

**DEPARTMENT
OF
SOCIOLOGY & ANTHROPOLOGY**



ANNUAL REPORT

**COVERING THE PERIOD
2ND SEMESTER 2017/2018 & 1ST SEMESTER 2018/2019**

March 31, 2019

TABLE OF CONTENTS

LIST OF FIGURES & TABLES -----	iii
EXECUTIVE SUMMARY -----	iv
1.0 INTRODUCTION -----	1
1.1 Brief History of the Department -----	1
1.2 Overview of Programs Offered -----	2
2.0 FACULTY -----	3
2.1 Faculty Profile -----	3
2.2 Faculty on Leave -----	7
2.3 Faculty Change of Status -----	7
2.4 Faculty Deaths -----	7
3.0 COURSES OFFERED -----	7
3.1 Courses Offered by Semester -----	7
3.2 Enrolment of Students by Semester and Section -----	8
4.0 STUDENTS -----	11
4.1 Student Profile -----	11
4.2 Student Academic Performance -----	12
4.3 Deaths of Students by Gender -----	13
5.0 ACHIEVEMENTS, CHALLENGES, AND RECOMMENDATIONS -----	13
5.1 Curriculum Revision -----	13
5.2 Courses Revised -----	13
5.3 New Courses Introduced -----	14
5.4 Guest Visitors -----	14
5.5 Seminars, Workshops, and Conferences Attended, Organized, or Facilitated -----	15

5.6 Challenges	16
5.6 Recommendations	17
APPENDICES	18
Appendix A. SAIL Questionnaire	18
Appendix B. Individual Faculty Professional Development Plan	24

LIST OF FIGURES AND TABLES

List of Figures

Figure 1. Student Enrollment by Gender in 2 nd Semester 2017/2018 & 1 st Semester 2018/2019 -----	9
Figure 2. Student Enrollment in 2 nd Semester 2017/2018 & 1 st Semester 2018/2019 -----	9

List of Tables

Table 1. Faculty Profile by Academic Qualification -----	3
Table 2. Faculty Profile by Academic Rank -----	5
Table 3. Faculty Profile by Gender -----	6
Table 4. Courses Offered in 2 nd Semester 2017/2018 & 1 st Semester 2018/2019 -----	8
Table 5. Student Enrollment by Course and Section in 2nd Semester 2017/2018 & 1st Semester 2018/2019 -----	10
Table 6. Student Enrollment by Classification in 2nd Semester 2017/2018 -----	12
Table 7. Student Enrollment by Gender in 2nd Semester 2017/2018 & 1st Semester 2018/2019 -----	12

EXECUTIVE SUMMARY

The two academic semesters: Second Semester 2017/2018 and First Semester 2018/2019 were two historic semesters in the Department of Sociology and Anthropology. The current Chair of the Department, Dr. J. Kerkula Foeday, took over as Chairman during the Second Semester of 2017/2018. The full digitization of the University registration process started in the First Semester of 2018/2019. The current ePortal system was formally launched by the Visitor to the University at the outset of the First Semester of 2018/2019.

As always, the Department continued to work tirelessly to achieve what it was established to accomplish: 1) to develop robust human capital and capabilities to meet the national interest of Liberia, promote the growth and development of the University, and be prepared for the challenges of our globalized world; 2) to provide general education for students majoring in sociology and anthropology by preparing students through the various courses and field projects being offered, and 3) to prepare students for further studies in sociology, anthropology, and other related disciplines. There were over 30 faculty members, of which less than 30 percent were full-timers and less than 12 percent were female working very hard to achieve the goals and objectives of the Department during the two academic semesters in review. One of the full-time faculty members, unfortunately, passed during the Second Semester Of 2017/2018.

Nineteen courses were offered during the two semesters in question. Nine courses were offered in Second Semester 2017/2018, and 10 courses were offered in First Semester 2018/2019. Of the 19 courses offered, seven were Anthropology courses and 12 were Sociology courses. Three Anthropology courses and six Sociology courses were offered in Second Semester 2017/2018, and four Anthropology courses and six Sociology courses were offered in First Semester 2018/2019 respectively.

There were 4,671 students registered and doing Sociology and Anthropology courses for the two semesters. Two thousand, two hundred one students were enrolled in Second Semester 2017/2018, and 2,470 students were enrolled in First Semester 2018/2019. Of the 2,201 students in Second Semester 2017/2018, 881 (40.07 percent) were male, and 1,320 (59.93 percent) were female. Of the 2,470 students in First Semester 2018/2019, 1,023 (41.42 percent) were male, and 1,447 (58.58

percent) were female. On average, 40.7 percent of the students were male, and 59.3 percent were female.

The Department curriculum was revised during the First Semester of 2018/2019, but it is yet to be submitted to the Academic Coordinating Committee (ACC) and to the Faculty Senate for approval. The contents of four courses (i.e. SOCI 300, SOCI 302, SOCI 303, and SOCI 400) were updated and integrated with untaught or inactive courses. Two new courses were introduced or proposed. The courses in question are SOCI 202 – Sociology of Information & Communications Technologies (ICT) and SOCI 404 – Sociology of Health. These two courses will be elective courses.

In addition, the Department accomplished a number of other things. A bulletin board was built, and two phone numbers (one Lonestar and one Orange) along with a mobile phone were obtained for the Department use. Two other critical achievements include the development of the SAIL Questionnaire for faculty assessment and the Individual Faculty Professional Development Plan.

None the less, the Department had to confront several challenges that involved funding, logistics, and adjunct faculty payment. The Department had no budget of its own. Logistically, the Department was challenged as well. Instructional materials like, for example, markers, dusters, and teachers roll books were not adequate. Stationery, including reams of papers, pens for office use and for instructors, and inks for printers in the offices were in limited supply. Phone cards were inadequate and were not supplied on time. Part of the logistical challenge involved and still involves securing space for faculty lounge. Regarding adjunct faculty payment, there were persistent complaints about delays in the payments of some of our instructors. It was challenging for our instructors who were affected.

Henceforth, the following recommendations are put forth for consideration: 1) That the College considers the hiring of qualified full-time and adjunct faculty as a matter of priority. This includes the hiring of qualified female faculty as a way of addressing the huge gender disparity that currently exists in the Department; 2) That the Dean of the College ensure that the proposed Revised Curriculum of the Department is approved by the ACC and Faculty Senate as soon as

possible; 3) That the SAIL Questionnaire and the Individual Faculty PDP be adopted by the College and that the Department be allowed to use them for assessing faculty performances and for determining the professional development plan of each faculty member; 4) That, to have the Department functioning more effectively, the Dean of the College should ensure that logistical support is adequately provided to the Department. This includes working very hard with the Department Chair to secure a space for faculty lounge for instructors at the Fendall Campus; 5) That the Dean of the College ensure that adjunct faculty members are paid every month instead of the bi-semester payments they receive. The Department believes this may help alleviate the frustration some of the faculty members are experiencing as a result of the long delays in paying them.

1.0 INTRODUCTION

1.1 Brief History of the Department

The Department of Sociology and Anthropology was established in the late 1950s, less than a decade following the chartering of the University of Liberia in 1951 by the National Legislature. It is one of the 14 academic units in Liberia College and one of the eight departments in the College granting undergraduate degrees to hundreds of students from diverse walks of life, including Students from the 15 counties of Liberia and foreign nationals. The Department grants BA in sociology to students and allows students to do courses in other disciplines as minors, including anthropology, demography, economics, English, French, geography, history, management, mass communication, political science, primary and secondary education, public administration, among other disciplines.

The Department was established within the College of Liberal and Fine Arts, now Liberia College (College of Social Sciences and Humanities), with the goal of maintaining a sound undergraduate program in Sociology and Anthropology. It was designed to offer a four-year degree program. The objective of the Department is three-fold: 1) to develop robust human capital and capabilities to meet the national interest of Liberia, promote the growth and development of the University, and be prepared for the challenges of our globalized world; 2) to provide general education for students majoring in sociology and anthropology by preparing students through the various courses and field projects being offered, and 3) to prepare students for further studies in sociology, anthropology, and other related disciplines.

The mission of the Department is based on the core objectives of the University, as outlined in the University Charter. The Department works cooperatively with the University Administration and other academic units in Liberia College and the University in meeting its aforementioned three-fold core objective. The vision of the Department, therefore, is to be an academic unit creating and promoting an atmosphere of academic freedom, scholarly competence, and research in the social sciences; engaging in and supporting research projects nationally; collaborating with national and international stakeholders;(serving as a point of reference for impartial information on

sociocultural issues, development trends and challenges in Liberia, as well as ensuring the visibility and relevance of the field of sociology in Liberia.

The number of students graduating from the Department since its establishment has increased exponentially. Today the student population includes Liberians, Nigerians, Ghanaians, Ivoirians, Sierra Leoneans, Guineans, etc.). No Students have graduated with a BA in Anthropology, for Anthropology is only offered as a supporting program! The plan for the future is to offer bachelor degree in Anthropology.

From the early 1970s up to present, 10 persons have chaired the Department as indicated below:

CHAIRPERSON	YEAR
1. Assoc. Prof. Thomas B. Ken	1970-1972
2. Prof. Lieven V. Vandechocove	1972
3. Assist. Prof. Jefferson Tarpleh	1972-1974
4. Assoc. Prof. Thomas B. Ken	1974-1978
5. Assist. Prof. Brihima D. Kaba	1978-1979
6. Assoc. Prof. Thomas B. Ken	1979-1993
7. Assoc. Prof. Joseph G. N. Barlafey	1993-1996
8. Assoc. Prof. Stephen M. Jubwe, Sr.	1996-2010
9. Assoc. Prof. Sekou W. Konneh	2010-2018
10. Assist Prof. Dr. J. Kerkula Foeday	2018-Present

1.2 Overview of Programs Offered

The Department currently has two programs, namely Sociology and Anthropology, but grants an undergraduate degree, BA, in Sociology. For now, it offers anthropology courses for those minoring in Anthropology. The curriculum of the Department covers courses in four areas: Required General Courses, Elective Courses, Anthropology Courses, and Sociology Courses. There are 26 required general courses with cumulative 64 credit hours that students must complete before graduating. For electives, students are required to complete two three-semester-credit-hour courses based on their interests or areas of study. There are seven Anthropology courses (ANTH 201, ANTH 300, ANTH. 301, ANTH 302, ANTH 305, ANTH 402, & ANTH 407), of which students minoring in Anthropology are required to complete six. The proposed revised Curriculum,

if approved, will have 13 Sociology courses (SOC 201, SOC 202, SOC 205, SOC 300/306, SOC 301, SOC 302/303, SOC 304, SOC 305, SOC 400, SOC 401, SOC 402, SOC 403 & SOC 405) that students majoring in Sociology must complete to be eligible for graduation.

The Department allows students majoring in Sociology to take courses in other disciplines or programs of interest to them. The Department lets students do minor courses in 14 other programs, including Accounting, Anthropology, Demography, Economics, English, French, Geography, History, Management, Mass Communication (Print & Broadcast Journalism), Political Science, Primary Education, Public Administration, and Secondary Education. Courses are selected in light of their relevancy to Sociology. Students majoring in other disciplines are allowed to take some Sociology courses for their minors as well.

Cumulatively, students are required to complete 124 semester credit hours in order to be eligible for graduation with a Bachelor of Arts (BA) in Sociology within four years' time.

2.0 FACULTY

2.1 Faculty Profile

Currently the Department has a little over 30 faculty members, of which less than 30 percent are full-timers and less than 12 percent are female. Below are the names, academic qualifications, academic ranks, and gender of faculty members.

Table 1. Faculty Profile by Academic Qualification

2 ND SEMESTER 2017/2018		1 ST SEMESTER 2018/2019	
FULL TIME FACULTY		FULL TIME FACULTY	
Name	Qualification	Name	Qualification
1. J. Kerkula Foeday	DSW, LGSW, MSW, MA, BA	1. J. Kerkula Foeday	DSW, LGSW, MSW, MA, BA
2. J. McNixon Flomo	MA, BA	2. J. McNixon Flomo	MA, BA
3. Morris Ken*	MA, BA	3. Morris K. Wheh	MA, BA

* Deceased

4. Joseph F. Kpukuyou	MPhil, BA
5. Morris K. Wheh	MA, BA
6. Patrick N. Nuetah	MA, BA
7. Roseline H. Konneh	MSc, BA
8. Saydah W. Taylor	MEd, MA, BA
9. Joseph McGill	BA
10. Charles Mayon	BA
11. Addison Daybah	BA
PART TIME FACULTY	
Name	Qualification
1. Sekou W. Konneh**	MA, BA
2. Kula Jackson	LLB, BA
3. John Kainesie	MA, BA
4. James A. Lablah	MA, BA
5. James Karneh	MA, BA
6. Andrew Jaye	LLB, BA
7. Emmanuel Kapee	MA, BA
8. A. Samuka Dunnoh	MA, BA
9. Alfred Sayon	MA, BA
10. Daniel Garteh	MA, BA
11. Godfrey Eholo	MSc, BA
12. Peter F. ZaiZay	MA, BA
13. Lancedell Matthew	MA, BA
14. Steve M. Jubwe**	MA, BA
15. Hassan O. Telema**	MA, BA
16. George B. Wah	MA, BA
17. James Shilue	MA, BA
18. Sorna Sherif	MEd, , BA
19. Patrick Sudue	MA, BA
20. John Quaqua	BA
21. Roosevelt Cooper	BA
22. Wellington Sombai	BA

4. Patrick N. Nuetah	MA, BA
5. Roseline H. Konneh	MSc, BA
6. Joseph McGill	BA
7. Charles Mayon	BA
8. Addison Daybah	BA
PART TIME FACULTY	
Name	Qualification
1. J. Kerkula Foeday**	DSW, LGSW, MSW, MA, BA
2. Sekou W. Konneh**	MA, BA
3. Kula Jackson	LLB, MA
4. John Kainesie	MA, BA
5. James A. Lablah	MA, BA
6. James Karneh	MA, BA
7. Andrew Jaye	LLB, BA
8. A. Samuka Dunnoh	MA, BA
9. Alfred Sayon	MA, BA
10. Daniel Garteh	MA, BA
11. Godfrey Eholo	MSc, BA
12. Peter F. ZaiZay	MA, BA
13. Lancedell Matthew	MA, BA
14. Steve M. Jubwe**	MA, BA
15. Hassan O. Telema**	MA, BA
16. George B. Wah	MA, BA
17. James Shilue	MA, BA
18. Sorna Sherif	MEd, , BA
19. Patrick Sudue	MA, BA
20. John Quaqua	BA
21. Roosevelt G. Cooper	BA
22. Wellington V. Sombai	BA
23. Morris K. Wheh**	BA, MA
24. Joseph Kpukuyou**	BA, MPhil
25. Patrick N. Nuetah**	BA, MA
26. Felipe Neis Araujo	BA, MA, PhD
27. Saa David Kawoe Nyuma, Jr	BA, PGDPA, IDEPA, MA, MSR

** Full-Time Faculty with Overload

Table 2. Faculty Profile by Academic Rank

2ND SEMESTER 2017/2018	
FULL TIME FACULTY	
Name	Academic Rank
1. J. Kerkula Foeday	Assistant Professor
2. J. McNixon Flomo	Instructor
3. Morris Ken*	Instructor
4. Joseph F. Kpukuyou	Instructor
5. Morris K. Wheh	Instructor
6. Patrick N. Nuetah	Instructor
7. Roseline H. Konneh	Instructor
8. Saydah W. Taylor	Instructor
9. Joseph McGill	TA
10. Charles Mayon	TA
11. Addison Daybah	TA
PART TIME FACULTY	
Name	Academic Rank
1. Sekou W. Konneh**	Assoc. Professor
2. Kula Jackson	Lecture.
4. John Kainesie	Lecturer
5. James A. Lablah	Lecturer
6. James Karneh	Lecturer
7. Andrew Jaye	Lecturer
8. Emmanuel Kapee	Lecturer
9. A. Samuka Dunnoh	Lecturer
10. Alfred Sayon	Lecturer
11. Daniel Garteh	Lecturer
12. Godfrey Eholo	Lecturer
13. Peter F. ZaiZay	Lecturer
14. Lancedell Matthew	Lecturer
15. Steve M. Jubwe**	Associate Professor
16. Hassan O. Telema**	Lecturer
17. George B. Wah	Lecturer
18. James Shilue	Lecturer
19. Sorna Sherif	Lecturer
20. Patrick Sudue	Lecturer
21. John Quaqua	Lecturer
22. Roosevelt G. Cooper	Lecturer

1ST SEMESTER 2018/2019	
FULL TIME FACULTY	
Name	Academic Rank
1. J. Kerkula Foeday	Assistant Professor
2. J. McNixon Flomo	Instructor
3. Morris K. Wheh	Instructor
4. Patrick N. Nuetah	Instructor
5. Roseline H. Konneh	Instructor
6. Joseph McGill	TA
7. Charles Mayon	TA
8. Addison Daybah	TA
PART TIME FACULTY	
Name	Academic Rank
1. J. Kerkula Foeday**	Assistant Professor
3. Sekou W. Konneh**	Associate Professor
4. Kula Jackson	Lecturer
5. John Kainesie	Lecturer
6. James A. Lablah	Lecturer
7. James Karneh	Lecturer
8. Andrew Jaye	Lecturer
9. A. Samuka Dunnoh	Lecturer
10. Alfred Sayon	Lecturer
11. Daniel Garteh	Lecturer
12. Godfrey Eholo	Lecturer
13. Peter F. ZaiZay	Lecturer
14. Lancedell Matthew	Lecturer
15. Steve M. Jubwe**	Associate Professor
16. Hassan O. Telema**	Lecturer
17. George B. Wah	Lecturer
18. James Shilue	Lecturer
19. Sorna Sherif	Lecturer
20. Patrick Sudue	Lecturer
21. John Quaqua	Lecturer
22. Roosevelt G. Cooper	Lecturer

23. Willington V. Sombai	Lecturer
--------------------------	----------

23. Willington V. Sombai	Lecturer
24. Morris K. Wheh**	Instructor
25. Joseph Kpukuyou**	Instructor
26. Patrick N. Nuetah**	Instructor
27. Felipe Neis Araujo	Lecturer
28. Saa David Kawoe Nyuma, Jr	Lecturer

Table 3. Faculty Profile by Gender

2nd SEMESTER 2017/2018		1st SEMESTER 2018/2019	
FULL TIME FACULTY		FULL TIME FACULTY	
Name	Gender	Name	Gender
1. J. Kerkula Foeday	Male	1. J. Kerkula Foeday	Male
2. J. McNixon Flomo	Male	2. J. McNixon Flomo	Male
3. Morris Ken	Male	3. Morris K. Wheh	Male
4. Joseph F. Kpukuyou	Male	4. Patrick N. Nuetah	Male
5. Morris K. Wheh	Male	5. Roseline H. Konneh	Female
6. Patrick N. Nuetah	Male	6. Joseph McGill	Male
7. Roseline H. Konneh	Female	7. Charles Mayon	Male
8. Saydah W. Taylor	Female	8. Addison Daybah	Male
9. Joseph McGill	Male		
10. Charles Mayon	Male		
11. Addison Daybah	Male		
PART TIME FACULTY		PART TIME FACULTY	
Name	Gender	Name	Gender
1. Sekou W. Konneh**	Male	1. J. Kerkula Foeday**	Male
2. Kula Jackson	Male	2. Sekou W. Konneh**	Male
3. John Kainesie	Male	3. Kula Jackson	Male
4. James A. Lablah	Male	4. John Kainesie	Male
5. James Karneh	Male	5. James A. Lablah	Male
6. Andrew Jaye	Male	6. James Karneh	Male
7. Emmanuel Kapee	Male	7. Andrew Jaye	Male
8. A. Samuka Dunnoh	Male	8. A. Samuka Dunnoh	Male
9. Alfred Sayon	Male	9. Alfred Sayon	Male
10. Daniel Garteh	Male	10. Daniel Garteh	Male
11. Godfrey Eholo	Male	11. Godfrey Eholo	Male
12. Peter F. ZaiZay	Male	12. Peter F. ZaiZay	Male
13. Lancedell Matthew	Male	13. Lancedell Matthew	Male
14. Steve M. Jubwe**	Male	14. Steve M. Jubwe**	Male
15. Hassan O. Telema**	Male	15. Hassan O. Telema**	Male
16. George B. Wah	Male	16. George B. Wah	Male
17. James Shilue	Male	17. James Shilue	Male
18. Sorna Sherif	Female	18. Sorna Sherif	Female
19. Patrick Sudue	Male	19. Patrick Sudue	Male

John Quaqua	Male	John Quaqua	Male
Roosevelt G. Cooper	Male	Roosevelt G. Cooper	Male
Willington V. Sombai	Male	Willington V. Sombai	Male
		Morris K. Wheh	Male
		Joseph Kpukuyou	Male
		Patrick N. Nuetah	Male
		Felipe Neis Araujo	Male
		Saa David Kawoe Nyuma, Jr.	Male

2.2 Faculty on Leave

For the reporting period, there were no faculty members on leave.

2.3 Faculty Change of Status

The status of the current Chair, Dr. J. Kerkula Foeday, was changed from part-time instructor to full-time assistant professor upon his appointment by Dr. Ophelia Inez Weeks, President of the University. Dr. Foeday joined the Department in early 2017 upon his return from studies in the United States. He was appointed as Chairman of the Department effective May 1, 2018. Besides Dr. Foeday, no other faculty members' statuses were changed during the period under review.

2.4 Faculty Deaths

The Department lost one full-time instructor at the onset of Second Semester 2017/2018. The late Morris Ken was a full-time instructor in the Department for years. He taught upper-level courses, including SOCI 403 and SOCI 405. He's the son of Associate Professor Thomas B. Ken, Chairman-Emeritus of the Department. The Department fully and actively participated in his funeral and burial ceremonies.

3.0 COURSES OFFERED

3.1 Courses Offered by Semester

For the two semesters in review, 19 courses were offered. Nine courses were offered in Second Semester 2017/2018, and 10 courses were offered in First Semester 2018/2019. Of the 19 courses offered, seven were Anthropology courses and 12 were Sociology courses. Three Anthropology courses and six Sociology courses were offered in Second Semester 2017/2018, and four

Anthropology courses and six Sociology courses were offered in First Semester 2018/2019 respectively. Table 4 contains the courses offered by semester for the period under review.

Table 4. Courses Offered in 2nd Semester 2017/2018 & 1st Semester 2018/2019

SECOND SEMESTER 2017/2018		FIRST SEMESTER 2018/2019	
Courses Offered	Number of Sections	Courses Offered	Number of Sections
ANTH 300	2	ANTH 201	2
ANTH 302	1	ANTH 301	1
ANTH 402	1	ANTH 305	1
SOCI 300	8	ANTH 407	1
SOCI 302	10	SOCI 201	10
SOCI 304	12	SOCI 301	8
SOCI 306	6	SOCI 303	5
SOCI 402	7	SOCI 305	13
SOCI 405	13	SOCI 400	12
		SOCI 403	10
Total # of Sections:	60	Total # of Sections:	63

3.2 Enrollment of Students by Semester and Section

Per data gathered from the University ePortal system, there were 4,671 students registered and doing Sociology and Anthropology courses during the two semesters in review. Two thousand, two hundred one students were enrolled in Second Semester 2017/2018, and 2,470 students were enrolled in First Semester 2018/2019. Of the 2,201 students in Second Semester 2017/2018, 881 (40.07 percent) were male, and 1,320 (59.93 percent) were female. Of the 2,470 students in First Semester 2018/2019, 1,023 (41.42 percent) were male, and 1,447 (58.58 percent) were female. On average, 40.7 percent of the students were male and 59.3 percent were female for the two semesters under review. Figure 1 and Figure 2 on page 9 graphically depict student enrollment by gender and by semester respectively. Also, on page 10, Table 5 provides details of students enrolled by semester, by course, and by section for the reporting period.

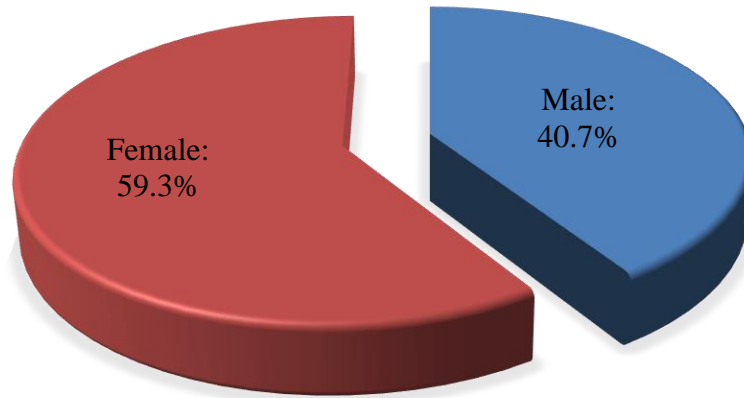


Figure 1. Student Enrollment by Gender in 2nd Semester 2017/2018 & 1st Semester 2018/2019

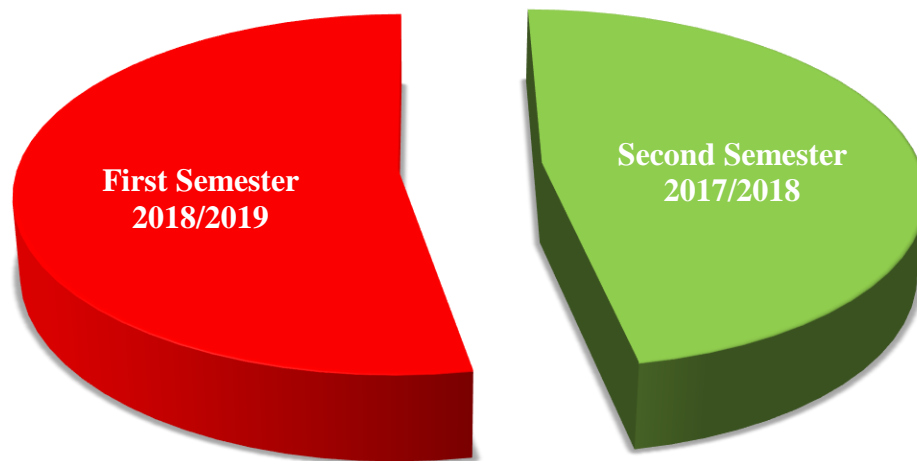


Figure 2. Student Enrollment in 2nd Semester 2017/2018 & 1st Semester 2018/2019

Table 5. Students Enrolled by Course and Section in 2nd Semester 2017/2018 & 1st Semester 2018/2019

SECOND SEMESTER 2017/2018			FIRST SEMESTER 2018/2019		
Course	Section	# of Students	Course	Section	# of Students
ANTH 300	01	70	ANTH 201	01	84
ANTH 300	02	24	ANTH 201	02	56
ANTH 302	01	26	ANTH 301	01	17
ANTH 402	01	21	ANTH 305	01	19
SOCI 300	01	19	ANTH 407	01	23
SOCI 300	02	40	SOCI 201	01	14
SOCI 300	03	10	SOCI 201	02	20
SOCI 300	04	24	SOCI 201	03	32
SOCI 300	05	18	SOCI 201	04	33
SOCI 300	06	18	SOCI 201	05	42
SOCI 300	07	15	SOCI 201	06	31
SOCI 300	08	19	SOCI 201	07	22
SOCI 302	01	51	SOCI 201	08	82
SOCI 302	02	46	SOCI 201	09	40
SOCI 302	03	41	SOCI 201	10	20
SOCI 302	04	38	SOCI 301	01	44
SOCI 302	05	53	SOCI 301	02	22
SOCI 302	06	28	SOCI 301	03	57
SOCI 302	07	51	SOCI 301	04	60
SOCI 302	08	24	SOCI 301	05	55
SOCI 302	09	56	SOCI 301	06	44
SOCI 302	10	74	SOCI 301	07	53
SOCI 304	01	32	SOCI 301	08	42
SOCI 304	02	42	SOCI 303	01	35
SOCI 304	03	27	SOCI 303	02	44
SOCI 304	04	37	SOCI 303	03	24
SOCI 304	05	48	SOCI 303	04	18
SOCI 304	06	68	SOCI 303	05	21
SOCI 304	07	22	SOCI 305	01	11
SOCI 304	08	42	SOCI 305	02	41
SOCI 304	09	18	SOCI 305	03	30
SOCI 304	10	41	SOCI 305	04	28
SOCI 304	11	42	SOCI 305	05	15
SOCI 304	12	69	SOCI 305	06	43
SOCI 306	01	11	SOCI 305	07	11
SOCI 306	02	25	SOCI 305	08	21
SOCI 306	03	22	SOCI 305	09	48
SOCI 306	04	14	SOCI 305	10	58

Table 5. Students Enrolled by Course and Section in 2nd Semester 2017/2018 & 1st Semester 2018/2019

SECOND SEMESTER 2017/2018			FIRST SEMESTER 2018/2019		
Course	Section	# of Students	Course	Section	# of Students
SOCI 306	05	24	SOCI 305	11	30
SOCI 306	06	40	SOCI 305	12	7
SOCI 402	01	49	SOCI 305	13	12
SOCI 402	02	71	SOCI 400	01	50
SOCI 402	03	73	SOCI 400	02	52
SOCI 402	04	44	SOCI 400	03	52
SOCI 402	05	26	SOCI 400	04	4
SOCI 402	06	74	SOCI 400	05	38
SOCI 402	07	35	SOCI 400	06	26
SOCI 405	01	34	SOCI 400	07	53
SOCI 405	02	35	SOCI 400	08	44
SOCI 405	03	36	SOCI 400	09	69
SOCI 405	04	34	SOCI 400	10	55
SOCI 405	05	31	SOCI 400	11	46
SOCI 405	06	34	SOCI 400	12	57
SOCI 405	07	40	SOCI 403	01	58
SOCI 405	08	36	SOCI 403	02	69
SOCI 405	09	32	SOCI 403	03	56
SOCI 405	10	34	SOCI 403	04	49
SOCI 405	11	30	SOCI 403	05	51
SOCI 405	12	34	SOCI 403	06	38
SOCI 405	13	29	SOCI 403	07	50
OVERALL TOTAL:		2,201	SOCI 403	08	31
			SOCI 403	09	53
			SOCI 403	10	60
			OVERALL TOTAL:		2,470

4.0 STUDENTS

4.1 Student Profile

Prior to the ePortal system, the Department often pre-registered students to determine the number of students enrolled by various categories. That exercise helped the Department to know the status and other basic information on each student doing Sociology and Anthropology courses in each semester. The current ePortal system does not afford the Department that opportunity!

For the two semesters in review, it is Second Semester 2017/2018 that the Department has breakdown information on student enrollment by classification and by gender, because pre-registration was done during that semester. The ePortal system is yet to be programmed in ways that readily provide breakdown information on each student, especially information regarding student enrollment by classification and by gender. None the less, Table 6 contains a breakdown of the 2,201 by classification of students who were enrolled that semester, and Table 7 presents student enrollment by gender for the two semesters in review.

Table 6. Student Enrollment by Classification in Second Semester 2017/2018

Freshmen	Sophomore	Junior	Senior	Total
303	523	682	693*	2,201

* This number includes the 99th Graduating Class. The Department put out 440 students during the last Commencement Convocation.

Table 7. Student Enrollment by Gender in 2nd Semester 2017/2018 & 1st Semester 2018/2019

2nd Semester 2017/2018			1st Semester 2018/2019		
No. of Students Enrolled	Gender		No. of Students Enrolled	Gender	
	Male	Female		Male	Female
2,201	881	1,320	2,470	1,023	1,447

4.2 Student Academic Performance

The academic performance of each student in the Department is currently determined by the grades each instructor submits for students. Judging from what instructors submitted as grades earned by students during the two semesters in review, on average, student academic performance falls between C and B. The plan for the future is to develop and utilize rigorous standardized means of student assessment. A measurement instrument is currently being developed for that purpose.

4.3 Deaths of Students by Gender

No student deaths were reported or heard of during the two semesters under review.

5.0 ACHIEVEMENTS, CHALLENGES, AND RECOMANDATIONS

5.1 Curriculum Revision

The Department curriculum was revised during the First Semester of 2018/2019, but it is yet to be submitted to the Academic Coordinating Committee (ACC) and to the Faculty Senate for approval. The Chairman constituted a Curriculum Review Committee (CRC) at the outset of First Semester 2018/2019 and mandated the Committee to report at the end of the semester. To ensure the full participation of all faculty members, the Chair emailed the proposed revised curriculum to the entire faculty of the Department and urged everyone to review the curriculum and make suggestions, where necessary. The CRC worked as mandated and reported to the Chair at the end of the semester.

5.2 Courses Revised

A number of courses have been revised. The contents of the courses in question (SOC 300, SOC 302, SOC 303, and SOC 400) have been updated and integrated with untaught or inactive courses. For example, SOC 308 (Large-Scale Organizations) has been merged with SOC 300 (Social Institutions); SOC 307 (Historical and Contemporary Social Problems) has been merged with SOC 302 (Social Change); SOC 309 (Collective Behavior) and SOC 408 (Sociology of Law) have been merged with SOC 303 (Sociology of Criminal Behavior), and SOC 407 (Sociology of Development) has been merged with SOC 400 (Community Development).

If the revised curriculum is approved by the ACC and the Faculty Senate, the names and codes of two courses (i.e. DEMO 201 & DEMO 401) will be changed to SOC 206 and SOC 401 respectively. The proposed changes are meant to give the Department complete control over the planning and teaching of these courses, which is not the case right now.

5.3 New Courses Introduced

Two new courses have been introduced or proposed. The courses in question are SOCI 202 – Sociology of Information & Communications Technologies (ICT) and SOCI 404 – Sociology of Health. These two courses will be elective courses. SOCI 202 will be a mandatory elective for students majoring in Sociology.

If approved, SOCI 202 will afford students the opportunity to explore the use, the advantages and disadvantages, and the social implications of ICT, including social network sites like Facebook, Twitter, LinkedIn, WhatsApp, YouTube, etc. The course will specifically explore processes associated with various human communications. It will cover topics about how ICT has helped shape societies and social interactions. Students will be introduced to different forms of ICT and to the ethical use of them. The course will familiarize students with the basics of Microsoft Applications needed for word processing and data analysis. For SOCI 404, if approved, it will provide an analytical framework for students to understand the social contexts of health, illness, and healthcare delivery, with focus on Liberia. Its objective will be to make students see how social life affects morbidity and mortality rate, and how morbidity and mortality rate affect social life, again with focus on Liberia. History of medical sociology and other relevant topics will be explored in this course as well.

5.4 Guest Visitors

In July 2018, a team comprising of Social Work professors and students from Savannah State University (SSU) in the State of Georgia, United States of America, visited the University as guests of the Department. At the time, per a Faculty Senate decision, which the current Chair was informed about when he took over the Department in May 2018, the Social Work Program was under the Department. Later during the First Semester of 2018/2019, the Dean, in an email, announced that the Social Work Program was not under the Department! The SSU Team was in Liberia from July 4 thru July 14. During their 10-day visit, Dr. Felicia Tuggle and Dr. Roenia DeLoach, the two Social Work professors leading the SSU Team, helped the Department in finalizing the Social Work Program curriculum.

5.5 Seminars, Workshops, and Conferences Attended, Organized, or Facilitated

Faculty and staff of the Department attended various workshops during the period under review. Among the workshops faculty and staff attended include the Sexual Harassment and PEEP Workshops organized by Human Resource (HR), the ePortal Orientation Workshops facilitated by the Registration Enhancement Committee (REC), and Faculty Skills Enhancement Workshops conducted by the Teaching & Learning Center (TLC). The current Chair, Dr. J. Kerkula Foeday, facilitated two of the sessions of the TLC workshops, where he presented on Google Classroom as an important instructional tool for adoption by instructors. Perhaps the most important of all the workshops faculty and staff attended was the University Five Years Strategic Plan Retreat organized by the Institutional Development and Planning Unit under the theme: “Engendering Efficiency for Improved Service Delivery at the University of Liberia.”

Additionally, the Chair of the Department directly worked with students from the Social Work Program to organize an awareness program about the field of social work. The Chair served as the guest speaker during that awareness program. Similarly, the Chair worked with Mr. Joseph Geebro and his students from the Social Work Program to host a seminar on the history of Liberia, specifically on the inclusion of all the tribal sections or dialects in Liberian history books.

5.6 Other Achievements

A number of other achievements are worth mentioning in this report. The first one has to do with the Department bulletin board. Upon taking over the Department, the current Chair felt the need for the Department to have its own bulletin board so as to prevent staff from posting notices, placards, and announcements directly on the walls of the building. The Chair felt doing so would deface the building. So, at his own expense, a sizable bulletin board was erected for the Department in Second Semester 2017/2018. It cost the Chair US\$120.00 (one hundred twenty United States Dollars) for that project. The second achievement was the phone project. Again, at his own expense, the Chair obtained two numbers (one Lonestar and one Orange) and a mobile phone for the Department use. The Chair felt it would be extra expense for staff to use their own phones to make calls on behalf of the Department. The phone in question is currently in the Department.

Two additional critical achievements include the SAIL Questionnaire (Appendix A) and the Individual Faculty Professional Development Plan (Appendix B) developed by the current Chair of the Department. SAIL stands for *Students Assessing Instruction & Learning*. If approved, it will be an assessment tool to be used in evaluating instructors of the Department. This is part of the Department Revised Curriculum. It has been shared with the Teaching and Learning Center (TLC) Executive Director already for inclusion in the overall assessment framework of the University. The Individual Faculty PDP is proposed in light of best practices by other universities and as a result of the unquestionable need for faculty development in the Department.

5.6 Challenges

The nature of the challenges the Department had to confront for the two semesters in review, apparently, is the same as the one other departments and the University are confronting. The challenges fall into three main categories, as follows: funding, logistics, and adjunct faculty payment.

The Department, for the period in review, had no budget of its own. As such, it could not do as much as it had planned to achieve if funding would have been readily available. For example, there are students from the Sociology and Anthropology Students Association (SASA), who like to volunteer but need to be transported. The Department could not adequately afford the cost. If the Department has a budget, perhaps this may not be a challenge moving forward.

Logistically, the Department was also challenged. Instructional materials like, for example, markers, dusters, and teachers roll books were not adequate. Stationery, including reams of papers, pens for office use and for instructors, and inks for printers in the offices were in limited supply. Phone cards were inadequate and were not supplied on time as well.

Part of the logistical challenge involved and still involves securing space for faculty lounge. We succeeded in assigning students to each faculty member for advisement, but instructors do not have a lounge where they could meet their advisees for one-on-one advisement sessions. We made efforts in securing a space for faculty lounge but was unsuccessful.

Regarding adjunct faculty payment, there were persistent complaints about delays in the payments of some of our instructors. We made representations to the Business and Finance Office (BFO) on numerous occasions. It was challenging for our instructors who were affected.

5.7 Recommendations

In view of all the aforementioned, we like to put forth the following recommendations for consideration:

1. Boosting Faculty Profile in the Department: That the College considers the hiring of qualified full-time and adjunct faculty as a matter of priority. This includes the hiring of qualified female faculty as a way of addressing the huge gender disparity that currently exists in the Department. This means if the Chair makes recommendations for the hiring of qualified faculty members, including qualified female faculty, those recommendations should be acted upon expeditiously in the utmost interest of the Department.
2. Approving the Department Revised Curriculum: That the Dean of the College ensure that the proposed Revised Curriculum of the Department is approved by the ACC and Faculty Senate as soon as possible.
3. Adopting the SAIL Questionnaire and the Individual Faculty PDP: That the attached SAIL Questionnaire and the Individual Faculty PDP be adopted by the College and that the Department be allowed to use them for assessing faculty performances and for determining the professional development plan of each faculty member.
4. Providing Logistical Support: That, to have the Department functioning more effectively, the Dean of the College should ensure that logistical support is adequately provided to the Department. This includes working very hard with the Department Chair to secure a space for faculty lounge for instructors at the Fendall Campus.
5. Re-Arranging Adjunct Faculty Payment Schedule: That the Dean of the College ensure that adjunct faculty members are paid every month instead of the bi-semester payments they receive. The Department believes this may help alleviate the frustration some of the faculty members are experiencing as a result of the long delays in paying them.

APPENDICES

APPENDIX A. STUDENT ASSESSING INSTRUCTION & LEARNING (SAIL)

REMINDER AND INSTRUCTIONS TO STUDENTS: As a Department, our vision is to be an academic unit in the University interested in promoting an atmosphere of academic freedom and scholarly competence. We are committed to providing and maintaining conditions for sound learning. To achieve this requires regular assessment of instruction and student learning outcomes. This SAIL assessment tool is designed for this purpose and is intended for you, the student as a critical stakeholder, to use to provide us information on how our faculty members are performing and how well you are learning. While your participation is voluntary, we encourage you to fill out the form, for the data that will be gathered will be used for modification and improvement purposes and for promoting student learning in the Department. Attempt to answer all the questions, please.

PART I: STUDENT INFORMATION

1. Gender of the student:
 - a) Male
 - b) Female
 - c) Other

2. Status in program:
 - a) Freshman
 - b) Sophomore
 - c) Junior
 - d) Senior

3. Year of entry at the University - What year did you enter the University? _____
4. Last GPA: _____

5. Expected grade in the course: (Select the grade you are sure of earning in this course).
 - a) A
 - b) B
 - c) C
 - d) D
 - e) I don't know

PART II: INSTRUCTOR & CLASSROOM MANAGEMENT

1. Instructor's name: _____
2. Abbreviation & code of the course: _____
3. Title of the course: _____
4. Classroom: _____
5. Is this the assigned classroom?
 - a) No

- b) Yes
6. If no, why was the assigned classroom changed to another classroom? _____

7. Who made the decision to change the assigned classroom?
a) The Instructor
b) The Entire Class
c) I was not in class when the decision was made
8. Was the classroom conducive for learning?
a) No
b) Yes
9. If no, what was wrong with the classroom? Choose all that you experienced in class.
a) The classroom was congested.
b) It was always heaty.
c) The class was always noisy.
d) There was poor lighting system in the classroom; I could hardly see writings on the board.
e) Sometimes the instructor came to class with no markers to write on the board.
f) The instructor came to class late (more than five times) – more than 15 minutes late.
g) The instructor came to class late (less than five times) – more than 15 minutes late.
h) Other experiences in class (specify): _____

10. Was the instructor concerned about student class attendance?
a) Not at all
b) Yes
11. If yes, what did the instructor do to track class attendance?
a) The instructor called roll at the start of every class.
b) The instructor passed an attendance sheet or roll book for students to write their names in.
12. On a scale of 1–10, where 1 represents ‘least’ and 10 represents ‘most’, how do you grade your instructor’s classroom management skills? _____

PART III. INSTRUCTOR–STUDENT INTERACTION

1. How would you describe the interactions between the instructor and students?
a) Poor
b) Somewhat good
c) Good
d) Excellent
2. Does the instructor maintain a professional boundary between the students and him/her?

- a) No
- b) Yes

3. If no, what did the instructor do that you think was wrong? _____

4. Is the instructor approachable?

- a) No
- b) Yes

5. Does the instructor communicate well with students?

- a) No
- b) Yes

6. Is the instructor open to questions from students in class?

- a) No
- b) Yes

7. Does the instructor respond to students in demeaning ways?

- a) No
- b) Yes

8. Did the instructor show concern about student learning outcomes?

- a) No
- b) Yes. Give an example or examples of how the instructor showed concern about student learning. _____

9. How open was the instructor to feedback from students in class? Select all that you experienced in class.

- a) The instructor was always open to feedback from students, no matter whether the feedback was negative or positive.
- b) The instructor was never open to feedback from students, whether positive or negative.
- c) The instructor was open only to positive feedback from students.
- d) The instructor sometimes accepted feedback (positive or negative) from students.
- e) The instructor never asked students to give feedback.
- f) Other experiences (Specify): _____

PART IV: COURSE AND INSTRUCTION

1. Did the instructor prepare a syllabus for the course?

- a) No
- b) Yes

2. If yes, did he or she give a copy of the course syllabus to each student or did he make sure that each student have a copy of the syllabus?
 - a) Yes
 - b) No
 - c) He or she did not care.

3. Were the objectives of the course clear to you?
 - a) Yes
 - b) No

4. Did the instructor specify what were required for success in the course?
 - a) No
 - b) Yes. List those requirements: _____

5. Did the instructor strictly follow the course syllabus as presented?
 - a) No
 - b) Yes

6. Did the instructor exhaust or complete the course syllabus?
 - a) No
 - b) Yes

7. Did the instructor show mastery or understanding of the course?
 - a) No
 - b) Yes
 - c) Somewhat

8. Did the instructor come to class prepared and organized?
 - a) Yes
 - b) No
 - c) Sometimes

9. Which of the following teaching methods the instructor used in class? Select all that apply.
 - a) Lectures
 - b) Power Point Presentations
 - c) Handouts
 - d) Individual and Group Exercises
 - e) Role Plays
 - f) Videos/Movies
 - g) Group Works, Presentations & Discussions
 - h) Field Trips (Sight Seeing)

10. How did the instructor evaluate students? Select all that apply.

- a) End-of-Semester Project
- b) Final Exam
- c) Group Assignments
- d) Individual Assignments
- e) Mid-Term Exam
- f) Oral Tests
- g) Quizzes

11. Was the course difficult?

- a) No
- b) Yes. What was difficult about the course? Explain: _____

12. State any further comments (if any) that you have about the course and the instructor's teaching skill and ability.

PART V: STUDENT LEARNING OUTCOMES

1. Did the instructor motivate you to like and develop interest in the course?

- a) Not at all
- b) Yes
- c) Somehow

2. Which teaching method used by the instructor you preferred the most?

- a) Lectures
- b) Power Point Presentations
- c) Handouts
- d) Individual and Group Exercises
- e) Role Plays
- f) Videos/Movies
- g) Group Works, Presentations & Discussions
- h) Field Trips (Sight Seeing)

3. Did the course help you gain new ideas about the subject matter?

- a) No
- b) Yes

4. Has your perspective of issues addressed in the course changed as a result of taking the course?

- a) Slightly changed

- b) Greatly changed
- c) Not changed at all

5. Did you actively participate in class discussions?

- a) No
- b) Yes
- c) Sometimes
- d) Somehow

6. Do you feel confident about what you've learned in the course?

- a) Less confident
- b) Somewhat confident
- c) Confident
- d) Very confident

7. How prepared are you to discuss with others what you've learned in this course?

- a) Somehow prepared
- b) Prepared
- c) Very prepared
- d) Very much prepared

8. Any further comments about what you learned in this course? _____

APPENDIX B. INDIVIDUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
LIBERIA COLLEGE, UNIVERSITY OF LIBERIA**

INDIVIDUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN

Instructor's Name: _____

Academic year beginning from: _____ to _____

Yearly goal(s): _____

Strategies for achieving goal(s): _____

Resources needed for achieving goal(s): _____

Timeline: _____

Measurement of Success: (What will be the indicators of success?) _____

End-of-Year Outcomes? How will my PDP affect student learning outcomes? _____

What's next after this year's plan? _____