



UNIVERSITY OF NORTH DAKOTA SOCIOLOGY

Fall 2023 Newsletter



WELCOME FROM THE CHAIR

Krista Lynn Minnotte, Ph.D.

I am so delighted that you are reading our second newsletter! We are eager to share the successes of the department, sociology faculty members, our students, and alumni with you!

Our biggest news to share is that **the Sociology MA program is back!** The program will look a little different, with a shift to online delivery. The program will continue to focus on enhancing the skills of graduate students to facilitate their success across a range of twenty-first century careers. We anticipate welcoming our first new cohort of students in the Fall of 2024. If you are interested in the program, please reach out!

When I joined the Department of Sociology in 2007, one characteristic of the department that stood out right away was the dedication to student success. Dr. Daphne Pedersen reflects this cornerstone of the department, with her involvement of students in research, her engaging classes, and her mentorship of students. She also has been a champion of the department in numerous ways, including efforts to enhance our workspace and provide more opportunities to our students. This Fall, Dr. Pedersen joined the College of Arts & Sciences as Associate Dean. While we miss her being a part of the daily fabric of the department, we know she will continue to do what she does best—find ways to make things better. We wish her all the best in her new position.

The faculty members in our department continue to do research that matters. In this newsletter, you can read about Dr. Justin Berg's research about finding

ways to enhance relationships between foreign-born individuals and native-born individuals. His work, funded by the Joyce and Aqueil Ahmad Endowment, involved working with a graduate student to conduct interviews with foreign-born residents.

Wow! Our students and alumni have been doing some truly fantastic things! Check out the work of Grace Jackson and Jayden Juran who worked with Dr. Pedersen investigating false identification for the Grand Forks Substance Abuse Prevention Coalition. We also have a profile of an outstanding current student, Nyah Kauders, who shares part of her sociology journey with us. Under the leadership of Dr. Joe Jochman, students have been involved with several rewarding activities through participation in Alpha Kappa Delta. This newsletter also gives an overview of the exciting research projects undertaken by sociology capstone students!

We also have stories for you about alumni. We hope you'll read about Ms. Brittany Love who does amazing work for the Community Violence Intervention Center (CVIC), Dr. Franklin Sage a faculty member at Navajo Technical University (the first tribal institution to offer an accredited Ph.D. program), and Dr. Shawnda Schroeder who serves on the faculty of the Department of Indigenous Health at UND. They are truly making a difference!

We do hope to hear from you! Drop us a quick line to let us know what you are up to—we'd love to hear all about where life has taken you!

As 2023 draws to a close, I'm sending well wishes to each and every one of you!

Best wishes,

Krista Lynn Minnotte

FACULTY ICE BREAKERS

In this edition of the Sociology Department Newsletter, we asked faculty, “If you could be any animal, what would it be and why?” Below are some of the responses they shared.



Allyssa Baumbach

If I could choose an animal, I would be an owl because I love how contradictory their appearance and personality are. I also really like that they are nocturnal, because they probably have so much quiet time alone, which I really envy at times.



Dr. Justin Berg

I would be a sea lion so that I could afford a place at the beach.



Dr. Joe Jochman

My animal would be a “snow leopard” because other people in the past have told me that is what my animal representative is!



Gabe Kilzer

If Gabe was any animal, he would be a panda. They spend a lot of their day eating, and he enjoys a good meal.



Dr. Elizabeth Legerski

If I could be any animal, I would be an Eclectus Parrot because they can fly (so convenient), live in warmer regions (sign me up), are a brilliant green (my favorite color), eat nectar, fruits, berries, nuts and seeds (yum), and they can ‘talk’ and sing (sounds entertaining!).



Dr. Krista Lynn Minnotte

Krista Lynn would be an eagle. The freedom of soaring in the sky must be truly exhilarating.

ASSOCIATE DEAN DAPHNE PEDERSEN



Time flies! After 19 years teaching in the UND Sociology Department, I began my new role as Associate Dean in the College of Arts & Sciences this past summer. This position is focused primarily on faculty affairs: hiring, contracts, performance evaluation, tenure and promotion, and engaging faculty in development opportunities. My role also includes coordinating the College strategic plan; diversity, equity, inclusion, and accessibility efforts; and building alumni relations.

I view this as a supportive role within the College, assisting departments and programs in the four divisions (math & science, social sciences, humanities, and fine arts) as they work to engage students in outstanding learning opportunities and contribute through research discoveries and creative and performing arts activities. I am also eager to help build and strengthen our network of talented alumni, connecting them to the College of Arts & Sciences and UND. If you are one of our alumni, please reach out! I’d love to hear where your path has taken you since we first met in Gillette Hall. Although I miss being a part of the daily operations of the Sociology Department, I’m grateful for the opportunity to spend my time thinking about how to best serve our talented faculty, staff, students, and alumni.

ALUMNI HIGHLIGHTS

Brittany Love, CVIC Director of Education and Prevention and Distinguished Mentor



A graduate of UND's Sociology Master's program, Brittany Love serves as the Director of Prevention and Education for the Community Violence Intervention Center (CVIC) in Grand Forks, ND. CVIC is a non-profit organization dedicated to providing safety and healing services for

adults and children experiencing domestic or sexual violence and providing education about how to prevent domestic violence. Prior to her current role, Brittany was a Project Coordinator for CVIC and a Sociology Instructor.

Brittany's primary responsibilities with CVIC include writing, managing, and overseeing local, state, and federal grants, working with Grand Forks Public Schools, the University of North Dakota, and the larger Grand Forks community to deliver education and professional training to systems response professionals. She has also facilitated statewide trauma and domestic violence training at the North Dakota Trauma Conference and in collaboration with the North Dakota Department of Health and Human Services.

Brittany most enjoys leading, coaching, and watching her staff succeed. One program developed by Brittany's staff recently received federal approval and will be recognized in 2024, something she is humbled to have helped her staff accomplish. She was recognized earlier this year (2023) by the Greater Grand Forks Young Professionals (GGFYP) as a Distinguished Mentor for her work with CVIC, a demonstration of Brittany's exceptional mentorship and contribution to the Grand Forks community.

Shawnda Schroeder, Assistant Professor, UND Department of Indigenous Health



Dr. Schroeder teaches doctoral candidates in the Department of Indigenous Health at the University of North Dakota (UND) School of Medicine & Health Sciences. Within the Department, she serves as a non-Indigenous ally, and research methodologist teaching mixed methods research, qualitative research, and public health program evaluation.

Dr. Schroeder graduated with her Master's degree in Sociology in December 2009 and followed with her PhD from the UND Department of Teaching and Learning in 2012. While in the Sociology program, Dr. Schroeder focused her work on health equity and medical sociology, two areas she has continued to pursue in her research and community work over the last decade.

Dr. Schroeder is the recipient of the 2020 UND Interdisciplinary Collaboration in Research and Creative Activity Award, the 2022 William Crozier & Edith Magwood Fawcett Enhancement Award, and is currently nominated for two University awards for Outstanding Department Teaching Award and Outstanding (Individual) Graduate Teaching Award. She serves as the Grand Challenge Champion for the Rural Health and Communities Grand Challenge with the Vice President of Research's Office at UND, is an elected member of the Research Committee for the UND School of Medicine & Health Sciences, serves on the editorial board for the Journal of Rural Health, and has led more than two dozen external grants and contracts focused on health equity in her twelve years with UND. Dr. Schroeder's bio and curriculum vitae speak to her desire to continue to address social determinants of health with a focus on health equity, access to care, availability of services, and culturally sensitive care delivery.

ALUMNI HIGHLIGHTS

Dr. Franklin Sage, Ph.D., Faculty at Navajo Technical University, New Mexico

Dr. Sage first began studying sociology as an undergraduate student when he was involved with a group, Bridges, which was a student organization working to educate the community, institutions, and states about the impact of Native American nicknames in sports. This prompted his interest in studying group behavior and the impact of groups on individuals, including perceptions and stereotypes about people based on physical appearance.

In graduate school, Dr. Sage wrote his thesis, titled Comparing Environmental Attitudes and Behavior of Native American and Non-Native Americans, about how Native Americans lived within their means. This drew his attention to issues with infrastructures, such as those related to disposal of trash, in many Native communities and the impact on valuable resources such as soil and water.

As a PhD student, Dr. Sage's dissertation blended Indigenous Research Methods and aspects of Navajo culture to highlight the unique experiences of Native Americans in higher education, including how government policies have impacted Native American education. From this dissertation, Dr. Sage developed a Navajo Circular model, based on the Navajo Philosophy of Education, which represents the alignment of contemporary Indigenous Research Methods with traditional components of Navajo culture, including how to communicate research processes and findings with stakeholders who may not be familiar with the English language.

Dr. Sage uses this model in his own research and teaching with his students in his current role at Navajo Technical University (NTU), the first tribal institution to offer an accredited PhD program, beginning in 2022. A faculty member in the Dine' Culture and Language Sustainability program, Dr. Sage and his colleagues have partnered with Harvard University to provide cultural perspectives on sciences for Navajo STEM undergraduate and graduate students. One example of a project Dr. Sage's students worked on examined the chemical composition of plants used to make a Navajo wedding basket, and how that composition aligns with seasonal color changes. Dr. Sage says, "Indigenous people have been doing science for a long time, they just didn't call it science."

[Learn More](#) about Navajo Technical University's partnership with Harvard University.

RESILIENCE
THROUGH CULTURE & IDENTITY

NAVAJO TECHNICAL UNIVERSITY
Diné Philosophy of Education

Nitsáhákees
Sisnaajini
Yoolga
Nilch'i
Think to use your intellect
Believing in yourself
Imagination
Critical Thinking
Challenge

Nahat'á
Tsoodzil
Doot'izhu
Tó
Self reliance
Strategize
Preparation
Motivation

Iná
Dook'o'oolfid
Duchili
K'ó
Bring into life
Taking responsibility
Navajo History and Language
Respect
Humor
Values
Nurture
Collaboration
Cooperative Learning

Sih Hasin
Dibé Nitsaa
Báashzhini
Nahasdzáan
Wisdom
Reflection
Accomplishments
Self Actualization
Hopeful

The foundation of NTU's identity as a higher education institution of the Navajo Nation is rooted in the Diné Philosophy of Education. The philosophy of Navajo Technical University is Nistáhákees, Nahatá, Ina, Sihasin. NTU believes that every student has the innate ability and intelligence to acquire academic and technical skills. Students have knowledge about their abilities and skills to enhance their personal, social, economic and cultural values. A disciplined learning environment, with innovative and viable community-based academic and vocational curricula, will produce a competent, educated, and self-reliant participant of the Navajo Nation in the world of work.

RESEARCH FEATURE

Dr. Daphne Pedersen, Associate Dean, College of Arts & Sciences

The Grand Forks Substance Abuse Prevention Coalition is a partnership and joint effort of multiple community partners including Altru Health System, the City of Grand Forks, Grand Forks Public Health Department, and Grand Forks Public Schools, among others. Its mission is to “prevent and reduce substance abuse among youth and adults while promoting health and wellness across the lifespan” (gfsapc.org, 2023). With state funding, the Coalition is partnering with Grand Forks Public Health and Altru Health System to address the harms of underage drinking.

I (Dr. Daphne Pedersen) worked earlier this year with undergraduate research assistants Grace Jackson and Jayden Juran to collect focus group data from

college students concerning the use of false identification (“fake IDs”) to enter licensed liquor establishments and/or to purchase alcohol and vaping supplies. Local law enforcement does not always have the capacity to enforce false identification laws and local licensed liquor establishments may confiscate fake IDs with little or no consequence to the individual presenting it. The Coalition was looking for in-depth information to help them understand motivations for purchasing and/or using a fake ID and whether young adults know the consequences of being caught.

What did we find? Many college activities are construed as “drinking events” – from going to the movies to attending a hockey or football game. To be a part of these social activities, underage students may get a fake ID. Getting a fake ID is easy and inexpensive and using it is usually pretty easy too. There were a variety of strategies presented for using a fake ID, most of them tied to being part of a larger



group. Getting caught using a fake id is a relatively common and expected occurrence. With a few exceptions, participants did not find it very upsetting to be caught using a fake id. “Minors” and fake id confiscation are not perceived to be deterrents, nor are they taken seriously. In contrast, DUI/DWI offenses are perceived as more serious infractions; in some cases, students only view the second DUI/DWI to be problematic. Students did take precautions to minimize risk while consuming alcohol, including having a designated driver or calling a ride share service, and engaging in caretaking behaviors for friends who are drinking.

The data from this project suggest that taking a “harms reduction” approach may be more effective than trying to increase penalties for the use of a fake ID. Existing practices are lax and do not serve as an effective deterrent to fake ID use. Since drinking is woven into the culture of many universities, working to minimize the potential harm of alcohol use and promote safe practices is a good approach. With the Coalition, we hope to share this message with local stakeholders.

Dr. Justin Berg, Professor

Last March, the College of Arts & Sciences awarded me the Joyce and Aqueil Ahmad Endowment, which promotes peace and nonviolence. With its support, a graduate student and I conducted 15 in-depth interviews with foreign-born residents of Grand Forks to understand what they thought would make their relationships with native-born individuals better. One pattern to emerge from the interviews was that new Americans and immigrants typically have both positive and negative experiences in the U.S. They also offered two solutions to improve relations: 1) encourage Americans to travel abroad and 2) share more meals together here in the U.S. I thought these were fantastic ideas. I studied abroad in Costa Rica and learned so much. I would highly recommend the experience. And making new friends with good food—what could be better! Our next steps are to present our findings to the Dean of the College of Arts & Sciences and write a journal article together, which we plan to do next semester.



STUDENT PROFILES

Jayden Juran

This past Spring, I had the privilege of working for Dr. Daphne Pedersen as an Undergraduate Research Assistant, along with Grace Jackson as another Undergraduate Research Assistant. One of the projects I worked on was the fake ID study, looking at how fake IDs are used at UND and within the Grand Forks community. We started by having a discussion on what we generally knew, as well as what the Grand Forks Substance Abuse Prevention Coalition was looking to learn and gain from this study. We created a flyer to put around campus to collect participants, who would then fill out a questionnaire to determine if they were eligible. We were looking for students between the ages of 18 and 22 who had personal experience using a fake ID. From those who signed up and were deemed eligible, focus groups were conducted. We learned that students typically use it to purchase alcohol, along with some buying e-cigarette materials. The appeal came from being able to hang out with older peers, going to bars, restaurants, or drinking in the dorm or at home. Participants said that the consequences of getting caught using a fake ID were not serious enough to deter them from using one, with some saying they were even able to get their fake ID back later through knowing a peer that could help. While many said they drank underage and used a fake ID, they made note that they often had a person set as a designated driver, would call someone to pick them up, or use Uber to remain safe. As participants stated that drinking is part of the culture both at UND and within Grand Forks, we found a harms reduction approach would be most effective to limit dangerous behaviors and provide students with safe practices and approaches to drinking.

After completing this study, I graduated from UND in the Spring as well. I graduated with a BA in Sociology, BS in Criminal Justice Studies, along with minors in Political Science and Legal Studies. I greatly appreciated my time at UND, especially getting to work with Daphne in different ways throughout my senior year. After graduating, I moved to Fargo to start my new job. I work at the Cass County State's Attorney Office where I am an Office Assistant, helping pull files for court, manage legal documents coming into the office, along with other tasks. Now, I am looking into going to law school this next fall, and am planning and prepping for those next steps. I'm grateful for my time at UND, and now I'm excited for what's to come next!



Grace Jackson

For the fake ID project, Jayden and I ran focus groups with UND students who had experiences with fake ID usage to ask questions about when they used them, where they used them, how often, etc. A lot of students shared sentiments about a culture of drinking in combination with ease of access to fake IDs made it easy to engage in these behaviors. Common reasons for usage were to get into bars, to hang out with older friends, and to be able to drink in social situations and at events. And while the consequences of engaging in these delinquent behaviors were not enough to deter usage of fake IDs, we found that most individuals who engaged in these behaviors were organizing for a designated driver (DD) for the evening or calling an Uber so that they were not drinking and then driving home. With this information, we found that a harms reductions approach is the effective one to take when encouraging safe practices when it comes to underage drinking.

Working on this research project with Dr. Pedersen and Jayden was an experience that I truly enjoyed. I think there is a large misconception about the types of research opportunities available to students and that there aren't any topics that people may find interesting. Going into my last semester as a research assistant, I don't know what I was expecting, but I was thoroughly surprised and excited about the fact that we got the chance to work on a project that is so relevant and important to the lives and habits of students at UND. I would encourage students to consider working on a research project in any capacity they are able – it truly is a great opportunity to work with peers and faculty members and to get hands-on and experience with current topics in the world.

As of now, I am currently working in Court Administration as an operational associate for Clay County, MN, and am loving the opportunities I have been given in this position. I am planning to go on to law school in the near future and look forward to where that may take me. I am enjoying this brief break from school and taking the time to travel and experience things I didn't feel I had time for when I was a student. I would like to give a big thank you to the UND Sociology department staff and faculty, and specifically our mentor for this project, Dr. Daphne Pedersen. The faculty members of this program are an outstanding group of professionals that strive to provide the best guidance for their students and continue to show up for them. I am so grateful to have had the opportunity to not only work on this research project, but to have been able to work closely with Dr. Pedersen and to be able to learn from her.



NYAH KAUDERS

Undergraduate student, Nyah Kauders, shared with us about her interest in Sociology and future career goals, as well as which animal she would be and why.

What led you to select sociology as a major?

I have always been interested in the mechanics of society, and the underlying structures that make up the human experience. I had always been digesting Sociology in my everyday life through the books I read (especially dystopian fiction!), the films I watched and how I view the world. Therefore, when I was in school my mum suggested I should study Sociology. I hadn't heard of the subject before but when I researched what it was about, I was drawn to the subject immediately and my passion for the subject has been burning bright ever since. I chose to continue studying Sociology at the university level because not only is it my favorite subject, but I value the importance of being able to think sociologically in the complex world we live in today. Sociology also filters into every subject and every part of our daily lives.

What have been your favorite topics to learn about in sociology?

This is a really hard question to answer because every topic is important and exciting to learn about. However, I really enjoy learning about topics that pertain to issues that I may not be as educated about, in order to become a more emphatic, holistic sociological thinker. Therefore, I have been really interested in learning about the social stigma around drug addiction. This opened my eyes to a part of society I haven't encountered in my education. It made me reflect on what I have been taught through my own socialization in education and I was able to challenge, question and change it for the better.

What is your favorite concept, idea, or theory in sociology? Why do you like this concepts/idea/theory?

It would definitely be Merton's strain theory. I think it is such an important theory and something that everyone has experienced in their life. Every film, every book, every news story all deals with an element of Merton's strain theory. I feel it is a powerful concept that speaks loudly about the darker side the harmonious Functionalist perspective of value consensus and social solidarity and how complex society is and the means people go to achieve a version of society's norms and values.

What do you plan to do after you graduate (i.e., what kind of job might you be pursuing and/or what graduate-level work might you pursue)?

In the future my dream job is to be a novelist. I would love to write my own fiction books using my sociological perspective to create deep characters and stories. However, after I graduate, I would like to pursue graduate work in either journalism or creative writing. I am still not 100% sure what I would like to do but I have always been told to do pursue what you love which is what I am going to do! Sociology and writing are my passions, so I will go where that passion takes me.

If you could be any animal, what animal would you be and why?

I would be a snow leopard. I love how elusive and mysterious they are. They are also very self-sufficient and like to keep to themselves which I think is very cool.

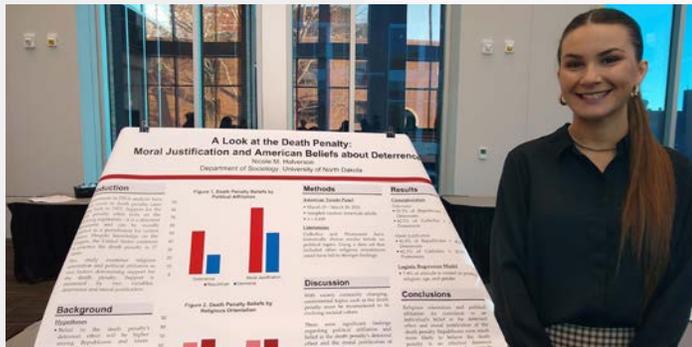


UNDERGRADUATE SHOWCASE

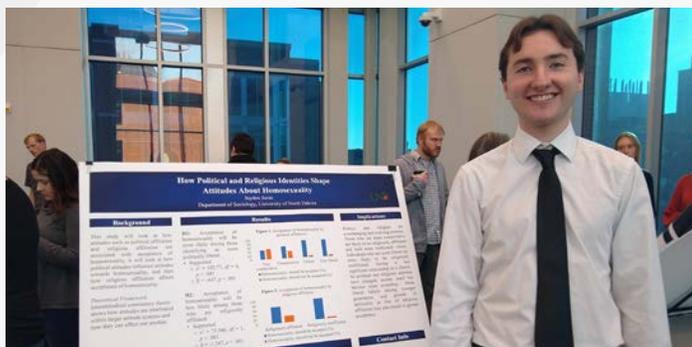
We had more wonderful poster projects presented last spring at the Undergraduate Showcase. Look at the amazing work our undergraduate students are doing! Thanks to all these outstanding students for representing the Sociology Department and UND with these amazing research projects!



Allison Robberstad *How Certain Socioeconomic and Racial Factors Effect Who is Receiving Substance Abuse Treatment*



Nicole M. Halvorson *A Look at the Death Penalty: Moral Justification and American Beliefs about Deterrence*



Jayden Juran *How Political and Religious Identities Shape Attitudes About Homosexuality*



Gabriel Hartje *Understanding Human Trafficking in the United States*



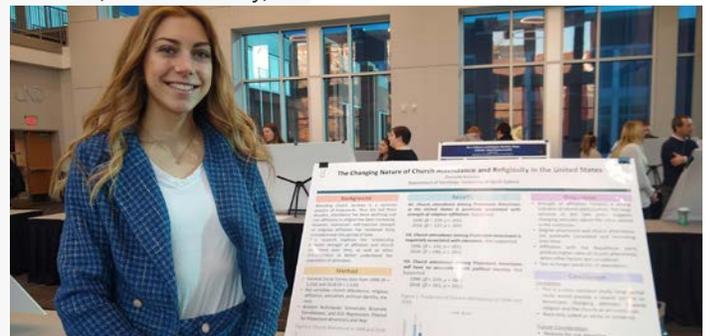
Emily Bergman *Barriers to Receiving Mental Healthcare*



Grace Jackson *Sociodemographic Factors and Support for Women in Politics*

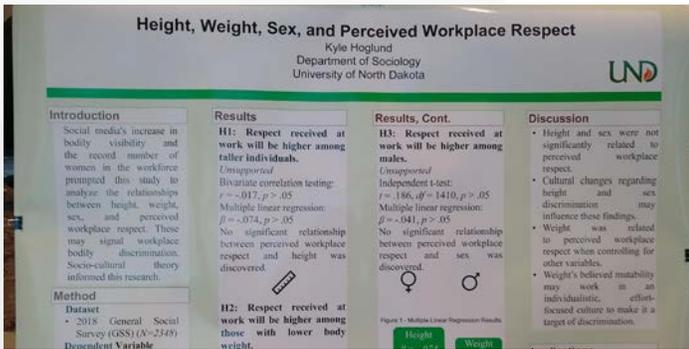


Aiden Robberstad *The Public's Perception of Policing: Police Behavior, Accountability, and Trust*

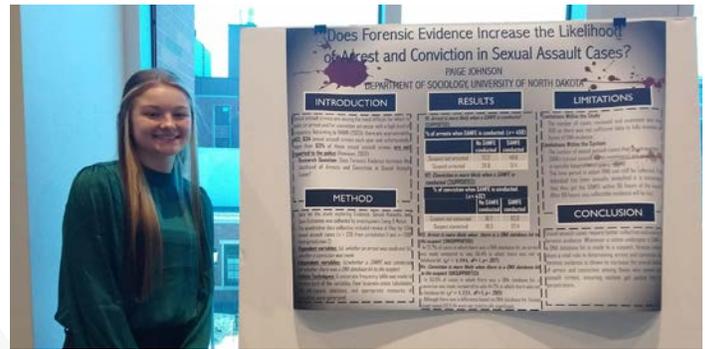


Danielle Korsmo *The Changing Nature of Church Attendance and Religiosity in the United States*

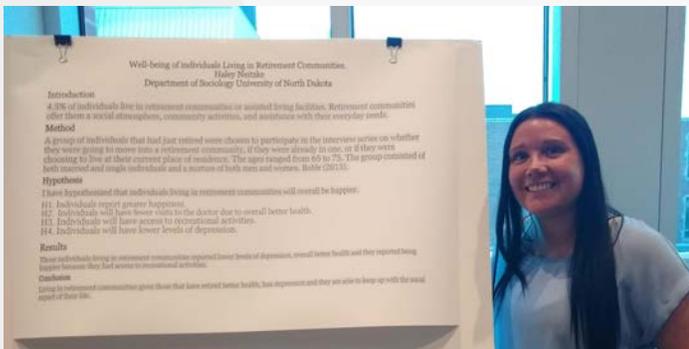
UNDERGRADUATE SHOWCASE



Kyle Hoglund *Height, Weight, Sex, and Perceived Workplace Respect*



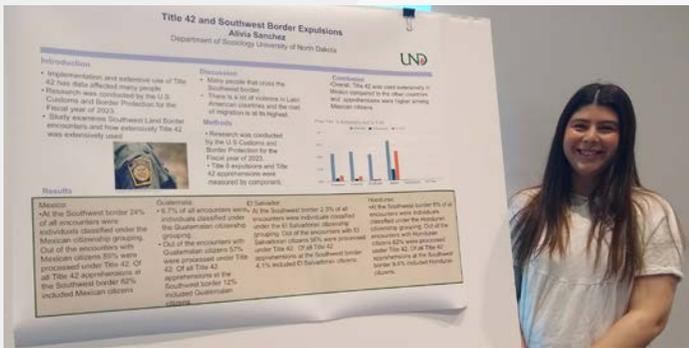
Paige Johnson *Does Forensic Evidence Increase the Likelihood of Arrest and Conviction in Sexual Assault Cases?*



Haley Neitzke *Well-being of Individuals Living in Retirement Communities*



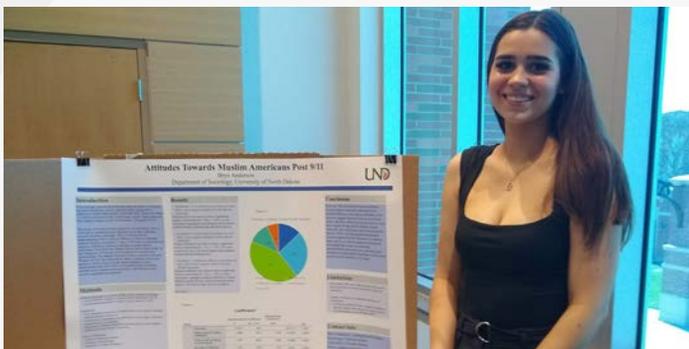
Alyssa Stutlien *Science Identity and Imposter Syndrome in STEM College Students*



Alivia Sanchez *Title 42 and Southwest Border Expulsions*



Nicholas Ramos *Intellectual Humility, Political Party, and Belief in Misinformation*



Bryn Anderson *Attitudes Towards Muslim Americans Post-9/11*



Grace Jackson, Jayden Juran *Underage Drinking and Fake ID Use*

2023 MIDWEST SOCIOLOGICAL SOCIETY



In March of 2023, department faculty traveled to Minneapolis, MN where they participated in a workshop, roundtable, and two panel sessions. Dr. Daphne Pedersen facilitated a roundtable with one of her undergraduate students, and Dr. Joe Jochman supported one of his students to present his own roundtable project. Liz Legerski was a panelist discussing the job market. Dr. Joe Jochman, Allyssa Baumbach, and Gabe Kilzer, Teaching Assistant Professors, provided insight about strategies for teaching individual sections of the same course. Dr. Pedersen participated in the discussion and presided over the panel.

WORKSHOP

Title: Alpha Kappa Delta (AKD) Graduate Student Teaching and Learning Workshop

Alpha Kappa Delta Session Facilitators:

Daphne Pedersen, University of North Dakota

Erin Baker, Minot State University

PANELS

Title: The Job Market: Past and Present Considerations, Advice, and Reflections

President: Sadie Pendaz-Foster, Inver Hills Community College Student Issues Committee Session

Panelists: Paul Croll, Augustana College

Meghan Burke, Private Industry

Sadie Pendaz-Foster, Inver Hills Community College

Olu Oyinlade, University of Nebraska Omaha

Liz Legerski, University of North Dakota

Title: Different Instructors, Same Course

President: Daphne Pedersen, University of North Dakota

Alpha Kappa Delta Session

Panelists: Allyssa Baumbach, University of North Dakota

Gabe Kilzer, University of North Dakota

Joseph Jochman, University of North Dakota

Daphne Pedersen, University of North Dakota



ROUNDTABLE

Gender Expectations of Nurses and Doctors — Joshua McKeever, University of North Dakota

Imposter Syndrome and Science Identity among STEM Undergraduate Students — Alyssa Stutlien, University of North Dakota; Daphne Pedersen, University of North Dakota

FACULTY SUCCESS



Allyssa Baumbach
Teaching Assistant
Professor



Allyssa is in her third year as a Teaching Assistant Professor with the Sociology Department at UND, though this is the beginning of her seventh year teaching undergraduate sociology courses. Last fall, she completed a Quantitative Research Methods graduate certificate, part of her larger program of study as a PhD student, which is useful for her in teaching a new course this fall (2023) in undergraduate Sociological Research Methods. As a PhD student Allyssa studies the impact of work and family roles on university faculty. A research paper she is currently working on focuses on how gender and family related microaggressions impact the motivation and success of university faculty in STEM disciplines. Projects like this one strengthen her expertise both in research methods, analysis, and work and family topics covered in her courses. Allyssa finds that her students enjoy hearing about her work and how it connects to concepts taught in her courses, which is rewarding for her as a learner and teacher.

Allyssa spent the last year learning about artificial intelligence in higher education, integrating open education resources into her courses, and how to create quality assignments that are enjoyable for students and instructors. What she finds most enjoyable about teaching is helping her students realize the value of Sociology. Many students enroll in the courses Allyssa teaches as part of essential studies requirements. However, it is fulfilling for her to see her students connect sociological concepts and methods with their own experiences and understandings of the world.

Justin Berg
Associate Professor



Dr. Berg is currently splitting his time in UND's research office, conducting his own research, and assisting the sociology department with a bit of extra teaching. For UND's research office, he is working to help faculty compete for two internal seed awards, one that allows faculty to hire postdoctoral fellows and another that gives early career scholars financial assistance. For his own research, he is leading a team supported by the National Science Foundation ADVANCE program in studying inequity among STEM faculty, especially by gender and nationality. He is also working on a College of Arts & Sciences Ahmad Award supported project with a graduate student to understand what foreign-born residents think are the factors that help them have a good relationship with native-born individuals, one being the idea of sharing a meal together. And he is also part of a UND team that is working with universities and industry partners in three other states to establish an autonomous systems technology engine in the Upper Midwest region. Lastly, he is thankful that he has the chance to teach sociological statistics, typically in the summer, and sociology capstone this Spring, because he really enjoys working with students.

FACULTY SUCCESS



Gabe Kilzer
Teaching
Assistant Professor



Gabe participated in a few developmental workshops this past year pertaining to open education resources, microaggressions, and artificial intelligence. As intended, each of these workshops provided useful information that was used to adjust course content and course structures. In the spring of 2023, Gabe, Allyssa, and Joe received a grant to adopt open education resources for the various sections of Introduction to Sociology. During the spring 2023 semester and throughout that summer, they worked on implementing that content into their classes and developing a common course structure for the various on-campus, online, and enroll-anytime sections. They went on to share their collaborative efforts at a regional sociology conference.

The spring 2023 semester also marked the debut of the online section of Social Psychology, which added to the number of 300-level classes available to online students. The addition of this online section increases students' ability to earn their B.A. in Sociology online. The class's debut was largely a success, but Gabe has already made a few changes to the course to cover more content and increase engagement among students. The "2.0" version of this class is set to take place during the spring 2024 semester.

Elizabeth Legerski
Associate Professor



Dr. Liz Legerski is an Associate Professor who has been with the department since 2010. She teaches courses in social inequality, social movements, social policy, and statistics. She is also teaching the capstone class this fall and has found it enjoyable to help the Seniors in the department prepare for the College of Arts & Sciences [UNDergraduate Showcase](#), where they present their research. This fall she also implemented a new assignment in her social inequality class requiring students to participate in the [Unify America College Bowl](#). The program matches students across the country with differing political perspectives and provides them with an opportunity to discuss important hot-button issues. Admittedly, both she and her students were a little nervous about this. Fortunately, the results of this experiment have been overwhelmingly positive! Nearly all her students described being pleasantly surprised they agreed with their partner on most things and found it refreshing to talk about difficult topics in a civilized way. As a result, she's been asked to participate in a UND Teaching Transformation and Development Academy (TTaDA) panel regarding the Unify Challenge. In terms of her research, she has been working hard with Dr. Krista Lynn Minnotte writing up the results from a qualitative study they conducted on experiences of sexual harassment among women employed in the restaurant service industry, a project which she finds fascinating and hopes others will find interesting too.

FACULTY SUCCESS



Joe Jochman
Teaching Assistant
Professor



I am a teaching assistant professor with the Department of Sociology at UND. I joined the Department in Fall 2021, after having completed my Ph.D. in Sociology at the University of Nebraska-Lincoln in 2020. I teach courses in social statistics, social research methods, criminology, and health. My research focuses on negative social experiences, such as bullying and discrimination, and impacts on health and wellbeing. In addition, I am currently the faculty advisor to the Sociology Club and Alpha Kappa Delta (AKD), sociology honor society. I am very happy to be a part of the Department and UND, and I very much enjoy working with so many great students and colleagues!

Krista Lynn Minnotte
Professor,
Department Chair



Krista Lynn Minnotte, Professor and Chair, has been with the department since 2007. She teaches a variety of courses, including Sociology of Gender, Workplace Dynamics, Families in a Diverse Society, and Deviant Behavior. During her time at UND, she also developed the course Sociology of the Body, which is now a regular part of the sociology curriculum. Her research continues to unpack the stressors associated with managing work and family in the face of cultural and structural constraints. She is highly involved with the University Council for Women+ at UND where she serves as a member of the leadership team and with the Work and Family Researchers Network, an international professional association, where she serves as treasurer. Krista Lynn is also concluding a six-year term as co-editor of The Social Science Journal.

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