
TRACY SCHLUTER

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Adjunct Instructor

Summary

I rediscovered teaching in the Fall of 2011 at Schreiner University. Furthering my passion for teaching, I was fortunate to be asked to teach some of their online classes at Texas A&M University in San Antonio beginning in the Spring of 2018. Between the two schools, I currently teach five classes.

Professional Experience

- 2011 - Present Adjunct Instructor
Schreiner University, Kerrville, TX
Responsibilities include developing and teaching 2 - 3 face to face classes per semester as well as developing and implementing an online Intro to Soc class.
- 2018 - Present Adjunct Instructor
Texas A&M University San Antonio, TX
Responsibilities include teaching 3 online classes per semester
- 1993 - 2013 Owner
Shannon's Personnel Service, Inc., San Antonio, TX
Responsibilities included day to day involvement with running a large housekeeping agency
- 1990 - 1993 Social Science Research Assistant II
The University of Texas Health Science Center, San Antonio, TX
Researcher
- Worked on 2 federally funded research projects. "Drinking Patterns and Consequences: A Tri-Ethnic Study" National Institute of Alcohol Abuse and Alcoholism, Grant AA-06723. The second, "Alcohol Consumption and AIDS Risk Factors: A Tri-Ethnic Study," National Institute of Alcohol, Abuse and Alcoholism, Grant R01-AA-08067. Responsibilities included research, data analysis and write-up of the results.
- 1988 - 1989 Teaching Assistant
University of Texas at Austin
Introduction to Sociology

Education

- 1987 - 1990 Master of Arts
University of Texas at Austin
Sociology
- 1983 - 1987 Bachelor of Arts
Trinity University, San Antonio, TX
Sociology

Publications

James Alan Neff and Tracy Davis Schluter, **Marital Status and Depressive Symptoms: The Role of Race/Ethnicity and Sex**, Journal of Divorce and Remarriage, 1993

James Alan Neff, Bruce Holamon and Tracy Davis Schluter, **Spousal Violence among Anglos, Blacks and Mexican Americans: The Role of Demographic Variables, Psychosocial Predictors, and Alcohol Consumption**, Journal of Family Violence 1995

Meg Grier and Tracy Davis Schluter, **A Partial Assessment of Human Service Needs in Kendall County, Texas** 1998

Thesis

Tracy Lynne Davis, **Automation in Manufacturing: A Case Study**(Thesis), 1991

Courses Taught

- **Introduction to Sociology** -face to face and online
- **Sociology of Marriage and Family** - face to face
- **Sociology of Health and Illness** - face to face
- **Marriage and Family - Myths/Reality** -online
- **Sociology of Death and Dying** -online
- **Aging in America** -online
- **Sociology of Gender** - online Spring 2019
- **Sociology of Religion** - online Spring 2019

Awards

- **Part-Time Faculty Of The Year 2018**- Schreiner University

Philosophy of Teaching Statement

I bring to teaching a belief that sociology is a fascinating field and my most important job is to spark interest in the subject through classroom discussions and real world application. I see our semester together as a journey and the beginning of a relationship. I work to foster an enthusiasm in students that creates an atmosphere for lively debate. I need to engage the students and give them the tools to question assumptions and gain a broader understanding of our world. I want to challenge them to look at problems in a new way. I strive for a learning environment that is both fun and challenging. Whether it be in an online or face-to-face environment. It is my job to make sociology interesting..

As all students learn in different ways, it is essential for me when planning my curriculum to take this into consideration. I want my students to be able to retain the information and transfer it to new situations so I try to present it in a couple of different ways. Teaching and learning is a process which can be measured as successful, through communication between student and teacher. My responsibility is to communicate the concepts in an engaging manner while listening and hearing what they have understood. I need to be clear and well-organized so the students understand what will be expected of them. I want students to feel they can succeed in my class.

An essential consideration for myself pertains to overall curriculum and instructional planning. Whether that day's instructional approach is based on a behavioral model, a cognitive model, or a constructivist model, I clearly identify the objective, and assessment options to measure student mastery. I am a proponent of requiring students to engage in written and spoken discourse throughout the course, as these are lifelong skills in whatever career they choose.

Finally, it is imperative to learn each of my student's names and learn who they are as individuals. I treat students with utmost respect and work to create an environment of trust where students feel safe to discuss topics without fear of judgment. There are no wrong answers, just answers which help us get to, perhaps, a better answer. I do believe that learning is hard work, for both the teacher and the student. I know that I will put in the work, and I begin with the belief that they will want to also.