

The Publicizer

*Newsletter of the ASA Section on
Sociological Practice and Public Sociology*

Cultural Intelligence—What Is It? Why Is It Important? How Do We Improve It?

By Joyce A Miller, Ph.D., KeyStone Research Corporation, Erie, PA



Globalization has made the world a much smaller place—there is hardly a day that goes by when I am not faced with an ever increasing diverse, multiethnic and multiracial environment. My experience could be as remote as a news report that brings into my living room a story of a natural disaster, world conflict, or social/economic change in a faraway land. Or, my experience could be in my own community, where I have work and social interactions with a diverse set of employees, colleagues, and friends.

Such a world has great potential for misunderstanding, bias, conflict, and missed opportunities. But, it is also a world that is vibrant and exciting, with a potential for tremendous opportunities, as well as personal growth and development.

This exposure to diversity reminds us, on a daily basis, of the cross cultural skills competencies we need as we cross borders, encounter ambiguous behaviors and gestures, and are exposed to an endless variety of norms and values. How do we make sense of it all? And, why is it important that we improve our cultural intelligence (CQ)?

I know that to be successful leader in my profession, I must be able to navigate culturally diverse situations. It is important that I use my cultural understanding to monitor, analyze, and adjust my assumptions and behaviors in different cultural settings.

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Cultural Intelligence—What Is It? Why Is It Important? How Do We Improve It? *continued from cover*

As a sociologist, I intuitively recognize the importance of this, as I have always valued cultural diversity and have consciously pursued intercultural exchanges over my lifetime. My circle of employees, colleagues and friends is quite diverse; I have hosted several exchange students over the years; I have traveled to over 50 countries throughout my lifetime and have many more to go; and in 2012 I earned a certificate in Peace and Conflict Resolution, as a Rotary Peace Fellow at Chulalongkorn University, Bangkok, Thailand.

But that is who I am and why I have always been committed to “practicing sociology.” My application of sociological principles and methods has been through my research and consulting firm, primarily conducting evaluation research and building the capacity of organizations to link research, policy and practice. As well, I have been committed to public service where my sociological lens can add value to the missions of these organizations.

One such organization where I have been a long-time member is People to People International (PTPI). I have served on the Board of Trustees, and now, serve as the Secretary of the Corporation and Board of Directors. The mission of PTPI is something that resonates with my value system and my commitment to the vision of *Peace Through Understanding*.

With all of this said, that is why I am so excited about the new opportunities for professional growth and development in cultural intelligence for global leaders being offered by People to People International. PTPI, with its world-wide network of chapters, student engagement activities, and humanitarian programs, offers a unique opportunity for emerging and established professionals from the business, nonprofit, and public sectors to improve their cultural intelligence. PTPI's training program for professionals will blend practical content with the richness of a people-to-people experience, an approach to improving one's capacity as a culturally intelligent leader that fills a unique market niche.

The first educational opportunity will be in Brussels, Belgium, September 6-12, 2015. PTPI will be offering its weeklong Seminar in Cross-Cultural Leadership. For those who want to take their experience further, PTPI is offering a Certificate in Cross-Cultural Leadership.

During the weeklong seminar, participants will work in diverse small groups, each led by an experienced cross-cultural facilitator, to master cross-cultural fundamentals, explore practical models, share their wisdom, and experience real-world applications. Cross-Cultural Leadership Seminar participants will be invited to continue their engagement with PTPI and cross-cultural leadership by earning a Certificate in Cross-Cultural Leadership, working at their own pace. The certificate will require participants to apply their knowledge and practice cross-cultural leadership concepts and skills with cultural groups (clients, colleagues, communities) that are relevant to their work.

As a professional who recognizes the value of improving one's cultural intelligence, I urge anyone of a like mind to contact PTPI (1.816.531.4701/ email MatthewHughes@ptpi.org) to learn more about the program or register to participate.

In support of Applied Research to Support Basic and Applied Goals

Joseph A. Kotarba. (2014) "Symbolic Interaction and Applied Research: The Case of Translational Science." *Symbolic Interaction*. 37,3:412-425. Archived in NIH's PubMed Central.

In symbolic interaction, a traditional yet unfortunate and unnecessary distinction has been made between basic and applied research. The argument has been made that basic research is intended to generate new knowledge, whereas applied research is intended to apply knowledge to the solution of practical (social and organizational) problems. I will argue that the distinction between basic and applied research in symbolic interaction is outdated and dysfunctional. The masters of symbolic interactionist thought have left us a proud legacy of shaping their scholarly thinking and inquiry in response to and in light of practical issues of the day (e.g., Park and Blumer). Current interactionist work continues this tradition in topical areas such as social justice studies. Applied research, especially in term of evaluation and needs assessment studies, can be designed to serve both basic and applied goals. Symbolic interaction provides three great resources to do this. The first is its orientation to dynamic sensitizing concepts that direct research and ask questions instead of supplying a priori and often impractical answers. The second is its orientation to qualitative methods, and appreciation for the logic of grounded theory. The third is interactionism's overall holistic approach to interfacing with the everyday life world. The primary illustrative case here is the qualitative component of the evaluation of an National Institutes of Health-funded, translational medical research program. The qualitative component has provided interactionist-inspired insights into translational research, such as examining cultural change in medical research in terms of changes in the form and content of formal and informal discourse among scientists; delineating the impact of significant symbols such as "my lab" on the social organization of science; and appreciating the essence of the self-concept "scientist" on the increasingly bureaucratic and administrative identities of medical researchers. This component has also contributed to the basic social scientific literature on complex organizations and the self.

Professor Kortoba recently delivered the annual Peter Hall Lecture, "From Basic to Applied to Policy: Teaming in Symbolic Interactionism," sponsored by the Midwest Sociological Society, Kansas City, Missouri (March 2015).

Faculty and Students
In Action

A Report on Key Indicators for Establishing Environmental Justice in Transportation Planning in Lowndes County, 2015.

Jesse Lane, Rosa Miranda, Clandra Newson, Erin Powell, and Kimberly Reid and Anne Price

Since the 1990s, a growing body of research has documented the environmental hazards and health burdens disproportionately faced by low-income and minority populations. Originally research focused on increased risk to disadvantaged groups due to geographic proximity to environmental dangers such as toxic waste. However, research today also focuses on race and class disparities in access to the benefits of governmentally-funded projects. Environmental justice refers to the right for all individuals to have equal access to a safe, healthy, productive, and sustainable environment, with environment referring to both ecological factors and built infrastructure. Full access to environmental justice means that all individuals are able to participate in shaping their environment, by exercising their political rights and civil liberties. Ideally, an environmentally just society ensures that group and individual identities are respected, and increases community cohesion and empowerment.

Transportation planning increasingly takes key components of environmental justice into account in seeking to create equitable, healthy, and vibrant communities (see Forkenbrock and Schweitzer 1999; Duthie, Cervenkova and Waller 2007). In this report, we examine key indicators of environmental justice in Lowndes County. First, we describe the environmental justice guidelines and objectives guiding this study. Second, we review the relevant literature on environmental justice and transportation planning. Third, we identify the geographic location of low-income, minority, and otherwise disadvantaged populations in the county. Fourth, we examine the overlap of these indicators, which demonstrates geographic areas which are particularly disadvantaged. Finally, we discuss our key findings and their implications for transportation planning in the county.

A Student's Perspective on the INTEGRATION OF SOCIOLOGY IN PUBLIC HEALTH & HEALTH POLICY RESEARCH

Connor W. Norwood, MHA, Indiana University Richard M. Fairbanks School of Public Health

In the summer of 1996, while living abroad, I vividly remember walking wide-eyed down the filthy and congested streets of Bangkok, Thailand. Not only were the streets filled with trash and dirt, but they were cluttered with homeless men and woman, some of which had young children or even infants. Fifteen years later, I traveled to Nicaragua on a medical mission with Cleveland Clinic. As our team walked through the hospital to the operating room, our jaws dropped. Patients were camped out in the lobby as if it were a bus station in downtown Detroit. Pigeons flew from room to room. Cockroaches scurried across the floor. Our team spent the next two days scrubbing an operating room before the room would meet even the minimum quality standards we were used to in the United States. Quality of and access to care were nearly non-existent in Nicaragua, which has undoubtedly had significant impact on health disparities and population health. At first, these experiences encouraged me to pursue a field in medicine as a provider who would be able to help those suffering from poor health. However, while I pursued my Masters in Health Administration, I quickly realized that these health disparities and poor healthcare systems are not unique to countries like Thailand and Nicaragua. The U.S. Healthcare system has its own troubles and as a result has been at the forefront of political debates for decades. In the U.S. public health officials and policymakers have been challenged with increasing access and quality of care, while decreasing the

skyrocketing costs of health care services. It became clear to me that improving population health and addressing health disparities is a multifaceted and complex process influenced by a variety of factors which transcend several disciplines including sociology. In fact, socioeconomic status, poverty, inequality, differentials in power, and social and cultural differences have significant influence and impact on health status.

At this point, I was convinced that pursuing a Ph.D. in Health Policy & Management would equip me with the research tools and skills necessary to study systematic and structural issues that are at the root of major health issues. However, I knew that in order to study public health and health policy, I would need an appreciation for the analytical frameworks for understanding the social contexts of health, illness and health care that medical sociology provides. As such, I decided to incorporate medical sociology as a minor into my Ph.D. curriculum, which has allowed me to approach health policy and public health from a new perspective by applying sociological concepts into my research.

Recent research efforts of mine have focused on the prescription drug abuse crisis which has forced States throughout the United States to implement policies and intervention strategies to help curb the epidemic. One such strategy is the implementation of prescription drug monitoring programs (PDMPs) which improve clinical decision-making and prevent drug diversion. In a recent research study, Dr. Eric Wright and I examined how the integration and consistent use of a PDMP in pharmacy practice impacts pharmacists' dispensing practices related to controlled substances. Unfortunately, studying the dispensing behaviors of the pharmacist workforce can prove quite difficult due to the drastic changes to the education, training, and roles of pharmacists' over the last several decades. As educational guidelines and standards for pharmacy education evolve so do the behaviors, attitudes, and clinical knowledge of these healthcare providers. Pharmacists practicing today were trained during one of three distinct time periods, which are bound by events relating to the adoption of the Doctorate of Pharmacy (PharmD) as the sole entry degree for the pharmacist profession. As such, we utilized sociological principles to incorporate these period effects into the research model that would examine pharmacists dispensing behaviors.

In addition to conducting research in health policy and public health, I have spent countless hours educating policymakers in Indiana and advocating for policies important to fighting prescription drug abuse in Indiana. What I have found is that there is a trend to study substance abuse at the individual level or micro-level, which, according to Dr. Tammy L. Anderson, explains drug-related matters using characteristics or experiences of individuals". However, this approach fails to examine culture, social interaction, socioeconomic status, inequality or any other social factors that play an important role in substance abuse. During the legislative session this year, I provided expert testimony on multiple occasions at legislative hearings for health policies which aimed to reduce morbidity and mortality associated with prescription drug abuse. As a Ph.D. student with a fundamental understanding of sociology, I urged policymakers to consider the social factors that influence drug use and abuse in addition to the individual characteristics and experiences of drug users. Real strides in reducing morbidity and mortality associated with prescription drug abuse would require examination of the root social factors that have caused the dramatic rise in prescription drug abuse and misuse in recent years.

Behavioral psychology, biomedical science, and public administration have dominated the theoretical foundations of public health, since the beginning of the 20th century. Fortunately, it is becoming increasingly understood that health and well-being are largely influenced by social determinants and social factors. Therefore, innovative public health research that is effective in reducing health disparities and improving population health must approach these complex issues with an appreciation for sociology and its contributions to population health.

Teaching about the Labor Movement through Song: A Singing Lecture by Corey Dolgon, Folksinger and Sociologist



Corey Dolgon, a Ph.D in American Culture and Sociology Professor has been performing “singing lectures” for almost two decades. Focusing on the role that folksongs play in the U.S. labor movement, Corey’s words and music bring both history and theory to life. He is a long-time labor activist and community organizer and has used folk songs to build solidarity on the line and engage students in the classroom. This singing lecture covers labor history from a multicultural perspective and examines the function of folk songs in workers’ lives, labor, and organizing. The lecture can be tailored for specific needs and time periods, but generally runs about an hour to an hour and a half depending on format. Corey is very adept at gaining audience participation and provides an object lesson in how the collective acts of singing can enhance the feelings of solidarity and create new possibilities for collective identities. Here’s what students, faculty and labor folk have to say about Corey’s performances:

“I learned about the importance and power of strikes and labor unions. He made the period come alive.”

--student, Stonehill College

“Corey’s work weaves together a coherent and accessible narrative about labor struggles with a tour de force of labor songs that move an audience with workers’ own articulate descriptions of their conditions and inspiring visions of movements to improve those conditions.”

--Chris Dale, Professor of Sociology, New England College

“Corey’s music added tremendous spirit to our National Labor Assembly. Hearing and singing labor songs gave our nurses a sense of community with others in the union movement and helped build energy at our meetings. I encourage other unions to add Corey’s talents and expertise to their agendas.”

--Cheryl Johnson, President, United American Nurses, AFL-CIO

“Well grounded in academic literature and the multicultural American songbook. Imagine an event that attracts from every campus demographic: international students, faculty, staff, undergraduates, emeriti faculty, and community activists, and has them all standing together enthusiastically singing songs about solidarity. We have never had an event like this! I have already had requests to bring Professor Dolgon back!”

--Melinda Jo Messineo, Sociology Dept. Chair, Ball State University

Corey Dolgon’s “singing lecture” is a hit. Those who attended his presentation for the University of Louisville Labor-Management Center from union retirees to active union member to academics and management were entertained and enlightened. A good time and good learning.

--John Ralston, Asst. Director, University of Louisville Labor-Mgt Center

Corey’s wonderful voice, abundant energy, and great knowledge about folksongs, the labor movement, and other social movements were entertaining, very informative, and inspiring. He made a major impact on WPUNJ, performing in front of almost 300 students and faculty.

--Kathleen Odell Korgen, Sociology Professor, William Patterson University

Please contact Corey for scheduling or more information at 617-298-0388 or at cdolgon@stonehill.edu.

*Members In Action***Advocacy, Rigor and Collaborative, Community-Engaged Scholarship**

Mark Warren and Gregory D. Squires presented their paper (co authored with Jose Calderon, Luke A. Kupscznk and Celina Su) “Advocacy, Rigor and Collaborative, Community-Engaged Scholarship,” at the conference on Collaborative Research for Action and Equity in Education, hosted by the Urban Research-Based Action Network (URBAN). Boston, MA. April 30, 2015.

Collaborative community-based research embodies a range of tensions. Perhaps none is more salient, and frustrating, than the notion that there is a tradeoff between rigor and advocacy in such research. In fact, rigor and advocacy go hand in hand. No advocacy agenda can be enhanced by research that is not perceived as rigorous. But rigor in this context often has a broader meaning (frankly a less provincial one that dominates many academic arenas) which can both support advocacy and lead more directly to new knowledge that would go untapped in much traditional scholarly research. As participants in collaborative community-based research we have encountered these tensions. The case studies presented at the conference on Collaborative Research for Action and Equity in Education by the authors illustrate critical lessons for academics and their current (and potential future) community partners.

Interagency Coordinating Committee for Disability Research (ICDR)

Douglas Klayman, President of Social Dynamics, will lead a discussion on two topics at the ICDR Symposium on Policy and Practice: 1. Challenges to conducting research on public workforce investment systems that serve individuals with disabilities and 2. Challenges related to research informing policy and practice.

The discussion will focus on the topics of workforce system functionality and its potential impact on the implementation and effectiveness of interventions designed to improve job training and employment opportunities for individuals with disabilities. Dr. Klayman will also discuss the need for the integration of relevant federal and state data systems so that workforce studies can capture important outcomes related to workforce system services and have access to covariates that explain why certain systems and/or workforce customers are more successful than others. With the implementation of the intervention, a continuous monitoring/feedback loop is needed to provide data to program administrators on the functionality of the system, implementation of program requirements and program fidelity. See Social Dynamics systems change instrument: <http://socialdynamicsllc.com/deiforum/viewtopic.php?f=4&t=2&p=2&sid=856a3c776939b816ab6f666f7f664bb8#p2>

Writing for Online Media

Miriam Boeric, Associated Professor, Bentley University

After more than 15 years as an ethnographer who studies drug users by talking with my study participants in their own environment, my primary goal is to work toward effective drug policy reform. This is a public sociology approach that involves engaging the attention of policymakers and political activists who do not have a lot of time to read academic articles or decipher the validity of findings. I assumed that they hired people with the educational training and skills needed to do this for them—and some do. But recent experience leads me to believe that these are in the minority. Policymakers and even some activists appear to be more informed by media interpretation of studies than original academic articles. And if this is true, public sociologists might

make greater progress toward their goals by writing for public media more often. Hopefully the following story based on my experience of writing for public media will inspire you to do so.

A few months ago, I was contacted by an editor (Nick Lehr) of *The Conversation* (<https://theconversation.com/us>) to write a short (800 word) piece about my study on methamphetamine. The editor was alerted to my research having read a review of my book in the ASA's *Contemporary Sociology*. (I am not sure if he ever read the book—which is supporting my point here.) By this time I had moved on to studying medical marijuana and opiates—the main drug issues in the state where I now live. I discussed a few topics with Nick, and he suggested three short articles instead of one. Each time I sent Nick almost 2,000 words and he edited it to about 1,000 with skills only an editor of public media can do. The hyperlinks to academic articles supported my arguments without having to fully explain them or add references—which annoy public readers. Of course hyperlinks only work if one is reading online, so for the sake of paper readers of this newsletter, I am including the links below the titles of my articles here:

“Being drug free shouldn't be a requirement to receive housing”

<https://theconversation.com/being-drug-free-shouldnt-be-a-requirement-to-receive-housing-34176>

“Can medical marijuana curb the heroin epidemic?”

<https://theconversation.com/can-medical-marijuana-curb-the-heroin-epidemic-35287>

“Safe injection facilities: more than just a place to shoot drugs”

<https://theconversation.com/safe-injection-facilities-more-than-just-a-place-to-shoot-drugs-36386>

The Conversation collected the number of readers for its site and some of the other sites that picked up the stories. The first article had over thousand readers in the first week, and the second article surpassed that in a few days. When it was picked up by Raw Story and Quartz (Atlantic Media), it soared to almost 40,000 readers.

Based on the popularity of the marijuana article, Nick asked me to write another piece on marijuana for 4/20: “Why are politicians still referring to marijuana as a gateway drug?” <http://theconversation.com/why-are-politicians-still-referring-to-marijuana-as-a-gateway-drug-39348>

This article was re-posted by other online media and quoted in *The Washington Post*. As of today my articles have over 100,000 readers on *The Conversation*, and over 33,000 Facebook viewers shared a Newsweek repost. Within a few days I started to receive email from other radio hosts for interviews on topics ranging from medical marijuana to drug policy reform. I learned a few lessons I am sharing here.

First, I want to say that I was a little wary of writing for an online media source but went ahead and did so with encouragement from my department Chair. I conducted some research on *The Conversation* and found the purpose was to collaborate with academics in writing for the public and that articles were free to read and republish (great goals for public sociology). Among other funders, the *Robert Wood Johnson Foundation* funds *The Conversation*.

Second, the speed with which my articles, based on academic literature and my own research findings, appeared in print was about 5-15 days from when I wrote a first draft. Compare this to the time it takes for academic publication. After over two years of conducting marijuana research, as of today, I have two medical marijuana manuscripts waiting for review. One manuscript has been making the rounds for more than a year.

The other was submitted more recently but it has certainly been much, much longer than 15 days since the first draft was written.

Third, drug policy change is progressing faster than academic articles can be ready for public view. Unless we get our most recent study findings to the public quickly, those making policy will most likely miss important aspects. For example, I was recently asked to talk to a panel composed of and for health policymakers—a direct result of the online media exposure of my drug policy writing.

There are probably public sociologists reading this who are already writing for public media sources. I am suggesting more public sociologists do this more often.

Podcasts that uses actors and the epistolary form to represent ethnographic research findings

Katherine Carroll of the Mayo Clinic, created podcasts to be used by sociology and qualitative methods instructors who may wish to explore non-traditional ways of representing research data, and health professionals who are working with milk donors and parents in need of donor milk for their infants. In the podcast, actors read the epistolary scripts so that health information can be made available to those who may have low literacy or who would rather listen to health information rather than read.

Dr. Carroll published an article available on the following link:

<http://qix.sagepub.com/content/early/2015/02/21/1077800414566691/suppl/DC1>

Listen to the podcasts on the links below:

<https://itunes.apple.com/us/podcast/sage-nursing-other-health/id871122433?mt=2>

<http://qix.sagepub.com/site/misc/Index/Podcasts.xhtml>

Cross-Cultural Evaluation Research and Public Sociology

Bridging the Cultural Divide: University Capacity Building and the Creation of International Networks

Mike Hirsch, Huston-Tillotson University; Amy Allen, Texas National Guard; Jammie Price, Journal of Applied Social Science; Tina Quartaroli, Future Age Consulting; Mueni Rudd, Texas State University

Cultural exchanges bring nations and their governments closer together. While much attention followed the recent opening of exchanges between the United States and Cuba, long-standing exchanges exist between the U.S. and Pakistan. These exchanges include partnerships between U.S. and Pakistani universities to build professional capacity in Pakistan. The partnerships, in turn, create opportunities for expanded contact between the two countries. Currently 21 Pakistani and 14 U.S. universities participate in faculty exchanges, funded by the U.S. Department of State.

Program Initiation

The U.S. government requires outside evaluators to review the programs they fund, including the university exchanges noted above. Our team became involved in evaluating exchanges by happenstance after our lead author (Hirsch) met with representatives from the South Asia Institute (SAI) at the University of Texas (UT) on an unrelated matter. After learning of Hirsch's prior program review work, SAI representatives asked if they could name him Lead Evaluator in their grant proposal. Hirsch provided them with an evaluation design for the proposal and it, subsequently, received government funding. Within a span of several months, SAI and the American Institute of Pakistani Studies (AIPS) named Hirsch Lead Evaluator for two more programs. Later, the leadership of another Pakistani-U.S. faculty exchange at Southern Methodist University (SMU) invited Hirsch to serve as Lead Evaluator of a fourth program.

As Lead Evaluator, Hirsch drew from his professional network to build a small team for his first project, a partnership between UT and Fatima Jinnah Women University (FJWU). The team grew as work expanded to four projects. All members of the research team are members of the Association of Applied and Clinical Sociology (AACCS). The team includes the more seasoned applied professionals (Hirsch, Price and Quartaroli) and younger scholars (Allen and Rudd). While Hirsch, Allen, and Rudd live and work in Austin; Price and Quartaroli contribute from more distant locations. Hirsch, Allen and Rudd conducted all the face-to-face interviews with the Pakistani scholars visiting Austin, while Quartaroli phone interviewed those placed elsewhere. Both Allen and Price directed online survey work and Quartaroli lead financial aspects of the project. Finally, Hirsch and Quartaroli drafted all of the reports, and all team members contributed to report editing.

Program Goals

The primary goals of the programs center on building the capacity of the participating Pakistani universities. Capacity building includes professional development, increasing research abilities, improving classroom pedagogy, and expanding professional networks. For SMU's partner university, Saheed Benazir Bhutto Women University (SBBWU) in Peshawar, capacity building included training psychology faculty in the use of diagnostic tools, SPSS, and BioPac training. For UT's partner, the National Academy of Performing Arts (NAPA) in Karachi, capacity building included sight reading instruction, compositional strategies, Western music instruction (e.g., jazz) and assistance with curriculum development. For UT's other partner, FJWU in Rawalpindi, capacity building included the development of research and pedagogical skills. For AIPS who draws scholars from a number of institutions and placed them across the U.S., capacity building ranged from learning best practices for university writing labs to using modern library technology.

The faculty and administrators at the universities facilitated the development of professional networks in several ways. Most of the Pakistanis who came to the U.S. were assigned mentors within their fields. These mentors worked closely with their visiting scholar, helping them achieve their self-identified goals or those assigned by their home institution. These mentor/mentee relationships often thrive beyond the time of the visit.

The visiting faculty developed ties to other U.S. faculty, as well as to graduate students they met during their studies. Further, the visiting faculty attended professional conferences while in the U.S., which afforded more networking opportunities -- possibly more valuable to their careers and research than their mentors. Visiting faculty also joined the communities in which they lived; such as the musicians from NAPA who befriended fellow artists in Austin's music scene.

The Research

The research team used a variety of tools to assess the four programs. We interviewed participating scholars and mentors at the start and the end of their U.S. visits. The interviews focused on research planned and accomplished, and teaching techniques studied and implemented – all which point to capacity building. Most scholar interviews occurred face-to-face, which helped us move past the challenges posed by accents. We interviewed faculty from the U.S. who served as mentors over the phone. We asked scholars and mentors to complete a survey at the opening and closing of each term of stay. Survey questions focused on programmatic accomplishments and if participation in the program changed the way participants from both countries think about each other's country and culture. We also asked mentors if the presence of the scholars benefited their students. Where possible, we conduct face-to-face follow-up interviews with scholars in their home country. We ask if and how their exchange experiences influenced the way they discuss the United States with colleagues, family and friends. Hirsch conducted follow-up interviews in Rawalpindi, Pakistan in May 2014 with scholars from FJWU. Hirsch will conduct follow-up interviews with scholars from NAPA in Karachi, Pakistan in May 2016.

Taking Applied Work to Pakistan

In May 2015, Hirsch and Allen traveled to Rawalpindi providing FJWU social science instructors and students with five days of workshops on qualitative research methods. They also each gave a lecture to a wider FJWU audience and Hirsch presented a paper at a conference hosted by FJWU with a member of the FJWU faculty who participated in the first year of the exchange program at UT. Hirsch and Allen emphasized applied research techniques throughout their weeklong visit and shared links to AACSB, the American Sociological Association's Sociological Practice section, and other applied social science organizations to workshop participants.

Conferences

At the 77th Annual Meeting of the Southern Sociological Society (SSS) in Charlotte, North Carolina, Past President Leslie Hossfeld announced the SSS Persistent Poverty in the South Project. This project brings together researchers, students, practitioners, elected officials, and community organizers to examine persistent poverty in 11 states in the U.S. South. The goal is to create a learning community that shares and identifies key projects aimed to alleviate poverty in persistently poor regions through research and praxis. Research teams in 11 states will meet annually at the Southern Sociological Society Conference to share research, project outcomes, barriers and successes and work towards broader policy recommendations for tackling poverty in the U.S. South. The SSS Committee on Sociological Practice will take the lead on this project. Please consider joining us in these efforts. For more information contact Dr. Leslie Hossfeld at hossfeldl@uncw.edu; www.uncw.edu/povertyproject.

The 110th meeting of the American Sociological Association will take place August 22nd through 25th in Chicago, Illinois. Below is a list of sessions and meetings sponsored by our section. We hope to see you there!

Saturday, August 22nd

2016 Distinguished Career Award for the Practice of Sociology, 4:30-6:10pm

Reception 6:30-8:30pm, Location TBA

Sunday, August 23rd

Roundtable Session, 10:30-11:30am

Business Meeting, 11:30-12:30pm

Sociology in Action (paper session), 12:30-2:10pm

Evaluation of a Collaborative Policy Initiative to Address Homelessness and Incarceration

Angela A Aidala, William McAllister, Maiko Yomogida, & Virginia Shubert

Sociology, Political Activism, & Public Policy: Ending Homelessness in Rhode Island

Eric Hirsch

Why Sociologist Should Study MOOCs

Caren Arbelt & Laura Horn

Building Us Up Stronger: Crating Relationship Norms through a Relationship Education Program

Sarah Halpern-Meekin

Disseminating Research Beyond the Academy (invited session), 2:30-4:10pm

Doing Sociology in the Public Sphere

Philip N. Cohen

After Lean In: Reflections on Public Sociology

Marianne Cooper

Sharing and Using Data to Shape Policymaking Regarding Substance Abuse Prevention

Eric R. Wright

Promoting Economic Alternatives via Public Sociology

Juliet B. Schor

Community-Engaged Environmental Health Research and Practice

Phil Brown