach is to bring the academic study of sociology and criminology directly to end users in practical ways that can both empower them and engage them in addressing practical problems. UNCW is one of the first masters programs in the country to incorporate this “public sociology/criminology” approach and philosophy directly into the design of its graduate program and has been nationally recognized for doing so.4

3.2 Degree Requirements

A. General Requirements for the MA in Sociology and Criminology

The program requires a minimum of 34 semester hours of graduate study, 27 of which must be in Sociology or Criminology. Only 6 hours of graduate coursework outside the department will count towards graduate degree credit requirements.

1. Core Courses (16 hours)

Six courses (16 hours) are required for all students:
- CRM/SOC 500 Social Research Methods (3)
- CRM/SOC 502 Evaluation, Methods and Policy (3)
- CRM/SOC 503 Sociological Theory (3)
- CRM/SOC 504 Data Analysis (3)
- CRM/SOC 505 Proseminar (1)
- CRM/SOC 561 Seminar in Criminology (required for criminology concentration) (3) OR
- SOC 508 Public Sociology Seminar (required for sociology concentration) (3) 5

2. Concentration Areas (12 hours)

Four courses must be completed in one concentration area. The courses listed below each concentration are typical offerings (for a complete list of courses see the Graduate Catalogue or program website).


5 The SOC 508 (Public Sociology) course as a core sociology requirement will be replaced by SOC 524 (Social Stratification) when the general sociology track of the program is fully implemented.
Criminology
CRM 516 Crime and Social Control (3)
CRM 530 Restorative Justice (3)
CRM 540 Race, Class, Gender and Crime (3)
CRM 570 Drug Problems and Crime (3)
CRM 580 Social Justice (3)
CRM 585 Communities and Crime (3)

Sociology
SOC 515 Globalization and Development (3)
SOC 525 Racial and Ethnic Group Relations (3)
SOC 530 Restorative Justice (3)
SOC 543 Corporations and Consumer Culture (3)
SOC 580 Social Justice (3)
SOC 584 Community Development (3)
SOC 590 Sociology of Poverty (3)

Students who indicate a desire to take electives offered by other departments or universities are required to consult with their advisor and the Graduate Coordinator when planning their program of study.

3. Thesis/Internship (6 hours)

Students may elect to complete an internship CRM/SOC 598 (6 hours) or a thesis CRM/SOC 599 (6 hours). Each student must successfully orally defend an internship or thesis proposal prior to registering for internship or thesis hours. The defense of either type of proposal should be scheduled near the completion of the second fall semester of full-time course work.

B. Thesis Option

A thesis requires an extensive literature survey on existing works and has the potential to generate new knowledge or improve upon existing techniques. One of the primary goals of masters-level thesis work is to improve students’ proficiency in conducting social scientific research.

Students preparing a thesis must write a proposal and pass an oral defense in order to continue work on the thesis. Thesis committees consist of a faculty advisor and at least two other members of the graduate faculty. At least one of these faculty members must be a member of the Department of Sociology and Criminology. Students choosing this option must pass both the proposal and thesis defense to graduate from the MA program. Students must follow the guidelines from the Graduate School for Thesis formatting and deadlines: http://www.uncw.edu/grad_info/thesis_dissertation_information.htm.
C. Internship Option

The internship entails both workload and academic requirements. Students enrolling for internship credits are required to work 20 hours per week at an agency agreed upon by the student and internship coordinator. This option also requires an internship project, which consists of an applied research paper examining an issue at the student’s workplace relevant to the course of study. Students employed on a professional basis may request to waive the workload, but not the academic requirement. Waiver requests consist of (1) a formal letter to the Program Coordinator describing the relevant experience and (2) a résumé. Waivers will only be considered if the student can demonstrate a minimum of five years of significant management or discipline-related professional experience. Students must register for the internship course in the semester in which the internship begins.

The internship project requires background analysis and involves an applied project that results in solving a specific social issue or problem. An internship project often addresses practical questions (such as how best to solve a real-world social problem). All projects require significant social scientific analysis based on the core coursework in the program. Students choosing this option must choose an internship advisor and a committee of at least two other members of the graduate faculty who will advise the student on both the internship proposal defense and internship project defense. At least one of these faculty members must be a member of the department. Students choosing this option must pass both the proposal and project defense to graduate from the MA program.

Each internship placement will be unique to the research interests of the student. The program does not have a list of placements to ‘slot students,’ rather students are encouraged to seek organizations that match their research agenda and interests, provide an intellectually challenging and rewarding learning experience, and build skills that may be translated to employment. Students are encouraged to begin seeking these placements as early as possible in their academic program at UNCW.

The final internship project paper reflects the unique internship experience of the student. This final project is a catalogued, electronic copy, much like the thesis option, that becomes part of the UNCW Library holdings as well as those of the Sociology and Criminology department office. Expectations for each internship project will reflect the particular research agenda of each student and will be guided by the student’s internship committee; however, basic requirements include:

1) Identification of a general research question to be explored during the internship experience;
2) A theoretical framework for understanding the broader sociological context of the research question.
3) A review of literature pertaining to the internship focus;
4) A research design for the particular internship research and work experience (this will be unique to the internship expectations and focus);
5) Data collection (this will be unique to the internship expectations and focus);
6) A write-up of the internship experience;
7) Analysis. Drawing from theoretical and empirical evidence, the analysis should include practical solutions to the real-world social issue the student examines during the internship experience: typically recommendations for the organization, observations that may help the organization address the social issue being studied, policy recommendations based on analysis of data and/or analysis of work-experience and research.

While this is very similar to the thesis format, the final internship project differs in that it should be understood as applied research that seeks to address real-world social issues using a social scientific model. Students will need to demonstrate their understanding of the social science research method and the way in which their training as social scientists informs the real-world social issue of the organization in which they serve as intern.

D. Grading Policy

In accordance with Graduate School policy, a student must maintain a cumulative 3.0 Grade Point Average (GPA) or “B” average to remain eligible in the program. Students falling below a 3.0 GPA will be placed on academic probation, and will have three subsequent courses to bring the GPA up to at least 3.0. Three grades of C or one grade of F results in dismissal from the graduate program.

If approved by the departmental chairperson, an incomplete (I) grade may be given if the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work. The instructor may set the maximum allowable period for completion of the course work, but in no case will the extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student, along with a copy for the Graduate School. If, within 12 months, a change of grade has not been submitted by the instructor, the incomplete automatically becomes an F. Ensuring that incomplete grades are converted in a timely manner is the responsibility of the student.

The basis for course grading is determined by the instructor. Most courses will have a participation requirement, so it is essential for students to understand that class attendance is vital for a successful experience. Although each faculty member has the discretion to determine his or her specific attendance policies, it is expected that graduate students will attend all classes unless they have professional obligations and have discussed their absence in advance with the faculty member. Frequent unexcused absences may result in a failing grade and loss of eligibility until the student can demonstrate to the faculty that he or she is in a position both professionally and personally to attend class on a regular basis.

Students wishing to appeal their final grade in a course are required to follow the procedures outlined in the UNCW Graduate Catalogue.

E. Course of Study

Students are only admitted in the fall semester. Students have two basic decisions regarding their course of study: 1) how quickly they will progress through the program and 2) which concentration they will pursue.
1. Pace of Study

A full-time track assumes nine (9) or more hours per semester, with summers devoted to elective coursework, thesis/project research, or “recuperation.” This pace will allow the student to earn the MA in two years (assuming prerequisites are completed in advance). Students currently working full-time are strongly discouraged from taking a full-time course load. Graduate assistants, fellows, and others working no more than 20 hours per week are candidates for full-time status. Students awarded graduate assistantships are required to maintain full-time status throughout their candidacy. Students desiring to take more than 9 hours are required to consult with their advisors or the Graduate Coordinator. Full-time status is defined as one of the following:

a. Enrollment in at least 9 hours of coursework
b. Enrollment in at least 1 hour of thesis credit (CRM 599 or SOC 599)
c. Enrollment in at least 1 hour of internship credit (CRM 598 or SOC 598)
d. Enrollment in GRC 600 (graduation continuation credit)

A part-time track assumes six (6) hours per semester. This pace will allow the student to earn the MA degree in three years (assuming prerequisites are taken in advance). This track is recommended for students working full-time.

2. Concentration Area

MA students are currently able to concentrate in either criminology or public sociology. Students must select a concentration area after their first 9 hours of coursework. Sociology students are encouraged to focus on public sociology, a particular strength of the program.

3. Qualifying Assessment

Upon completion of their first 9 credit hours in the program, students meet with the graduate coordinator and two or three other graduate faculty members to discuss their performance in the program, and discuss a plan for completing their degree in either the sociology or criminology track (students choose their concentration area at this time). All parties sign off on this plan, and the graduate coordinator takes notes at this meeting that remain in the student's file.

F. Graduate Assistantships/Fellowships

Subject to funding, the program may be in a position to award a number of graduate assistantships or fellowships at the beginning of each academic year. The exact terms of these opportunities will vary depending on the source of the funds, but typically offer a stipend and/or tuition waiver in return for 20 hours per week of research or professional support for the sponsor. Half-time assistantships requiring 10 hours per week of work may also be awarded. Awards may be for one or more academic years, depending on available funding and/or student performance. A graduate assistant is paid by state funds and normally works for faculty in the Sociology and
Criminology department. A fellow may be paid by a research grant or a local agency sponsor, in which case the student would work for the sponsor.

Graduate assistantships or fellowships are awarded on a competitive basis, with final selections made by faculty and/or the sponsoring agency. Criteria include academic performance, recommendations, and special skills that may be required for a particular opportunity.

G. Degree Time Limits

A graduate student has five calendar years to complete his or her degree program. The period begins with the student’s first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program. Both full-time and part-time students are required to follow the five-year time limit.

Courses taken more than five calendar years prior to the admission of a student into a degree program at UNCW normally are not accepted for credit toward fulfilling the requirements of the student’s degree program. In some cases, however, with approval of the student’s advisory committee and department chair, a student may petition the Graduate School to accept for credit work that is more than five years old.

When extenuating circumstances warrant, an extension of the time limit for completing a graduate program may be granted to a student upon his or her petition to the Graduate School. Such petitions must include an explanation and the endorsement of the student’s advisory committee and academic unit’s chair or dean.

H. Ethical Conduct

The University of North Carolina Wilmington is a community of high academic standards where academic integrity is valued. UNCW students are committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. This commitment begins when new students matriculate at UNCW, continues as they create work of the highest quality while part of the university community, and endures as a core value throughout their lives. Graduate students in the program are expected to abide by the ethical standards of conduct prescribed by American Sociological Association (www.asanet.org/about/ethics.cfm)

3.3 Discussion

The degree requirements for the MA in sociology and criminology reflect the philosophy of the program that enables graduates to use acquired skills and knowledge in applied settings. The core requirements emphasize applied research skills. In addition to completing a methods course and a data analysis course typical of most general MA programs in sociology and criminology, students are also required to complete CRM/SOC 502 (Evaluation, Methods, and Policy) designed specifically to teach skills such as grant writing and program evaluation most in demand in applied setting and CRM/SOC 505, a one-credit pro-seminar focused on
professionalization and professional issues. Students also complete a theory course focused on analytical critical thinking skills and an applied seminar in social stratification or criminology.

One of the strengths of this program is the diverse theoretical, methodological, and substantive interests of the graduate faculty. Within sociology, specific strengths include public sociology, the study of rural and urban poverty, race-gender class inequalities and stratification, social structure and organizational power, globalization, and culture and media. Within criminology, there are specializations in collective and interpersonal violence, substance abuse, victimology, and social/restorative justice.

With this background, graduates of the program will be able to tackle professional tasks that directly or indirectly involve human relationships. We expect our graduates to be able to move on to careers as evaluators, researchers, planners, managers, advisors, program directors, and policy makers. The program also provides a strong foundation for those who seek to pursue a Ph.D. in traditional criminology and sociology programs.

3.4 Success of Graduates

Successful graduate students must pass the thesis requirement (written and oral components) or the internship thesis requirement (written and oral components) in their final semester.6

There have been 45 graduates of the program since its inception. Almost all are either gainfully employed in relevant professional positions or enrolled in a PhD program in sociology or criminology.7 Below are some of the organizations employing program alumni and PhD institutions where graduates of the program have enrolled.

<table>
<thead>
<tr>
<th>Employment</th>
<th>PhD Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTI International</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Communities in Schools of NC</td>
<td>George Mason University</td>
</tr>
<tr>
<td>Wells Fargo Customer Information Center</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>Smart Start of New Hanover County</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Danya International</td>
<td>University of Hawaiʻi</td>
</tr>
<tr>
<td>Credo International</td>
<td>Utah State University</td>
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<tr>
<td>U.S. Department of Defense</td>
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<tr>
<td>Arizona Supreme Court</td>
<td></td>
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<tr>
<td>University of North Dakota Center for Rural Health</td>
<td></td>
</tr>
<tr>
<td>Western Carolina University</td>
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</tr>
</tbody>
</table>

6 In addition, as part of the SACSCOC accreditation requirements for program assessment, the oral and written components of theses are assessed by thesis committee members and an outside member of the graduate faculty, using an assessment rubric approved by the department. Appendix B provides the rubric and assessment results.

7 Some of this information was obtained from direct correspondence with alumni over the past several years; however, the program also maintains a LinkedIn page for alumni, current students and faculty (see: tinyurl.com/owc3mvq).
Coastal Carolina Community College  
Cape Fear Community College  
UNC Wilmington

4. CERTIFICATION AND OTHER PROGRAMS

The Program falls under UNC Wilmington’s accreditation by the Southern Association of Colleges and Schools Commission on Colleges (uncw.edu/planning/sacs.html). The Program is also a Professional Science Master’s degree, and participates in the University of North Carolina System-wide Professional Science Master’s Programs. There is no specialized accreditation for either criminology or sociology degree programs.

Although there is no formal interdisciplinary program, students are encouraged to take and have taken courses in the Masters of Public Administration and Conflict and Management Resolution certificate programs offered by the Department of Public and International Affairs. In addition, every fall a faculty member from the program offers a 1-hour graduate seminar on college teacher preparation (SOC 509: Teaching in Higher Education) that is open to all second-year students, as well as graduate students enrolled in any program at UNCW.

5. FACILITIES

The program is housed in the Department of Sociology and Criminology, which is currently located in Bear Hall on the 1st and 2nd floors. Prior to January 2014 the program and department were housed in the Social and Behavioral Sciences Building (SBS).

Graduate Student Office

Room 201D in Bear Hall is designated as the graduate student office for all students enrolled in the program. Students are granted UNCW One Card access to the locked office upon initial registration. The primary purpose of this area is as a study area and computer workspace. Teaching assistants doing course-related work also use this space for meeting with students. There are twelve (12) computers and one (1) laser printer in this room that are used for work related to the graduate program, and are available for use by graduate students and faculty only. Most graduate seminars are held in the evening in the department’s designated meeting room located in Bear 281, but in the fall this single is not adequate to meet the needs of the program. A second seminar room in Bear Hall would help to meet this demand. The required Data Analysis course (Spring) is currently taught in a computer classroom in Bear Hall.

Classrooms

The program offers 6 seminars in the fall semester, and 4 in the spring. Most graduate seminars are held in the evening in the department’s designated meeting room located in Bear 281, but in the fall this single is not adequate to meet the needs of the program. A second seminar room in Bear Hall would help to meet this demand. The required Data Analysis course (Spring) is currently taught in a computer classroom in Bear Hall.
6. PERSONNEL

The Sociology and Criminology department is composed of the following personnel:

Tenure-track faculty

Mike Adams, professor of criminology, Ph.D., Mississippi State University
Daniel T. Buffington, assistant professor of sociology, Ph.D., University of Georgia
Carrie L. Buist, assistant professor of criminology, Ph.D., Western Michigan University
Susan Bullers, professor of sociology, Ph.D., State University of New York at Buffalo
Kimberly J. Cook, professor of sociology, Ph.D., University of New Hampshire
Jacob C. Day, assistant professor of criminology, Ph.D., North Carolina State University
Kristen E. DeVall, associate professor of sociology, B.A., M.A., Ph.D., Western Michigan University
Leslie H. Hossfeld, professor of sociology and department chairperson, Ph.D., North Carolina State University
Yunus Kaya, associate professor of sociology, Ph.D., Duke University
Donna Lee King, professor of sociology, Ph.D., City University of New York, Graduate Center
Randy L. LaGrange, professor of criminology, Ph.D., Rutgers University
Christina L. Lanier, associate professor of criminology and graduate program coordinator, Ph.D., University of Delaware
Diane E. Levy,* professor of sociology, Ph.D., Temple University
Michael O. Maume, professor of criminology, Ph.D., Louisiana State University
Stephen J. McNamee, professor of sociology, Ph.D., University of Illinois, Urbana–Champaign
John S. Rice, associate professor of sociology, Ph.D., University of Virginia
Shannon A. Santana, associate professor of criminology, Ph.D., University of Cincinnati
Lynne L. Snowden,*, associate professor of criminology, Ph.D., University of Delaware
Jean-Anne Sutherland, associate professor of sociology, Ph.D., University of Akron
Jennifer A. Vanderminden, assistant professor of sociology, Ph.D., University of New Hampshire
Julia F. Waity, assistant professor of sociology, Ph.D., Indiana University
Cecil L. Willis, professor of criminology, Ph.D., Virginia Polytechnic Institute and State University

Bold-faced text indicates graduate faculty membership

* In phased retirement

Lecturers (BA programs)

Babette Boyd, lecturer in criminology, J.D., George Washington University School of Law
Kenneth W. Mentor, lecturer in criminology and coordinator of Onslow extension program, Ph.D., Social Science, Syracuse University
Ann Rotchford, lecturer in criminology and sociology, Ph.D., State University of New York at Stony Brook
Angela L. Wadsworth, lecturer in sociology, Ph.D., University of Kentucky
Staff

Stephanie Laughter, administrative associate
Kathy Parish, administrative associate

Appendix C provides abbreviated curriculum vitae for all tenure-track faculty members.

7. GRADUATE STUDENT BODY

7.1 Current Students

Data were provided from the Graduate School regarding standardized test scores, demographics and other quantitative data pertaining to applicants for the program. Below is a summary of the data for all applicants who were accepted into the program. Please note that not all accepted students entered the program.

Applicants for the program are required to complete the General Record Exam (GRE). The two boxplots below present the distribution of scores the verbal and quantitative portions of the GRE for all students admitted between fall 2007 and fall 2014. The boxplots represent the range of scores with the dark line within the box representing the median score. With the exception of a few outliers, the average GRE verbal scores have not fluctuated much over the course of the program. A similar trend is identified with regard to the GRE quantitative scores. GRE scores prior to 2011 have been converted to match the scoring system.
The table below presents the race/ethnicity make-up of students accepted into the program. The majority of students reported White as their race (91.2%) with very few reporting African American, Asian or Hispanic as their race/ethnicity.

<table>
<thead>
<tr>
<th></th>
<th>Application Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>White</td>
<td>Count</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>100.0%</td>
</tr>
<tr>
<td>African American</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Looking at the sex of accepted applicants we can see a slight increase in the number of males accepted in the latter years. Females represent 69.4% of the accepted students.

<table>
<thead>
<tr>
<th></th>
<th>Application Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>F</td>
<td>Count</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>83.3%</td>
</tr>
<tr>
<td>M</td>
<td>Count</td>
<td>2</td>
</tr>
</tbody>
</table>
The table below displays the distribution of students who were accepted to the program and whether or not they attended by application semester. The range of accepted students that do attend the program varied from a high of 94.4% to a low of 50.0%.

<table>
<thead>
<tr>
<th>Attend Program?</th>
<th>Application Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>did not attend</td>
<td>Count:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>8.3%</td>
</tr>
<tr>
<td>did attend</td>
<td>Count:</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%:</td>
<td>91.7%</td>
</tr>
<tr>
<td>Count</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

Lastly, the graduation status of students enrolled in the program is presented below. Overall, 78.6% of students who begin the program graduate with their MA degree.

<table>
<thead>
<tr>
<th>Graduate?</th>
<th>Application Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>No</td>
<td>Count</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Yes</td>
<td>Count</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Count</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

**Admission Criteria**

Applicants are required to submit the following to the Graduate School:

- An application for graduate admission.
- Official transcripts of all college work (undergraduate and graduate).
- Official scores on the Graduate Record Examination (GRE).
- Three recommendations by individuals in professionally relevant fields; at least two must be from academics.
- A writing sample in the form of an essay explaining how the MA in Sociology and Criminology may assist the candidate in meeting her or his personal goals.
- Students must have a 3.0 overall undergraduate GPA.
**Recruitment**

Recruitment efforts for the program are on-going. First, the program was renamed to a MA in Sociology and Criminology. The purpose of the name change was to broaden our pool of applicants to those interested in a general sociology degree vs. a public sociology degree. In addition, the name will parallel the name of the department. Lastly, this change will better reflect the work that is done in the department to include the area of general sociology along with public sociology and criminology. In addition we have completed the following with regard to recruitment:

- The graduate coordinator, in conjunction with University Relations, has created a new marketing plan that includes new print material as well as a new website for the program.
- Graduate coordinator and/or program representatives have attended multiple graduate school fairs.
- Graduate coordinator has participated in guest talks, both at UNCW and regionally, about the program.
- Emails were sent to over 300 contacts as regional institutions with information about the program.
- Emails were sent to students who registered for the GRE and indicated an interest in sociology, criminology and/or related fields.
- Direct mailings as well as emails were sent to all McNair Fellows with an interest in sociology, criminology and/or related fields.
- Print ads have been published in national and regional conference programs.
- Recruitment activities at the Southern Sociological Society meeting, North Carolina Sociological Association, North Carolina Criminology Association, and American Sociological Association, to name a few.

**Orientation and Advising**

Each fall the graduate coordinator conducts a department specific orientation for all incoming graduate students. This orientation provides an overview of the expectations and requirements for the program as well as an opportunity for new students to become acquainted. In addition, the graduate coordinator holds a separate orientation for incoming teaching assistants to outline the roles and responsibilities of this position.

Graduate student advising is conducted by the graduate coordinator until the student selects a thesis/internship chair. At that time, the advising responsibilities shift to the student’s chair. In addition, each student must complete a qualifying assessment after the completion of 9 hours in the program. The assessment provides students feedback on their progress in the program and allows students to ask questions and provide comment about their experience thus far. The assessment is also a time when students select their track for a thesis or internship and choose their area of concentration, sociology or criminology.
**Student Support**

Twelve teaching assistantships are available for students each year on a competitive basis. With very few exceptions, students who are initially funded and who remain in the program receive funding for two years. In addition, the department awards out-of-state tuition remissions, a New Scholar Award and allocates Tuition Scholarship funds to all students receiving assistantships.

Graduate students can apply for travel support from the UNCW Graduate School and the Graduate Student Association if they meet the qualifying criteria. Unfortunately, the Sociology and Criminology Department does not have funds available to fund graduate student travel. The program offers 6 seminars in the fall semester, and 4 in the spring. Alpha Kappa Delta, sociology's honor society, has also provided support for graduate students presenting papers at conferences.

### 7.2 Student Performance Measures

In recent years, we have had a number of graduate students participate and present at local, regional and national conferences. Since 2011, we have had an average of 8-10 students presenting their research each year. The majority of our graduates are currently employed in an area related to their degree. In addition, a few of our students have received awards from UNCW and external organizations such as the Southern Sociological Society.

### 7.3 Role of Teaching Assistants

Teaching assistants (TA) in our department are required to work 20 hours a week for one or more professors (e.g., a student could work 10 hours a week for two different professors). TAs may be assigned duties related to teaching or research. For example, many TAs assist faculty with such tasks as grading exams and papers, recording attendance, and holding exam study sessions. Others may be engaged in research activities such as literature reviews and data collection and analysis. We have also had students funded through external grants. TAs are evaluated each semester by the faculty to whom they are assigned. Evaluations are forwarded to the program coordinator for her review.

### 8. AFFIRMATIVE ACTION

The Department of Sociology and Criminology follows the University's affirmative action policy (appended below) when recruiting and retaining faculty, staff, and students. For instance, when we recruit for new faculty positions, all members of the search committee are required to send the position announcement to five colleagues or outlets where minority candidates may be particularly encouraged to apply. As an example, during the 2014-2015 academic year, our search committee sent the position announcement to the following groups to ensure a diverse pool of candidates:

Sociologists for Women in Society  
Association of Black Sociologists
Mid-South Sociological Association
Southern Sociological Society
North Central Sociological Association
Midwestern Sociological Society
Eastern Sociological Society
North Carolina Sociological Association
American Society of Criminology, Division on Women and Crime listserve
American Society of Criminology, Division on People of Color and Crime listserve
American Society of Criminology, annual Employment Exchange
North Carolina Criminal Justice Association

As noted in the previous section, our recruitment efforts in the graduate program include personalized mailings to McNair Scholars, and information regarding the program has been sent to sociology and criminology/criminal justice programs at Historically Black Colleges and Universities (HBCU) in North Carolina and nearby states. Program faculty members have also engaged HBCU faculty and students at graduate school recruitment events (e.g., Fayetteville State University's graduate and professional school fair), and will continue to do so.

UNCW’s affirmative action policy is as follows:

02.230 Equal Opportunity and Affirmative Action Policy

| Authority: | Chancellor |
| Source of Authority: | 41 CFR 60; N.C. State Personnel Manual, Section 1 |
| History: | Revised September 7, 2012; Revised December 22, 2009; Revised and Reformatted July 8, 2005 |
| Purpose: | The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents -- except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs. |
9. SUMMARY OF RESEARCH AND SCHOLARSHIP

9.1 Introduction

The department's faculty and students are actively involved in producing new knowledge through scholarship and research. Excellence in scholarship and research is viewed as essential to providing an effective and meaningful educational environment. Below are highlights of faculty scholarship in the department; more complete information may be found in the curriculum vitae included in Appendix C.

9.2 Scholarship

a. Publications

The faculty has a strong publishing record in the last 7 years, with peer-reviewed articles appearing in high-quality journals in the social sciences. The list below provides a highlighted list of these outlets:

- Social Forces
- Crime and Delinquency
- Journal of Research in Crime and Delinquency
- Journal of Drug Issues
- Urban Affairs Review
- Violence Against Women
- Journal of Sport & Social Issues
- Work and Occupations
- Child Abuse & Neglect
- Journal of Contemporary Criminal Justice
- Violence and Victims
- International Journal of Comparative Sociology

Several faculty members have served on journal editorial boards or edited special issues over this time period:

Carrie Buist (with Matthew Ball and Jordan Blair Woods) was the guest editor for a special issue, “Queer/ing Criminology: New Directions and Frameworks,” in Critical Criminology (March 2014).

Kim Cook serves on the editorial board of Feminist Criminology, the journal of the Division on Women and Crime of the American Society of Criminology.

Kim Cook (with Saundra D. Westervelt) was the guest editor for a special issue, "Aftermath of Wrongful Convictions," in the Albany Law Review.

Leslie Hossfeld serves on the editorial board of the Journal of Agriculture, Food Systems, and Community Development.

Donna King has served on the Teaching Sociology editorial board.

Steve McNamee serves on the editorial board of Sociation Today and formerly served on the editorial board of Sociological Perspectives from 2008 to 2011.

In addition, several faculty members have published books in the last several years.


b. Funded research

(1) External

Since 2009, 8 faculty members have received extramural support for their scholarly efforts in sociology and criminology, with awarded funds totaling over $2 million from private foundations and local, state, and federal agencies.

Leslie Hossfeld is a member of the university's "Million Dollar Club," with grants received totaling over $1.5 million. Some of this funding has been secured in support of the Southeastern North Carolina Food System Program ("Feast Down East"), which is described below (in Section 8g). Funders include the Golden Leaf Foundation ($375,000), the U.S. Department of Agriculture ($300,000), and the Z. Smith Reynolds Foundation ($220,000). Besides supporting regional food systems research, Dr. Hossfeld's funding has supported both current graduate students and recent alumni of the program. Several internships and theses have been produced based on student involvement in Dr. Hossfeld's research program.

Kristen DeVall and Christina Lanier have secured grant and contract funds totaling over $200,000 from local and state agencies. Much of their funded research has involved evaluation of criminal justice outcomes for individuals managed by specialized drug treatment courts, in court-ordered substance abuse and mental health treatment, as well as other community correctional situations.
In the last seven years, the following faculty members have received internal funding from UNC Wilmington to support their research:

In 2014 Susan Bullers was awarded a Summer Research Initiative grant to develop a case/control data collection method for assessing environmental and behavioral breast cancer risk factors. She also received a faculty research reassignment in fall 2014 for this research.

In 2014 Kim Cook was awarded a research reassignment, which will commence in spring 2016.

Kristen DeVall and Christina Lanier received a Charles L. Cahill Award for “An Examination of Three Michigan Drug Treatment Court Programs: Success and Recidivism” (2014), $7,000.

Kristen DeVall and Christina Lanier received an award from the UNCW Innovation Council for “Faculty Assisting Faculty with Grant-Writing: A Pilot Project” (2014), $10,800.

Kristen DeVall and Christina Lanier received a Summer Research Initiative award in 2011.

In 2010 Leslie Hossfeld was awarded a research reassignment to engage in food systems research.

In 2008, both Leslie Hossfeld and Mike Maume were awarded Faculty Engagement in Sponsored Research (FESR) grants, and Mike Maume was granted a research reassignment in the fall semester.

Donna King received a Summer Research Initiative award in 2011.


Jennifer Vanderminden received a Charles L. Cahill award for “Examining the Complex Relationship between Victimization and Disability During Childhood and Adolescence Using Latent Growth Curve Modeling.” (2014), $3,000.

c. Presentations at professional conferences

Faculty in the department regularly travel to conferences to present their research, often with graduate students as co-presenters. Faculty members present regularly at (bi)annual meetings of the following associations:

- American Sociological Association
- Sociologists for Women in Society
- Society for the Study of Social Problems
- North Carolina Sociological Association
- American Society of Criminology
- Academy of Criminal Justice Sciences
- Southern Sociological Society
- North Carolina Criminal Justice Association

Faculty members have also been invited to give presentations at international conferences or universities:

- In 2009, Kim Cook was invited to give a talk entitled, “Framing Innocents: The Wrongly Convicted As Victims of State Harm” at the Australian National University in Canberra and Griffith University in Brisbane.

- In 2014, Donna King presented on the commodification of girlhood at the International Sociological Association XVIII World Congress of Sociology in Yokohama, Japan.

- In 2014, Donna King presented on the commodification of girlhood at the Child and Teen Consumption Conference, “Being, Becoming and Belonging” at the University of Edinburgh Business School in Edinburgh, Scotland.

- In 2012, Donna King presented on feminist theory and Stieg Larsson's millennium trilogy at the University of Gothenburg in Gothenburg, Sweden.


- In 2014, Mike Maume was invited to give the opening address at the 6th International Symposium on Children at Risk and in Need in Antalya, Turkey.

d. Leadership roles

- Daniel Buffington was the Program Chair for the 2014 meeting of the Southern Sociological Society.

- Carrie Buist serves on the Executive Council of the American Society of Criminology (ASC), Division on Women and Crime.

- Kim Cook is the Chair of the ASC's Division on Women and Crime. In 2011 she also served as President of the North Carolina Sociological Association. She has also served a number of other roles in these organizations, as well as the American Sociological Association and the Society for the Study of Social Problems.
Leslie Hossfeld served as President of the Southern Sociological Society from 2013-14. She is also the Co-Chair of the Task Force on Public Sociologies, American Sociological Association. From 2011 to 2013, Dr. Hossfeld was Vice President of Sociologists for Women in Society.

Steve McNamee served as President of the North Carolina Sociological Association in 2008.

From 2013-14, Mike Maume served as President of the North Carolina Criminal Justice Association, and has served on the Executive Board since 2011.

e. Honors and awards

The following lists honors and scholarly awards made to the department faculty over the last seven years:

**Kim Cook**
- 2015 Invited keynote speaker, "Wrongful Conviction and the Criminal Justice System" conference, California State University-Fullerton
- 2007 North Carolina Criminal Justice Association Founders Award for Outstanding Contributions to Criminal Justice Education in North Carolina.

**Leslie Hossfeld**
- 2013 Named Margaret Devereux Lippitt Rorison Faculty Fellow in Community Engagement, University of North Carolina Wilmington
- 2012 University of North Carolina Nominee for UNC Board of Governors’ O. Max Gardner Award
- 2012 Recipient of the University of North Carolina Wilmington Faculty Research Award
- 2011 Recipient of the University of North Carolina Wilmington 2011 Distinguished Faculty Public Service and Scholarly Engagement Award
- 2011 Recipient of the Outstanding Professor Discere Aude Award, University of North Carolina Wilmington
- 2010 Inducted into UNCW’s James F. Merritt Million Dollar Club (honors faculty members that have received over one million dollars in research funding at UNCW).

**Yunus Kaya**
- 2010 Global Citizenship Award, Office of International Programs, University of North Carolina Wilmington

**Diane Levy**
- 2012 Fulbright Scholar, Ukraine, National University of Kyiv-Mohyla Academy

**Steve McNamee**
Leslie Hossfeld is the Co-Founder and Executive Director of the Southeastern North Carolina Food System Program - Feast Down East (FDE, www.feastdowneast.org). Through this work, she collaborates with faculty and students at universities throughout the state to ensure the expansion and success of regional food systems research. She has supervised interns, graduate students and worked with faculty from UNC Wilmington, UNC-Chapel Hill (Gillings School of Public Health, School of Government), Duke Nicolas School of the Environment, UNC-Pembroke, North Carolina State University, North Carolina Agricultural and Technical University (A&T), Institute for Emerging Issues, and Fayetteville State University on food systems research. FDE has over 100 partners across the state including North Carolina Cooperative Extension, North Carolina Conservation Fund Resourceful Communities, the Center for Environmental Farming Systems (CEFS), Carolina Farm Stewardship Association, Rural Advancement Fund International (RAFI), The North Carolina Rural Center and BRAC-Regional Task Force to name a few (see www.feastdowneast.org partners page for a full list). FDE represents a fully-integrated community, economic development, scholarly engagement program that exemplifies the type of outreach embodied in the vision and the mission of the entire University of North Carolina system.

Dr. Hossfeld is also the Co-Founder and Faculty Director of the Wilmington Housing Authority (WHA) – UNCW Community Partnership: WHA-UNCW Community Campus at Hillcrest. One of her primary goals when creating the Public Sociology program at UNCW was to find an outlet for our undergraduate and graduate students to conduct engaged scholarship working directly with the community. In partnership with the Wilmington Housing Authority she have helped bring together multiple disciplines across campus to focus on outreach and collaborative research initiatives between UNCW and WHA. In 2006 she helped to create a community campus based at Hillcrest Public Housing site; currently over ten UNCW departments along with over 15 community partners provide research and programmatic activities to public housing residents in New Hanover County. Since the fall of 2008 the UNCW Public Sociology Program has been based at the Hillcrest Community Campus; other disciplines from across campus participate in the satellite campus offering applied learning experiences and collaborative community-based research for low income residents. This vision and community outreach represents many of the key issues identified in the UNC Tomorrow initiative. Public Sociology students’ research is presented to Wilmington City Council each year to inform City Council of critical issues affecting low-income residents in Wilmington. Their research has been published in peer-reviewed journal articles as well as numerous local newspaper and magazine articles.
Since August of 2008, John Rice has been the principal investigator for the Hillcrest Reading Program [HRP]. HRP is an after-school tutoring program for at-risk kids that uses the most empirically-validated method of teaching children to read. The project, over the past two years, has involved some 140 both undergraduate and graduate students in tutoring; it also provides students with hands-on experience and participation in experimental research design. This work, which is an ongoing project, will produce several peer-reviewed articles in the near future, and will continue to do so in the coming years.

10. STRENGTHS, NEEDS AND CHALLENGES

**Strengths of the program**

- The combined program across the disciplines of sociology and criminology is unique. Our program is the only dual-concentration program in sociology and criminology in North Carolina. Students take several core courses together, as well as some electives.

- Our program is one of a handful in the country with a concentration in public sociology. All public sociology students are expected to work with local agencies in their coursework, and all students in the program gain experience partnering with agencies on needs assessments and program evaluations. Overall, the program focuses on community-based application and scholarly engagement, and has developed a solid track record in the region over the last several years.

- Students develop analytical skills that will serve them in both academic and applied settings. As noted above, students have gone on to be successful in PhD programs and in organizations seeking such skills. With regard to the latter, for example, the program has an ongoing relationship with RTI International, one of the largest research firms in the world. Each fall, a representative from RTI's Survey Research Division meets with graduate students in the professionalization seminar.

- The internship option is attractive to students in the public sociology concentration, as well as criminology students not planning to enroll in a PhD program. A number of internship placements resulted in employment offers upon graduation, or soon afterwards.

- The program is supported by the department faculty. At present, the department has 19 faculty members who are deemed “graduate faculty” by the Graduate School at UNCW. All recent faculty hires have been asked to address their willingness to teach in the program. Three members of the graduate faculty have joined the department in the last
three years, and have already taught at least one graduate seminar.

- The strengths of the faculty in the MA program focus on inequality (race, class, gender, and ability), community development and engagement, and our courses reflect these areas of faculty expertise.

- The faculty and students work closely together, and collaborate on funded projects, technical reports, presentations, and publications. Students on assistantship receive financial support for their thesis work (through tuition scholarships), and all students are eligible for funds from the Graduate School to support travel to conferences. A few years ago, the graduate students formed a departmental Graduate Student Association in order to apply for additional travel funds from the university GSA. In addition, as noted above, Alpha Kappa Delta offers travel assistance to graduate students. The department has agreed to fund one Alpha Kappa Delta and one Alpha Phi Sigma membership for graduate students each year.

Immediate challenges and long-range plans

- **Recruiting**: Although the department engages in an array of recruiting activities, the recent trends in enrollment indicate the need to expand on recruitment, and to seek institutional support in this effort. In January 2015 the department hosted an event for all high-GPA (3.2 and above) junior and senior majors in sociology and criminology at UNCW to inform them on the program and how to apply. The program expects to continue this event annually. There are also long-range plans to initiate an "open house" for the program to appeal to applicants from the region, similar to the one held each year by the MPA program. On a related note, by strengthening ties to other programs such as the MPA, as well as Conflict and Management Resolution, Women's Studies, Gerontology, Social Work, and Geography/GIS, the program has the potential to increase enrollment in its graduate seminars, if not recruit students interested in, for example, extending a Women's Studies graduate certificate to an MA in Sociology.

- **Student support**: A challenge related to recruitment is the level of financial support at the institutional level that is available to applicants to our program. Given a stipend that is several thousands of dollars lower than similar programs in North Carolina and nearby states, we have been unable to enroll some very strong applicants who receive more attractive offers from other schools. An increase in assistantship stipends and in the number of out-of-state tuition waivers would help alleviate this problem.

- **Facilities**: As described in Section 5, graduate students have access to several computers and a printer in a single office space in Bear Hall; however, the computers are several years old, and will also need to be replaced with newer equipment in the near future.
With the move from SBS to Bear Hall, the graduate student office space was decreased by 240 square feet, and the current office size is inadequate given the number of students in the program. In general, the department experienced a 24% reduction in workspace with the relocation to Bear Hall. The program should seek more workspace once the Department of Mathematics and Statistics moves out of Bear Hall (to the newly renovated SBS building) in fall 2015.

**Personnel needs**
- The department does not anticipate requesting new faculty lines in support of the MA program. However, two full-time faculty members have recently gone on phased retirement, one more will be going on phased retirement in the fall, and we expect at least one or two more retirements of graduate faculty in the next several years. In order to sustain the quality of both undergraduate and graduate programs, we project the need for replacement lines for each of these retirements.
Appendix A

Request for Authorization to Establish a New Degree Program
THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include an executive summary. The signature of the Chancellor is required.

Date November 20, 2006

Constituent Institution: The University of North Carolina at Wilmington
CIP Discipline Specialty Title: Sociology and Criminology
CIP Discipline Specialty Number: 45.1101 Level: B ☐ M ☒ 1st Prof ☐ D ☐
Exact Title of Proposed Program: Masters of Arts in Criminology and Public Sociology
Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.A.
Does the proposed program constitute a substantive change as defined by SACS? Yes ☐ No ☒
a) Is it at a more advanced level than those previously authorized? Yes ☐ No ☐
b) Is the proposed program in a new discipline division? Yes ☐ No ☒
Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2007
Do you plan to offer the proposed program away from campus during the first year of operation?

Yes ☐ No ☒
If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>I. Description of the Program</td>
<td>4</td>
</tr>
<tr>
<td>II. Justification for the Program</td>
<td>5</td>
</tr>
<tr>
<td>III. Program Requirements and Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>IV. Faculty</td>
<td>19</td>
</tr>
<tr>
<td>V. Library</td>
<td>21</td>
</tr>
<tr>
<td>VI. Facilities and Equipment</td>
<td>22</td>
</tr>
<tr>
<td>VII. Administration</td>
<td>24</td>
</tr>
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Executive Summary

UNCW requests authorization to establish a new graduate degree program in Criminology and Public Sociology. Increasingly, non-academic employers (chiefly policy makers, managers, planners and executives with responsibilities for a large variety of social, service, commercial, public and private agencies, programs and businesses) are becoming aware of the need for social science skills and for specific reliable information that they can use to assess policy, plan, pre-test, monitor and evaluate their efforts. Since many of the issues they confront are social in origin, current status or consequence, it is clear to them that in order to respond appropriately, they require highly relevant and necessary information, knowledge and social science skills that can contribute to making and carrying out effective decisions.

Recent developments in the social sciences, especially along methodological lines, have led to the emergence of a body of knowledge and skills bearing on decision-making and implementation. The theoretical and methodological developments in the social sciences can be made available to fill the acute need for professional skills that apply information to specific problems. In recent years the Sociology and Criminal Justice department has been approached by a variety of organizations with requests for competent MA professionals who can fill positions in applied social science and criminal justice areas, in the management of research, and in research related executive positions. In addition, master’s-level enrollments and degrees in the social sciences nationally have increased markedly over the past ten years. Likewise, the desire for skills-based courses that develop students for careers as master’s-level sociologists is increasing nationally. The department responds to this need by providing an MA program to educate graduate students who will work as professionals in non-academic applied settings as researchers, counselors, planners, managers, team members, volunteers, program directors, board members, and policy makers in public and private agencies, in marketing, media and not-for-profit management, that have use for the social science components of knowledge, information and skills.

One of the main objectives of the MA program will be to provide students with professional training to seek employment in federal, state, and local governmental agencies and in private-sector organizations, rather than seeking employment in strictly academic settings. The program will provide students training in both theory and methods as well as provide opportunities for them to apply both theory and methods in a variety of settings that deal with particular substantive areas. These areas will reflect the variety and depth of the department’s faculty interests including family, demography, minority studies, drugs, crime mapping, rural services, social policy, mental health, education, criminology, legal studies, poverty and criminal justice policy.

The program requires the completion of 33 credit hours of graduate level course work and is designed to be completed in four semesters of full-time study. Required courses: 15 credit hours of methods, data analysis, theory; Elective courses: 12 credit hours; Thesis or internship: 6 credit hours. UNCW proposes to offer this program beginning in Fall 2007.
I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The proposed MA in Criminology and Public Sociology encompasses rigorous analyses of the values, assumptions, and social structures within national and global societies. The MA in Criminology and Public Sociology at UNCW assists and advises potential students to gain significant insights into these social processes and structures in their desired professions.

The purpose of the masters program is to train students to use theoretical and methodological tools that will allow them to acquire and apply specific information to particular problems or to improve the quality of life. Students will have the opportunity to challenge themselves and others in unique and realistic ways.

MA students will be able to concentrate in either criminology or public sociology. In either case, graduates of the program will be able to tackle professional tasks that directly or indirectly involve human relationships. We expect our graduates to move on to careers as evaluators, researchers, counselors, volunteers, planners, managers, advisors, program directors, and policy makers. The program will also provide a strong foundation for those who seek to pursue the Ph.D. in traditional criminology and sociology programs.

One of the strengths of the new program is the diverse theoretical, methodological, and substantive interests of the graduate faculty. For example, within public sociology, specific strengths include the study of rural and urban poverty, race-gender class inequalities and stratification, social structure and organizational power, globalization, and culture and media. Theoretical-methodological perspectives represented include both quantitative and qualitative, as well as critical, feminist, and conflict theories. Within criminology, specific strengths include not only traditional criminal justice studies, but theoretical criminology including critical criminological theory, and social justice including restorative justice. Students will work with the faculty to develop an individualized program of study. The program requires the completion of 33 credit hours of graduate level course work and is designed to be completed in four semester of full-time study. Required courses: 15 credit hours of methods, data analysis, theory; Elective courses: 12 credit hours; Thesis or internship: 6 credit hours.

B. List the education objectives of the program.

The educational objectives of the master’s program are:

- To prepare students for professional and/or academic careers in Sociology, Criminal Justice and Criminology
- To strengthen students’ analytical, research and writing skills
- To provide extended training in theory and methods
- To strengthen students’ ability to apply theories and methods to social issues, problems and policies
To provide students opportunities to work with community organizations and leaders in internship settings gaining hands-on knowledge and application of social science research methods and practice

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

Some graduate courses will be cross-listed to encourage enrollment by advanced undergraduate Public Sociology and Criminal Justice students, especially those who may wish to complete this or some other graduate-level program. Students in other graduate programs such as the Masters of Social Work and Masters in Public Administration, may seek to take courses from the proposed MA program.

Faculty teaching in the proposed program will come from the undergraduate program in Sociology and Criminal Justice (College of Arts and Sciences).

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

The proposed MA in Criminology and Public Sociology will enhance UNCW’s mission, goals, and objectives. According to the strategic vision, “UNCW will promote and engage in high-quality scholarship and in master’s-focused graduate education.” Furthermore, UNCW is devoted to student development in terms of personal and professional aspirations. We are committed to providing students enrolled in our MA program with the cutting edge disciplinary skills and tools to take back into their communities, their employment, and their families as well-rounded, professionally trained social scientists. They will be encouraged to develop observation and analytical skills. Graduates of our MA program will have significant advantages for their career aspirations, whether they stay in this geographical region or move beyond southeastern North Carolina. UNCW values highly our commitment to regional engagement. This MA in Criminology and Public Sociology specifically requires graduate students to take on internships, and it is expected that most of them will be employed in the New Hanover metropolitan area (New Hanover, Pender and Brunswick counties).

Southeastern North Carolina is predominantly rural, with high rates of poverty, living wage concerns, job displacement and problems with affordable housing. The strengths of the faculty in the MA program focus on inequality (race, class, gender, ability), community development and engagement and our courses will reflect these areas of faculty expertise. Emphasis will be placed on regional internships which address these longstanding social problems in the region and state. The region will benefit from the application of students’ theoretical and methodological skills to that work. Thus, our program will directly enhance Goal V (“strengthen the university’s regional engagement and outreach activities”), and specifically relate to Objectives 2 (provide services to and collaborate with our P-16
educational partners in public schools, community colleges and other universities) and 8 (enhance the university’s ability to perform larger scale multi-disciplinary applied research programs that focus on issues important to southeastern North Carolina).

2. **Student demand**

The initial target market for this program will be undergraduate Sociology and Criminal Justice graduates and local professionals currently working in the criminal justice and social sciences fields. To date, more than 30 inquiries about the proposed program have been fielded by our department over the past six months, primarily through word-of-mouth networking. In 2004, the Department of Sociology and Criminal Justice was awarded Council Of Graduate Schools (CGS) and Ford Foundation funding to develop and plan a professional master’s degree program in the social sciences. Using these funds, the department conducted a survey to assess the need for such a program and found that 77% of employers surveyed in the region indicated the need for professional master’s trained graduates; 92% of alumni surveyed believed the program was needed. We believe there is a strong demand for the proposed program and that the program will attract students from the region, as well as nationally.

3. **Societal need** *(For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)*

Increasingly, non-academic employers (chiefly policy makers, managers, planners and executives with responsibilities for a large variety of social, service, commercial, public and private agencies, programs and businesses) are becoming aware of the need for social science skills and for specific reliable information that they can use to assess policy, plan, pre-test, monitor and evaluate their efforts. Since many of the issues they confront are social in origin, current status, or consequence, it is clear to them that in order to respond appropriately, they require highly relevant and necessary information, knowledge and social science skills that can contribute to making and carrying out effective decisions.

Recent developments in the social sciences, especially along methodological lines, have led to the emergence of a body of knowledge and skills bearing on decision-making and implementation. The theoretical and methodological developments in the social sciences can be made available to fill the acute need for professional skills that apply information to specific problems. In recent years the Sociology and Criminal Justice department has been approached by a variety of organizations with requests for competent MA professionals who can fill positions in applied social science and criminal justice areas, in the management of research, and in research related executive positions. In addition, master’s-level enrollments and degrees in the social sciences nationally have increased markedly over the past ten years. Likewise, the desire for skills-based courses that develop students for careers as master’s-level sociologists is increasing nationally. The department responds to this need by providing an MA program to educate graduate students who will work as professionals in non-academic applied settings as researchers, counselors, planners, managers, team members, volunteers,
program directors, board members, and policy makers in public and private agencies, in marketing, media and not-for-profit management, that have use for the social science components of knowledge, information and skills. Furthermore, in a recent research report produced by the American Sociological Association Research and Development Department (Spalter-Roth 2006), findings indicate that few students graduating from traditional graduate social science curricula felt they had the skills to work in non-academic careers such as those found in non-profits, consulting work, or government – a clear mismatch between the types of jobs available to MA-level graduates and the skills MA students receive in traditional sociological MA programs. We believe that the program we have created will address this mismatch between the traditional sociology and criminology curricula and the professional social science curricula which emphasizes applied experiences in professional settings, and social science skills development.

4. **Impact on existing undergraduate and/or graduate academic programs of your institution.** (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors’ productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

The mission statement of the Department of Sociology and Criminal Justice is to:

- provide quality undergraduate liberal arts education for its students;
- producing new knowledge through scholarship and research;
- and perform service to its profession, the university, and community.

As an academic unit within the College of Arts and Science, the primary department goal is the creation and transmission of knowledge through its two social science disciplines, sociology and criminal justice. To this end, the department's programs provide curricula that encourage critical thinking, intellectual curiosity, and an understanding of the social science perspective. Through various and innovative instructional modes, including technologically enhanced and web-based courses, individualized instructions, interdisciplinary curricula, distance learning, internships, and practice, the department seeks to fulfill the university's commitment to providing a quality learning experience for its students. Excellence in scholarship and research is also viewed as essential to providing an effective and meaningful educational environment. Performing service to the region from the special perspective of sociology and criminal justice and providing students with the professional training necessary for success in applied settings is also a basic department responsibility. The department seeks to increase knowledge of human society from a global perspective and to enhance understanding of the various multicultural segments of American Society.

The Department of Sociology and Criminal Justice currently offers a Bachelor of Arts degree in Sociology and in Criminal Justice. Both programs offer internships and applied settings. The department offers a Public Sociology track that emphasizes community based participatory research. Public Sociology involves taking sociology beyond the boundaries of
the university: it is a sociology that “seeks to bring sociology to publics beyond the academy, promoting dialogue about issues that affect the fate of society” (Burawoy 2004). In the Public Sociology Program, students learn how to use sociology to inform real life social issues. The proposed professional master’s degree will expand on the undergraduate program focusing on internship placement in the community to apply social science skills in relevant professional settings. The 33 hour master’s program includes a six hour internship placement. While the proposed program will provide an opportunity for advanced education at the master’s level, it will also serve to strengthen both undergraduate programs in Criminal Justice and Sociology. Graduate teaching assistants will be utilized to provide instructional support for the undergraduate program. The MA program will attract more and better faculty to UNCW as well as additional resources which will be leveraged by undergraduate and graduate programs alike. In addition, two current faculty members serve on two separate national Task Forces for the American Sociological Association (ASA), the professional organization for Sociologists. Dr. Kim Cook, Chair of the Department of Sociology and Criminal Justice, has just been appointed to a two-year term on the ASA Task Force on Sociology and Criminology programs. Dr. Leslie Hossfeld, Co-Director of the proposed MA in Criminology and Public Sociology, was appointed by the American Sociological Association (ASA) Council to Co-Chair the national ASA Taskforce on Institutionalizing Public Sociology. The expertise offered by these two faculty members in their respective areas will guide the MA program and bring national attention to the proposed MA program and the university.

Other departments that offer courses that may be taken by students in the proposed degree program, include the Masters of Public Administration program and the Masters of Social Work program that would overlap with the applied professional features of our proposed master’s program. Specifically, we seek to offer MSW course Social Policy and Service Organizations; and two MPA courses: Issues in Non-Profit Management and Resources Development in Non-Profit Organizations. This will strengthen our program by providing policy and non-profit organizational expertise that our students will use in their professional careers. These will not be unduly impacted by the program given they are all elective courses and not required.

There is little danger of the creation of low-productivity graduate programs at UNCW. In the 2001 biennial Review of Academic Degree Program Productivity, only the M.S./M.A. in Mathematics and the M.S. in Chemistry were identified as low-productivity programs. Both have increased enrollments and graduation rates and are no longer so classified. In the 2003 Review of Academic Degree Program Productivity, the M.Ed. in Middle Grades Education and the M.Ed. in Special Education, along with the M.A.T. degrees programs were classified as low-productivity. The M.Ed. degree program at UNCW has numerous specialty areas. The M.Ed. program, as a whole, is quite healthy and vigorous. Enrollment in subspecialties varies each year. The M.A.T. program was reconstituted and restarted only three years ago and it has reached high productivity levels in the short amount of time. We believe that the MA in Criminology and Public Sociology will be extremely attractive to prospective students and will immediately have high enrollments and will sustain high enrollments through subsequent years.
B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from UNCW. Include a) public and b) private institutions of higher education.

   a) public institutions

<table>
<thead>
<tr>
<th>Degree</th>
<th>Area</th>
<th>Distance</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>120 miles</td>
<td>ECU</td>
<td>On-campus</td>
</tr>
<tr>
<td>MS</td>
<td>Criminal Justice</td>
<td>120 miles</td>
<td>ECU</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>165 miles</td>
<td>NC Central</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA/MS</td>
<td>Sociology</td>
<td>130 miles</td>
<td>NCSU</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>196 miles</td>
<td>UNC-CH</td>
<td>On-campus</td>
</tr>
<tr>
<td>MS</td>
<td>Criminal Justice</td>
<td>196 miles</td>
<td>UNC-CH</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>208 miles</td>
<td>UNC-G</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>88 miles</td>
<td>Fayetteville State</td>
<td>On-campus</td>
</tr>
<tr>
<td>MS</td>
<td>Criminal Justice</td>
<td>88 miles</td>
<td>Fayetteville State</td>
<td>On-campus</td>
</tr>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>160 miles</td>
<td>UNC</td>
<td>On-campus</td>
</tr>
</tbody>
</table>

b) private institutions

<table>
<thead>
<tr>
<th>Degree</th>
<th>Area</th>
<th>Distance</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>Sociology</td>
<td>165 miles</td>
<td>Duke</td>
<td>On-campus</td>
</tr>
<tr>
<td>MJA</td>
<td>Justice Administration</td>
<td>88 miles</td>
<td>Methodist</td>
<td>On-campus</td>
</tr>
</tbody>
</table>

2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why it is necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

There are no public or private institutions of higher education in North Carolina currently offering a program in Criminology and Public Sociology. This program is unique in its focus on professional skill development and is unlike any in the state and nationally.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).
**Headcount enrollment**

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

**Program Title:** MA Sociology and MS Criminal Justice

<table>
<thead>
<tr>
<th>University</th>
<th>Data</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>NC Central</td>
<td>Fall Enrollment</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>NA</td>
</tr>
<tr>
<td>ECU – MA SOC</td>
<td>Fall Enrollment</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>10</td>
</tr>
<tr>
<td>ECU – MS CRJ</td>
<td>Fall Enrollment</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>5</td>
</tr>
<tr>
<td>NCSU</td>
<td>Fall Enrollment</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>0</td>
</tr>
<tr>
<td>UNC-Charlotte MA SOC</td>
<td>Fall Enrollment</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>4</td>
</tr>
<tr>
<td>UNC-Charlotte MS CRJ</td>
<td>Fall Enrollment</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>2</td>
</tr>
<tr>
<td>Fayetteville State MA SOC</td>
<td>Fall Enrollment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>10</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>Fall Enrollment</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>0</td>
</tr>
<tr>
<td>UNC – Greensboro</td>
<td>Fall Enrollment</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Degrees awarded</td>
<td>0</td>
</tr>
</tbody>
</table>

Each of the institutions shown in the table was contacted to tabulate the enrollment information shown above. Based upon these numbers, discussions with department chairs at the respective institutions, and along with the anticipated student demand discussed in Section I, enrollment projections were developed for the proposed program.
Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (2007-08)</th>
<th>Year 2 (2008-09)</th>
<th>Year 3 (2009-10)</th>
<th>Year 4 (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Please indicate the anticipated steady-state headcount enrollment after four years:

- Full-time: 25
- Part-time: 5
- Total: 30

SCH production (upper division program majors, juniors and seniors only, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).

**Year 1: 2005-06**

<table>
<thead>
<tr>
<th>Program Category</th>
<th>UG</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td></td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 2: 2006-07**

<table>
<thead>
<tr>
<th>Program Category</th>
<th>UG</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td></td>
<td></td>
<td>410</td>
</tr>
<tr>
<td>Category II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 3: 2007-08**

<table>
<thead>
<tr>
<th>Program Category</th>
<th>UG</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category IV</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

There are no public or private institutions in North Carolina with either a Master of Arts in Public Sociology or an MA in Criminology. Indeed, only one other program in the country, American University [http://www.american.edu/cas/sociology/maps/], offers an MA with a concentration in Public Sociology; the program was launched Fall 2006, thus it may be too soon to assess its quality. The MA in Sociology program at UNC Greensboro has a Criminology concentration, and appears to be a program of fine quality. Appalachian State University has an MS degree in Criminal Justice and Criminology, but is too recently approved to assess its quality. In addition, North Carolina State University’s masters and doctoral programs in sociology identifies crime, deviance, and social control as an area of emphasis. Outside of North Carolina, the following programs are similar to ours and are considered to be of high quality:

- University of Missouri-St. Louis ([www.umsl.edu/%7Eccj/html_files/masters.html](http://www.umsl.edu/%7Eccj/html_files/masters.html))
- University of Maryland ([http://www.ccjs.umd.edu/Graduate/](http://www.ccjs.umd.edu/Graduate/))
- Northern Arizona University ([http://www.nau.edu/~crimj-p/mscj.html](http://www.nau.edu/~crimj-p/mscj.html))
- University of Delaware ([http://www.udel.edu/soc/gradpage.htm](http://www.udel.edu/soc/gradpage.htm))
- University of Florida ([http://web.crim.ufl.edu/grad/ma.html](http://web.crim.ufl.edu/grad/ma.html))

The Alfred P. Sloan Foundation has also recognized this need and has provided funding to more than 30 institutions to develop interdisciplinary graduate programs ([http://www.sciencemasters.com](http://www.sciencemasters.com)) for students interested in a wider variety of career options than provided by current graduate programs. UNCW has received Sloan Foundation funding for the planning and establishment the proposed program in Criminology and Public Sociology.

2. List other institutions visited or consulted in developing this proposal. Also list any consultants’ reports, committee findings, and simulations (cost, enrollment...
shift, induced course load matrix, etc.) generated in planning the proposed program.

The MA Program planning committee in Sociology & Criminal Justice consulted with colleagues at the following universities: UNC Greensboro, Northern Arizona University, American University, Old Dominion University, North Carolina State University, American Sociological Association and Eastern Michigan University. Committee members attended a workshop for graduate program directors at the meeting of the American Sociological Association in August 2006 and received valuable information on program planning from the workshop sessions. In addition, the committee collected invaluable qualitative and quantitative feedback from the program’s advisory board at a session held early in the planning process. A list of advisory board members may be found in Appendix A.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

Each applicant must have a strong overall academic record and have successfully completed an undergraduate degree and have a 3.0 overall undergraduate GPA.

Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criteria may still be considered for admission. A writing sample is required, in the form of an essay explaining how the MA in Criminology and Public Sociology may assist the candidate in meeting her or his personal goals. The admission procedure also includes an interview with the Graduate Coordinator of the program.

The application deadline for fall admission is April 1 (March 1 for consideration for financial aid and assistantships).

2. Documents to be submitted for admission (listing or sample).

Applicants seeking admission to the graduate program in Criminology and Public Sociology are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (GRE)
4. Three recommendations by individuals in professionally relevant fields; at least two must be from academics
5. A writing sample in the form of an essay explaining how the MA in Criminology and Public Sociology may assist the candidate in meeting her or his personal goals
6. Students must have a 3.0 overall undergraduate GPA.
The admission procedure also includes an interview with the Graduate Coordinator of the program.

C. Degree requirements. List the following:

1. **Total hours required.** Major: **33** Minor: **0**

2. **Proportion of courses open only to graduate students to be required in program (graduate programs only).**

   No more than six hours of undergraduate and graduate level cross-listed courses will apply towards student’s degree. That is, 27 of the 33 credit hours will be required to be taken from graduate-only courses.

3. **Grades required.**

   A student must have no less than a 3.0 GPA on all graduate-level courses. Grades of A, B, C, F, S, U and W are permanent grades and can be changed only by the instructor with the approval of the appropriate dean in cases of arithmetical or clerical error or as a result of protest of grade. Plus (+) or minus (-) grades may be awarded at the discretion of the faculty.

4. **Amount of transfer credit accepted.**

   No transfer credits will be accepted.

5. **Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)**

   - An oral qualifying exam is required at the completion of the first 9 hours of core courses.
   - Students must choose either a thesis (6 hours) or internship (6 hours) option.
   - An oral defense of thesis proposal or internship proposal is required before enrolling in thesis or internship hours.
   - An oral defense of final thesis or internship research paper is required in order to graduate.

6. **Language and/or research requirements.**

   No foreign language requirement. A student may select from thesis (6 hours) or internship (6 hours) options. Both options require research papers and oral defense.

7. **Any time limits for completion.**

   A five year time limit will be in effect for completing degree requirements.
D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Existing SOC Courses in the UNCW Graduate Catalog taught by Sociology and Criminal Justice faculty

- **SOC 501/GRN 501. Aging and Society (3)** Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification. May be taken for elective credit in the GLS program.
- **SOC 518/GRN 518. (418) Women and Aging (3)** Examines women’s experiences of old age and the aging process. Specific emphasis on family, medical, and economic institutions. May be taken for elective credit in the GLS program.

**New Core Required Courses for the Proposed Program**

- ***CRM/SOC 500. Social Research Methods (3)** Analysis of process of social research in terms of problem definition, research design, data sources, and methods of data analysis. Emphasis will be placed on the application of research methods to practical problems.
- ***CRM/SOC 502. Evaluation, Methods, and Policy (3)** Advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research.
- ***CRM/SOC 503. Sociological Theory (3)** Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.
- ***CRM/SOC 504. Data Analysis (3)** The purpose of this course is to instruct students in techniques of quantitative data analysis. It will explore techniques to describe and make inferences from univariate, bivariate and multivariate data. Students will learn to evaluate scholarly literature that makes use of such methods. They will also have the opportunity to apply these statistics to current social problems.
- ***CRM/SOC 505. Pro Seminar (3)** Focus on the professional role of social scientists in different types of organizational contexts as constrained by organizational policies and protocol, professional codes of ethics, budgets, client needs, politics, professional commitment, technology, inter-organizational linkages, and other considerations.
New Elective Courses - 12 credits; students may select an area of concentration in either Criminology or Public Sociology

- CRM/SOC 506. Qualitative Data Analysis (3) An introduction to qualitative methods of data gathering and analysis in sociology and criminology. Specific content will cover: participant observation, in-depth interviewing, content analysis, field methods. Students are required to collect and analyze qualitative data. A final research paper demonstrating these methods is required.

- CRM/SOC 507. Community-Based Participatory Research Methods (3) Focus on engaged methodologies that facilitate community-based participatory research (CBPR). Attention will be given to the history of CBPR, ethics, logic and methods of community-based research, research design, conceptualization, measurement and sampling, modes of observation, data gathering and analysis and democratization of the research process through validating multiple forms of knowledge.

- CRM/SOC 515. Advanced Victimology (3) A sociological examination of victimization and formal responses to victimization. Empirical patterns of specific forms of victimization will be discussed, including: domestic violence, sexual violence, corporate violence, political violence, etc.

- CRM 510. World Criminal Justice Systems (3) Comparative study of criminal justice systems throughout the world. Attention to historical, structural, political, legal and philosophical similarities and differences.

- CRM 516. Crime and Social Control (3) A theoretical foundation for understanding formal social control strategies in response to crime patterns. Will present a history of incarceration, decarceration, diversion, and rehabilitation programs.

- CRM 517. Death Penalty (3) A sociological examination of capital punishment in the USA. Emphasis will be placed on US Supreme Court decisions, sociological research on various aspects of deterrence, racial bias, public opinion, and wrongful convictions.

- CRM/SOC 530. Restorative Justice (3) Restorative justice practices will be examined theoretically, empirically, and historically. Emphasis will be placed on Australia, New Zealand, the United Kingdom, Canada and the United States. Specific content includes: juvenile crime, violence against women, aboriginal/indigenous justice, victims and offenders needs.

- CRM/SOC 535. Sociology of Deviant Behavior (3) Examines what comes to be considered, and treated, as deviant behavior in historical, cultural, and societal context, linking theories as to the causes and appropriate management of deviant behavior to changes in that larger context.

- CRM 540. Race, Class, Gender and Crime (3) Examines the intersection of race, class, and gender with regard to criminal offending and victimization. Emphasis will be
placed on the application of criminological theory to the explanation of variations in patterns of crime in relation to race, class, and gender. Additionally, this course will examine the policy implications of the current explanations.

- **CRM/SOC 549. Sociology of Law.** (3) Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

- **CRM 560. Interpersonal Violence** (3) A sociological approach to the study of interpersonal violence, including discussion of theory, methods, and empirical findings of structural, cultural, and situational criminological research on the topic.

- **CRM/SOC 561. Seminar in Criminology** (3) (recommended for all graduate criminology students) An overview of the breadth of topics that comprise the discipline of criminology, with emphases on theoretical explanations and the various reactions to crime in society.

- **CRM 570. Drug Problems and Crime** (3) Results from numerous studies have found illicit drugs, especially illicit drug sales, are linked to a myriad of crime, especially violent crime. The role of drugs in crime events and patterns of use are a focus of the course. Additionally, the topics of addiction, drug markets, both national and international and drug policy implementation and change will be addressed.

- **CRM/SOC 580. Social Justice** (3) A sociological examination of social justice, and policies that proclaim to promote social justice in the United States. The class examines various forms of institutionalized inequality on the basis of social class, race/ethnicity, gender, and sexuality. Social policy solutions are also examined.

- **CRM 585. Communities and Crime** (3) The course is designed to immerse students in research and policies related to communities and crime. The course will cover classic and contemporary contributions from the social sciences, with a primary focus on crime and place across American space along with occasional stops outside the U.S. borders. The course will also examine how communities deal with, and are affected by, crime and criminal offenders.

- **CRM/SOC 598. Thesis** (1-6) Prerequisite: Successful defense of thesis proposal. Intensive study of a topic selected by the student and approved by thesis committee.

- **CRM/SOC 599. Internship** (6) Prerequisite: permission from instructor and successful defense of internship proposal. Supervised participation in field experience, includes written final research report.

- **SOC 508. Public Sociology Seminar** (3) (recommended for all graduate Public Sociology students) An overview of the roots of public sociology and current debates surrounding public sociology. Methods, theory and praxis will be examined.

- **SOC 515. Globalization and Development** (3) Globalization is one of the most important features of the contemporary world, which describes a socioeconomic system of interdependence unprecedented in terms of scope and intensity. What is less clear and still under debate, however, is the nature and the consequences of globalization: Who has pushed it forward and who benefits from it? This course will review the process of
globalization and critically examine the different perspectives on it. Students will better understand how globalization has influenced (and will change) our and other’s life and development

- **SOC 520. Political Economy of Rural Development (3)** Examination of the development and underdevelopment of rural economies. Emphasis is placed on the dynamics of socioeconomic political change and the ways in which current global political economy shapes rural experiences.

- **SOC 521. Urban Sociology (3)** Examination of sociological theory and research on urban growth and its consequences on social behavior.

- **SOC 524. Social Stratification (3)** Examination of social and economic inequalities based on social class and status as basic dimensions of individual life chances as well as of the structure and dynamics of societies and the world system. Reviews current state of the field in regard to academic and policy debates, theories, methods, crucial research findings, as well as comparative analyses.

- **SOC 525. Racial and Ethnic Group Relations (3)** Examination of race and ethnicity in modern societies and the modern world system. Focuses on the causes and consequences of racism, discrimination, prejudice, racial conflict, and racial oppression in American society. Special emphasis will be given to the relationship between race/ethnicity and social class.

- **SOC 526. Social Control and Social Change (3)** This course looks at how societal control mechanisms interact with a society's ability incorporate change. Following a review of the social control literature, the class will analyze social behavior that breaks from existing patterns and expectations, such as riots, crowds, revolution, and social movements.

- **SOC 531. Self, Desocialization, No-Self (3)** Explores the social construction of self and desocialization practices through the study of sociological, postmodern, and Buddhist perspectives on self and no-self.

- **SOC 543. Corporations and Consumer Culture (3)** Critically examines the social significance of popular culture with special emphasis on corporations and the commercialization of culture.

- **SOC 546. Tourism and Society (3)** An examination of the role of tourism and tourists in human societies. Topics may include: history and growth of mass tourism; relations between hosts and guests; tourism and development; heritage, environmental and pilgrimage tourism; tourism ethics; typologies of tourists and tourist experiences; and the social consequences of tourism.

- **SOC 547. Sociology of Education (3)** Advanced analysis of the social structures and processes both affecting and characteristic of education in modern societies. Topics include: education’s role in the socialization process; the ways in which education is both a product and producer of social stratification; variability in racial experiences in education; human, social, and cultural capital; social and cultural change and their impact on education.
- **SOC 550. Gender (3)** This course first explores the history of social inequality associated with gender. It will explore both micro and macro factors that perpetuate inequality as well as those factors that have reduced inequality. The course will culminate with an in-depth look at current global efforts to address gender inequality.

- **SOC 565. Social Psychology (3)** This course offers an overview of the current themes in contemporary Social Psychology as well as their applications. This course focuses on the social structural determinants of social behavior and social change, with an emphasis on inequality.

- **SOC 567. Sociology of Health (3)** This course explores the effects of social structural inequality on health. It looks at the history of social, economic, and political factors that have affected health and well being. It covers comparative health care systems as well as current issues concerning the United State health care system.

- **SOC 568. Media and Democracy (3)** Critically examines the social, cultural, and political consequences of privately-owned corporate media, and the important role of independent media, in a democratic society.

- **SOC 569. Intersectionality in Media (3)** Critically examines the intersectionality of race/ethnicity, class, gender, and sexuality in popular media.

- **SOC 584. Community Development (3)** Analysis of principles, theory and practice of community change and development. Examination of multiple definitions of community and the contribution of community capitals to community well-being.

- **SOC 586. Sociology of Work, Occupations and the Labor Force (3)** Theories of work and occupations; the changing structure of the labor force, the relationships between work, the individual and society. Focus on the changes in the place of work in society corresponding to technological and organizational change. Specific topics may include workplace restructuring, women and minorities in the labor force, and relations between labor and management.

- **SOC 587. Sociology of Organizations (3)** Analysis of organizational theory and research applied to issues in contemporary society; topics include organizational social psychology, organizational structure and process, and inter-organizational relationships.

IV. FACULTY

A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member’s education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

Department of Sociology and Criminal Justice (for vitae see Appendix B)

1. Dr. Susan Bullers
2. Dr. Kimberly Cook
3. Dr. Leslie Hossfeld
4. Dr. Darrell Irwin
5. Dr. Sangmoon Kim
6. Dr. Donna King
7. Dr. Christina Lanier
8. Dr. Diane Levy
9. Dr. Michael Maume
10. Dr. Clyde McDaniel
11. Dr. Stephen McNamee
12. Dr. Robert Miller
13. Dr. John Rice
14. Dr. Lynn Snowden
15. Dr. Adam Watkins
16. Dr. Cecil Wills

B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

2007-2008: 0 new faculty
2008-2009: 2 new faculty (public sociology, criminology)
2009-2010: 1 new faculty (sociology of law)
2010-2011: 1 new faculty (criminology)

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

New faculty positions will come from enrollment growth in the program and at UNCW.
D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

The Department’s faculty workload policy is consistent with the College of Arts and Sciences and allows for faculty to gain workload credit for a variety of instructional methods. The workload will remain 9 hours of instruction for research-active faculty in the Department. To be a member of the graduate faculty, one must maintain research activity. Scholarly research productivity will be enhanced and increased as a result of this program since faculty will have the benefits of graduate assistants who will participate in faculty research projects and who may be employed from faculty research grants. The proposed program will also bolster existing undergraduate programs where students work with faculty on research projects, thus providing undergraduate students with role models from among the graduate students to mentor them.

V. LIBRARY

A. Provide a general statement as to the adequacy of present library holdings for the proposed program.

There are 347 journal subscriptions in the combined areas of sociology, criminology and criminal justice; 87% of these journals have online, full-text access. The library subscribes to both Sociological Abstracts and Criminal Justice Abstracts, which provide access to journal articles, book reviews, dissertation and book abstracts, and technical reports in the disciplines of sociology and criminology. In addition, the library provides access to secondary databases in these fields (e.g., Applied Social Sciences Indexes and Abstracts, National Criminal Justice Reference Service Abstracts).

The Department of Sociology & Criminal Justice has seen its appropriation for purchasing library materials increased to $6,500 for the 2006-2007 AY. These funds may be used to purchase books, datasets, or audiovisual materials. The department has completely spent its appropriation every year for the last several years, such that the library boasts extensive holdings in the social sciences. The table below shows the extent of holdings in general sociology (Library of Congress Classification [LCC]: HM) and social pathology, which includes most of the books in the areas of criminology and criminal justice (LCC: HV). These figures are compared to corresponding holdings at two other state universities in the southeastern region: Fayetteville State University (FSU) and UNC Pembroke (UNCP). Although UNCP has no masters programs in sociology, criminology or criminal justice, FSU has a masters program in sociology and a new masters in criminal justice program. The table shows the count of catalogued materials in the general holdings in both general sociology and criminology & criminal justice. Of the 6,779 items totaled between sociology and criminology & criminal justice, 96% are books.

<table>
<thead>
<tr>
<th>LC Call # Range</th>
<th>Description</th>
<th>Record Count</th>
<th>UNCW Circulation Rate</th>
</tr>
</thead>
</table>

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B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

Although no departments at UNCW have been authorized to increase journal subscriptions within their disciplines, new tenure-track faculty members have the ability to request one journal subscription (up to a cost of $500 per year per journal). There are three new tenure-track faculty in the Department of Sociology & Criminal Justice this year, and the department expects to hire four tenure-track faculty members for the 2007-2008 AY. We therefore have the potential to substantially increase the journal holdings in sociology and criminology by next year. In addition, the department has received a $2000 special project fund to purchase books to redress deficiencies in the areas of social research methods and analysis. The department will actively encourage faculty to apply for these special project funds as they identify deficiencies in holdings—particularly those most relevant to the MA program.

C. Discuss the use of other institutional libraries

All UNCW faculty and students have borrowing privileges at other North Carolina state universities. In addition, UNCW is a member of the Coastal Library Consortium, which includes Fayetteville State University (FSU) and UNC Pembroke (UNCP). Faculty and students may use the electronic catalog to locate and place holds on books and other circulating materials at FSU and UNCP, which are usually delivered to Randall Library’s circulation department within a few days. ILIAD, which is Randall Library’s interlibrary loan system, is an online request application that allows faculty and students to request books, theses and dissertations, and journal articles that are not available from UNCW. These materials are usually available within several days; many articles are received in an electronic format.
VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

The MA in Criminology and Public Sociology will be housed entirely in the Department of Sociology & Criminal Justice, which is located in the Social & Behavioral Sciences (SBS) building.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

All graduate faculty members in the department have offices in SBS, and the department has some shared office space that it will be able to set aside for graduate students. Given that most, if not all, classes will be planned for times that are not in the “prime time” block identified by the College of Arts & Sciences (i.e., late afternoons and evenings), classroom availability for the graduate program will be adequate. However, should departmental growth continue over the next decade at the current rate of growth, it is quite likely that both the department and the graduate program will need additional office and classroom space.

C. Discuss any information technology services needed and/or available.

Technology continues to play an increasingly important role in the lives of faculty, staff and students at the University of North Carolina at Wilmington, and its importance was underscored by a vote of the Faculty Senate to “ensure that UNCW graduates are equipped with the technology related skills necessary to ensure success in their academic disciplines and related professional pursuits.”

The Information Technology Systems Division at UNCW provides information technology services for over 10,900 students and 1,650 faculty and staff. The division conducts planning through a systematic process engaging faculty and students within various committees.

The student, faculty and staff e-mail, calendar, and scheduling system is provided through the MS Exchange environment which also offers faculty and select staff access to on-campus services through its VPN system. The Technology Assistance Center (technology help desk) is staffed from 7:30 to 5:30 5 days a week and Collegis provides 24/7 support for online courses for both faculty and students. The Technology Support Center is a new facility that houses the Technology Assistance Center, student support area and a dedicated faculty support area with dedicated staff.

The E-merging technology training arm of the Information Technology Systems Division focuses on integration of teaching and learning tools in the classroom and online. This includes support of PDA’s and classroom whiteboards. Coupled with this is a Skillport system of online skill development courses. Blackboard/WebCT is the campus course management system used for online course development.

The UNCW campus wireless network brings nearly 90% coverage of the entire campus, while Sungard/SCT is the basis of the UNCW portal system along with enterprise system applications in the Banner suite of products. Full training and support is offered for these applications on an
ongoing basis. UNCW is moving to a datamart-type format in the near future with application systems that to allow flexibility in report development and data access. To date there have been 95 classrooms outfitted with complete audio visual media systems including LCD projectors, computer systems, network access, speakers and lighting controls all developed from a baseline model for ease of support and maintenance. These classrooms are supported by three dedicated staff and five students. These classrooms were specific designed by the Division of Academic Affairs for outfitting. Cable services run to the wall in nearly all classrooms, and satellite access is available as requested predominantly as downlink services.

There are 12 computer labs across campus and two laptop (wireless) checkout locations to serve students on an ongoing basis. Randall Library has a computer lab that is designated for exclusive use by graduate students. UNCW has a preferred vendor program with Dell Computer, Inc. which offers students a preferred price for computer systems developed to utilize the collaborative environment the ITS division has implemented. The division has also developed several programs to serve faculty and staff with personal purchases at very competitive pricing structures.

D. Discuss sources of financial support for any new facilities and equipment.

N/A

VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.

The MA Committee is a standing committee in the department of Sociology and Criminal Justice. It is composed of the Co-Directors of the MA program (one for Criminology and one for Public Sociology) and seven appointed Graduate Faculty from the department representing both Criminology and Public Sociology substantive areas. The MA Committee reports to the Chair of the department, who reports to the Dean of the College of Arts and Sciences.

The primary duties of the Co-Directors of the MA program will be to implement policies derived by the MA Committee in accordance with guidelines provided by the Graduate School.
VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

SACS - no substantial change

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Some elective courses are proposed to be supported by other departments including the Department of Social Work and Public Administration. Due to these courses being elective in nature, they should pose no undue demand on these supporting fields or on the Sociology and Criminal Justice department.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

N/A

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds. Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA
classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. Include the continuation of previous year(s) costs in second and third year estimates.

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION:** University of North Carolina Wilmington  
**DATE:** 11/20/06

**Program (API #, Name, Level):** 45.1101, Criminology and Public Sociology  
**Degree(s) to be Granted:** M.A.  
**Program Year:** 2007-2008

#### ADDITIONAL FUNDS REQUIRED - BY SOURCE

<table>
<thead>
<tr>
<th>Source</th>
<th>Reallocation of Present Institutional Resources</th>
<th>Enrollment Increase Funds</th>
<th>Federal Other (identify)</th>
<th>New Allocations</th>
<th>Total</th>
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<td>Regular Term Instruction</td>
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<td>1210 SPA Regular Salaries</td>
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<td>1310 EPA Academic Salaries</td>
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<td>Teaching Assistants (5)</td>
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<td>1810 Social Security (7.65%)</td>
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<td>1820 State Retirement (SPA: 6.82%) (EPA: 9.64%)</td>
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<td>1830 Medical Insurance ($312.33/month)</td>
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<td>Scholarships</td>
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<td>2000 Supplies &amp; Materials</td>
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<td>4000 Fixed Charges</td>
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<td>(5 Computers for graduate students to use)</td>
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<td>TOTAL – Regular Term Instruction</td>
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#### Libraries (121710)

#### Trust Funds

#### TOTAL COSTS

**TOTAL Additional Costs** $59,442

**INSTITUTION:** University of North Carolina Wilmington  
**DATE:** 11/20/06
Program (API #, Name, Level): 45.1101, Criminology and Public Sociology
Degree(s) to be Granted: M.A.  Program Year: 2008-2009

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

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<tr>
<th>Source Description</th>
<th>Reallocated of Present Institutional Resources</th>
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<td>1210 SPA Regular Salaries</td>
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<tr>
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<td>$12,532</td>
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<td>2000 Supplies &amp; Materials</td>
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<td>4000 Fixed Charges</td>
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<td>5 Computer for graduate students use</td>
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<td>TOTAL – Regular Term Instruction</td>
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<tr>
<td>Libraries (121710)</td>
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<tr>
<td>Trust Funds</td>
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</table>
## Request to Establish a Master of Arts in Criminology and Public Sociology

The University of North Carolina Wilmington

### TOTAL COSTS

| TOTAL Additional Costs | $265,358 | $245,578 |

**INSTITUTION:** University of North Carolina Wilmington  
**DATE:** 11/20/06  
**Program (API #, Name, Level):** 45.1101, Criminology and Public Sociology  
**Degree(s) to be Granted:** M.A.  
**Program Year:** 2009-2010

### ADDITIONAL FUNDS REQUIRED - BY SOURCE

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<tr>
<th>Reallocation of Present Institutional Resources</th>
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<th>Federal Other (identify)</th>
<th>New Allocations</th>
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<td>1210 SPA Regular Salaries</td>
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<td>Faculty (1)</td>
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<td>Includes travel, recruitment, software</td>
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<tr>
<td>4000 Fixed Charges</td>
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<td>Computer, office equipment</td>
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<td><strong>TOTAL – Regular Term Instruction</strong></td>
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<tr>
<td><strong>Libraries (121710)</strong></td>
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<tr>
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<td><strong>TOTAL COSTS</strong></td>
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</table>
XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

The annual criteria we will use to evaluate MA in Criminology and Public Sociology include the number and quality of applicants, the number of students accepted into the program, performance in graduate coursework, advisor and mentor feedback, graduate student professional activity, the number of successful theses and comprehensive exams (written and oral components), and placement of graduates.

B. Measures to be used to evaluate the program:

Evaluation Plan -- Annual Activities

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>1. Quality and number of applicants</td>
<td>Eligible applicants will have:</td>
<td>• Number of eligible applications received</td>
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<tr>
<td></td>
<td>• exceeded minimum criteria set by Graduate School</td>
<td>• Average GRE scores</td>
</tr>
<tr>
<td></td>
<td>• submitted all materials requested</td>
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<tr>
<td>2. Number of students accepted into the</td>
<td>Successful applicants will have</td>
<td>Number of students accepted into the program</td>
</tr>
<tr>
<td>program</td>
<td>above average or excellent ratings by the departmental admissions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>committee.</td>
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<tr>
<td>3. Performance in graduate coursework</td>
<td>Successful graduate students will have exceeded a 3.0 GPA in all</td>
<td>Average GPA for cohort</td>
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<tr>
<td></td>
<td>graduate coursework.</td>
<td></td>
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<tr>
<td>4. Advisor and mentor feedback</td>
<td>Successful graduate students will have received positive feedback from</td>
<td>Qualitative assessments</td>
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<tr>
<td></td>
<td>advisors and/or mentors.</td>
<td>student performance/progress toward the degree</td>
</tr>
<tr>
<td>5. Graduate student professional activity</td>
<td>Successful graduate students will have attended at least one academic</td>
<td>• Number of graduate students who attended</td>
</tr>
<tr>
<td></td>
<td>conference or</td>
<td>an academic conference</td>
</tr>
</tbody>
</table>
presented or co-presented at least one academic conference paper or authored or co-authored a peer-reviewed publication.

- Number of conference papers presented or co-presented by graduate students
- Number of peer-reviewed publications authored or co-authored by graduate students

6. Theses and comprehensive exams

<table>
<thead>
<tr>
<th>Successful graduate students will have:</th>
<th>Number of graduates from the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• passed the thesis requirement (written and oral components) or passed the internship requirement (written and oral components)</td>
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</table>

7. Placement of graduates

<table>
<thead>
<tr>
<th>Successful graduates of the program will have found employment in a professional occupation or been accepted into a doctoral degree program</th>
<th>Number of graduates placed in professional occupations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number of graduates accepted into doctoral degree programs</td>
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</table>

C. Projected productivity levels (numbers of graduates):

<table>
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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>TOTALS</th>
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<tr>
<td>Graduates</td>
<td>0</td>
<td>8</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

1. Dr. Raymond J. Michalowski, Arizona Regents’ Professor of Criminal Justice, Department of Criminal Justice, Northern Arizona University, Raymond.Michalowski@nau.edu, (928)523-3710
2. Dr. Ronet Bachman, Professor and Chair, Department of Sociology and Criminal Justice, University of Delaware, ronet@udel.edu, (302)831-2581
3. Dr. Karen Parker, Associate Professor, Department of Criminology, Law and Society, University of Florida, kparker@crim.ufl.edu, (352) 392-1025 ext 205
4. Dr. Phil Nyden, Professor and Director, Center for Urban Research and Learning Loyola University Chicago, Lewis Towers, 10th Floor, 820 N. Michigan Avenue, Chicago, IL 60611, Phone: (312) 915-7760, Fax: (312) 915-7770, pnyden@luc.edu
5. Dr. Roberta Spalter-Roth, Director Research and Development Department,
American Sociological Association, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005, Phone:(202) 383-9005, spalter-roth@asa.net

E. Plan for evaluation prior to sixth operational year.

UNCW has a set of guidelines and a well defined process for the review and evaluation of its graduate programs (see http://www.uncw.edu/grad_info/pdf/Guidelines2001.PDF). After the second full year of operation, the proposed program will undertake a comprehensive self-study as outlined by these guidelines.

REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: August 2007

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _______________________________ Date ________________
Appendix B

MA Program Student Assessment Rubric and Assessment Results

M.A. Sociology & Criminology

Master’s Program Grading Rubric for Theses and Internship Papers

Student name: _________________________  Date of defense: ______________
Thesis committee chair  _____
Committee member  _____
Ex officio  _____

Please rate this student in comparison to other M.A. students you have known at UNCW using the following scale. The level of performance demonstrated by this student is:

1 = significantly below expected levels
2 = below expected levels
3 = at expected levels
4 = above expected levels
5 = significantly above expected levels

With respect to the five criteria (a-e) listed below:

____ (a) Framing of substantive topic (SLO 3)
____ (b) Understanding and application of theory (SLO 1)
____ (c) Application of methodology (SLO 2)
____ (d) Quality of writing (SLO 3)
____ (e) Quality of communication skills demonstrated during oral defense (SLO 4)

Sociology and Criminology

Master’s Program Student Learning Outcomes

Students graduating with a M.A. degree from the Department of Sociology and Criminology will be able to:

SLO 1: Students will apply theory to the analysis of substantive topics.
SLO 2: Students will use research methods to address formal questions or hypotheses.
SLO 3: Students will present a clear and well-written analysis of a criminological or sociological issue.
SLO 4: Students will communicate in oral form at a scholarly and professional level.
Assessment of MA Theses

The assessment rubric was first implemented in spring 2010. All committee members and an outside member of the graduate faculty score the rubrics at the oral defense.

Please rate this student in comparison to other M.A. students you have known at UNCW using the following scale. The level of performance demonstrated by this student is:
1 = significantly below expected levels
2 = below expected levels
3 = at expected levels
4 = above expected levels
5 = significantly above expected levels

With respect to the five criteria (a-e) listed below:
(a) Framing of substantive topic
(b) Understanding and application of theory
(c) Application of methodology
(d) Quality of writing
(e) Quality of communication skills demonstrated during oral defense

In 2013-14, results from the scoring criteria indicate mean scores falling, on average, “above expected levels.” There is an improving trend in the scores between 2009-10 and 2013-14.
Appendix C

Faculty Curriculum Vitae (abbreviated)
VITA
MIKE S. ADAMS

Office Address:
Dept. of Sociology and Criminology
UNC-Wilmington
Wilmington, NC 28403

Phone: 910.962.3425

EDUCATION

Ph.D. Sociology, Mississippi State University, 1993
Area of Specialization: Crime and Deviance.

M.S. Psychology, Mississippi State University, 1989.


RESEARCH AND TEACHING INTERESTS

Research interests: causes of delinquency (esp. differential association and labeling), perceptions of crime and crime control, criminal procedure and constitutional rights.

Teaching interests: First Amendment and crime, evidence law, criminal procedure.

CURRENT POSITION

August 1998 to Present: Associate Professor, Department of Sociology and Anthropology, University of North Carolina at Wilmington.

August 1996 to August 1998: Criminal Justice Program Coordinator.
Responsibilities: Course scheduling and other general administrative duties.

Courses Taught
Crime & Delinquency.
Criminal Law & Procedure.
Criminology.
Introduction to Criminal Justice.
Introduction to Sociology.
Law of Evidence
Minorities, Crime, & Criminal Justice Policy.
Juvenile Delinquency.
Research Methods in Criminal Justice.
Senior Seminar: First Amendment and Crime.
Trials of the Century.
SELECTED PUBLICATIONS


PROFESSIONAL REPORTS


CONFERENCE PAPERS

Adams, Mike S. (2000). The Execution of the Mentally Retarded: An Examination of the Case of John Paul Penry. Presented at the 50th Anniversary Conference of the Social Science Research Center at Mississippi State University.


**RELATED EXPERIENCE**

June 1992 to July 1993: Research Associate and Project Director (Mississippi Drug Control and Violent Crime Prevention Program Evaluation), Social Science Research Center, Mississippi State University.

Responsibilities: Budgeting, data analysis, preparation of reports and newsletters, and general organization of project activities. Annual project funding $120,000.

November 1992 to March 1993: Consultant (Criminal Justice Felony Records Improvement Audit), Social Science Research Center, Mississippi State University.

Responsibilities: Development of research methodology and supervision of data collection process.

January 1992 to October 1993: Consultant (Research Project Assessing Minority Over-representation In Mississippi's Juvenile Justice System), Social Science Research Center, Mississippi State University.

Responsibilities: Questionnaire Construction, data collection, and data analysis.

Responsibilities: Taught Introduction to Sociology and Introduction to Criminology.

January 1990 to May 1992: Graduate Research Assistant, Social Science Research Center, Mississippi State University;

Responsibilities: Data collection and analysis for a DUI Offender Typology study and data analysis on various projects.

August 1989 to December 1989: Graduate Teaching Assistant, Department of Communications, Mississippi State University.

Responsibilities: Taught two sections of Fundamentals of Public Speaking.

August 1988 to May 1989: Graduate Teaching Assistant, Department of Psychology, Mississippi State University.

Responsibilities: Grading, record-keeping, and general office assistance.

PROFESSIONAL DEVELOPMENT

May 18-June 22 1998: Visiting Associate Professor at UNC Chapel Hill.

March 2-17, 1996: Guest Lecturer, Universidad San Francisco de Quito, March 2-17, 1996, Quito, Ecuador. (The History and Present Constitutional Status of the Death Penalty in the United States”, and "The Rights of the Convicted: Prisoners and the Eighth Amendment”.


DEPARTMENTAL AND UNIVERSITY SERVICE

Academic Advisor, Theta Chi Fraternity.
Faculty Advisor, Kappa Sigma Fraternity.
Faculty Advisor, Civil Disobedience Dissemination Organization.
Faculty Advisor, College Republicans.
Faculty Advisor, Criminal Justice Club.
Faculty Adviser, Ratio Christi.
Faculty Advisor, UNCW Pro Life.
Faculty Senate.
Sexual Assault Advisory Board.
Daniel Taylor Buffington  
Curriculum Vitae  
May, 2014

Office Address:  
123 Bear Hall  
Department of Sociology and Criminal Justice  
University of North Carolina Wilmington  
601 South College Road

Contact Info:  
910.962.3434 (office)  
buffingtond@uncw.edu

EXPERIENCE

2009- Present  
Assistant Professor, Department of Sociology and Criminology, University of North Carolina-Wilmington

2009  
Part-time Instructor, Department of Sociology, University of Georgia

EDUCATION

2008  
Ph.D. Sociology, University of Georgia  
Dissertation: “Watching the World Cup American Style: Race, Nationality, and Gender in the World’s Game”  
Committee: Linda Grant (chair), Jim Dowd, and Patricia Richards  
Comprehensive Exam Area: Inequality (Race, Class, and Gender)

2003  
M.A. Sociology, University of Georgia

1999  
B.A. Anthropology and Art History, University of New Mexico, Magna Cum Laude

RESEARCH AND TEACHING INTERESTS

Race and Ethnicity  
Sociology of Sport  
Intersection of Race, Class, and Gender  
Culture  
Media and Mass Communication  
International Migration  
Nations, Nationality, and Globalization  
Social Problems

PUBLICATIONS

Forthcoming  
Buffington, D. “‘Blacks are naturally good athletes’: The Myth of a Biological Basis for Race” In C Harris and S McClure (Eds.). Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations. Sage.

2013  


WORKS IN PROGRESS

Buffington, D. 2013 “Getting over Richard: Teaching and researching race after Lewontin’s fallacy”

PROFESSIONAL PRESENTATIONS
2013 “Getting over Richard: Teaching and researching race after Lewontin’s fallacy” Presented at American Sociological Association annual meeting, Atlanta, GA.

2012 “You’ll never watch alone: The compulsion of proximity in sports bars.” Presented at Southern Sociological Society annual meeting, New Orleans, LA

2010 “Imagining the nation through sport: The World Cup and Cultural Representation of the National” Presented at American Sociological Association annual meeting; Atlanta, GA.

2010 “A South in the North: Emplacing the South in the American national myth” Presented at Southern Sociological Society, Annual Meeting; Atlanta, GA

2008  “Imagining the Nation through Sport: The World Cup and Cultural Representation” Presented at Sociology Colloquium Series, Athens, GA.
2008  “Mitigating Racial Stereotypes in a Sporting Context” Presented (with Todd Fraley) at the Summit on Communication and Sport, Clemson, SC
2006  “‘Our Game, The World’s Game’: Soccer and Nationality in America” Presented (with Todd Fraley) at the International Communication Associations Annual Meeting, Dresden, Germany
2005  “‘It’s Bigger Than Hip Hop’: Towards Understanding Hip Hop as a Social Movement” Presented at 2005 College Language Association, Athens, GA

TEACHING EXPERIENCE

University of North Carolina-Wilmington – Department of Sociology and Criminology (Fall 2009 to present)
- SOC 105: Introduction to Sociology
- SOC 200: Sociology of Sport
- SOC 215: Modern Social Problems
- SOC 306: Sociology of Culture
- SOC 325: Racial and Ethnic Group Relations
- SOC 490: Senior Seminar
- SOC 525: Racial and Ethnic Group Relations

University of Georgia - Department of Sociology (Spring 2005-Spring 2009)
- SOCI 1101: Introduction to Sociology
- SOCI 3010: Sociology of Culture
- SOCI/AFAM 3310: Race and Culture
- SOCI 3590: Qualitative Methods
- SOCI 3740: Sociology of Sport

HONORS AND AWARDS
2004  Outstanding Graduate Teaching Assistant Award, University of Georgia

PROFESSIONAL MEMBERSHIP
2002-present  American Sociological Association
Section membership: Racial & Ethnic Minorities
2007-present  North American Society for the Sociology of Sport
2010-present Southern Sociological Society

PROFESSIONAL SERVICE

- Southern Sociological Society, Program Committee (Chair), 2013-14
- reviewed research manuscript for *Sport in Society*, 2013
- reviewed research manuscripts for *Ethnic and Racial Studies*, 2012-2014
- reviewed research manuscript for *Sociological Inquiry*, 2012
- reviewed research manuscript for *The Review of Black Political Economy*, 2012
- reviewed research manuscript for *Journal of Multicultural Discourses*, 2011
- reviewed book proposal (Social Problems textbook) for Oxford University Press, 2011
- reviewed research manuscript for *Teaching Sociology*, 2011
- reviewed research manuscript for *Qualitative Sociology*, 2010
- reviewed research manuscript for *Emotion Review*, 2009
- reviewed research manuscript for *Symbolic Interaction* Special Issue on Race and Symbolic Interaction, (Summer) 2007

- Handbook Committee, Chair (August 17 2009-present)
- Newsletter Committee, Chair. (January 12, 2011 – Present).
- Space Committee, Member. (August 17, 2010 – April 2014).
- Assessment Committee, Member. (August 17, 2010 – August 2013).
- Financial Aid Committee, Member (August 17 2011-present)

- Master’s Thesis Committee Chair, Hillary Geen “Monumental Myth Making in the New South”
- Master’s Thesis Committee Chair, Lacey Hancock “Veteran Employment Discrimination”
- Master’s Thesis Committee Member, Laura Tassinari “An examination of attitudes towards homosexuality in the United States: An analysis of trends and predictors.”
- Honor’s Thesis Committee Member, Ashley Oliver “*Examination of the Effects of Speaker’s Race and Accent on Listeners’ Perceptions*.”

- Participated as faculty member in Global Perspectives Learning Community (now Excellence through Cultural Engagement and Leadership Learning Community), Fall 2010 and 2011
- "2nd year mentor" for CTE's incoming faculty orientation. (August 2, 2010).

• Contributor, Contexts: Sociological Images, 2008

• Teaching Assistant Mentor, Department of Sociology, UGA, 2004-6
• Presentation on Undergraduate Teaching, Pro-Seminar of Sociology Department, UGA, 2006
• Co-Coordinator Sociology Graduate Student Symposium, UGA, 2006
• Presentation on Beginning Teaching Techniques, Orientation Session of Graduate School, UGA, 2005, 2006
• Contributor, Sociology Teaching Assistant Electronic Resource Center, UGA, 2005
• Contributor, Teaching Assistant Mentor’s Resource Webpage, UGA, 2004
• Presentation on Developing Effective Discussion in Class, Graduate Student Orientation of Sociology Department, UGA, 2002, 2003
• Co-President, Sociology Graduate Society, UGA, 2002-3

PROFESSIONAL DEVELOPMENT
• Seminar, "Using the New Poverty Data webinar", Community in Action Partnership; Children's Leadership Council; Coalition on Human Needs. (September 10, 2013).
• Workshop, "Dealing with the unprepared student", Center for Teaching Excellence. (February 10, 2011).
• Workshop, "Grading 101", Center for Teaching Excellence. (November 4, 2010).
• Workshop, "Digital Measures Workshop", CTE. 2010
• Teaching with Technology Workshop, “Advanced Blackboard Features”, 2009
CARRIE L. BUIST, PH.D.

CURRICULUM VITAE

University of North Carolina Wilmington
Department of Sociology and Criminology
601 South College Road
Wilmington, NC 28403-5978
Office: 910.962.2422
Cell: 734.673.5997
Email: buistc@uncw.edu
cariebuist@gmail.com

EDUCATION

<table>
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<th>Degree</th>
<th>Institution</th>
<th>Field</th>
<th>Concentrations</th>
</tr>
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<td>Ph.D., 2011</td>
<td>Western Michigan University</td>
<td>Department of Sociology (Concentrations in Criminology and Gender &amp; Feminist Theory)</td>
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<tr>
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<td>Dissertation: “Don’t Let the Job Change You; You Change the Job: The Lived Experiences of Women in Policing.”</td>
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EMPLOYMENT

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<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 – Present</td>
<td>Assistant Professor</td>
<td>University of North Carolina Wilmington</td>
<td>Department of Sociology and Criminology</td>
</tr>
<tr>
<td></td>
<td>Affiliated faculty member in Women’s and Gender Studies</td>
<td></td>
<td></td>
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<tr>
<td>2007 -2011</td>
<td>Lecturer</td>
<td>Western Michigan University</td>
<td>Department of Sociology</td>
</tr>
<tr>
<td>2006, 2008 -2009</td>
<td>Lecturer</td>
<td>Eastern Michigan University</td>
<td>Department of Sociology, Anthropology, and Criminology</td>
</tr>
</tbody>
</table>
INTERESTS & SPECIALIZATIONS

Corrections
Criminal Justice Process – Courts
Law enforcement – especially women in policing
Criminology
Feminist theory
Sexuality and LGBT issues
Queer Criminology
Gender
Law and Society
Qualitative research methods

COURSES TAUGHT

Law and Society (undergraduate)
Racial and Cultural Minorities (undergraduate)
Principles of Sociology (undergraduate)
Criminal Justice Process (undergraduate)
Introduction to Criminal Justice (undergraduate)
Corrections (undergraduate)
Criminology (graduate and undergraduate)
Women, crime, and justice (undergraduate)

PUBLICATIONS

PEER REVIEWED ARTICLES


SPECIAL EDITION JOURNAL PUBLICATION


BOOK


BOOK CHAPTERS


PROFESSIONAL CONFERENCE PRESENTATIONS

“Anticipating the Next 30 Years: Feminist Criminology for the Future.” Roundtable. San Francisco, CA

“Some of Us Have Different Bad Choices to Make”: Analyzing the Intersections in “Orange is the New Black.” (co-presented with Adrienne Trier-Bieniek)
Charlotte, NC

2013 American Society of Criminology. Roundtable: “Queer Criminology: What it is and Why it Matters.” Organizer
Atlanta, GA.


2010  American Society of Criminology. “Contributing Factors to an Increased Commitment Rate for Female Felony Offenders.” (co-presented with Andrew Verheek). Roundtable: “The Trials, Tribulations…and Rewards of doing Comparative Historical Research in Criminology.” San Francisco, CA.

Midwest Sociological Society. “Radical Feminism and Lesbian Battering: Dismantling the Lesbian, Feminist Utopia.” Chicago, IL.


**PROFESSIONAL EXPERIENCE**

**EDITOR**

2013  Guest co-editor (along with Matthew Ball and Jordan Blair Woods) Special Edition on Queer/ing Criminology, *Critical Criminology: An International Journal*

**MANUSCRIPT REVIEWER**

2014  Feminist Criminology

2013  Critical Criminology

2012  Sociation Today

2010  Critical Criminology

**BOOK REVIEWS**

2014  *Hard Time Revisited: Understanding and Reforming the Prison*: Wiley Blackwell

2014  *LGBTQ and Social Justice*: Palgrave MacMillan

2014  *Queering Criminology*: Palgrave MacMillan

**RESEARCH EXPERIENCE**

2010  Research assistant for Susan Caringella: Topics: Rape, rape myths, race, class, gender intersections regarding rape myths and rape laws.

2007 – 2009  Research assistant for Paul Leighton: Responsible for finding articles and various other research materials used in *The Rich Get Richer and the Poor Get Prison: A Reader*.


2005 – 2007  Full graduate assistantship: Eastern Michigan University
Susan Bullers, Ph.D.
April 2014
University of North Carolina at Wilmington
Professor, Department of Sociology and Criminology
601 S. College Road, Wilmington, North Carolina 28403-3297
(910) 962-7150, FAX (910) 962-4236, BullersS@uncw.edu

Education

1994-1995 Post-Doctoral Research under Marcia Russell on the Stress and Alcohol Study, at the Research Institute on Addictions, Buffalo, NY


1990 MA in Sociology from the University of Colorado-Denver. Thesis: Gender, Kinship Ties, and Social Network Density."


Professional Positions Held

2011-present  Professor of Sociology, UNCW
2001-2011  Associate Professor of Sociology, UNCW
2005-2008  Director of Women’s Studies and Resource Center, UNCW
1995-2001  Assistant Professor of Sociology, UNCW

Teaching

Courses taught
SOC 105 Introduction to Sociology
SOC 301 Data Analysis for the Social Sciences
SOC 337 Medical Sociology
SOC 345 Social Psychology
SOC 400 Statistics for the Social Sciences
WMS 210 Introduction to Women’s Studies
SOC 490 Sociology of Food
SOC 500 Graduate Research methods
SOC 565 Graduate Social Psychology
WMS 495 “Reel Girls” UNCW/Middle school collaboration

I regularly chair and serve on graduate thesis and honors thesis committees in the SOC/CRM Department and other departments at UNCW. I regularly guest lecture on Research Methods, Data Analysis and Women in India.
Teaching Awards, Activities and Grants

1997-present, Named as a professor who had a “significant impact” on one or more graduating seniors.

2010. UNCW, $3000 to develop an online sociology this course for use at the UNCW Onslow program.

2008-2010, With Dr. Paige Tan, Developed a study abroad program in India. I attended the on-campus component of the course and guest lectured throughout the semester. Subsequently took a group of interdisciplinary students to India for two weeks in May 2010.

2007 CIEE Faculty Development trip to India. “India, Women, and Development”

2001 Recognition from the Center for Teaching Excellence for Making a Significant Contribution to the Teaching Environment.

1999 Summer Teaching Initiative Award, $1500, for student-based interactive course format development

1999 Recognized by the Center for Teaching Excellence for making a Significant Contribution to the UNCW Teaching Environment

Publications

Peer-reviewed

Bullers, Susan and Carol Prescott, 2013, “Beliefs about the Causes of Drinking Problems; Effects of Own Drinking, Exposure to Close Others’ Drinking, and Ethnicity” (accepted pending minor revisions- probably done by the time you read this) Sociation Today.


**DVD**

Reports


Book Reviews


Published Abstracts


Works in Progress

Bullers, Susan “Gender and Drinking; the Effects of Roles, Attitudes, and Demographics,” (under review)

**Grants**

2014 UNCW summer Research Initiative; Development and pilot study of a case/control data collection method for assessing environmental and behavioral breast cancer risk factors

2014 UNCW Research Reassignment; Development and pilot study of a case/control data collection method for assessing environmental and behavioral breast cancer risk factors

2012 NIH, $100,000 (not funded) Development and preliminary testing of an innovative, cost-effective data collection method for assessing environmental and behavioral breast cancer risk factors, pilot study in progress for re-application

2008 UNCW Office of International Programs Travel Grant to develop a study abroad program in India. $1000

2007 UNCW International Programs study award for CIEE Faculty Development “India; Women and Development” program $1000

2006 International Programs, $500, International Travel Award, CIEE Faculty Development; Women in India

2006 “Reel Girls” UNCW Academic Affairs, Office of the Provost, $9969

2004 Grant from UNCW Provost’s Office to extend work from Fulbright-Hayes Chile Seminar, $3000.00.

2004 UNCW Research Reassignment for project titled “Gender Differences in Drinking Patterns: A Cross-Cultural Comparison Between Chile and the United States.”

2004 International Programs, $500, International Travel Award for project titled “Gender Differences in Drinking Patterns: A Cross-Cultural Comparison Between Chile and the United States.”

2003 Fulbright-Hays Seminar “Internationalization through Faculty Development: Contemporary Chile.” Five week cultural and research exchange.

KIMBERLY J. COOK, Ph.D.
Professor
Department of Sociology and Criminology
University of North Carolina Wilmington
601 South College Road
Wilmington, NC 28403
U.S.A.
910-962-3785 (office)
910-228-1598 (personal)
910-962-7385 (fax)
cookk@uncw.edu

EDUCATION

- 1994, Ph.D., Sociology with specialization in Criminology, Family, and Social Policy. University of New Hampshire
- 1990, Master of Arts (Sociology) University of New Hampshire, Durham, NH
- 1987, Bachelor of Arts with Distinction (Sociology), University of Maine, Orono, Maine

ADDITIONAL PROFESSIONAL DEVELOPMENT

- 2007, Bridges Program on Academic Leadership for Women, University of North Carolina System.
- 2004, Certified facilitator for Maine’s Restorative Justice programs for juvenile offenders
- 2003, Sabbatical, University of Southern Maine

EMPLOYMENT EXPERIENCE

- 2005 - 2013: Department Chair; Sociology and Criminology, University of North Carolina Wilmington
- 2005 - present: Professor of Sociology and Criminology, University of North Carolina Wilmington
- 2003 - 2005: Chair, Department of Criminology, University of Southern Maine
- 2000 - 2005: Associate Professor, Department of Criminology, University of Southern Maine (Promoted to Associate Professor effective September 1, 2000. Tenured September 1, 2001)
- 1995- 2000: Assistant Professor (tenure-track), Department of Criminology, University of Southern Maine
- 1994-1995: Assistant Professor (tenure-track), Department of Sociology, Anthropology and Social Work, Mississippi State University

ADMINISTRATIVE DUTIES
University Level:
- UNCW QEP Topic Development Coordinator (appointed and direct report to Provost), Sept 1, 2010 – June 30, 2013
  - Coordinate with our accrediting team in Academic Affairs
  - Establish and facilitate QEP Topic Development Task Force
  - Develop and prepare the QEP for SACS Review
  - Interact with all units on campus as needed to develop our QEP
  - Result: eTEAL: experiencing Transformative Education through Applied Learning. SACS approval secured.
    - FMI: [www.uncw.edu/qep](http://www.uncw.edu/qep)

Department Level:
- Departmental budget management
- Departmental growth and development leader
- Professional Development facilitator
- Liaison with College of Arts and Sciences and Academic Affairs
- Department organizational needs including schedules, research support, infrastructure, service commitments.
- Administrative staff supervisor
- Reappointment, Promotion and Tenure processes
- Student needs and problem solver

TEACHING EXPERIENCE

<table>
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<tr>
<td>Introduction to Criminology</td>
<td>Domestic Violence</td>
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<td>Introduction to Sociology</td>
<td>Victimology</td>
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<td>Introduction to Criminal Justice</td>
<td>Sociology of Deviance</td>
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<td>The Death Penalty</td>
<td>Sociology of the Family</td>
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<td>Crime and Social Control</td>
<td>Social Problems</td>
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<td>Hate Speech</td>
<td>Restorative Justice</td>
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</table>


PUBLICATIONS

Books:


Edited Collection:


Refereed publications:


Cook, Kimberly. 2011 "Presidential Address: Realizing the Promise of Sociology: Going Public and Enriching Community." *Sociation Today* 9(1). (available online at: [http://www.ncsociology.org/sociationtoday/v91/profess.htm](http://www.ncsociology.org/sociationtoday/v91/profess.htm))


**Miscellaneous Publications:**


Community Service:

Cook, Kimberly J. 1986. "Education is the Key to the Future: The Key to Education is Financial Aid: A Guide for Women making a new Beginning in Education" Published jointly by the University of Maine, Maine Department of Human Services, and the Vocational Technical Institute System.

PROFESSIONAL PRESENTATIONS


Jacob C. Day
Department of Sociology & Criminology
University of North Carolina Wilmington
601 South College Rd, Wilmington, NC 28403-5978
Office: (910) 962-7385 Cell: (919) 414-9354
dayj@uncw.edu
https://sites.google.com/site/jakedaysoc/

ACADEMIC POSITIONS
2014-  Assistant Professor, Department of Sociology & Criminology, University of North Carolina Wilmington
2012-2014  Assistant Professor, Department of Sociology, Appalachian State University

EDUCATION
2012  PhD in Sociology, North Carolina State University
2007  Masters of Science in Sociology, North Carolina State University
2003  Bachelors of Science in Sociology, Oregon State University

RESEARCH INTERESTS
Criminal and Juvenile Justice, Evidence-Based Crime Intervention/Prevention, Social Networks, Social Stratification, and Categorical Inequality, Quantitative Research Methods.

MANUSCRIPTS
Peer-Reviewed Publications


Technical Reports


Other Publications


Articles under Review

Day, Jacob C. “Transitions to the Top: Race, Segregation, and Promotions to Executive Positions in the College Football Coaching Profession.” (Conditional Accept at *Work and Occupations*)

PRESENTATIONS

Professional Presentations

Forthcoming Day, Jacob C. “Climbing the Ladder or Getting Stuck: Racial Differences in College Football Coaches’ Careers.” To be presented at the Southern Sociological Society’s Annual Meeting (New Orleans, LA, March)

2014 Zahn, Margaret A. and Jacob C. Day. “The Effects of Gender Responsive Programming on Recidivism Seriousness for Youth in Secure Detention.” *Presentation at the American Society of Criminology’s Annual Meeting* (San Francisco, CA, November)


2012 Day, Jacob C., Zahn, Margaret A. and Lisa Tichavsky. “Evaluating the Effectiveness of Gender Responsive Delinquency Intervention Programming.” *Presentation at the American Society of Criminology’s Annual Meeting* (Chicago, IL, November)

2012 Day, Jacob C. “Career Sequences in the College Football Coaching Profession: Examining Racial Differences in Career Patterns.” *Roundtable presentation at the American Sociological Association’s Annual Meeting* (Denver, CO, August)

2012 Day, Jacob C., Tichavsky, Lisa and Margaret A. Zahn. “Evaluating the Effectiveness of Gender-Responsive Delinquency Intervention Programming.” *Presented at the North Carolina Criminal Justice Association’s Annual Meeting* (Raleigh, NC, February)


Invited Presentations


2012 Zahn, Margaret A. and Jacob C. Day. “The Evidence on Gender-Responsive Programming.” Presented at North Carolina Central University’s Department of Criminal Justice’s Juvenile Justice Institute (Durham, NC, April)


2009 McDonald, Steve and Jacob C. Day. “Race, Gender, and the Invisible Hand of Social Capital.” North Carolina State University’s Department of Sociology & Anthropology’s Faculty Research Seminar (Raleigh, NC, November) & the Duke Social Capital Research Group (Durham, NC, October).

2007  Zahn, Margaret A., Day, Jacob, and Robyn Haynes. “Findings Regarding the Effectiveness of Gender Responsive Programs for Girls.” *12th National Workshop on Adult and Juvenile Female Offenders (Washington D.C., October) & The Girls Study Group Meeting (Chapel Hill, NC, November 2006).*


### RESEARCH & GRANT EXPERIENCE

**Community-Based Research**

2013-14  Watauga County Drug Court Evaluation Project (Co-Principal Investigator: Cameron D. Lippard). Mediation and Restorative Justice Center, Inc., Boone, NC.

**Co-Principal Investigator**

2012  Mini-Grant awarded for developing a proposal for an experimental study on girls’ delinquency programs (Co-Principal Investigators: Margaret A. Zahn and Lisa Tichavsky). Department of Sociology and Anthropology, North Carolina State University, $3,000.


**Research Associate**

2010  Mini-Grant awarded for developing a proposal for an evaluation of gender-responsive programming (Principal Investigator: Margaret A. Zahn). Department of Sociology and Anthropology, North Carolina State University, $4,900.


**Research Assistant**


### TEACHING EXPERIENCE

**Courses Taught**

- Crime and Public Policy
- Minorities, Crime, & Criminal Justice
- Women & the Justice System*
- Social Stratification*
- Criminology
- Principles of Sociology
- Social Deviance

*Cross-listed as an undergraduate and graduate course
Kristen E. DeVall, Ph.D.
University of North Carolina Wilmington
Department of Sociology & Criminology
601 S. College Rd.
Wilmington, NC 28403-5978

Email: devallk@uncw.edu
Phone: 910-962-2636

Education
Ph.D. April 2008 Sociology Western Michigan University, Kalamazoo, MI Dissertation – The Theory and Practice of Drug Courts: Wolves in Sheep Clothing?


B.A. June 1998 Political Science (Public Law) & Sociology (cum laude) Western Michigan University, Kalamazoo, MI

Academic Experience
University of North Carolina Wilmington
Associate Professor Fall 2014-present
Assistant Professor Fall 2008-Summer 2014

Western Michigan University
Part-time Instructor Fall 2005-Summer 2008

Kalamazoo County (MI) Office of Community Corrections
Case Manager & Electronic Monitoring Agent Fall 2002-Fall 2007

Publications


Articles under Review

Rice, J.R. & DeVall, K.E. “I Don’t Understand Why I’m Failing Your Course: Socialization and Entitlement Contests” – submitted to *Sociology of Education*.

Articles in Progress
DeVall, K.E. & Gregory, P.D. “Drug Courts and Basic Human Needs: Wolves in Sheep Clothing?”

DeVall, K.E., Santana, S. & Lanier C. “Drug Treatment Court Best Practices: Predicting Success for Female Participants.”
DeVall, K.E., Hartmann, D.J. & Gregory, P.D. “Rural Drug Court Success: An Examination”

Maume, M.O., Lanier, C.L. & DeVall, K.E. “Evaluation of Outcomes in a Statewide Sample of TASC Clients”

DeVall, K.E. & Rice, J.R. “I Still Don’t Understand Why I’m Failing Your Course: A Test of Concerted Cultivation” – paper being submitted to Teaching Sociology.

Program Evaluation Reports (since 2012)

Hartmann, David J. & Kristen E. DeVall (March 2014). Evaluation of the Kalamazoo County Women’s Drug Treatment Court Program: Year 8 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall (January 2014). Evaluation of the Kalamazoo County Men’s Drug Treatment Court Program: Year 9 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

DeVall, Kristen E. (December 2013). Evaluation of the Van Buren County Drug Treatment Court Program: Year 6 conducted for the 36th Circuit Court. Paw Paw, MI.

Hartmann, David J. & Kristen E. DeVall. (June 2013). Evaluation of the Kalamazoo County Juvenile Drug Treatment Court Program: Year 15 conducted for the 9th Circuit Court Family Division. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (May 2013). Evaluation of the Kalamazoo County Family Dependency Treatment Court Program: Year 4 conducted for the 9th Circuit Court Family Division. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (April 2013). Evaluation of the Kalamazoo County Youthful Offender Transition Program: Year 8 conducted for the 9th Circuit Court Family Division and the W.K. Kellogg Foundation. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (March 2013). Evaluation of the Kalamazoo County Women’s Drug Treatment Court Program: Year 7 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall (January 2013). Evaluation of the Kalamazoo County Men’s Drug Treatment Court Program: Year 8 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

DeVall, Kristen E. (December 2012). Evaluation of the Van Buren County Drug Treatment Court Program: Year 5 conducted for the 36th Circuit Court. Paw Paw, MI.

Hartmann, David J. & Kristen E. DeVall (October 2012). Evaluation of the Livingston County Adult Drug Treatment Court Program conducted for the Livingston County Court Administrator. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (June 2012). Evaluation of the Kalamazoo County Juvenile Drug Treatment Court Program: Year 14 conducted for the 9th Circuit Court Family Division. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (May 2012). Evaluation of the Kalamazoo County Family Dependency Treatment Court Program: Year 3 conducted for the 9th Circuit Court Family Division. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (February 2012). Evaluation of the Kalamazoo County Women’s Drug Treatment Court Program: Year 6 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

Hartmann, David J. & Kristen E. DeVall. (January 2012). Evaluation of the Kalamazoo County Men’s Drug Treatment Court Program: Year 7 conducted for the 9th Circuit Court. Kalamazoo, MI: Kercher Center for Social Research.

Presentations (since 2009)
Bogardus, K. & DeVall, K.E. “What’s Gender Got to Do With It?: Effective Case Management for Women” presentation at the American Probation and Parole Association annual meeting in New Orleans, LA (August 2014).


DeVall, K.E., Lanier, C. & Santana, S. “Drug Treatment Court Best Practices: Predicting Success for Female Participants” presentation at the American Society of Criminology annual meeting in Atlanta, GA (November 2013).

Bogardus, K. & DeVall, K.E. “What’s Gender Got to Do With It?: Effective Case Management for Women” presentation at the American Society of Criminology annual meeting in Atlanta, GA (November 2013).

DeVall, K.E. & Rice, J.R. “I Still Don’t Understand Why I’m Failing Your Course: A Test of Concerted Cultivation” presentation at the Southern Sociological Society annual meeting in Atlanta, GA (April 2013).

DeVall, K.E. “Where Do They Go From Here?” presentation at the North Carolina Sociological Association annual meeting in Wilmington, NC (February 2013).

DeVall, K.E., Lanier, C. & Maume, M.O “Evaluation of Outcomes in a Statewide Sample of TASC Clients” paper presented at the American Society of Criminology annual meeting in Chicago, IL (November 2012).


DeVall, K.E. panel member “Sociological Practice in the South” sponsored by the Committee on Sociological Practice at the Southern Sociological Society annual meeting in New Orleans, LA (March 2012).


DeVall, K.E. & Lanier, C.L. “Successful Completion: An Examination of Factors Influencing Drug Court Completion for White and Non-White Male Participants” poster presented at the American Society of Criminology annual meeting in Washington, DC (November 2011).

DeVall, K.E. & Rice, J.S. “I Don’t Understand Why I’m Failing Your Course?” paper presented at the Southern Sociological Society annual meeting in Jacksonville, FL (April 2011).

Rice, J.S. & DeVall, K.E. “Learning to Read at Hillcrest: Sociology in the Community, Year 2” paper presented at the Southern Sociological Society annual meeting in Jacksonville, FL (April 2011).

DeVall, K.E. & Gregory, P.D. “The Evaluation & Improvement of Drug Courts: Do We Need a Theory of Drug Court Effectiveness?” paper presented at the Academy of Criminal Justice Sciences annual meeting in Toronto, Ontario, Canada (March 2011).

**Community grant-writing work**

City of Wilmington, NC
- FY 2014 Bureau of Justice Assistance Second Chance Act Reentry Program for Adult Offenders with Co-Occurring Substance Abuse and Mental Health Disorders: “Re-entry Systems of Effective Treatment (RESET) Program” (evaluation of this initiative) – funded $600,000

Van Buren County Drug Treatment Court Program
- FY 2013 SAMHSA Grants to Expand Substance Abuse Treatment Capacity In Adults, Juvenile, and Family Drug Courts – funded $357,758
- FY 2012 BJA/OJJDP Family Dependency Treatment Court Program – funded $613,000
- FY 2009 BJA Enhancing Adult Drug Treatment County Programs – funded $182,000
- Michigan State Court Administrator’s Office Michigan Drug Court Grant Program – funded annually since 2009 (yearly amounts vary)
- Michigan State Court Administrator’s Office Byrne/JAG – funded annually since 2009 (yearly amounts vary)

Allegan County Drug Treatment Court Program
- FY 2012 Michigan State Court Administrator’s Office Michigan Drug Court Grant Program, (with Christina Lanier), – funded $100,000

Michigan State Police 5th District Headquarters
- FY 2012 Solving Cold Cases with DNA – submitted to the National Institute of Justice (not funded)
- FY 2011 Solving Cold Cases with DNA – submitted to the National Institute of Justice (not funded)

**University grant-writing work**

**Funded**


Lanier, C. & DeVall, K.E. “Public Criminology in Action: Beyond the Walls of the University” UNCW Center for Teaching Excellence Summer Pedagogy Development Initiative ($4,000). Summer 2014.


DeVall, K.E. & Lanier, C. “Faculty Assisting Faculty with Grant-Writing: A Pilot Project” UNCW Innovation Council ($10,800). Summer 2014.


DeVall, K.E. “Developing Research-Practitioner Partnerships” UNCW Provost’s Office Grant-writing Incentive Program ($1,800). Summer 2013.

DeVall, K.E. “ETEAL Applied Learning Initiative” ($1,000). Fall 2012.

Lanier, C. L. & DeVall, K.E. (Co-Principal Investigators). "Summer Research Initiative Award" UNCW College of Arts & Sciences ($3,500). Fall 2011.


Lanier, C.L. & DeVall, K.E. Evaluation of the UNCW Crossroads 8th Grade Trial substance abuse program August 2010-November 2011.

DeVall, K.E. Faculty International Travel Grant for travel to Toronto, Ontario, Canada in March 2011. ($1,000). Fall 2010.

Lanier, C. L. & DeVall, K. (Co-Principal Investigators) "Summer Curriculum Development Initiative," UNCW College of Arts and Sciences ($3,500) Fall 2009.

Hossfeld, L. H., DeVall, K.E., & Sutherland, J.A. (Co-Principal Investigators), "What's this got to do with the real world? Bridging the Classroom and Community," Center for Teaching Excellence Summer Pedagogy Award, University of North Carolina Wilmington, ($3,000) Fall 2008.

**Applied for, but not funded**

DeVall, K.E. & Lanier, C.L. (Co-Principal Investigators) “FY 2013 Byrne Criminal Justice Innovation Program – Wilmington (NC) Housing Authority Application” (evaluation of this initiative) National Institute of Justice, ($100,000) March 2013.

DeVall, K.E., Farley, E.J., Lanier, C.L., & J.A. Sutherland. “Developing a Mentoring Culture within the Sociology & Criminology Department” Center for Faculty Leadership ($4,200).


DeVall, K.E. “Drug Court Program Study” 2010-2011 Faculty Mini-Grant Program, UNCW Office of Academic Affairs ($3,700).

DeVall, K.E., Gregory, P.D., & Hartmann, D.J. “Adult Drug Court Research to Practice Initiative” submitted to the U.S. Department of Justice in March 2009 ($218,402).

**Honors & Awards**

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<tr>
<th>Award</th>
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<tr>
<td>ALTC Faculty Fellow, University</td>
<td>Service</td>
<td>2013-2014</td>
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<tr>
<td>ETEAL Applied Learning Scholar</td>
<td>Teaching</td>
<td>Spring 2013</td>
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<td>Quality Enhancement Plan Early Adopter</td>
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**Memberships in Professional Associations**

- American Evaluation Association (AEA)
- American Society of Criminology (ASC)
- National Association of Drug Court Professionals (NADCP)
- North Carolina Sociological Association (NCSA)
- Southern Sociological Society (SSS)
Curriculum Vitae
Leslie Hossfeld, PhD
Professor and Chair
Department of Sociology and Criminology
University of North Carolina at Wilmington
601 South College Road
Wilmington, North Carolina 28403 USA
910.962-7849
Hossfieldl@uncw.edu

EDUCATION

PhD Sociology, North Carolina State University, Raleigh, NC, 2002
  Major Areas: Social Change and Development; Inequality (Poverty)
  “They Say the River Ran Red with Blood: Narrative, Political Unconscious and Racial Violence in Wilmington, North Carolina”
  Dissertation received the Nancy Pollock Dissertation Award for Outstanding Scholarly Research Benefitting the North Carolina Economy and the Quality of Life for its Citizens

MSS Sociology, University of Mississippi, Oxford, Mississippi, 1986
  WPA Mississippi Slave Narratives

BA History, University of North Carolina at Wilmington, 1983

PROFESSIONAL APPOINTMENTS

Professor and Chair Department of Sociology and Criminology, University of North Carolina Wilmington 2012

Associate Professor Department of Sociology and Criminology, University of North Carolina Wilmington 2008-2011

Assistant Professor Department of Sociology and Criminology, University of North Carolina Wilmington 2005-2007

Assistant Professor Department of Sociology, Criminal Justice and Social Work, University of North Carolina at Pembroke. 2002-2005

Senior Lecturer University of Bophuthatswana, South Africa. Rural education research and curriculum development. 1986-1994
Visiting Professional Appointments

Visiting Scholar American Studies Program, Swansea University, Wales, United Kingdom January – June 2013

Faculty Fellow in Public Policy and Public Engagement, Institute for Emerging Issues, North Carolina State University 2004-2005


Professional Administrative Positions

Chair Department of Sociology and Criminology, University of North Carolina Wilmington 2013-Present

Associate Chair Department of Sociology and Criminology, University of North Carolina Wilmington, 2012-2013

Director Graduate Programs Department of Sociology and Criminology, University of North Carolina Wilmington, 2006-2011

Director Public Sociology Department of Sociology and Criminology, University of North Carolina Wilmington, 2005-2012

Head of Unit SPEN Unit, University of Bophuthatswana, South Africa, 1993-1994

ECONOMIC DEVELOPMENT PROJECTS

1. Co-Founder and Executive Director
Southeastern North Carolina Food System Program - Feast Down East
www.feastdowneast.org, 2006-Present

In 2006, I co-founded the Southeastern North Carolina Food Systems Program (also known as Feast Down East) as an economic and community development initiative in response to the massive job loss in the region’s agricultural and manufacturing sectors and the growing poverty rate. We have developed into a partnership of public and private institutions and agencies in eleven counties including both rural and urban counties to maximize market opportunities and profits from the sale of local farm products for both local and regional markets. Feast Down East (FDE) has completed three years of research and local food assessments that identified seven major elements and needs in a regional food system in Southeastern NC. These are: (1) profitable private and public markets for local food sales; (2) comprehensive support for and engagement of limited resource farmers and measurable outcomes to becoming resourceful farmers; (3) the
processing and distribution of local foods for year-round sales and consumption; (4) a highly diverse and strong, public-private partnership; (5) food security and engagement of low and moderate income consumers in the 29 food deserts in the region; (6) the establishment of Food, Farm, and Family Councils (adapting the Food Policy Council model) that engage all stakeholders in the coordination of local food production, processing, distribution, sales, and consumption; and (7) significant public and private financial and nonfinancial support.

FDE focuses on poverty reduction, engagement, and empowerment of limited resource farmers (defined by the USDA as social disadvantaged farmers and in our region primarily African American and women farmers) and consumers who are the foundation and beneficiaries of the system’s development and programs. The major project goals of FDE are to: (1) expand the local and regional institutional buying and direct marketing of local farm products in rural and urban counties in Southeastern NC; (2) increase the local production, marketing, and profit of local farm products in rural and urban counties in Southeastern NC; (3) link rural farmers to rural and urban markets and consumers through new infrastructures created through FDE; (4) expand farm and food-related jobs through the expansion of businesses that produce, distribute, market, and sell farm products in Southeastern NC; (5) increase the opportunity and capacity of limited resource to meet the demand for local farm products in the expanded local and regional markets; and (6) keep a greater percentage of the food dollar within Southeastern NC and increase local and regional wealth through the multiplier effect of expanded markets, sales, and profits. Emerging markets in local food production provide opportunities for raising farm profitability. To date, FDE has been successful in securing buying relationships with restaurants, colleges and assisted living facilities, and more recently, retail markets.

FDE has been featured in multiple publications and media outlets, including the state action publication From Farm to Fork: a Guide to Building North Carolina’s Sustainable Local Food Economy noted as a leader in the Southeast in sustainable economic development. The FDE Program has developed into a national model of food systems development and implementation that is grounded in poverty reduction and alleviation among low-income agricultural producers and low-income consumers. FDE is one of the few USDA designated Food Hubs in the state and nation.

Through this work, I collaborate with faculty and students at universities throughout the state to ensure the expansion and success of regional food systems research. I have supervised interns, graduate students and worked with faculty from UNC-Chapel Hill (Gillings School of Public Health, School of Government), Duke Nicolas School of the Environment, UNC-Pembroke, North Carolina State University, North Carolina Agricultural and Technical University (A&T), Institute for Emerging Issues, and Fayetteville State University on food systems research. FDE has over 100 partners across the state including North Carolina Cooperative Extension, North Carolina Conservation Fund Resourceful Communities, the Center for Environmental Farming Systems (CEFS), Carolina Farm Stewardship Association, Rural Advancement Fund International (RAFI), The North Carolina Rural Center and BRAC-Regional Task Force to name a few (see www.feastdowneast.org partners page for a full list). FDE represents a fully-integrated community, economic development, scholarly engagement program that exemplifies the type of
outreach embodied in the vision and the mission of the entire University of North Carolina system. I have written and received grant funding (close to $2 million) for FDE from: USDA, Golden LEAF Foundation, Tobacco Trust Foundation, Z. Smith Reynolds, Blue Cross, Blue Shield NC Foundation, Southern Sustainable Agricultural Working Group (SSAWG), North Carolina Department of Agriculture, SARE Sustainable Agriculture Research and Education, Carolina Farm Stewardship Association, Appalachian Sustainable Agriculture Program (ASAP), Rural Advancement Fund International, and I am currently seeking additional funding from Kate B. Reynolds Charitable Trust and the Kellogg and Ford Foundations.

2. Co-Founder - Jobs for the Future Project, Center for Community Action, Lumberton, NC

The Jobs for the Future Collaborative developed as a public/private partnership based at the Center for Community Action, Lumberton, North Carolina, bringing together over 70 individual and organizational affiliate members that met monthly to address issues of job loss, sustainable development, and local, state, and federal policy advocacy in Robeson County, North Carolina. Robeson County lost over 10,000 jobs since 1993 with the implementation of NAFTA. We collected and examined both qualitative and quantitative data on the impact of job loss on the county and presented findings from this research, along with policy recommendations to the Congressional Rural Caucus in Washington DC on 30th March, 2004, co-sponsored by North Carolina Congressman Mike McIntyre. In addition we organized 150 community members including displaced workers, academics, public and private sector leaders, practitioners and community organizers and bused to Washington, DC to provide testimony on the impact of job loss on Robeson County. From this project we organized two National Conferences on Job Loss and Recovery in Rural America, co-sponsored by the American Sociological Association, the Society for the Study of Social Problems, the Rural Sociological Society, the Rural Policy Research Institute (RUPRI), Southern Rural Development Center, the Institute for Emerging Issues, and the North Carolina AFL-CIO. Over 400 people attended each conference, and displaced workers received training at various workshops on entrepreneurial development, displaced worker councils and trainings as worker advocates. We found that many community programs seek relief for the hardships of displacement, but seldom engage workers as leaders in new strategies for development, job creation and policy advocacy. The Jobs for the Future project emphasized worker training for sustainable development and participation in policy advocacy and research. Other phases of the Jobs for the Future Project include a $20 million public/private program for sustainable, small business development and capacity building; worker training in entrepreneurial skills and worker advocacy. I received an American Sociological Association Community Action Research Initiative (CARI) award for this research and served as lead researcher for the project. Our work on this project has unfolded and has shifted to a sustainable economic development regional initiative around food systems described above.
SCHOLARLY ENGAGEMENT – PUBLIC SOCIOLOGY PROJECTS

1. Wilmington Housing Authority (WHA) – UNCW Community Partnership
   WHA-UNCW Community Campus at Hillcrest - Co-Founder and Faculty Director
   One of my primary goals when creating the Public Sociology program at UNCW was to find an outlet for our undergraduate and graduate students to conduct engaged scholarship working directly with the community. In partnership with the Wilmington Housing Authority I have helped bring together multiple disciplines across campus to focus on outreach and collaborative research initiatives between UNCW and WHA. In 2006 we created a community campus based at Hillcrest Public Housing site and currently over ten UNCW departments along with over 15 community partners provide research and programmatic activities to public housing residents in New Hanover County. Since the fall of 2008 the UNCW Public Sociology Program has been based at the Hillcrest Community Campus; other disciplines from across campus participate in the satellite campus offering applied learning experiences and collaborative community-based research for low income residents. This vision and community outreach represents many of the key issues identified in the UNC Tomorrow initiative. Public Sociology students’ research is presented to Wilmington City Council each year to inform City Council of critical issues affecting low-income residents in Wilmington. Their research has been published in peer-reviewed journal articles as well as numerous local newspaper and magazine articles. In July 2010, the Wilmington Housing Authority received a NAHRO Agency Award of Merit in Housing and Community Development based on our work at the WHA-UNCW Community Campus at Hillcrest. The National Association of Housing and Redevelopment Officials give the award annually to housing and community development organizations that provide innovative solutions for meeting the needs of the low income residents in their communities.

2. Lead Researcher and Founding Member
   El Puente is a Latino Lay Health Promotore Program providing health information, screening and health access support to Latino residents in Southeastern North Carolina. The Latino population in North Carolina has essentially quadrupled since 1990; indeed no state in the nation experienced a larger increase in Latino population from 1990 to 2010 than what North Carolina experienced. Once a feature of the interior of the state, the Southeast now faces the challenges of an immigrant population that is more likely to settle and stay, much more so than its transient, “revolving-door” nature of ten years ago. In both Duplin and Sampson counties the Latino population is well over 20%. Many of the rural Southeastern counties feel overwhelmed with the presence of a new ethnic group – pressures on social services providers, on schools, on jobs, on housing – particularly in rural counties which have felt the pain of economic restructuring of their manufacturing base. The costs of this new population in terms of social services, access to health care, and employment are just a few of the concerns El Puente addresses. From 2008-2012 I provided research and programmatic planning to develop and create the Promotore Lay Health program and served on the Advisory Board. I wrote and received a grant from The Duke Endowment ($240,000) to get this project off the ground, on behalf of Oleander United Methodist Church, Wilmington, NC. In addition, I have recruited and worked with graduate
YUNUS KAYA  
Curriculum Vitae

Department of Sociology and Criminology  
University of North Carolina Wilmington  
601 South College Road  
Wilmington, NC 28403-5978

Phone: 910-962-3428  
Fax: 910-962-7385  
Email: kayay@uncw.edu  
Web: http://www.uncw.edu/soccrm/kaya.html

EXPERIENCE

2013-present  
Associate Professor, Department of Sociology and Criminology,  
University of North Carolina Wilmington

2007-2013  
Assistant Professor, Department of Sociology and Criminology,  
University of North Carolina Wilmington

EDUCATION

2007  
Ph.D., Sociology, Duke University  
Dissertation Title: “Globalization, Industrialization and Social Class in  
Less Developed Countries, 1980-2005.”

2003  
M.A. Sociology, Duke University

2001  
B.A. Sociology and International Relations, High Distinction, Koç  
University, Istanbul

PUBLICATIONS

Peer-reviewed Articles:

Kaya, Yunus and Ekrem Karakoc. 2012. “Civilizing vs. Destructive Globalization?: A Multi- 
level of Analysis of Anti-immigrant Prejudice.” In International Journal of Comparative  

Brady, David, Yunus Kaya and Gary Gereffi. 2011. “Stagnating Industrial Employment in  


**Chapters, Book Reviews and Other Publications:**


**WORKS IN PROGRESS**

Kaya, Yunus and Lutfi Sunar. “A Society Divided?: Polarization of Social and Political Attitudes in Turkey” Under review at the *American Sociological Review*.


Kaya, Yunus and Ekrem Karakoc. “Do Remittances Increase Support for Globalization in Less Developed Countries?”


PROFESSIONAL PRESENTATIONS


2008  Kaya, Yunus and Ekrem Karakoc. “Globalization and Anti-immigrant Sentiments: A Multi-level of Analysis of 65 Countries.” Social and Political Science Seminars, Faculty of Arts and Social Sciences, Sabanci University, Istanbul, Turkey

2008  David Brady, Yunus Kaya, and Gary Gereffi. “Why is Latin America Deindustrializing?” University Seminar on Global Governance and Democracy, Center for International Studies and Franklin Institute, Duke University.


2005  Kaya, Yunus. “Globalization and Labor Force Distribution in Developing Countries.” Annual Meeting of Southern Sociological Association in Charlotte, NC.


AWARDS AND HONORS

2010  Global Citizenship Award, Office of International Programs, University of North Carolina Wilmington

2001-2007  Graduate Fellowship, Department of Sociology, Duke University

1998-2001  Vehbi Koç Scholar, Koç University, Turkey

COURSES TAUGHT

UNC Wilmington  SOC 105 “Introduction to Sociology”

SOC 215 “Modern Social Problems”

SOC 240 “Individuals and Societies in a Global World”

SOC 340 “Organizations in Modern Society”
SOC 486 “Sociology of Work and Occupations”
SOC 490 “Senior Seminar: Inequalities in a Global World”
SOC 516 “Globalization and Development”
SOC 586 “Sociology of Work”

Duke University
SOC 132B “Quantitative Analysis in Sociology”
SOC 133 “Statistical Methods”
SOC 145 “Nations, Regions and Global Economy”

ADDITIONAL EDUCATION

2005-2006 Preparing Future Faculty Program, Duke University
*Yearlong training program on pedagogy, professional development, course building and advising.*

2005 Pathways to Professoriate Seminar, Duke University
*Six-week training program on course building and pedagogy.*

2004 Structural Equation Modeling, Duke University
*One-week course on structural equation modeling techniques.*

Dr. Scott M. Lynch (Princeton University).

RELATED RESEARCH AND EMPLOYMENT EXPERIENCE


PROFESSIONAL ACTIVITIES

Memberships:
American Sociological Association
Sections: Section on Development
Southern Sociological Association

Manuscript referee for:
Donna King  
Department of Sociology and Criminology  
University of North Carolina Wilmington  
Office phone: 910-962-3574  
Email: kingd@uncw.edu

CURRICULUM VITAE

EDUCATION

PhD  Sociology, concentration in cultural studies; graduated with distinction (1994)  
Graduate Center, City University of New York  
Dissertation: “Doing Their Share to Save the Planet: Children and Environmental Crisis”  
Committee Chair: Dr. Barbara Katz Rothman

MA  Psychology, concentration in phenomenological and humanistic psychology  
Graduated summa cum laude (1986)  
University of West Georgia  
Thesis: "The Experience of Transformation through the Alexander Technique"  
Committee Chair: Dr. Chris Anstoos

BA  Music, magna cum laude (1979)  
State University of New York, New Paltz

ACADEMIC EXPERIENCE

Professor  Department of Sociology & Criminology  
University of North Carolina Wilmington (2013-present)

Associate Professor  Department of Sociology & Criminology  
University of North Carolina Wilmington (1999-2013)

Assistant Professor  Department of Sociology, Anthropology, Criminal Justice & Social Work  
University of North Carolina Wilmington (1994-99)

Instructor  Department of Sociology, Psychology & Anthropology  
Orange County Community College (SUNY Orange), Middletown, NY (1992-94)

Adjunct Lecturer  Department of Sociology & Anthropology  
CUNY, Baruch College (1989/1991)

Teaching Assistant  Department of Psychology  
University of West Georgia (1986)
ADMINISTRATIVE EXPERIENCE

Associate Department Chair (Fall 2013-present)
Undergraduate Coordinator Sociology Track, UNCW (most recently 2011-2013)
Associate Director Master of Liberal Studies Program, UNCW (2002-2003)
Interim Associate Director Master of Liberal Studies Program, UNCW (2005)

APPLIED RESEARCH

Research Associate and Project Director NIH/SBIR grant, Janice Kupersmidt, Principal Investigator

Created and tested a media literacy curriculum designed to prevent alcohol and tobacco use among elementary age children, conducting focus groups with 3rd-5th grade students and teachers. The core curriculum involved teaching students how to read and interpret magazine and television advertising using the principles of media literacy and substance abuse prevention (2003-2004).

PUBLICATIONS

Books


Chapters

Donna King. 1994. "If We Don't Do Anything Now, There Won't Be Anything Left:Categories of Concern in Children's Drawings of Environmental Crisis," in Joel Best, editor, Troubling Children. Aldine de Gruyter.

Journal Articles


Films


Official selection film festivals:
Philadelphia Independent Film Festival (Winner Best Social Documentary), Twin Rivers Media Festival, Central Florida Film Festival, Chicago International Social Change Film Festival, Artivist Film Festival, Docutah Film Festival, La Femme International Film Festival, The St. John’s International Film Festival, Cucalorus Film Festival, SURGE film festival.
Film Screenings and Q&A (Academic Conferences)


Book Reviews


Essays


Other


Manuscript reviews
Editorial boards


Presentations


Randy L. LaGrange

Department of Sociology & Criminology
University of North Carolina Wilmington
601 S. College Rd., Wilmington, NC 28403

August 2014
Home Phone: (910) 392-0292
Office Phone: (910) 962-3433

I. EDUCATION

<table>
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<tr>
<th>Institution</th>
<th>Concentration</th>
<th>Years</th>
<th>Degree</th>
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<tr>
<td>Rutgers University</td>
<td>Sociology</td>
<td>1980-83</td>
<td>Ph.D.</td>
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<td>University of Toledo</td>
<td>Sociology</td>
<td>1979-80</td>
<td>M.A.</td>
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<td>University of Toledo</td>
<td>Criminal Justice</td>
<td>1977-79</td>
<td>B.S.</td>
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<td>University of Toledo, Law Enforcement</td>
<td>1974-77</td>
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Special Areas of Interest
- Police Studies
- Juvenile Delinquency
- Fear of Crime
- Sociology of Sport
- Comparative Criminology

II. PROFESSIONAL HISTORY

<table>
<thead>
<tr>
<th>Position/Rank</th>
<th>Institution</th>
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<tr>
<td>Professor</td>
<td>UNC-Wilmington</td>
<td>1993-present</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>UNC-Wilmington</td>
<td>1988-93</td>
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<tr>
<td>Assistant Professor</td>
<td>UNC-Wilmington</td>
<td>1983-88</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Rutgers University</td>
<td>1980-83</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>University of Toledo</td>
<td>1979-80</td>
</tr>
</tbody>
</table>

III. TEACHING

Courses Taught at UNCW
- Introduction to Sociology
- Deviant Behavior
- Research Methods
- Introduction to Criminal Justice
- Issues in Criminal Justice
- Social Problems
- Police in Society
- Corrections
- Juvenile Delinquency
- World Criminal Justice Systems
- Criminal Justice Internship and Lab
- Directed Individual Study
- Sociology Senior Project

Other Teaching Responsibilities
- Department Advisor: 25-30 students per semester
- Faculty Advisor, UNCW Chapter of Alpha Phi Sigma (National Criminal Justice Honor Society) (1999-2010)
- Faculty Advisor, Criminology Minor
IV. RESEARCH ACTIVITY

Book
LaGrange, Randy L.

Refereed Journal Articles (peer reviewed)
Kim, Sangmoon, Randy LaGrange and Cecil Willis

LaGrange, Randy L. and Liz Marciniak

LaGrange, Randy L.

Willis, Cecil, T. D. Evans and Randy L. LaGrange

Evans, T. David, Randy L. LaGrange and Cecil L. Willis

LaGrange, Randy L., Kenneth F. Ferraro and Michael Supancic

Ferraro, Kenneth F. and Randy L. LaGrange

LaGrange, Randy L. and Kenneth F. Ferraro

Kenneth F. Ferraro and Randy L. LaGrange

White, Helene Raskin, Robert J. Pandina and Randy L. LaGrange

LaGrange, Randy L. and Kenneth F. Ferraro

LaGrange, Randy L.
Johnston, Lee W. and Randy L. LaGrange

White, Helene Raskin and Randy L. LaGrange

Ferraro, Kenneth F. and Randy L. LaGrange

LaGrange, Randy L. and Helene Raskin White

Nigem, Elias T., Randy L. LaGrange and James A. King

**Other Published Works**

LaGrange, Randy L.

LaGrange, Randy L.

LaGrange, Randy L.

LaGrange, Randy L.

LaGrange, Randy L.

LaGrange, Randy L.

**Research Reports**

Darrell Irwin, Randy LaGrange, Michael Maume, and Stephen Meinhold

LaGrange, Randy, Darrell Irwin, Michael Maume, and Stephen Meinhold

LaGrange, Randy and Michelle Salter
2001 *Wilmington Housing Authority Annual PHDEP Resident Survey*. Report to the Wilmington Housing Authority.
LaGrange, Randy, Stephen Meinhold, Richard Dixon, and Ronald Everett  

Ferraro, Kenneth F. and Randy L. LaGrange  

Ferraro, Kenneth F. and Randy L. LaGrange  

Willis, Cecil L. and Randy L. LaGrange  

Willis, Cecil L. and Randy L. LaGrange  
1986  *Juvenile Justice Diversion and Intervention Project: First Year Report*. Report to the Cape Fear Substance Abuse Center, Wilmington, N.C.

King, J., W. Muraco, K. Vezner, J. Wells, and R. LaGrange  

**Research Contracts and Grants**


Recipient, 1992 UNCW Summer Initiatives ($2,700).

**Papers Present at Professional Meetings** (partial listing)

Kim, Sangmoon, Cecil Willis, Keely Geyer and Randy LaGrange  

Kim, Sangmoon, Randy LaGrange and Cecil Willis  

Irwin, Darrell, LaGrange, R, and Maume, M.  

LaGrange, Randy L. and Liz Marie Marciniak  
Irwin, Darrell and Randy L. LaGrange

Marciniak, Liz Marie and Randy L. LaGrange

LaGrange, Randy L.

Willis, Cecil, T. David Evans and Randy L. LaGrange

Evans, T. David, Randy L. LaGrange and Cecil L. Willis

Ferraro, Kenneth F., Randy L. LaGrange and William C. McCready

LaGrange, Randy L. and Kenneth F. Ferraro

V. SERVICE

*University Service (UNCW)* (partial listing)
   Member, Search Committee for Police Patrol Commander, UNCW Campus Police (March-April 2013)
   Police Investigations Commander Assessment, UNCW Campus Police (May, 2012)
   Member, Search Committee for Career Development Counselor (May-June, 2012)
   UNCW Police Sergeant Assessor – UNCW Campus Police, August 5, 2010
   NCAA Fact-Finding Committee, July-August 2011
   Chancellors Security Committee, 2005-2006
   University Curriculum Committee, 2000-2004 (Chair 2003-2004)
   Admissions Committee, 1999-2003
   Campus Recreational Advisory Board, 1993-1996
   Student Affairs Committee, 1995-1997

*Department Service (UNCW)* (partial listing)
   Space Committee (past Chair multiple years)
   Scholarship Committee
   Assistant Chair, Department of Sociology & Criminal Justice
   Chair, SACS Contractual Relations Committee (member, multiple subcommittees)
   Department Handbook Committee
   Chair, Evaluation of Academic Advising Committee
   Chair, Criminal Justice Recruitment Committees (multiple times)
   Coordinator, Criminology Program (multiple years)
Christina Lanier  
Associate Professor  
Department of Sociology and Criminology  
University of North Carolina Wilmington  
601 S. College Road  
Wilmington, NC 28403-5978  
lanierc@uncw.edu  

Education  

August 2006  
**PhD. Sociology**, University of Delaware, Newark, DE  

August 2000  
**M.A. Applied Sociology**, University of Central Florida, Orlando, Florida  

August 1998  
**B.A. Sociology**, University of Central Florida, Orlando, Florida  

Professional Employment  

Fall 2012-Present  
Associate Professor, Department of Sociology and Criminology, University of North Carolina Wilmington  

Fall 2006-Fall 2012  
Assistant Professor Department of Sociology and Criminology, University of North Carolina Wilmington  

Fall 2005-Spring 2006  
Adjunct Faculty, Department of Sociology, University of Central Florida  

Fall 2002-Summer 2004  
Course Instructor/Teaching Assistant, Department of Sociology and Criminal Justice, University of Delaware  

Spring 2002  
Adjunct Faculty, Introduction to Sociology, Valencia Community College  

Fall 2000-Summer 2001  
Visiting Instructor, Department of Sociology, University of Central Florida  

August 2001-July 2002  
Research/Outcomes Manager, Heart of Florida United Way, Orlando, FL  

Courses Taught  

**Undergraduate**  
Introduction to Criminal Justice  
Introduction to Sociology  
Criminology  
Social Problems  
Modern Sociology  
Deviant Behavior  
Social Research Methods  
Juvenile Delinquency  
Minorities, Crime, & Criminal Justice Policy
Publications


Research in Progress


DeVall, K., Lanier, C. L., Maume, M. O. Explaining Recidivism in a Statewide Sample of Drug Treatment Clients.

University grant-writing work


Lanier, C. & DeVall, K.E. “Public Criminology in Action: Beyond the Walls of the University” UNCW Center for Teaching Excellence Summer Pedagogy Development Initiative ($4,000). Summer 2014.


DeVall, K.E. & Lanier, C. “Faculty Assisting Faculty with Grant-Writing: A Pilot Project” UNCW Innovation Council ($10,800). Summer 2014.


Summer Research Initiative Award (2011). (with Dr. Kristen DeVall). College of Arts and Sciences Research Initiative Selection Committee, UNCW, $3,500. (funded)

Summer Curriculum Development Initiative, (2010) (with Dr. Kristen DeVall) College of Arts and Sciences, UNCW, $3,500 (funded)

“QENO: Successful Nonprofits Associations and Programs (SNAP)” (with Laurie Paarlberg). (2009). Evaluator, Strengthening Communities Fund-Nonprofit Capacity Building Program, Department of Health and Human Services, $1,000,000. (not funded)


"Community Needs Assessment: High Point, North Carolina,"(2008) High Point Community Foundation, $32,000.00. (not funded)


Summer Research Initiative Award, (2006). College of Arts and Sciences Research Initiative Selection Committee, UNCW, $3,500. (funded)

**Community Grant Writing**

SAHMSA Grants to Expand Substance Abuse Treatment Capacity In Adult, Juvenile, and Family Drug Courts (with Kristen DeVall), Van Buren County (MI) Unified Drug Treatment Court Program, $357,378 (funded).

BJA/SAHMSA Joint Adult Drug Court Solicitation to Enhance Services, Coordination, and Treatment, FY 2011 (with Kristen DeVall), Van Buren County (MI) Unified Drug Treatment Court Program, $786,890 (not funded).

Michigan State Court Administrator’s Office Michigan Drug Court Grant Program, FY 2012, Implementation Grant (with Kristen DeVall), Allegan County (MI), $388,950 (funded)

NIJ Solving Cold Cases with DNA, FY 2011, (with Kristen DeVall), Michigan State Police 5th District Headquarters, $320,169 (not funded).

BJA Drug Court Discretionary Grant Program, FY 2010, (with Kristen DeVall), Van Buren County (MI) Unified Drug Treatment Court Program, $183,918 (funded)

**Program Evaluation**


Evaluation Consultant (with Kristen DeVall). LoveJoy Rehabilitation Services’ (Detroit, MI) 2nd Chance Act Adult Mentoring and Transitional Services for Successful Reentry Program, FY 2013 (not funded).

Evaluation Consultant (with Dr. Kristen DeVall). Evaluation of the CROSSROADS Adolescent Substance Abuse Prevention Program 8th Grade Trial (2010-2011). UNCW CROSSROADS.

Trainer, Organizational Performance Measurement (with Kristen E. DeVall & Kerri Erb), Successful Nonprofit Associations & Programs, QENO.

Evaluation Consultant (with Dr. Kristen DeVall), City of Jacksonville Weed and Seed Program. March 2009-2011.


Professional Conference Presentations


DeVall, K.E., Lanier, C. & Santana, S. “Drug Treatment Court Best Practices: Predicting Success for Female Participants” presentation at the American Society of Criminology annual meeting in Atlanta, GA (November 2013).


“Predicting Drug Court Success among a Sample of Male Participants,” poster presented at American Society of Criminology Annual Meeting, Washington, D.C., November 2011 (with Kristen DeVall and Shannon Santana).


Diane E. Levy
Professor of Sociology
University of North Carolina Wilmington

EDUCATION

Ph.D.  Temple University, Philadelphia Pa  Sociology, 1978
M.A.   Temple University  Sociology, 1973
A.B.   Temple University  (Magna Cum Laude)  Sociology, 1971

PROFESSIONAL HISTORY

Positions Held

At University of North Carolina Wilmington:
Professor of Sociology, August 1990-present; Associate Chair 2008-12
Interim Chair, Department of Sociology and Criminal Justice, July 2004-June 2005
Founding Director, Honors Scholars Program, UNCW, April 1994-August 1999
Assistant-Associate Professor of Sociology, UNCW, August 1978-July 1990(on leave 1981-2)

Lecturer, University of Maryland, European Division, 1981-1982; June-August 1983
Visiting Instructor of Sociology, Temple University, September 1976-June 1977

INTERNATIONAL TEACHING EXPERIENCE

Fulbright Scholar, Ukraine, National University of Kyiv- Mohyla Academy, Spring 2012
Resident Director and Instructor, University of Wales Swansea, Spring 2004
Visiting Scholar at Roehampton Institute London, Educational Development Centre, 1999
Visiting Exchange Professor, Roehampton Institute London, March 1994
UNCW Honors Course in London, Spring 1996
Lecturer, University of Maryland, European Division  1981-2; summer 1983

SELECTED COURSES TAUGHT

Sociology:  Honors Courses Taught:
Gender and Society  Honors: “Germs of the World”
Sociology of the Family  Honors Enrichment Seminars:
Introduction to Sociology  Wilmington Culture
Sociology of Work and Occupations  London: City as Text
Gender and Family in the Caribbean  Honors Intro to Sociology
Social Problems  Human-Animal Relationships:
Sociology of Travel and Tourism  Social, Legal, and Ethical
Senior Seminar: The Beatles in Social Context  Issues

SELECTED HONORS, AWARDS, AND GRANTS

Fulbright Scholar to Ukraine, 2012
Distinguished Teaching Professorship, UNCW, Awarded September 1993
Award from UNCW Center for Teaching Excellence for enhancing the teaching environment,
1999 and 2001
Research Fellowship Received:
Organization of American States, Research Fellowship in Barbados, June-August, 1987

Research Grants Received:
NSF Advance Grant, co-PI, “Advancing the Status of Women in the STEM disciplines in Community Colleges” Funded 2010. $200,000.

SELECTED PAPERS AND PRESENTATIONS

Publications:


Recent Papers Presented at Professional Meetings
“Gender Differences in STEM and Non-STEM Community College Faculty” at Southern Sociological Society, April 2013

“Working Class and Middle Class Transitions into Marriage” at International Conference, Old Classes New Struggle. Kyiv, Ukraine, March 2012

Women’s Tours and the Social Control of Tourism” at the Southern Sociological Society, Jacksonville, Florida, April 2011.


“Women’s Tours and Empowerment” at Gender East and West Conference, University of York, UK, July 2007.


PROFESSIONAL ACTIVITY
Contributions to Professional Journals and Publications
Text reviewer for publishers: Addison Wesley, McGraw-Hill, Wadsworth, Mayfield and others

REPRESENTATIVE UNIVERSITY SERVICE (UNCW)
Faculty Senate Hearings Panel (elected) 2000-2006; 2008-present
College of Arts And Science Curriculum Committee (elected) 2008-present
Faculty Welfare Committee, 2011-12
Chancellor’s Task Force on Violence Prevention, 2004
SACS Self-Study Steering Committee, 1999-2002, Chair, Section VI, Administrative Services
President, UNCW Chapter of Phi Kappa Phi, National Junior-Senior Interdisciplinary Honors Society, 2000-2006
Chair, University Advancement Committee 2005-7
Faculty Mentor 2012-13, 2007-9, 1999-2001
Chair, University Committee on Sexual Harassment 1993-4
University Committee on Reappointment, Tenure and Promotion, 1989-92; 1993-5

SELECTED COMMUNITY SERVICE
Boards of Directors
Friendship Bridge, Wilmington Circle (supports micro-lending to women in Guatemala) 2007-12
Girls Choir of Wilmington, 1997-2002
Domestic Violence Shelter and Services, Wilmington NC 1982-1989
YWCA, Wilmington NC 1978-81; 1982-86

Public Lectures, Media and Seminars
(twice-monthly radio essays discussing women’s issues, estimated 100,000 listenership)
MICHAEL O. MAUME, Ph.D.
Department of Sociology & Criminology
University of North Carolina at Wilmington
601 S. College Road
Wilmington, NC 28403-5978
maume@uncw.edu
(910) 962-7749

EDUCATION
1998 Ph.D., Sociology, Louisiana State University
   Concentration area: Criminology
1994 M.A., Sociology, College of William and Mary
1992 B.A., Sociology/Criminology, Virginia Wesleyan College

EMPLOYMENT
2012-present  Professor of Criminology, Department of Sociology & Criminology, University of North Carolina Wilmington
   (Associate Professor, 2006-2012; Assistant Professor, 2001-2006)
1998-2001  Assistant Professor of Sociology, Department of Sociology & Anthropology, Ohio University

RESEARCH INTERESTS
Crime and Victimization in School and Community Contexts
Macrosocial Correlates of Lethal Violence
Social Isolation and Intimate Partner Violence
Juvenile Justice Decision Making
Life Course and Criminal Careers

GRANTS AND CONTRACTS
2011  Co-principal Investigator (with Christina Lanier and Kristen DeVall), “TASC Recidivism Study,” NC TASC Training Institute of Coastal Horizons Center, $15,413.
2008  UNCW Faculty Research Reassignment Award (sabbatical), Fall semester
2008  UNCW Faculty Engagement in Sponsored Research (grant writing) Award
2007  Blended Course Development (for Juvenile Justice), UNCW, $2,500
2006  Cornerstone Learning Community Development (for Intro to Criminal Justice), UNCW, $1,500
2005  Blended Course Development (for Intro to Criminal Justice), UNCW, $2,500
2004  Online Course Development (for World Criminal Justice Systems), UNCW, $5,000
2002  Summer Research Initiative, UNCW, $3,000
2002  Online Course Development (for Criminology), UNCW, $5,000
2000 "Using Computer-based Media to Enhance the Introductory Criminal Justice Course" (with Rick Matthews and Martin D. Schwartz), Center for Innovations in Technology for Learning, Ohio University, $11,000

1997 “Assessing Changes in Perceptions of Social Climate in a Juvenile Correctional Institution,” Substance Abuse Unit, Virginia Department of Juvenile Justice, $4,600

PUBLICATIONS (2007–present)

I. REFEREED JOURNAL ARTICLES


II. NON-REFEREED PUBLICATIONS


**CONFERENCE PRESENTATIONS (2007-present)**


Jacksonville, FL.


Maume, Michael O. and Reid C. Toth. 2007. “How Tied are their Hands? A Decision-Point Analysis of Juvenile Court Outcomes.” Poster presented at the annual meeting of the American Society of Criminology in Atlanta, GA.


Watkins, Adam and Michael O. Maume. 2007. “We Don’t Need No Notification: The Underreporting of Victimization by Students.” Paper presented at the annual meeting of the American Society of Criminology in Atlanta, GA.

**AWARDS AND HONORS**

2013 Nomination, UNCW Graduate Mentor Award
2011 Award for Exemplary Post-Tenure Review, CAS Spring Convocation
2011 Nomination, UNCW Chancellors Teaching Award (also nominated in 2010)
2001 Outstanding Professor, Phi Mu Sorority, Ohio University
1996-97 University Dissertation Fellowship, Louisiana State University
1992 Charter member, Sigma chapter of Alpha Kappa Delta, the International Sociology Honor Society
PROFESSIONAL MEMBERSHIPS

American Society of Criminology
Southern Sociological Society
North Carolina Criminal Justice Association
International Association of Crime Analysts

COURSES TAUGHT

UNCW
Introduction to Criminal Justice (face-to-face, online, & blended)
Honors Introduction to Criminal Justice
Criminology (face-to-face, online, & blended)
Juvenile Justice (face-to-face & blended)
White-Collar Crime
World Criminal Justice Systems (face-to-face & online)
Communities & Crime (undergraduate)
Interpersonal Violence
Methods of Social Research (undergraduate & graduate)
Data Analysis (undergraduate & graduate)
Advanced Data Analysis (graduate)

Other institutions
Introduction to Sociology (face-to-face & distance)
Sociology of the Criminal Justice System
Internship in Criminology
Juvenile Delinquency
Deviance
Communities & Crime (graduate)

PROFESSIONAL AND COMMUNITY SERVICE (2007-present)

2014-present Member, Executive Board, Leading into New Communities (LINC), Inc.
2014-present Immediate Past President, North Carolina Criminal Justice Association
2013-2014 President, North Carolina Criminal Justice Association
2013-2014 Member, Program Committee, Southern Sociological Society
2012-2013 President-Elect, North Carolina Criminal Justice Association
2010-2011 Member, New Hanover County Criminal Justice Partnership Board
(Board dissolved 7/1/11 by NC S.L. 2011-192).
2009-2011 Volunteer, Thalian Hall Association
2008-2009 Member, Program Committee, Southern Sociological Society
2008-2011 Member, Committee on Sociological Practice, Southern Sociological Society
2008-2012 Member, Nominations Committee, Mid-South Sociological Association
2005-2009 Editorial Board, Sociological Spectrum
2005-2006 Invited presenter to Polish National Police delegations, ICITAP Program, U.S. Department of Justice
NAME: Stephen John McNamee

ADDRESS: Department of Sociology and Criminology
University of North Carolina Wilmington
Wilmington, North Carolina 28403

Office: (910) 962-7232
Home: (910) 763-2160
FAX: (910) 962-7385
E-Mail: mcnamee@uncw.edu

EDUCATION:

Ph.D. Sociology, University of Illinois, Urbana-Champaign, 1980
M.A. Sociology, University of Illinois, Urbana-Champaign, 1975
A.B. Sociology, Rutgers University, Camden, New Jersey, 1973 magna cum laude

ADMINISTRATIVE POSITIONS:

2013-2014 Interim Dean, College of Arts and Sciences, University of North Carolina Wilmington
2003-2008 Associate Dean, College of Arts and Sciences, University of North Carolina Wilmington
1990 - 1996 Chair, Department of Sociology and Anthropology, University of North Carolina Wilmington

ACADEMIC POSITIONS:

1991- present Professor, University of North Carolina Wilmington
1987 - 1991 Associate Professor, University of North Carolina Wilmington
1984 - 1987 Assistant Professor, University of North Carolina Wilmington
1980 - 1984 Assistant Professor, University of Dayton
1978 - 1980 Instructor, University of Dayton

I. AWARDS AND RECOGNITIONS

- North Carolina Sociological Association Contributions to Sociology Award, 2011
- UNCW Distinguished Faculty Scholarship Award, 2011
- UNC Board of Governors Teaching Award for Excellence, 2001
• UNCW Distinguished Teaching Professor Award, 2000
• Exemplary Post Tenure Review, 2000, 2013 (only two reviews to date)
• Research Reassignment Award: Fall, 2002
• Regularly named by graduating seniors as a faculty member whose impact on them was the most significant.
• Recognized by the Center for Teaching Excellence as a "faculty member who has made significant contribution to the teaching environment at UNCW" April 11, 2001
• Recognized by the Center for Teaching Excellence as a "faculty member who has made significant contribution to the teaching environment at UNCW" May 5, 1999.
• Nominated for UNCW Board of Trustees Teaching Award, 1988 and 1989
• Alpha Kappa Delta National Sociological Honor Society
• Phi Kappa Phi Honor Society (UNCW)
• Geisert Dissertation Fellow (University of Illinois)
• Athenaeum Honor Society (Rutgers University)

II. COURSES TAUGHT

| Freshman Interdisciplinary Honors Seminar | Social Theory |
| Introduction to Sociology | Sociology of Work and Occupations |
| Modern Social Problems | Political Sociology |
| Social Classes | Social Change |
| Graduate Sociological Theory |

III. RESEARCH

A. Books Published

McNamee, Stephen J. and Robert K. Miller, Jr.

McNamee, Stephen J. and Robert K. Miller, Jr.

McNamee, Stephen J. and Robert K. Miller, Jr.

Miller, Robert K., Jr. and Stephen J. McNamee (eds.)

Including in this volume are the following two chapters:

B. Articles, Book Chapters, Book Reviews

McNamee, Stephen J.
McNamee, Stephen J.

McNamee, Stephen J. and Robert K. Miller, Jr.


McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J. and Robert K. Miller, Jr.

Robert K. Miller, Jr. Jeffrey Rosenfeld and Stephen J. McNamee

McNamee, Stephen J. and Gary Faulkner

McNamee, Stephen J.

Miller, Robert K., Jr. and Stephen J. McNamee

McNamee, Stephen J. and Robert K Miller,
1998 “Inheritance and Stratification” Pp. 193-213 in Inheritance and Wealth in
McNamee, Stephen J. and Cecil Willis

McNamee, Stephen J., Cecil L. Willis, and Ann Rotchford*

Willis, Cecil L. and Stephen J. McNamee

McNamee, Stephen J.

McNamee, Stephen J. and Robert K. Miller, Jr.

McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J. and Michael Glasser

McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J. and Reeve Vanneman
McNamee, Stephen J.

McNamee, Stephen J. and Kimberly Swisher*

McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J. and Reeve Vanneman

McNamee, Stephen J.

McNamee, Stephen J.

McNamee, Stephen J.
1977  Review of The Modern Corporate State: Private Governments and the American Constitution by Arthur Miller in Contemporary Sociology. 6 (May): 337.
CURRICULUM VITAE
John Steadman Rice
August 2013

Office Address:
Department of Sociology and Criminology
Social and Behavioral Sciences Building 208D
University of North Carolina, Wilmington
601 South College Road
Wilmington, NC 28403
(910)-962-7313
ricej@uncw.edu

Education:
Ph.D. Department of Sociology, University of Virginia (May, 1992) (Specialization in Sociology of Culture and Sociology of Deviance)

M.A. Department of Sociology, University of Nebraska at Omaha (December, 1989)

B.F.A. Writer's Workshop/Creative Writing Program, University of Nebraska at Omaha (May, 1986)

Honors/Awards:
The Distinguished Teaching Professorship. The College of Arts and Sciences: The University of North Carolina, Wilmington, 2008-2010. (Three-year award).

Chancellor’s Award for Excellence in Teaching in the Watson School of Education: University of North Carolina, Wilmington. 2003.


DuPont Fellowship: University of Virginia, 1988-1990

Elton S. Carter Award: Best Annual Master's Thesis, University of Nebraska at Omaha, 1989

Presidential Fellowship: University of Nebraska System (Lincoln and Omaha Campuses), 1987-1988

Teaching Areas: Sociology:
Introductory Sociology
Sociology of Culture
Sociology of Deviant Behavior
Administrative Experience:
August 2004-July 2007: Associate Chair, Department of Sociology and Criminal Justice, University of North Carolina, Wilmington
August 1999-January 2004: Program Coordinator, Master’s in School Administration Program, Watson School of Education, University of North Carolina, Wilmington

Teaching Experience:
January 2004-Present: Associate Professor, Department of Sociology and Criminal Justice, University of North Carolina, Wilmington
January 2001- January 2004: Associate Professor, Watson School of Education, University of North Carolina, Wilmington
January 1998-December 2000: Assistant Professor, Watson School of Education, University of North Carolina, Wilmington
August 1995-December 1997: Assistant Professor of Sociology, Western Illinois University
August 1991-July 1995: Assistant Professor of Sociology, Boston University
August 1989-July 1990: Instructor of Sociology, University of Virginia
August 1988-July 1989: Teaching Assistant in Sociology, University of Virginia
July 1988-August 1988: Instructor of Sociology, University of Nebraska at Omaha
August 1986-July 1988: Teaching Assistant in Sociology, University of Nebraska at Omaha

Publications/Books:

Publications/Articles:


Articles: In Progress:
(Please note: Since August of 2008, I have been the principal investigator for the Hillcrest Reading Program [HRP]. HRP is an after-school tutoring program for at-risk kids that uses the most empirically-validated method of teaching children to read. The project, over the past two years, has involved some 140 both undergraduate and graduate students in tutoring; it also provides students with hands-on experience and participation in experimental research design. This work, which is an ongoing project, will produce several peer-reviewed articles in the coming months, and will continue to do so in the coming years. The articles that are in the works are as follows:

“Learning to Read at Hillcrest: Sociology in the Community.” (Lead Author of several contributors; this article provides an overview of the steps involved in the creation of HRP and summary progress data for children's progress over the course of the first year of the program

"Learning to Read at Hillcrest: Direct Instruction, Applied Sociology, and Public Policy.” (Co-Author with my research assistant, Jess MacDonald, and a couple of colleagues in the department; this article presents the first statistical comparisons between the progress HRP children have made and the progress of children attending two control group schools. Despite very small "Ns," we were elated to learn that the HRP children have made statistically significant differences in progress, relative to the control groups. ““I
Wish I Had White Skin and Blonde Hair’: Differential Treatment and Disproportionate Minority Representation Among School Dropouts.”
“Overcoming ‘the Fetishism [sic] of the Alphabet’: Romanticism, Teacher Preparation, and the Reading Wars.”

**Book Reviews:**


**Other Publications:**

1978-1985 Miscellaneous poems: *Nebraska Review; Metropolitan Magazine*.

**Research and Reports:**

September 2010. *Executive Summary, Learning to Read at Hillcrest: the Second Year Testing Data*. Technical report summarizing the reading skills progress of children enrolled in the Hillcrest Reading Program (of which I am a co-founder).

September 2009. *Executive Summary, Learning to Read at Hillcrest: the First Year Testing Data*. Technical report summarizing the reading skills progress of children enrolled in the Hillcrest Reading Program (of which I am a co-founder).

December 2005, January 2006. *Executive Summary, Disproportionate Minority Representation Among the School Drop-out Population*. Four separate technical reports summarizing the results of focus groups with dropouts, parents, teachers, and administrators in the New Hanover County, NC, school district.


February-April 1998. Wrote and designed a 62 item questionnaire, "Teacher Perceptions of Work Culture."

October 1998. "Public Opinion of Pender County Schools: A Summary Report" to the Pender County (North Carolina) Board of Education. (A 63 page summary of the central findings derived from census research of 2,979 Pender County households.)

Presentations:


2009, January. Presented, with Jessica MacDonald (my Research Assistant), "Learning to Read at Hillcrest.” New Hanover County Human Relations Commission.
CURRICULUM VITAE

SHANNON A. SANTANA

PERSONAL DATA

Home address:  668 Blue Point Drive
               Wilmington, NC 28411
               (786) 797-9208

Office Address:  Department of Sociology and Criminology
                University of North Carolina Wilmington
                601 South College Road
                Wilmington, NC 28403-5978
                Phone: (910) 962-2426
                Fax: (910) 962-7385
                Email: santanas@uncw.edu

EDUCATION

2005  Ph.D., Criminal Justice, University of Cincinnati, Cincinnati, Ohio.
      Dissertation: Determining the Influence of Self-Protective Behaviors on
      Violent Victimization Completion: Results from the National Crime
      Victimization Survey

1997  Master of Science, Criminal Justice, University of Central Florida,
      Orlando, Florida.

1996  Bachelor of Arts with Highest Honors, Criminal Justice, University of
      Florida, Gainesville, Florida.
      Honor’s Thesis: Employee Deviance in a Movie Theater Setting
**EMPLOYMENT**

2007 – Present  
Assistant Professor, University of North Carolina Wilmington,  
Wilmington, North Carolina.

2005 – 2007  
Assistant Professor, Florida International University, Miami, Florida.

2004  
Instructor, Florida International University, Miami, Florida.

**PUBLICATIONS**

Peer-reviewed Articles:


**Book:**

Books Chapters and Other Publications:


Technical Reports:


WORKS IN PROGRESS


Kristen DeVall, Christina Lanier, and Shannon A. Santana. “Focusing on Best Practices: What Impacts Female Participants’ Successful Completion of a Drug Treatment Court Program?”


Shannon A. Santana and Adam Watkins. “Fighting Back and Calling the Cops: Are Resistant Victims Less Willing to Notify the Police?”
### PAPERS PRESENTED

<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Title</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Kristen DeVall, Christina Lanier and Shannon A. Santana.</td>
<td>“Predicting Drug Court Success among a Sample of Male Participants.” Poster presented at the American Society of Criminology Annual Meeting, Washington, D.C.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lynne L. Snowden, Ph.D.

1120 Shelby Court
Wilmington,
North Carolina 28409
EMAIL - Snowdenl@UNCW.EDU

Phone (910)962-3838
Fax (910)962-7385
Home (910)784-1698

EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Field of Concentration</th>
<th>Years</th>
<th>Degree Granted</th>
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<tbody>
<tr>
<td>Univ. of Delaware</td>
<td>Sociology</td>
<td>1990</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Univ. Of Delaware</td>
<td>Sociology</td>
<td>1987</td>
<td>M.A.</td>
</tr>
<tr>
<td>Univ. of Delaware</td>
<td>Human Resources</td>
<td>1985</td>
<td>B.S.</td>
</tr>
<tr>
<td></td>
<td>Soc. Minor</td>
<td></td>
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PROFESSIONAL HISTORY

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Professor</td>
<td>Univ. of North Carolina-Wilm.</td>
<td>1998-Pr</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>Univ. of North Carolina-Wilm.</td>
<td>1993-97</td>
</tr>
<tr>
<td>Instructor</td>
<td>West Chester University</td>
<td>1992-93</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>Duquesne University</td>
<td>1991-92</td>
</tr>
<tr>
<td>Visiting Professor</td>
<td>Franklin &amp; Marshall Coll.</td>
<td>1990-91</td>
</tr>
<tr>
<td>Adj. Professor</td>
<td>Neumann College</td>
<td>1989-91</td>
</tr>
<tr>
<td>Instructor</td>
<td>University of Delaware</td>
<td>1987-89</td>
</tr>
<tr>
<td>Teaching Asst.</td>
<td>University of Delaware</td>
<td>1986-88</td>
</tr>
<tr>
<td>Res. Associate</td>
<td>Disaster Research Center</td>
<td>1985-86</td>
</tr>
<tr>
<td></td>
<td>University of Delaware</td>
<td>1988-89</td>
</tr>
<tr>
<td>ESL Instructor</td>
<td>La Communidad Hispana</td>
<td>1986-90</td>
</tr>
</tbody>
</table>

Courses Taught at UNCW

CRJ 495  Immigration & The Criminal Justice System
CRJ 495  Latinos and the Criminal Justice System
CRJ 495  Counterterrorism and Homeland Security
CRJ 420  Collective Violence (Terrorism, Cults, & Hate Groups)
CRJ 490  Criminal Justice Practicum
CRJ 490L Criminal Justice Practicum Lab
CRJ 110  Issues of Criminal Justice
CRJ 105  Introduction to Criminal Justice (& Learning Community)
CRJ 315  Victimology
CRJ 450  Criminal Justice Theory
SOC 390  Applied Sociology Seminar
SOC 496  Practicum in Applied Sociology
SOC 498  Internship in Applied Sociology
SOC 326  Collective Behavior/Social Movements
Hon 210  The Criminal Justice System in Crisis
NSG 530  Migrant Farmworker Health Care

REFEREED ARTICLES & BOOK CHAPTERS

Snowden, Lynne (2008)  2006-2008 Final Assessment Report of The JCPC Gang Violence Program with the New Hanover County Sheriff’s Office Tri-County Gang Task Force. Report authored with assistance from the UNCW Assessment Team including, Darrell Irwin, PhD, Brian Cremin, UNCW/CMG, Ireland, Michele Guarino, MSW, and UNCW graduate and undergraduate students.


**Refereed Books, Manuscripts Under Contract, Other Books.**


**OTHER PUBLICATIONS**


Snowden, Lynne (2007) “Preventing Terrorism: Teaching Local Law Enforcement Agencies The Officer Terrorist Watch System” in Proceedings by the Turkish National Police, Istambul, Turkey.


**Grants and Fellowships Awarded and Pending**

August, 2010:  (Grant Pending) Onslow County JCPC  Gang Activity , approx. $20,000.

April, 2010: Brigade Boy & Girls for Assessment of NHC gang Activity,  $1000.


Fall, 2003 & 2004: Midori Albert and I received a $1,000 grant from UNCW to teach a Learning Communities Module on Forensics in Anthropology and Criminal Justice.

July, 2003: $1300 Grant from Phi Kappa Phi National Honorary Society to establish Literacy Program for Adult Latino Males in New Hanover County, North Carolina
Summer, 2003: Midori Albert and I both were chosen to receive a $3,000 grant from UNCW to develop a Learning Communities Module on Forensics in Anthropology and Criminal Justice.

Summer, 2002-2003: Tim Fuss, Kevin Dowling, and I received a support grant from the North Carolina Criminal Justice Academy which paid for the secretarial and duplicating costs of distributing a national survey to 2000 police investigators.

June, 2001: I received a $12,000 grant to write and analyze data for the City/County Youth Violence Intervention Task Force. Wilmington, NC: The Wilmington Police Department, The New Hanover County Sheriff’s Dept. & The governor’s Crime Commission of the NC Dept. of Crime Control & Public Safety.


Cahill Grant for research on Violence in Refugee Detention Centers in the United States ($1542), Fall, 1995. Project resulted in publication.

Funding to Attend Conference in Nijmegen, The Netherlands on the Regulation of Migration, Institute for Sociology of Law, University of Nijmegen; Sponsored by the Dutch Organization for Scientific Research, NMO, 1995.

NSF Funding Award LSA to Participate in the International Law and Society Congress in Amsterdam, The Netherlands, 1991.

NSF Grant to Participate in the World Congress of the International Sociological Association in Madrid, Spain, 1990.

**Service (Selected and recent only)**

**University Committees/Leadership Positions/ Administrative Duties**

UNCW Parking Appeals Committee, 2006-2008

UNCW Faculty Senate & Budget Committee & Chairperson, 2002-2005.

UNCW Faculty Senate President, 1999-2001.


UNCW Chancellor's Faculty Advisory Committee, 1997-2000.

UNCW PKP CHAPTER – V.P., President, Publicity Chairman, & Secretary. 1993-Present.

UNCW Chancellor’s Student Fees Advisory Committee, 202-2005

UNCW Chancellor's Human Relations Advisory Committee, 1993-96.

UNCW Chapter of Phi Kappa Phi - Chairman of Committees for Fall Speaker Series, 1994-98
CURRICULUM VITAE

Jean-Anne Sutherland, Ph.D.

December 2012

Department of Sociology and Criminology  
University of North Carolina Wilmington  
601 College Rd.  
Wilmington, NC 28403  
Office: 910-962-4170  
Fax: 910-962-7385

4413 Windtree Rd  
Wilmington, NC 28412  
Cell: 330-607-6318  
sutherlandj@uncw.edu

EDUCATION

UNIVERSITY OF AKRON, Akron, OH

Ph.D.; August 2006  
Major: Social Psychology; Gender  
Advisor: C. Andre Christie-Mizell  

M.A.; May 1999  
Advisor: Margaret Poloma  

UNIVERSITY OF WEST GEORGIA, Carrollton, GA  
M.A.; 1995, Humanistic Psychology

GEORGIA STATE UNIVERSITY, Atlanta, GA  
B.A.; 1991, English, Minor in Film

RESEARCH AND TEACHING INTERESTS

Gender, Social Psychology, Work and Family, Mothering, Race, Theory, Methodology, Sociology Through Film, Women’s Studies

PUBLICATIONS

Peer Reviewed  


Sutherland, Jean-Anne. 2010. In *The Use of Television and Film to Enrich Counselor and Client Education* (vol. 1), DeeAnna Merz Nagel and Kate Anthony (Eds.)., Mental Health and the Impact of Technological Development.


In Progress:
Jean-Anne Sutherland. “(Mis)Representations of Feminism in Film.”

**Non-Peer Reviewed**
Bi-monthly column (“Reel Culture”) in *TILT Magazine: Therapeutic Innovations in Light of Technology*


Jean-Anne Sutherland. 2007. “Manners and Kids: Sometimes It’s Our Customs VS Theirs.” *Georgia Valley Living*.

Jean-Anne Sutherland and DeeAnna Merz Nagel. May/June 2007. “Having a Healthy and Happy Relationship.” *Georgia Valley Living*.


**PROFESSIONAL EXPERIENCE**

**University of North Carolina Wilmington**, Wilmington, NC.
Assistant Professor of Sociology.
July 2007 – Present.

**Merz Consulting Inc.**, Akron, OH.
Research and Quality Review. Certification as Certified Forensics Consultant.
July 2006 to present.

**University of Akron Department of Sociology**, Akron, OH.
Part-time faculty position teaching Introduction to Sociology, Sociological Social Psychology, Sociology Through Film, Sociology of Gender, Women’s Studies.
Fall 1999 to present.

**Living Legacy Project**, Akron, OH
University of Akron, Akron, OH.
Facilitated focus groups for Provost Office’s study of University perceptions of Information Technology. 2004.

Kent State University Department of Sociology, Kent, OH.
Conducted interviews for Quality of Life for People with Mental Illness, Dr. Christian Ritter, Principal Investigator. 2003.

University of Akron Department of Sociology, Akron, OH.

University of Akron Departments of Sociology and Anthropology, Akron, OH.
Conducted focus groups with teenage mothers in upstate New York, Dr. Lynn Metzger, Principal Investigator. 1998.

Presentations at Professional Meetings

Session Organized


Works Presented
“(Mis)Representations of Feminism in Film.” Southern Sociological Association meetings, Jacksonville, FL. April 6-9, 2011.


”’I’m Showing a Movie Today:’ Integrating Film into the Classroom.” Presented at the Southern Sociological Association, Atlanta, GA, April 2010.


Discussant: “Teaching with Film and Media: Humanities” at the Teachers,Teaching and the Movies meetings, St. Mary's College, St. Mary's College Morago, CA. (March 26, 2009).

(Invited lecture) "'But isn't a Good Mother Supposed to Feel Guilty?'": Mothering, Guilt and Shame," Women's Studies Department, Appalacian State University. (November 20, 2008).


Panel Discussion on the In’s and Out’s of Writing a Dissertation. SWS breakout session at the American Sociological Association, August 2006, Montreal, Canada.


Jennifer A. Vanderminden  
Curriculum Vitae  
February 2015

University of North Carolina Wilmington  
Department of Sociology and Criminology  
601 S. College Road  
Wilmington, North Carolina 28403  
Office phone-(910) 962-7260  
Email- vandermindenj@uncw.edu

EDUCATION

2013  Ph.D.  University of New Hampshire  
Sociology  
Dissertation: “A Longitudinal Analysis of the Effect of Disability Type and Emotional/Behavior Problems on Different Forms of Maltreatment across Childhood”  
Chair: Heather Turner  
Members: David Finkelhor, Murray Straus, Suzanne Graham, and Jan Nisbet

2009  M.A.  University of New Hampshire  
Sociology

2006  B.A.  University of Vermont  
Sociology with Honors

RESEARCH & TEACHING INTERESTS

Violence and Victimization in Childhood; Youth Violence; Family; Disability; Statistics; Research Methods

ACADEMIC EMPLOYMENT

2014-Present  Assistant Professor of Sociology, University of North Carolina, Wilmington
2013-2014  Data Analyst & Research Scientist, Crimes Against Children Research Center, University of New Hampshire
2010-2014  Instructor, University of New Hampshire
2012  Instructor, Granite State College
2007-2012  Research Assistant, Family Research Laboratory, University of New Hampshire
2010  Substitute Instructor, University of New Hampshire, Sociological Research Methods
2010  Teaching Assistant, University of New Hampshire, Using Multilevel Modeling to Analyze Longitudinal Data
2009 - 2010  Teaching Assistant, University of New Hampshire, Sociological Research Methods
2008  Teaching Assistant, University of New Hampshire, Statistics

Vanderminden- CV1
2005  Teaching Assistant, University of Vermont, Sociological Research Methods
2004  Teaching Assistant, University of Vermont, Sex, Marriage, and the Family

COURSES TAUGHT
Sociology of Family; Statistics; Graduate Data Analysis; Research Methods; Introduction to Sociology; Sociological Analysis

PUBLICATIONS


Manuscripts in Preparation

Vanderminden, Jennifer A. “A Longitudinal Analysis of the Effect of Disability Type and Emotional/Behavior Problems on Different Forms of Maltreatment across Childhood.”

RESEARCH REPORTS & WHITE PAPERS


SELECTED CONFERENCE PRESENTATIONS


PROFESSIONAL & UNIVERSITY SERVICE

2014-Present Reviewer, *Violence & Victims*
2014 Reviewer, National Youth-At-Risk Conference
2013-2014 Reviewer, *Psychology of Violence*
2010-2012 Presidents Commission for the Status of Persons with Disabilities- *University of New Hampshire*
2011-2012 Principle Investigator, Survey on the Status of People with Disabilities (Faculty and Staff)
2010 – 2012 Graduate Student Representative, American Sociological Association- Section on Disability and Society
2010-2011 Caucus Chair, Sociology Graduate Program
2010 Reviewer, Family Violence and Child Victimization Research Conference
2008 -2010 Graduate Committee Student Representative, Sociology Department

GRANTS, AWARDS & DISTINCTIONS

2014 Center for Teaching Excellence (CTE) Summer Pedagogy Development stipend award ($2,430)
2014 Charles L. Cahill Award for Faculty Research and Development ($2,999.60)
2013 Accepted for the International mentoring workshop for PhD students including travel grant (Jerusalem, Israel)
2012 Excellence in Teaching Award, Sociology Department, University of New Hampshire
2011-2012 Dissertation Year Fellowship, University of New Hampshire
2011 Finalist, Doris Duke Fellowship for the Prevention of Child abuse and Neglect
2010 Passed Research Methods Qualifying Exam with distinction

PROFESSIONAL MEMBERSHIPS

American Sociological Association (i) Family (ii) Disability and Society (iii) Medical Sociology
Southern Sociological Society
Society for Disability Studies
American Psychological Association- Division 37 (Section on Child Maltreatment)
Alpha Kappa Delta (International Sociology Honor Society)

Vanderminden- CV4
Julia Ferrara Waity  
Curriculum Vitae  
February 2015

223 Bear Hall  
Department of Sociology and Criminology  
University of North Carolina Wilmington  
601 S. College Road  
Wilmington, North Carolina 28403  
910-962-3660 waityj@uncw.edu

Work Experience
2013-Present  
Assistant Professor, Department of Sociology and Criminology  
University of North Carolina Wilmington, Wilmington, NC

2008-2012  
Instructor, Department of Sociology  
Indiana University Bloomington, Bloomington, IN

2011  
Visiting Instructor, Department of Sociology and Anthropology  
Hanover College, Hanover, IN

2006-2008  
Graduate Assistant, Department of Sociology  
Indiana University Bloomington, Bloomington, IN

Education
July 2013  
Doctor of Philosophy, Sociology  
Indiana University, Bloomington IN  
Minor: Public Policy, School of Public and Environmental Affairs  
Dissertation: Is There a Persistent Rural-Urban Divide? Spatial Inequalities in Food Insecurity and the Impact of the Great Recession  
Dissertation Committee: Patricia McManus (chair), Art Alderson, Brian Powell, Kristin Seefeldt  
Qualifying Examination: Social Stratification and Inequality  
Committee: Patricia McManus (chair), Art Alderson, Brian Powell

May 2008  
Master of Arts, Sociology  
Indiana University, Bloomington IN  
Thesis: Exploring the Differences in Government Assistance Program Participation Between the Rural and Urban Poor  
Committee: Clem Brooks (chair), Patricia McManus

June 2005  
Bachelor of Arts, Sociology and Anthropology, Magna Cum Laude  
Washington and Lee University, Lexington, VA

Research and Teaching Interests
Stratification and Inequality  
Family  
Community  
Poverty  
Policy  
Scholarship of Teaching and Learning
Honors and Awards

2014  Conducting Research Using the Survey of Income and Program Participation (SIPP) Workshop, sponsored by Duke University, the University of Michigan, and the National Census Research Node Network

2013  Cahill Award for Summer 2014 research, University of North Carolina Wilmington
Provides funding for travel and graduate student assistant for summer research

2013  ETEAL Funded Initiative for Spring 2014, University of North Carolina Wilmington
Applied learning grant for community mapping project in Sociology of Poverty Course

2013  Grant-in-aid of Doctoral Research, Indiana University Graduate School
Awarded to help cover unusual expenses incurred in connection with doctoral research

2012  RIDGE Center for Targeted Studies Doctoral Dissertation Grant
Economic Research Service (part of the USDA) provides grants to stimulate innovative research on food and nutrition assistance issues through the Southern Rural Development Center, provides support for a year of dissertation research and writing

2011  Stewart Family Scholarship, Indiana University Department of Sociology
Recognizes excellence in both teaching and research, provides support for a semester of dissertation writing

2010  Preparing Future Faculty Fellowship, Indiana University Department of Sociology

2010  SAGE/Pine Forge Teaching Innovations & Professional Development Award

Presentations


Waity February 2015 Curriculum Vitae 2


Peer Reviewed Publications

Waity, Julia F. “Spatial Inequality in Access to Food Assistance in Indiana.” (under review)

Waity, Julia F. “Food Insecurity and the Usage of Food Assistance: Rural-Urban Differences in American Households Before and After the Great Recession.” (under review)

Manuscripts in Progress
Waity, Julia F. “The Food Assistance Landscape: Insights from Interviews and Observations at Indiana Food Pantries and Soup Kitchens.”

Waity, Julia F. “Change Over Time in Food Insecurity and the Usage of Food Assistance: The Impact of the Great Recession.”

Waity, Julia F. and Michael Gillespie. “A Comparative Geography of Risk: Mapping Food Insecurity and Access to Assistance Within and Between Geographic Regions.”


Waity, Julia F. “Is There A Persistent Rural-Urban Divide? Spatial Inequalities in Access to Food Assistance Programs in Indiana” (research brief prepared for RIDGE)

Waity, Julia and Lisa Warner. “Predictors of a Nontraditional Student Identity.”

Waity February 2015 Curriculum Vitae 3
Grants


Waity, Julia F. (Co-Principal Investigator) and Leslie Hossfeld (Co-Principal Investigator). May 2014. RIDGE Center for Targeted Studies. “Food Insecurity, Food Access, and the Impact of Targeted Intervention in Rural Southeastern North Carolina.” Southern Rural Development Center, Mississippi State University. $35,000. Unfunded

Hossfeld. Leslie (Co-Principal Investigator) and Julia Waity (Co-Principal Investigator). May 2014. FoodAPS Research Initiative Proposal, “Spatial Inequality and Local Food Markets: Food Insecurity and the Impact of Targeted Intervention.” University of Kentucky Center for Poverty Research and USDA. $40,000. Unfunded

Waity, Julia (Co-Principal Investigator) and Leslie Hossfeld (Co-Principal Investigator). April 2014. IRP RIDGE Center for National Food and Nutrition Assistance Research Small Grants Program. “Improving Senior Food Security through Increased Access to Food Assistance Programs.” Institute for Research on Poverty, University of Wisconsin Madison. $40,000. Unfunded


Teaching Experience
2013-Present  Assistant Professor, University of North Carolina Wilmington
Practicum in Public Sociology
Public Sociology Seminar
Modern Social Problems
Sociology of Poverty
The Community

2008-2012  Instructor, Indiana University Bloomington
Sociology of the Family
Social Problems

2011  Visiting Instructor, Hanover College, Hanover, IN
Our Social World (Introduction to Sociology course)

2010  Associate Instructor, Indiana University Bloomington
Sociological Research Practicum
The Teaching of Undergraduate Sociology

2006-2008  Graduate Teaching Assistant, Indiana University Bloomington
Sociology of the Family
Introduction to Sociology
Education and Society
Service
2014-present  Applied Learning and Teaching Community Assistant Faculty Fellow
               University of North Carolina Wilmington
2013-present  Southern Sociological Society
               Committee on Sociological Practice
               Food Mini Conference Planning Committee
2012-present  Reviewer
               *Teaching Sociology*
               *Sociological Focus*
               *Social Currents*

Professional Development
2014  Applied Learning Summer Institute, University of North Carolina Wilmington
2010  Preparing Future Faculty Fellow, Department of Sociology, Indiana University
       Organized brown bag series on college pedagogy
       Organized Indiana University’s 16th Annual Preparing Future Faculty Conference
2010-2011 Hanover College Faculty Fellow
           Preparing Future Faculty Fellow partnership between Hanover College and Indiana University
           Shadowed sociology professors at Hanover College
2010  ASA Section on Teaching and Learning Pre-Conference Workshop
       The Best Teachers We Can Be: Learning Scholarly Teaching
       SAGE/Pine Forge Teaching Innovations & Professional Development Award
2008-2010 Certificate in College Pedagogy: Three course Preparing Future Faculty sequence:
         Teaching of Undergraduate Sociology, Issues in College Pedagogy, and Sociological
         Research in Higher Education, Indiana University Department of Sociology
2008  Preparing Future Faculty Certification: North Central Sociological Association Annual Meeting

Professional Membership
2015  North Carolina Sociological Association
2013-present Southern Sociological Society
       Committee on Sociological Practice
2008-present Society for the Study of Social Problems
2007-present American Sociological Association
       Family Section (2007-present)
       Inequality, Poverty, and Mobility Section (2010-present)
       Sociological Practice and Public Sociology Section (2010-present)
       Teaching and Learning Section (2010-present)
VITA

NAME: Cecil L. Willis

ADDRESS: Department of Sociology and Criminology
University of North Carolina Wilmington
601 South College Road
Wilmington, North Carolina 28403-5978

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Cell: (910) 322-0381

BIRTH DATE: 9 September 1946

EDUCATION:

Ph.D. Virginia Tech, 1977 (Sociology)

M.A. East Carolina University, 1974 (Sociology)

B.S. East Tennessee State University, 1968 (Sociology)

PROFESSIONAL HISTORY

2012-present Professor of Criminology, University of North Carolina Wilmington

2007-2012 Professor of Criminology and Coordinator, Criminology Extension Program, University of North Carolina Wilmington.

2004-2007 Assistant Vice Chancellor for Academic Affairs and Professor of Criminal Justice, University of North Carolina Wilmington

1996 – 2004 Chair and Professor, Department of Sociology & Criminal Justice, University of North Carolina Wilmington

1995-1996 Assistant Chair and Professor, Department of Sociology and Anthropology, University of North Carolina Wilmington.

1987 - present Professor, University of North Carolina Wilmington.
1982 - 1987  Associate Professor, University of North Carolina Wilmington.

1977 - 1982  Assistant Professor, University of North Carolina Wilmington

1973 - 1974  Instructor, Gardner-Webb College

AREAS OF SPECIALIZATION:

Comparative Criminology
Criminology
Criminal Justice Theory
Environmental Criminology
Sociology of Place

TEACHING EXPERIENCE:

UNC Wilmington:

Undergraduate:

Introduction to Criminal Justice, Introduction to Sociology, Issues in Criminal Justice, Corrections, Criminology, Crime and Public Policy, Advanced Criminology, Criminal Justice Theory, English Correctional System, English Legal System, Juvenile Delinquency, Police In Society, Sociology of Law, and Topical Seminar. I have taught Introduction to Criminal Justice, Criminology, Issues in Criminal Justice, Crime and Public Policy, Sociology of Law, and Criminal Justice Theory as distance learning classes. All my undergraduate courses are web-based or web-enhanced. The English Correctional System and the English Legal System were study abroad courses.

Graduate:

Seminar in Criminology, Sociology of Law

Other institutions:

Introduction to Sociology, Community, Criminology, Juvenile Delinquency, Poverty and Society, Race, Class & Power, Racial and Ethnic Group Relations, and Social Problems.

Masters Theses (chair):

Ira Jenkins  Predators of Society (2009)

Tina Swanno  Socialization Variables Related to Non-Usage of Seat Belts by 16-24 year olds (2009)

Kayla Picotte  Personal Information in Public Domain: Perceptions of Risk Among College Students on Facebook and the Outside World (2012)

Keely Geyer  A Case Study in the Port City: A Former ‘Vulnerable’ Environment Becomes ‘Defensible’ (2013)

Sam Haycraft  Choosing Identity Theft: Impulsivity or Rational Choice? (2013)

Robert Hicks  The Experience of Crime and Construction of Police Role (2013)

Tom Speicher  A Structured Social Learning and Opportunistic Process (2013)

PUBLICATIONS:

Refereed Journal Articles: 21 refereed publications from 1977 to 2013. Only the most recent refereed publications are shown; full list available upon request.

Irwin, Darrell and Cecil L. Willis

Sangmoon Kim, Randy LaGrange, and Cecil L. Willis

Cecil L. Willis

Darrell Irwin and Cecil L. Willis
Cecil L. Willis, T. D. Evans, and Randy LaGrange

Supancic, Michael and Cecil L. Willis,

Evans, T.D., Randy LaGrange, and Cecil L. Willis

McNamee, Stephen J. and Cecil L. Willis

McNamee, Stephen J., Cecil L. Willis, and Ann Rotchford

Willis, Cecil L. and Stephen J. McNamee

Willis, Cecil L. and Richard H. Wells

**Book Chapters/Anthologies, Book Reviews, Proceedings, Essays:** 9 non refereed publications from 1977 to 2013. Only the most recent publications are shown; full list available upon request.

Willis, Cecil L.

Willis, Cecil L.
**Paper presentations:** 55 presentations made from 1977 to 2013. Only the most recent presentations are shown; full list available upon request.

Sangmoon Kim, Cecil L. Willis, Keely Geyer, and Randy LaGrange

Darrell Irwin and Cecil L. Willis
2013 “Privilege the Party, Reform: China’s New Leadership Confronts Corruption,” Scheduled for presentation at American Society of Criminology meeting, Atlanta, November 2013

Darrell Irwin and Cecil L. Willis

Sangmoon Kim, Randy LaGrange and Cecil L. Willis

Cecil L. Willis

Cecil L. Willis

Michael O. Maume, Reid C. Toth, and Cecil L. Willis

Ron Everett, Eric Jefferies, Darrell Irwin, and Cecil L. Willis

Darrell Irwin and Cecil L. Willis
Appendix D

Program Handbook
MASTER OF ARTS
SOCIOLOGY AND
CRIMINOLOGY
2014-2015

GRADUATE STUDENT HANDBOOK
Department of Sociology & Criminology
University of North Carolina Wilmington
http://www.uncw.edu/socgrad

Revised 8/14
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I. Overview

Increasingly, non-academic employers are becoming aware of the need for social science skills and for specific reliable information that they can use to assess policy, plan, pre-test, monitor and evaluate their efforts. Since many of the issues they confront are social in origin, current status, or consequence, it is clear to them that in order to respond appropriately, they require highly relevant and necessary information, knowledge and social science skills that can contribute to making and carrying out effective decisions.

The MA degree may serve as a gateway to a PhD program and subsequent career in higher education. The MA in Sociology and Criminology encompasses rigorous analyses of the values, assumptions, and social structures within local communities and global systems. Our program assists students in gaining significant insights into these social processes and structures in their desired professions.

In addition to preparing students for careers in academia, one of the main objectives of the program is to provide students with professional training to seek employment in federal, state, and local governmental agencies as well as in private-sector organizations.

The program provides students training in theory and methods as well as opportunities for them to apply theory and methods in a variety of settings that deal with substantive issues. These areas reflect the variety and depth of the department’s faculty interests including family, demography, minority studies, drugs, crime mapping, rural services, social policy, mental health, education, criminology, legal studies, poverty and criminal justice policy. The educational objectives of the program are to:

- prepare students for professional and/or academic careers in Sociology, Criminal Justice and Criminology
- strengthen students’ analytical, research and writing skills
- provide extended training in theory and methods
- strengthen students’ ability to apply theory and methods to social issues, problems and policies
- provide students opportunities to work with community organizations and leaders in internship settings, gaining hands-on knowledge and application of social science research methods and practice

Academic Honor Code

The University of North Carolina Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution’s stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, honesty is principally the responsibility of each individual. Academic dishonesty takes many forms, from blatant acts of cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism, all of which are totally out of place in an institution of higher learning. Reporting and adjudication procedures have
been developed to enforce the policy of academic integrity, to ensure justice, and to protect individual rights. Complete details may be found in the UNCW Code of Student Life.

II. Degree Requirements

A. General Requirements for the MA in Sociology and Criminology

The program requires a minimum of 34 semester hours of graduate study, 27 of which must be in Sociology or Criminology. Only 6 hours of graduate coursework outside the department will count towards graduate degree credit requirements.

1. Core Courses (16 hours)

Six courses (16 hours) are required for all students:
- CRM/SOC 500 Social Research Methods (3)
- CRM/SOC 502 Evaluation, Methods and Policy (3)
- CRM/SOC 503 Sociological Theory (3)
- CRM/SOC 504 Data Analysis (3)
- CRM/SOC 505 Proseminar (1)
- CRM/SOC 561 Seminar in Criminology (required for criminology concentration) (3)
  OR
- SOC 508 Public Sociology Seminar (required for public sociology concentration) (3)

2. Concentration Areas (12 hours)

Four courses must be completed in one concentration area. The courses listed below each concentration are typical offerings (for a complete list of courses see the Graduate Catalogue or program website).

Criminology
- CRM 516 Crime and Social Control (3)
- CRM 530 Restorative Justice (3)
- CRM 540 Race, Class, Gender and Crime (3)
- CRM 570 Drug Problems and Crime (3)
- CRM 580 Social Justice (3)
- CRM 585 Communities and Crime (3)

Public Sociology
- SOC 515 Globalization and Development (3)
- SOC 525 Racial and Ethnic Group Relations (3)
- SOC 530 Restorative Justice (3)
- SOC 543 Corporations and Consumer Culture (3)
- SOC 580 Social Justice (3)
- SOC 584 Community Development (3)
- SOC 590 Sociology of Poverty (3)

Students wishing to take electives offered by other departments or universities should consult with their advisor and the Graduate Coordinator when planning their program of study.
3. Thesis/Internship (6 hours)

Students may elect to complete an internship CRM/SOC 598 (6 hours) or a thesis CRM/SOC 599 (6 hours). Each student must successfully orally defend an internship or thesis proposal prior to registering for internship or thesis hours. The defense of either type of proposal should be scheduled near the completion of the second fall semester of full-time course work.

B. Thesis Option

A thesis requires an extensive literature survey on existing works and has the potential to generate new knowledge or improve upon existing techniques. One of the primary goals of masters-level thesis work is to improve students’ proficiency in conducting social scientific research.

Students preparing a thesis must write a proposal and pass an oral defense in order to continue work on the thesis. Thesis committees consist of a faculty advisor and at least two other members of the graduate faculty. At least one of these faculty members must be a member of the Department of Sociology and Criminology. Students choosing this option must pass both the proposal and thesis defense to graduate from the MA program. Students must follow the guidelines from the Graduate School for Thesis formatting and deadlines. Please review, in detail, Graduate School expectations as outlined on their web pages: http://www.uncw.edu/grad_info/thesis_dissertation_information.htm.

C. Internship Option

The internship entails both workload and academic requirements. Students enrolling for internship credits are required to work 20 hours per week at an agency agreed upon by the student and internship coordinator. This option also requires an internship project, which consists of an applied research paper examining an issue at the student’s workplace relevant to the course of study. Students employed on a professional basis may request to waive the workload, but not the academic requirement. Waiver requests consist of (1) a formal letter to the Program Coordinator describing the relevant experience and (2) a résumé. Waivers will only be considered if the student can demonstrate a minimum of five years of significant management or discipline-related professional experience. Students must register for the internship course in the semester in which the internship begins.

The internship project requires background analysis and involves an applied project that results in solving a specific social issue or problem. An internship project often addresses practical questions (such as how best to solve a real-world social problem). All projects require significant social scientific analysis based on the core coursework in the program. Students choosing this option must choose an internship advisor and a committee of at least two other members of the graduate faculty who will advise the student on both the internship proposal defense and internship project defense. At least one of these faculty members must be a member of the department. Students choosing this option must pass both the proposal and project defense to graduate from the MA program.
Each internship placement will be unique to the research interests of the student. The program does not have a list of placements to ‘slot students,’ rather students are encouraged to seek organizations that match their research agenda and interests, provide an intellectually challenging and rewarding learning experience, and build skills that may be translated to employment. Students are encouraged to begin seeking these placements as early as possible in their academic program at UNCW.

The final internship project paper should reflect the unique internship experience of the student. This final project will be a catalogued, electronic copy, much like the thesis option, that will be part of the UNCW Library holdings as well as in the Sociology and Criminology department office. Expectations for each internship project will reflect the particular research agenda of each student and will be guided by the student’s internship committee; however, basic requirements include:

1) Identification of a general research question to be explored during the internship experience;
2) A theoretical framework for understanding the broader sociological context of the research question.
3) A review of literature pertaining to the internship focus;
4) A research design for the particular internship research and work experience (this will be unique to the internship expectations and focus);
5) Data collection (this will be unique to the internship expectations and focus);
6) A write-up of the internship experience;
7) Analysis. Drawing from theoretical and empirical evidence, the analysis should include practical solutions to the real-world social issue the student examines during the internship experience: typically recommendations for the organization, observations that may help the organization address the social issue being studied, policy recommendations based on analysis of data and/or analysis of work-experience and research.

While this is very similar to the thesis format, the final internship project differs in that it should be understood as applied research that seeks to address real-world social issues using a social scientific model. Students will need to demonstrate their understanding of the social science research method and the way in which their training as social scientists informs the real-world social issue of the organization in which they serve as intern.

The importance of the MA Internship Committee each student selects cannot be overstated. The student should have an internship advisor, as well as (at least) two faculty members from the department. This committee should serve as a sounding board throughout the student’s MA program and particularly during the internship experience. Students should seek faculty for their committee who provide theoretical, methodological and substantive guidance in crafting and writing their research project. Students should keep committee members apprised of their progress and intellectual development as the internship and writing experience unfolds. The committee will “sign-off” on (in essence “approve”) the proposed internship experience during the semester prior to the
internship assignment. The committee will hear the final internship project defense and “sign-off” on the final written project before it is submitted to the Graduate School.

D. Grading Policy

In accordance with Graduate School policy, a student must maintain a cumulative 3.0 Grade Point Average (GPA) or “B” average to remain eligible in the program. Students falling below a 3.0 GPA will be placed on academic probation, and will have three subsequent courses to bring the GPA up to at least 3.0. Three grades of C or one grade of F results in dismissal from the graduate program.

If approved by the departmental chairperson, an incomplete (I) grade may be given if the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work. The instructor may set the maximum allowable period for completion of the course work, but in no case will the extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student, along with a copy for the Graduate School. If, within 12 months, a change of grade has not been submitted by the instructor, the incomplete automatically becomes an F. Ensuring that incomplete grades are converted in a timely manner is the responsibility of the student.

The basis for course grading is determined by the instructor. Most courses will have a participation requirement, so it is essential for students to understand that class attendance is vital for a successful experience. Although each faculty member has the discretion to determine his or her specific attendance policies, it is expected that graduate students will attend all classes unless they have professional obligations and have discussed their absence in advance with the faculty member. Frequent unexcused absences may result in a failing grade and loss of eligibility until the student can demonstrate to the faculty that he or she is in a position both professionally and personally to attend class on a regular basis.

Students wishing to appeal their final grade in a course should follow the procedures outlined in the UNCW Graduate Catalogue.

E. Course of Study

Students have two basic decisions regarding their course of study: 1) how quickly they will progress through the program and 2) which concentration they will pursue.

1. Pace of Study

A full-time track assumes nine (9) or more hours per semester, with summers devoted to elective coursework, thesis/project research, or “recuperation.” This pace will allow the student to earn the MA in two years (assuming prerequisites are completed in advance). Students currently working full-time are strongly discouraged from taking a full-time course load. Graduate assistants, fellows, and others working no more than 20 hours per week are candidates for full-time status. Students awarded graduate assistantships are required to maintain full-time status throughout their candidacy. Students desiring to take more than 9 hours are required to consult with their advisors or the Graduate Coordinator. Full-time status is defined as one of the following:

   a. Enrollment in at least 9 hours of coursework
b. Enrollment in at least 1 hour of thesis credit (CRM 599 or SOC 599)
c. Enrollment in at least 1 hour of internship credit (CRM 598 or SOC 598)
d. Enrollment in GRC 600 (graduation continuation credit)

A part-time track assumes six (6) hours per semester. This pace will allow the student to earn the MA degree in three years (assuming prerequisites are taken in advance). This track is recommended for students working full-time.

2. Concentration Area

MA students are able to concentrate in either criminology or public sociology. In either case, graduates of the program will be able to tackle professional tasks that directly or indirectly involve human relationships. We expect our graduates to move on to careers as evaluators, researchers, planners, managers, advisors, program directors, and policy makers. The program also provides a strong foundation for those who seek to pursue a Ph.D. in traditional criminology and sociology programs.

One of the strengths of this program is the diverse theoretical, methodological, and substantive interests of the graduate faculty. Within public sociology, specific strengths include the study of rural and urban poverty, race-gender class inequalities and stratification, social structure and organizational power, globalization, and culture and media. Within criminology, there are specializations in collective and interpersonal violence, substance abuse, victimology, and social/restorative justice. Theoretical-methodological perspectives represented include macro-, micro- and multi-level approaches as well as structural, critical, feminist, and conflict theories.

Students must select a concentration area after their first 9 hours of coursework.

F. Graduate Assistantships/Fellowships

Subject to funding, the program may be in a position to award a number of graduate assistantships or fellowships at the beginning of each academic year. The exact terms of these opportunities will vary depending on the source of the funds, but typically offer a stipend and/or tuition waiver in return for 20 hours per week of research or professional support for the sponsor. Half-time assistantships requiring 10 hours per week of work may also be awarded. Awards may be for one or more academic years, depending on available funding and/or student performance. A graduate assistant is paid by state funds and normally works for faculty in the Sociology and Criminology department. A fellow may be paid by a research grant or a local agency sponsor, in which case the student would work for the sponsor.

Graduate assistantships or fellowships are awarded on a competitive basis, with final selections made by faculty and/or the sponsoring agency. Criteria include academic performance, recommendations, and special skills that may be required for a particular opportunity.
G. Degree Time Limits

A graduate student has five calendar years to complete his or her degree program. The period begins with the student’s first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program. Both full-time and part-time students are required to follow the five-year time limit.

Courses taken more than five calendar years prior to the admission of a student into a degree program at UNCW normally are not accepted for credit toward fulfilling the requirements of the student’s degree program. In some cases, however, with approval of the student’s advisory committee and department chair, a student may petition the Graduate School to accept for credit work that is more than five years old.

When extenuating circumstances warrant, an extension of the time limit for completing a graduate program may be granted to a student upon his or her petition to the Graduate School. Such petitions must include an explanation and the endorsement of the student’s advisory committee and academic unit’s chair or dean.

H. Ethical Conduct

The University of North Carolina Wilmington is a community of high academic standards where academic integrity is valued. UNCW students are committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. This commitment begins when new students matriculate at UNCW, continues as they create work of the highest quality while part of the university community, and endures as a core value throughout their lives.

Graduate students in the program are expected to abide by the ethical standards of conduct prescribed by American Sociological Association (www.asanet.org/about/ethics.cfm).

III. Procedures

A. Advising

All incoming students will receive formal academic advising at or before the program orientation session held at the beginning of the fall semester. At the Qualifying Assessment meeting (see below), the Graduate Coordinator and core-course faculty will recommend courses to students in subsequent semesters based on the course of study agreed upon in the student’s initial semester. After the Qualifying Assessment, students will identify a committee for their internship/thesis research. The Chair of this committee will then serve as the student’s advisor for the remainder of their graduate studies. Students should make course selection and registration decisions in consultation with this faculty member.

B. Qualifying Assessment

All students are required to have their performance assessed near the end of completion of the first 9 hours of MA study. The purposes of the qualifying assessment are to: 1) assess the candidate’s status in the program; 2) have the candidate declare a
concentration in either Criminology or Public Sociology; and 3) have the candidate design a course of study for the remainder of the program, with the assistance of graduate faculty. The assessment itself is a meeting between the student, the Graduate Coordinator, and instructors for the core sequence of courses (500, 503, and 505).

C. Internship/Thesis Proposal

The research project proposed through your internship or thesis must be approved in advance by an advisory committee. This committee advises you on the project both before and after the proposal stage, and is the body that determines satisfactory completion of the internship paper/thesis in partial completion of the MA degree. The following sequence is intended as a set of guidelines to follow in preparation of the internship/thesis proposal.

1) **Select topic and methods.** Write a brief description (1 to 2 pages) of the research topic that you wish to address in your internship or thesis. This can be done in consultation with the core-course faculty in the initial semester of coursework, and should be completed by the end of the first semester of full-time coursework.

2) **Select thesis/internship advisor.** Research faculty specialty areas to help you choose an advisor best suited to guiding you in the design of your research.

3) With the assistance of the thesis/internship advisor, **select potential committee members.** This committee should be selected in your second semester in the program. Using the form in the Appendix (“Graduate Advisory Committee Appointment”), you should notify the Graduate Coordinator and confirm that each committee member is willing to serve in this capacity.

4) **Develop your internship/thesis proposal** in consultation with your advisor and committee members. It is very important that you maintain close contact with your committee throughout the remainder of your residency in the program. This is not the time to seclude yourself. Research is an interactive process that should include your faculty advisors. Keep them informed of your progress.

   The proposal should contain two elements: 1) a literature review, and 2) a research proposal. These elements are covered in the first year of coursework.

5) When recommended by your advisor, and after several initial drafts have been written, **send a draft of the proposal** (hard copy) to each committee member at least two weeks before the proposal defense.

6) **Proposal defense.** Discuss project with your advisory committee, determine roles of committee members and project timeline - write up and distribute to all members (For theses, this should be before the end of the third semester of full-time coursework—the sooner in the semester, the better; for internships, this should be completed by the end of the semester prior to the internship assignment). Following your defense, the committee will determine whether you have passed or failed. Often, students will be asked to rewrite parts of the proposal. If a student does not pass, a specific plan will be formulated by the committee for remediation.

Students must successfully pass the proposal defense in order to enroll for CRM/SOC 598 or CRM/SOC 599.
D. Application for Graduation

Students must apply for graduation before participating in university and departmental commencement ceremonies. Students must apply for graduation the semester of intended graduation (see the Graduate School website for application deadlines).


You are required to defend your internship paper/thesis orally to your committee. The following sequence is intended as a set of guidelines to follow for completing a thesis/internship paper:

1) Upon successfully passing your proposal defense, work with your advisor and committee members on the project, providing drafts of work in progress as requested by the advisor.

2) In the semester you wish to defend, follow the Graduate School’s formatting guidelines (on their website) and submit a complete, formatted draft to the Graduate School for format approval (deadlines for format approval is on the Graduate School website).

3) At least two weeks before you want to defend, and upon approval of your advisor, provide a draft (hard copy) to all committee members. Each committee member will study and edit your document. If, at that time, the committee believes you are not ready to defend, they will ask you to cancel. Otherwise, the defense will proceed. This decision should occur no later than a week before the planned defense date.

4) Thesis/internship defense. Because the department wishes to celebrate your accomplishments, all thesis/internship paper defenses are open to the public. At a minimum, dates and times of defenses should be announced to the department via the MA program e-mail listserv and flyers posted in Bear Hall. The format of your defense is as follows:
   a. Presentation of your research to committee and attendees.
   b. Public period of questioning to the candidate (including questions of clarification from the audience).
   c. Non-public period of questioning of you by your committee.
   d. You are excused from the room to allow the committee to deliberate on whether you pass or fail the defense.
   e. You are invited back to the room, and the decision on whether you have passed or failed is conveyed to you immediately. Often, students who have passed will be asked to rewrite parts of the proposal before submitting the final draft to the Graduate School.

F. Graduation

Graduate students who have completed all degree requirements for July graduation may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who have completed all degree requirements for December graduation may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who
have completed all degree requirements for May graduation may walk during the May ceremony and their names will be listed in the May commencement program. A graduate student may walk only in the graduation ceremony in the term in which they graduate.

Graduate students who have not completed their internship/thesis may not participate in commencement ceremonies. Completion requires successful oral defense of the internship paper/thesis and a final signed copy submitted to the Graduate School by the required deadline (thesis deadlines for each semester are available on the Graduate School website).

IV. Facilities and Resources

A. Graduate Student Office and Computer Lab

Room 201D in Bear Hall is designated as the graduate student office for all students enrolled in the program. Students will be granted UNCW One Card access to the locked office upon initial registration. The primary purpose of this area is as a study area and computer workspace. Cooperation in keeping noise to a minimal level is greatly appreciated. Teaching assistants doing course-related work should also use this space for meeting with students.

The computers and laser printers in these rooms should only be used for work related to the graduate program, and are available for use by graduate students and faculty only. File storage on the UNCW network is strongly encouraged (see: uncw.edu/ITSD/learning/TimmyFileStorage.html). Students should familiarize themselves with university policy on appropriate use of university-owned computers.

B. E-mail, Mail and Telephone

The university electronic mail account that is assigned to each active student is the primary official means for communicating with individual or groups of students. Official university communications include, but are not limited to, enrollment information, grade information, financial information and policy, and announcements, as well as individualized notices. This system affords an efficient method for official messages to be disseminated to both on-and off-campus students. It is the responsibility of each student to frequently access their UNCW electronic mail account as it may contain an official communication from the department or the university.

Grad_SocCrm-L is the official listserv for the MA program. All incoming students are subscribed to this listserv, which is also subscribed to by current students and graduate faculty. The purpose of this listserv is to provide faculty and graduate students with information about upcoming events, professional opportunities, and general information related to the graduate program. Grad_SocCrm -L serves as the primary vehicle for communicating important information related to the graduate program. The Grad_SocCrm listserv is not intended as a forum for casual online conversation or informal chatter.

Students may also receive letters, journals and books using this address: [Your name], Dept. of Sociology & Criminology, UNC Wilmington, 601 S. College Rd., Wilmington, NC 28403-5978.
A telephone is available to students in the graduate student office for campus and local calls only. Graduate students should not use the telephones in the department office for any reason.

C. Building Security

You are expected to assist the department faculty and staff in maintaining building security. We want to maintain a safe and secure campus for ourselves, our students and our research subjects. Your UNCW One card allows you access to the building 24 hours a day, but you must be extremely careful about letting others into the building. If you are the last person to leave a room, it is your responsibility to ensure that the room is secure and that all equipment is shut off. No doors should be propped open if they are supposed to be locked. If you see one propped open, please close it and notify campus security if someone gives you trouble about this. If there is any trouble, please call Campus Security immediately. The non-emergency number is 962-2222.

Many times graduate students work late at night in the building. Please try to maintain knowledge of who else is there and be careful about leaving the building alone after dark. If you are leaving late and alone, campus police will give you an escort if you are at all uneasy.

D. Library

The William Madison Randall Library constitutes a vital instructional and research resource of the University. With seating provided for about 1,000 people, the library holds nearly 2 million items in various formats, of which 800,000 are books, bound journals, and printed government documents; 920,000 are microform pieces; and more than 22,000 are multimedia items. In addition, the library offers extensive indexes and full-text resources. These resources—including NC LIVE databases, LexisNexis, Science Direct, and JSTOR—provide access to indexing and full text for thousands of journals and books. An online catalog and circulation system provides easy, efficient access to most of the library’s collections. In addition, there are in a quiet study room and a computer lab for graduate students located on the 2nd floor of Randall Library. Both are accessible using your UNCW One Card.
V. Important Contacts

All Campus Locations.................................................................................. 96x-xxxx

Campus Operator.......................................................................................... 2-3000

Campus Emergency Number ......................................................................... 2-4911

Career Services
Fisher Student Center, 2nd Floor.................................................................... 2-3174

Cashier
Warwick Center............................................................................................. 2-4281

Computer-based Testing (GRE)
DePaolo Hall .................................................................................................. 2-7444

Technology Assistance Center (TAC, or the “Help Desk”)
Randall Library, 1st Floor ................................................................................ 2-HELP

Counseling Center
DePaolo Hall, 2nd Floor.................................................................................. 2-3746

Financial Aid/Veterans Services..................................................................... 2-3177

Graduate School
James Hall, 2nd Floor...................................................................................... 2-7303

Randall Library-Circulation............................................................................ 2-3272

Parking/Student IDs........................................................................................ 2-3560

Campus Police................................................................................................ 2-2222

Registrar/Records .......................................................................................... 2-3125

Student Health Center
DePaolo Hall, 2nd Floor.................................................................................. 2-3280

Seahawk Perch (Off-campus Housing) ........................................................... 2-3119

LGBTQIA Resource Office ........................................................................... 2-2114
Fisher Student Center, 1037

Upperman African American Center............................................................ 2-2832
Fisher Student Center, 2nd Floor

Centro Hispano................................................................................................ 2-7785
Fisher Student Center, 2nd Floor
VI. Graduate Faculty and Staff

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University of North Carolina Wilmington
Sociology and Criminology MA Program

Qualifying Assessment – Summary Form

Student: ____________________________

Course assessments:
CRM/SOC 500 (Methods):

CRM/SOC 503 (Theory):

CRM/SOC 505 (Proseminar):

Selected concentration: Criminology Public Sociology
Projected final project option: Thesis Internship
Projected graduation date: ________________

Committee assessment:

_____ Student is making satisfactory progress toward the degree.
_____ Student is making unsatisfactory progress toward the degree.

(Notes on back of form as necessary)

Qualifying assessment committee (signatures):

_________________________________________ (Date)

_________________________________________ (Date)

_________________________________________ (Date)

_________________________________________ (Date)

Student signature
University of North Carolina Wilmington  
Sociology and Criminology MA Program  
Graduate Advisory Committee Appointment  

Date: _________________

To: Internship / Thesis Committee (circle one)

__________________________________, Chair

__________________________________, Member

__________________________________, Member

__________________________________, Member (optional)

This is to inform you that you have been chosen to serve as a member of the Graduate Advisory Committee for:

Last Name: ___________________  First Name: ___________________

Thank you in advance for agreeing to serve on this committee.

__________________________________
Graduate Coordinator  
Sociology and Criminology MA Program

Cc: Graduate student, graduate student file, each committee member