Edward L. Kain

Department Resources Group
Statement of Consulting Approach

When I work with a department my approach is based upon the national guidelines for the undergraduate sociology major found in *The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning* (Pike et al. 2017.) These guidelines are helpful whether I am working with the department as an external program reviewer, helping with curriculum planning, or doing some other type of department workshop.

My consulting work is informed by my experience with the Department Resources Group, my service as a department chair and my over two decades as the coordinator of Southwestern University’s campus-wide new faculty orientation program. I have been a member of the DRG since 1985, and served as the ASA Field Coordinator from 1995-1997. As part of the DRG I’ve led dozens of workshops on a range of topics including curriculum development, implications of the social science section of the MCAT upon how we teach sociology, integrating research experiences across the undergraduate curriculum, training graduate students to teach, and peer review of teaching. In addition to dozens of department consultations and program reviews, I helped write the manual on department reviews for the DRG.

I have served as department chair in a joint sociology and anthropology program at a small liberal arts college with six full-time tenure-track faculty. The department has about 45 sociology majors (with a comparable number of anthropology majors), and graduates 10-20 sociology majors a year. 2/3 of those majors go on to graduate or professional school within two years of graduation, often at top programs. Finally, I coordinate our year-long new faculty orientation program. This shapes the way I think about faculty development as a cumulative process.

There are at least three things about my background which add nuance to my approach. First, I have worked both at a research university with a focus upon graduate education (Cornell University), and in an undergraduate liberal arts setting (Southwestern University). I have reviewed programs and done workshops at a variety of types of institutions, ranging from community colleges through research intensive universities. Second, one of my research areas focuses upon national patterns in the sociology curriculum. As a result, I am very familiar with both structure and variation in how undergraduate sociology is taught. Finally, as a member of the team that wrote the second edition of *Liberal Learning and the Sociology Major* (2004) and co-chair of the Task Force for the current guidelines during the first half of its work, I have a strong focus upon ways to strengthen sociology as it is taught in a variety of settings.