Appendix

NWCCU Year Seven Self-Evaluation Report
Summary of Program Reviews Completed for the Period 2008-09 through 2012-13
Prepared by Dr. Ron Dalla

Completed in 2008-09

Department: Occupational Therapy

External Review:
Reviewer(s): Accrediting Council for Occupational Therapy Education
Dates: March 3-5, 2008

Internal Review:
Reviewer: Dr. Brian Grinder
Program Review Committee (PRC) Approval of the Report: February 4, 2009
Review Discussed with the Department: April 30, 2009

Summary

Recommendations from Dr. Grinder’s Report:

The Department of Occupational Therapy is in danger of losing its accreditation. If this happens, the program will cease to exist since aspiring occupational therapist must receive their training from an accredited program. Accredited professional programs, such as Occupational Therapy, are an asset to EWU, but they cost a great deal of money to operate and maintain. This program, like other accredited professional programs at EWU, has been operating with inadequate resources for far too long. In the next year, it is crucial that the department is able to successfully:

- Hire a new tenure track faculty member
- Hire a full-time field coordinator
- Hire one full-time and one part-time person for clerical support
- Develop a plan that will quickly allow them to develop two dedicated lab spaces

Of course, further support will be needed in the coming years, but if central administration does not act immediately to support this program, its future is bleak.

The responses from the Department Chair and the Dean, College of Science, Health, and Engineering from the April 30th meeting follow.

Bullet 1. Hire a new tenure track faculty member

The college has been provided funds for this position. The department is still having difficulty filling the position. The one faculty member in the department that had only a Bachelor’s degree has completed a MED which brings the program into compliance.
Bullet 2. Hire a full-time field coordinator

The department has hired a 3/4 time field coordinator.

Bullet 3. Hire one full-time and one part-time person for clerical support

The department still needs additional clerical support for the fieldwork coordinator.

Bullet 4. Develop a plan that will quickly allow them to develop two dedicated lab spaces

The OT Department has been allocated two spaces in the SIRTI building for two years (2008-2009 and 2009-2010) to address the need for lab space. These two spaces are not ideal but are meeting the needs for now.

Dr. Wintz indicated that the OT program received eight ACOTE recommendations. Of the eight, the program is now in compliance with six and two are still outstanding. Eastern will be notified that we are out of compliance and we will have two years to complete the other two recommendations and get off of probation or lose accreditation.

Completed in 2009-10

Department: Education

External Review:
Reviewer(s): Professional Educators Standards Board
Dates: Fall quarter, 2008

Internal Review:
Reviewer: Dr. Brian Grinder
PRC Approval of the Report: April, 2010
Review Discussed with the Department: May, 2010

Summary

Recommendations from Dr. Grinder’s Report:

1. The Department of Education remains a valuable asset to Eastern Washington University.

2. The department faces many challenges because of shrinking enrollments and because of a reduction in the number of faculty members. In spite of these challenges, the faculty remains enthusiastic, professional, dedicated to the university, to students, and to their profession.

3. The department is to be commended for the active role it continues to play in the various school districts in Eastern Washington in spite of a continuing reduction in resources.

4. Overall the students this reviewer met with have a very positive view of the department and are pleased with the training they are receiving.
5. The department has been successful in its efforts to maintain accreditation.
6. While the department has maintained a commitment to diversity, the challenge is especially difficult when it comes to attracting a diverse student population. The commitment of the University as a whole to diversity should help the department improve in this area.
7. The effort to build a practical method of assessment is well underway. There is still a lot of work to do in this area, and there will always be a need for improvement, but the Department of Education is to be commended for its assessment efforts.

The responses from the Department Chair and the Dean, College of Education and Human Development from the May, 2010 meeting follow.

The HECB mandated ten-year program review of the Department of Education has been completed by the Program Review Committee. This review actually started in the 2008-2009 academic year but was not completed until winter 2010. The attached Program Review Report was submitted to me on September 17, 2009 after the reviewer, Dr. Brian Grinder, had received approval of the report from the Department of Education regarding statements of fact. The Program Review Committee met during winter quarter, 2010 and accepted this report.

- With regard to the statement in #2 concerning shrinking enrollments, the enrollments in the Department have been slowly increasing beginning with the 2007-2008 academic year.
- With regard to the reference to diversity in #6, the Department has a multicultural requirement that teacher certification candidates need to spend a minimum of 30 hours with populations whose diversity is at least 16% different than that of the candidate. A performance verification form is completed by the agency and this form is included in the candidate’s certification file.
- With regard to assessment as referenced in #7, Robin Strayer has been the Academic Assessment Coordinator for the Department since fall, 2007. She does all assessment data gathering and reports on the assessment efforts to all of the appropriate people/bodies for the Department.

Department: Music

External Review:
Reviewer(s): National Association of Schools of Music
Dates: May 11-14, 2008

Internal Review:
Reviewer: Dr. Rick Phillips
PRC Approval of the Report: November 15, 2010
Review Discussed with the Department: No meeting took place
Summary

Recommendations from Dr. Phillips’ Report:

1. Faculty commitment and their performance with teaching and interacting with students is a highlight of all stakeholder groups.
2. Department leadership is strong enough to support faculty commitment to perform beyond contract expectations.
3. Institutional support at the financial level is well below the stakeholder perceived value of the output of the unit. This most obviously manifests itself at the facility level, but also at the faculty workload level.
4. To date, students are finding more value in having quality faculty and faculty interaction than in the lack of facilities to promote or support their learning.
5. The excellence of the unit seems isolated from the rest of the university. For faculty this means that institutional duties detract rather than supplement department duties. For students this means that they do not feel a part of the university community as much as a part of the music department.

Based on this review, the following findings would appear to be pertinent.

1. Upgrading facilities, even at the basic level of constructing windows that open, would pay big benefits to both students and faculty.
2. Providing a quality technological experience to students that allowed them to go into the field as leaders in innovation would help students overlook an outdated and mostly dysfunctional facility.
3. Providing the security of institutionally recognized tenure track personnel targets might attract highly qualified academic personnel to supplement the existing part time faculty who bring superior training and experience to the program. This addition would allow current tenured faculty to pursue both more in-depth student advising/teaching in addition to maintaining a performance routine that certified them as leaders in their field.
4. Providing a long-term plan for facility development might help faculty and students recognize the value placed on them as an institutional asset. The current situation somewhat interferes with a proactive stance by students in relation to recruiting peers within their realm of influence.
5. Current students seem pacified to the lack of technological appropriateness due to the energy and dedication of department faculty. It is likely that succeeding cohorts, who have experienced much more advanced technology in the K-12 experience, will not be so lenient in their expectations.

Faculty, administration, and students in the music department are commended for their concerted effort to create a quality learning and experiential environment regardless of the hardships encountered in facility use and personnel overload. It has been evident in all data collected that student learning and development of personal talent/capabilities is target number 1. Students have provided a deep understanding of the implication of current institutional policies/priorities. Music faculty, for the most part, is showing an energetic response to making do with what they have. Whether or not this is a prescription for long-term success is a question that might emanate from this report.
Department: School of Social Work

External Review:
Reviewer(s): Council on Social Work Education
Dates: May, 2008

Internal Review:
Reviewer: Dr. LaVona Reeves
PRC Approval of the Report: May 13, 2010
Review Discussed with the Department: June, 2010

Summary

Recommendations from Dr. Reeves’ Report:

Challenges the program has experienced or is now experiencing
1. practicum placements and integrative seminar present special challenges;
2. students question value of curriculum in some cases;
3. interim leadership positions;
4. low morale due to budget problems at EWU and in the state;
5. heavy faculty workload;
6. resource allocations;
7. inadequate clerical support;
8. need for more tenured faculty to handle committee work, recruitment—those working off campus are not available for this service—overloading those physically present;
9. changing some administrative “irregularities” in past practices in the school;
10. distribution of resources to tenure/tenure track faculty despite budget cuts;
11. not enough faculty to cover program needs;
12. too many programs;
13. interim structure has generated some confusion about roles and responsibilities;
14. travel cuts;
15. learning formal and informal aspects of SW program, curriculum, and orals committee processes;
16. Duplication of efforts and offerings across campus—more collaboration needed.

Accomplishments—things you got done—either as individuals or as a group.
1. “Good mentoring from staff & faculty”
2. “Openness to adjuncts”
3. Curriculum review has led to “tighter content in methods class”
4. New publications
5. Published new book/s
6. Received grants
7. Applied for grants
8. Accredited for seven more years.
9. “Hired an outstanding faculty member”
10. Many faculty awards for scholarship
11. Co-authoring an article with a colleague

Goals—what you are hoping to achieve in the next year or so?
1. Continue education.
2. Meet CSWE concern about the school’s need for evidence-based practice content.
3. Submit grant proposals.
4. Engage in more funded research.
5. Assist with reorganization effort at EWU—[level not designated].
6. Hire more tenure track faculty.
7. Increase quality of assessment of student outcomes.
8. Transitioning into an organizational structure that is a good fit for School of Social Work.
9. Collaborate with other academic units during and after reorganization.
10. Achieve positive outcome in reorganization.
11. Publish articles.
12. Continue to develop course content.
13. Present at conferences.

The responses from the Department Chair and the Dean, College of Social Work and Human Services from the June, 2010 meeting follow.

- With regard to the statements in 5, 8, and 11, page 14 concerning heavy faculty workloads and not having sufficient faculty, the School of Social work has hired two tenure-track faculty members to begin in September, 2010 to replace two faculty members who had retired. In addition, two faculty members are returning from professional leave and Lisa Avery is back in the School having completed her tour of duty as interim Associate Dean. The School of Social Work had requested additional faculty positions from Provost Mason but did not receive them.

- With regard to the statement in 13, page 14, concerning interim structure, the faculty in the School of Social Work has concerns about the combining the School of Social Work and Human Services with the college of Social and Behavioral Sciences to form the College of Social and Behavioral Sciences and Social Work. But they also see opportunities in this reorganization in the areas of children’s studies and aging studies.

- Finally, although not mentioned in the Program Review Report, Chair Morris pointed out that, due to the need for classroom space in Senior Hall because of the Patterson Hall remodel, the classes for the second year MSW students have been moved to Riverpoint causing a disconnect between the first and second year students.

Completed in 2010-11

Department: Art

External Review:
Reviewer: Dr. Rita Robillard, Portland State University
Dates: November 2, 3, 2010

Internal Review:
Reviewer: Dr. Teena Carnegie
PRC Approval of the Report: June 1, 2012
Review Discussed with the Department: No meeting took place
Summary

Recommendations from Dr. Robillard's Report:

- Hiring a Ph.D. in art history with a partnership in another discipline with an emphasis on diversity (Latin American or Asian Scholar).
- Hiring a visual resource curator.
- Adding a 2 credit professional practice seminar to the VCD program.
- Improving advising by establishing dedicated office hours for advising.
- Updating website to include faculty information and samples of students’ work.
- Expanding courses for non-majors.
- Hire more faculty so ideally there are at least two faculty for each of six areas.

Recommendations from Dr. Carnegie's Report:

1. Hire a tenure-track faculty for Art education position. The greatest area of need is Art education: faculty indicated that this is an area that they feel least qualified to teach.
2. Increase technical support for department computer lab.
3. Improve advising. This was the greatest source of frustration for students and their number one complaint.
4. Increase accessibility for students to building so students may work on Art projects after regular hours.
5. Increase department visibility on campus and in the community and ensure that the University administration understands how the art programs add value to EWU.
6. Restore support to the Gallery as this is an important way to build visibility in and connection with the community.

Department: Computer Science (all programs except the MS in Computer Science)

External Review:
Reviewer: Dr. Christopher E. Smith, Gonzaga University
Dates: March 8, 9, 2011

Internal Review:
Reviewer: The reviewer from the PRC assigned to conduct this review left the University and never submitted a report.
Review Discussed with the Department: No meeting took place

Summary

Recommendations from Dr. Smith’s Report:

1. Currently open faculty lines must remain in Computer Science and there should be a commitment to return to the department the line lost due to the transfer of a faculty member to Business.
2. Consistent funding for lecturers should be established well in advance of the start of the school year to allow the chair and the department to determine staffing levels for the programs’ courses. Every effort should be made to retain those lecturers that serve critical roles in the programs.

3. The resources and opportunities for professional development should be increased both for faculty and for lecturers. Professional development for lecturers should be added, but only for the advancement of pedagogical techniques and current computing domain knowledge.

4. Travel funds should not be limited by “in-state” vs. “out-of-state” restrictions.

5. Efforts should be made to bring colloquial speakers to campus. The Distinguished Lecturers/Speakers programs of IEEE, ACM, etc. can be used to reduce the cost to EWU.

6. Computer Science must retain control over their computing and networking resources. CS coursework requires specialized resource and protection. Centralized computing organizations rarely favor students building their own Linux kernels, actively experimenting with viruses and malware, and administering their computers to install and upgrade CS-specific applications and hardware.

7. If the change to semesters occurs, the heaviest workload under any reasonably justified formula is a 3–2 semester load. A load of 3–3 (6 total) could be justified, but would be an increase in the overall workload under all but one of the proposed/accepted conversion formulas.

8. A standing coordination committee (probably fewer than five member’s total) should be formed with Business. The relationship should be moved toward greater collaboration and increased mutual benefit under the BS CIS program.

9. Active collaboration (if it does not already exist) should be initiated with the respective departments under the proposed expansion of the BS CIS concentrations.

10. More credit hours are needed within the programs’ technical domains. This is critical for the production of students that are competitive both in industry and in graduate education. Both programs are at the low end of the range for credit hours in the discipline given ACM Computing Curricula and ABET guidelines. While these programs are not ABET accredited, the number of credit hours “in program” is a reasonable guide to producing a strong program. Since this would require changes to the general education requirements of EWU, perhaps a campus-wide conversation regarding the balance between discipline and core credit hours should occur.

11. Every effort should be made to increase the consistency of the APE tests. This was apparent that progress has been made recently on this issue, but continued effort is desired by the student population.
Department: Sociology and Justice Studies

External Review:
Reviewer: Dr. Craig Little, CUNY, Cortland
Dates: April 21, 22, 2011

Internal Review:
Reviewer: Dr. Jenifer Hermes
PRC Approval of the Report: April 29, 2011
Review Discussed with the Department: June 8, 2012

Summary

Recommendations from Dr. Little’s Report:

Recommendation 1: The S&JS faculty should immediately undertake conceptual and curricular revision of the Criminal Justice major with the goal of improved integration of the department’s sociology and criminal justice components, synergies and faculty expertise.

Recommendation 2: In weighing the decision to create a Diversity Studies Department that would include the Children’s Studies Program; substantial consideration should be given to the likely benefits to the curricular integration and identity-formation work necessary in the S&JS Department as it relates to the future support and development of the Children’s Studies Program.

Recommendation 3: The Sociology and Justice Studies faculty and the EWU administration should recognize the value of Professor Lam’s willingness to assume the burdens of the department chair at this crucial juncture in the department’s evolution. The faculty can and should reciprocate in the travails and sacrifices inherent in chairing the department by conscientiously and equitably sharing the load. The EWU administration should offer whatever continuous chair’s professional development support it can.

Recommendation 4: Initiatives to support and develop programmatic relationships through Bellevue College partnerships by the Children’s Studies and Criminal Justice programs should be continued and expanded if mutually beneficial and feasible.

Recommendation 5: The EWU administration should continue to recognize the important role the programs in the Sociology and Justice Studies Department play in fulfillment of the university’s mission.

Recommendation 6: As work proceeds on the Criminal Justice major, and particularly more closely integrating its curriculum with the sociology curriculum, the S&JS Department’s faculty should remain mindful of the ASA standards for the sociology major and continue compliance with them.

Recommendation 7: The College of Social & Behavioral Sciences and Social Work should assess the current effectiveness and appropriateness of the CSBS courses in light of their original
pedagogical rationale and the current modes of coordination and delivery. Faculty representatives of the S&JS majors should, of course, be party to these discussions.

Recommendation 8: Relevant faculty and university administrators should begin the task of reconfiguring the relationship between the Sociology and Criminal Justice programs in the S&JS Department by studying the *Report of the ASA Task Force on Sociology and Criminology Programs* (2010). [http://www.asanet.org/teaching/ASA%20TF%20Report%20FINAL.pdf](http://www.asanet.org/teaching/ASA%20TF%20Report%20FINAL.pdf)

Recommendation 9: A fresh look at the Criminal Justice major should be undertaken and guided with an eye to increasing its sociological components while retaining its interdisciplinary components where consistent with the underlying goal of creating a more “criminologically-oriented” and less “cop-shop”-oriented result.

Recommendation 10: At the earliest possible opportunity, the S&JS Department should hire a sociologist, strongly oriented to criminology, who specializes in white-collar crime. The secondary specialties could include areas of scholarly and teaching expertise that address needs of both the criminal justice and sociology major curricula.

Recommendation 11: Part of the curriculum review and revision of the Criminal Justice major should include immediate and intensive exploration of how curricular connections between EWU’s Center for Network Computing and Cyber-Security and the S&JS Department’s criminal justice offerings can be structured to the mutual benefit of the respective units and their students’ programs.

Recommendation 12: Recognizing the severe limitations circumscribing the underlying need to house temporarily the S&JS Department as presently arranged in Hargreaves Hall, the EWU administration is urged to do whatever it can to compensate for the handicaps imposed on the S&JS Department’s students and faculty by the current arrangements.

Recommendation 13: The EWU administration should have as a very high priority maintaining and even strengthening the library’s computer accessible databases and its interlibrary loan system.

Recommendation 14: The contributions of the S&JS faculty to university programs external to the department are important, appreciated and should continue to be encouraged.

Recommendation 15: At some future date after the foregoing recommendations have been addressed, the S&JS Department should assess its present CTE instrument with the goal of creating one with more detailed information of greater utility to faculty members as they strive for continuous improvement of their courses.

Recommendation 16: The S&JS Department should review its present approach to student internships with the intention of structuring an internship program that increases the sense of community among the S&JS students by using, for example, common meetings at the start and end of the internships and by incorporating online learning technology to enhance a community of experience among interns.
Recommendation 17: The EWU administration should review its present advisement policies and procedures with an eye toward guaranteeing that regular meetings must take place between advisors and advisees. Using advisor-controlled student access to the PIN number typically required by most university online registration systems can be a useful mechanism for enacting such a goal.

Recommendation 18: The S&JS Department should continue to meet local, regional and state needs with the enthusiastic support of the EWU administration.

Recommendations from Dr. Hermes’ Report:

A. Be proactive and creative about staffing while working with the Dean and university administration to build the program for future.

B. Request that the Dean allocate financial support for the department from its self-support programs to promote departmental harmony, transparency in faculty searches and hiring, and program continuity into the future.

C. Support tenure/ tenure-track faculty and Special Faculty in the Criminal Justice minor in developing research projects related to areas of mutual interest/ community need.

D. Encourage broad participation in Faculty Leave and Faculty Research Grant programs, providing release time for the development of proposals if possible.

E. Re-assess the curriculum with input from students in order to make the best use of relevant university and area offerings.

F. Carefully examine interdisciplinary courses to ensure that they provide a proper foundation for upper-level courses.

G. Consider specific required minors for the program in Criminal Justice.

H. Make use of Community college resources to supplement the programs of study for Criminal Justice majors pursuing careers in law enforcement.

I. Consider creating articulation agreements with local Community colleges.

J. Coordinate with Community colleges to ensure that transfer students are fully informed about the academic focus of the Criminal Justice program

K. Conduct basic advising in groups while coordinating with College and General University advisors.

L. Provide release time to Special Faculty for advising, administrative duties and cooperative research projects.
M. Hold regular faculty meetings which include Special Faculty and adjuncts.

N. Encourage the Chair to offload some duties to student workers, colleagues, or interns.

O. Reduce the advising load on tenure-track faculty to provide for the balance of teaching, research, scholarship, and service necessary for retention and promotion.

The responses from the Department Chair and Faculty from the June 8, 2012 meeting follow.

The recommendations identified with a number are from the External Reviewer Report.

- The recommendation that the department hire a faculty member (Recommendation 10) and the recommendation to offer a criminal justice degree at Bellevue College (Recommendation 4) are a high priority for the department.
- The Department Plan promotes integrating social justice in the CJ major and suggests that a second major in Justice Studies should be developed.
- Dr. Little’s recommendation (Recommendation 10) about white-collar crime not in conjunction with the Department Plan;
  - Could incorporate the concept with Justice Studies; and
  - White-collar crime and corporate crime are not the same,
- Review how CSBS courses really fit with Sociology and CJ majors;
  - CSBS 330 being eliminated by 2013-2014;
    ▪ Used by Communication Studies, CJ, Children’s Studies;
  - Adds to urgency of the need for additional faculty.
- The department disagrees with the last paragraph on page 5 of Dr. Little’s report (“cop-shop”);
  - Only 7 credits in the program are applied, the remaining credits are not applied.
- The courses mentioned in Dr. Little’s Recommendation 8 are already in the CJ major except for SOCI 458.
- Again, the need for another tenure-track position in CJ was stressed;
  - Criminology should be and is interdisciplinary.
- The lecturer position exists to add a professional criminology piece.
- Broader problem raised by both Reviewers – lack of staffing;
  - Three tenure/tenure-track faculty teach the core academic areas of both programs and provide the advising for the majors in both programs.
- Positive department that supports students;
  - Collaborative efforts with others.
- The recommendation (Recommendation 2) that suggests that Children’s Studies be in a Diversity Studies Department raises concern among S&JS faculty;
  - Concerned about the loss of faculty (Dr. Wright) in such a plan.
- A concern was raised about the recommendation by Dr. Hermes (Recommendation B) that self-support dollars from the Children’s Studies program be used for other purposes.
- The S&JS Department is much splintered.
- Concluding remark – more resources are needed.
In conclusion, the faculty of this department does believe that the department is in need of at least one tenure-track faculty position.

**Completed in 2011-12**

**Department:** Biology

**External Review:**
Reviewer: Dr. Stanley Hillman, Portland State University
Dates: May 21, 22, 2012

**Internal Review:**
Reviewer: Dr. Teena Carnegie
PRC Approval of the Report: July 31, 2013
Review Discussed with the Department: No meeting took place

**Summary**

**Recommendations from Dr. Hillman’s Report:**

I want to make clear I was very impressed with the Biology Department. The weaknesses at a departmental level are principally pointing out that with looming retirements and the potential for new positions there is a need to use a data driven approach to assess the full breadth of teaching responsibilities to assure competitive undergraduate and graduate students. Faculty members using molecular tools are necessary at all levels of biological organization. I do feel the administration can do a better job of delineating what it takes for retirement replacements and split appointments to actually happen. In concert the EWU development arm should recognize the untapped potential that currently exists in the Biology department. Allowing departmental development efforts will increase the morale of the department, but also assist in developing strong alumni commitment to the university as a whole.

**Recommendations from Dr. Carnegie’s Report:**

Department needs to hire a tenure-track position in molecular genetics. The present number of faculty and staff are not sufficient to support 400 majors. If the program is to maintain or grow the majors, it will need increased human resources. Without such an increase, the department may want to consider limiting the number of majors it admits. Greater support is also needed for the BAE in biology.

Equipment is another critical issue. The administration needs to develop a plan with the department for maintaining, replacing, and adding needed Equipment. STEM programs require expensive equipment and instruments for both teaching and research. If the university wishes to maintain a quality educational experience, it will need to commit financially to doing so.

The administration of the university needs to work with the department to provide ongoing, clear, and timely communication with regards to its support for the department, its programs, and its faculty. The administration needs to work toward building trust and improving
morale of faculty by not only holding faculty accountable but also by being accountable to faculty.

The process of advising and the workload associated with it needs to be made more transparent with further efforts needed to ensure equity in faculty workloads. University needs to develop training in program assessment such that the assessment is readily understood and easily applied by all faculty members. The information about what happens with assessment once it leaves the department needs to be communicated clearly to departments and faculty, so that assessment can be seen as meaningful and productive.

Department: Counseling, Developmental, and Educational Psychology (Before the merger with the Psychology Department)

External Review:
Reviewer: Dr. Betty Fry Williams, Whitworth University

Internal Review:
Reviewer: Dr. Teena Carnegie
PRC Approval of the Report: July 18, 2013
Review Discussed with the Department: No meeting took place

Recommendations from Dr. Williams’ Report:

Maintain CACREP and NASP Accreditation. Such accreditation has become critical for employment of graduates, but also has become necessary for placement of students in field studies. Third-party payers and community agencies particularly respect CACREP and expect any student interns with whom they work to have prepared in programs that meet CACREP standards. Thus the value of the undergraduate program is also impacted by the faculty, coursework, and content standards demanded by CACREP and NASP. Despite the time invested and difficulty in identifying a new hire that can support the CACREP standards, the department should continue to pursue filling their current faculty vacancy.

Encourage Collaboration. Enter into the consolidation with the Department of Psychology with specific proposals for ways to combine resources and faculty rather than compete for resources. Meet early and often with the new department chair and engage in team building activities when natural opportunities present themselves. Propose collaborative applied research where appropriate.

Consider working collaboratively with Education to offer a state-approved undergraduate teaching endorsement in Early Childhood Education (P-3). Much of the current coursework in developmental psychology applies in this content area and may provide added value to the major in Child Development/Elementary for teacher candidates who wish to add to their teaching credential and marketability.

Pursue the BCaBA. Invest time and resources into the development of an approved BCaBA program. The BCaBA makes an undergraduate highly marketable as a therapist for children with developmental delays and those diagnosed with autism spectrum disorder.
children with these diagnoses continues to escalate and demand for accredited therapists is exceptionally high in this part of the Northwest while supply is extremely limited. Only two institutions of higher education have accredited Board Certified Behavior Analyst (BCBA) programs in Washington and these are both only at the master’s level. The EWU faculty is well equipped to provide the necessary coursework and fieldwork for accreditation. This is a very doable program that could enhance recruitment and provide a valuable service to the region.

The logical extension is to develop the master’s level BCBA program as well. Very few BCBAs reside in this part of the region and cannot meet the demands of families and insurers seeking accredited therapies. Again, such a program would be highly marketable and would meet a great need in this area.

**Extend Program Assessment.** Increase attention to follow-up evaluations by program alumni. The capstone assessments used with undergraduates are excellent instruments for measuring progress in program improvement. A similar instrument could provide valuable information about long-term outcomes in terms of careers, employment, and application of applied psychology concepts in other aspects of life.

**Continue to Propose Facility Improvements.** The psychology of architecture is having a considerable impact on modern construction and should not be neglected in an environment designed for a Department of Psychology. Research has shown the positive and negative effects of the physical environment on productivity, emotional well-being, communication, and creativity. Continue to plan and propose improvements in the physical environment. This may be a good joint project within the newly combined Department of Psychology that can bring the merged faculties together. Likewise, continue to pursue appropriate technology resources for classroom instruction.

**Recommendations from Dr. Carnegie’s Report:**

In addition to the recommendations put forward by the external reviewer, I would add the following.

1. There needs to be sufficient faculty in the program to ensure that faculty workloads are not constantly overloaded. Administration should work with hiring committees to ensure a streamlined process to avoid unnecessary delays, and committees’ hiring decisions or recommendations should be honored. In addition, the definition of workload needs to be rethought to consider the issue of SCH.

2. More support in terms of decreased workload is needed to enable research and professional development.

3. The administration of the university needs to work with the department to provide ongoing, clear, and timely communication with regards to its support for the program and its faculty. The administration needs to work toward building trust and improving morale of faculty by not only holding faculty accountable but also by being accountable to faculty.
Department: Psychology

External Review:
Reviewer: Dr. E. Eric Landrum, Boise State University
Dates: February 13, 14, 2012

Internal Review:
Reviewer: Dr. Jenifer Hermes
PRC Approval of the Report: June 1, 2012
Review Discussed with the Department: Meeting still to take place

Recommendations from Dr. Landrum’s Report:

Recommendation 2.1: In order for the Dean and Vice Provost to be effective advocates for program change and growth, the Department should considering increasing its efforts in documenting program effectiveness and enhanced self-promotion and public relations (PR) efforts. This should include, but not be limited to:

a. Web site improvements and enhanced usability

b. Regular newsletter to be distributed in print/electronically to broad constituencies

c. Improved tracking of alumni placements, include workplace success stories with a bachelor’s degree as well as graduate school success stories.

Recommendation 2.2: In telling the story about the Department of Psychology (both now and after the merger), faculty members need to make the point about the added benefit of full-time faculty as compared to senior lecturers, adjunct faculty, and PTOL efforts. This is not to minimize the important roles that are played by non-tenured/non tenure-track faculty, but to emphasize the added “bang for the buck” that tenure/tenure-track individuals bring to the environment. If the Department wants to make the argument that current faculty lines that may be vulnerable due to faculty with health issues or considering retirement should be retained, then faculty members need to make a persuasive, data-based argument. It is time to document and promote the research productivity of the Department, the extensive community outreach, the high-quality advising services, and so on – documenting and promoting the productivity of tenure/tenure-track faculty may be persuasive in keeping at-risk lines preserved as the Department wishes. In any case, by documenting this ‘bang for the buck,’ when decisions are made to convert tenure/tenure-track lines to senior lecturer lines, then the Department should be able to clearly document the expected gains (added sections) in contrast to the expected losses (reduced research productivity, fewer thesis committee members/chairs, less community outreach, less practicum/internship supervision, fewer advisors/more advising responsibilities for others, etc.).

Recommendation 2.3: So as the University encourages undergraduate research, those efforts should be fully supported or the amount of support should be specified in advance.

Recommendation 3.1: Within the next 6 months, Psychology and CEDP faculty need to plan an afternoon excursion into the community with key administrators for a “field trip” – that is, to
visit successfully EWU alumni in the community and conduct a hands-on demonstration of what the differences are between a school counselor and a school psychologist, or the differences in the workplace between someone with a master’s degree in clinical psychology or a master’s degree in mental health counseling. “Show and tell” may ultimately be more effective than just “tell,” and this provides an opportunity to highlight EWU alumni who can help tell the story of the Department of Psychology.

Recommendation 3.2: To the extent possible, I strongly encourage the faculty (and the administration) to NOT adopt a “do more with less” mentality. This may at times be a short-term effective strategy, but the long-term negative effects can be lasting and permanent, damaging to morale, collegiality, and workplace cohesion. Rather than do more with less, I strongly suggest that as faculty decide which actions to implement from the self-study/program review process, they adopt a zero-sum game approach; that is, in order to begin a new initiative, what other job responsibility will I do less of/stop doing altogether? This will take a disciplined approach by faculty and administrators to protect and preserve faculty efforts.

Recommendation 3.3: I recommend that approximately $20,000 be set aside by the Dean's Office from appropriately funded accounts for two transition/merger initiatives. It may be that the merger will eventually result in a cost savings, but mergers typically cost more money upfront (as with any new/enhanced initiative) and any cost savings realized do not emerge for years.

A. Mini-grants for scholarly collaborations can be awarded in the $500 - $2000 range each to specifically encourage Psychology/CEPD teaming; make these awards available beginning March 2012 and continue availability through June 30, 2012. I would recommend that these monies not be used for faculty salaries, but be used to pay undergraduate or graduate assistants, participant materials, subject payments, or any other bona fide research or collaborative teaching or program development expenditures. Encourage the formulation of joint bonds now, rather than taking a wait and see approach and responding to merger challenges reactively; use this seed money to be proactive and investment in strategy that encourages a greater probability of a smooth transition. A joint committee with oversight from the Dean’s Office can make the awards.

B. I recommend that the Dean’s Office, in the amount invested for the merger, set aside specific Foundation funding in order to fund lunches and dinners between Psychology and CEDP faculty members. Obviously, faculty members must adhere to the State of Washington per diem and other expenditure rules, but encourage and allow faculty members to get to know one another outside of campus, faculty, and committee meetings. Encourage multiple lunch/dinner combinations; approvals can be made by either Chair now or by the unified Chair starting September 2012. In my opinion, there is no more powerful way to get faculty to bond and truly know and trust one another than by sharing a meal. This is not a boondoggle for a “free lunch;” this is a proactive investment in collegial faculty relations.

C. In addition to the monies mentioned in Recommendation 3.3, I encourage the EWU administration to seriously consider funding the remodeling of future home of the merged Department of Psychology in 135 Martin Hall. A newly remodeled space is a symbolic and literal indicator of a fresh start for the Department of Psychology, and a remodeling would allow for better space utilization for a large Department where space will be at a premium.
Recommendation 3.4: For the first two years of the complete merger, none of these potentially vulnerable staffing positions should be reallocated to other units, within or outside of the College of Social & Behavioral Sciences and Social Work. All 7 faculty lines should remain in the newly merged Department of Psychology. However, open conversations should occur between department chair(s) and the Dean regarding the precise status of these retained positions. It is my recommendation that a majority, if not all, of these potentially at-risk faculty lines remain tenure/tenure-track.

Recommendation 3.5: I strongly encourage faculty members (in particular, senior faculty members) to go into the merger with a tabula rasa/blank slate approach; stay at the meeting table and engage with your colleagues rather retreating to one’s office. A retreat to one’s office means that (a) your voice will not be heard and (b) your vote will not be counted. Although cliché, I truly believe that if you are not part of the solution you are part of the problem. Do not assume there will be turmoil nor seek out turmoil. I recommend that for the first 1-2 years following the merger, you do not tinker too much with the curricular or degree programs offered, but allow faculty members time to settle into new routines as well as allowing for the dust to settle. Then, once a collective view of the landscape is available to all, tweak the landscape to make improvements as needed.

Recommendation 3.6: In conjunction with other recommendations (#2.1 and #2.2), Department of Psychology faculty will need to continually make the case about the current balance of faculty lines as well as make the case for the added value that tenure/tenure-track faculty bring to the University regarding research productivity, advising services to students, community outreach and involvement, and so on.

Recommendation 3.7: Given such public support from a Dean who would like to “bookend” her college with the School of Social Work and the School of Psychology, I recommendation that after the merger and 1-2 years of ‘settling time,’ the Department of Psychology revisit this idea and seriously consider its impact and whether this avenue is worthy of additional pursuit.

Recommendation 4.1: Information about resources and opportunities for undergraduate students needs to be presented early and repeated often. Even though resources can be made permanently available on web sites, faculty members discussing key issues related to career development and undergraduate opportunities may be the best way to continually remind students of available resources.

Recommendation 4.2: If the recommended faculty grant program is adopted [Recommendation 3.4 (a)], perhaps pairing Psychology and CEDP majors as grant collaborators would also be a good idea in smoothing the transition and proactively working to minimize any ‘us vs. them’ mentality.

Recommendation 4.3: To help alleviate the anxiety of students seeking more information, leverage the productivity and energy of your undergraduate students to help create resources that enhance the flow of information about graduate school preparation, workforce demands, research and teaching assistantships, internships, practicum opportunities, and so on. Allow students to help create/update web sites to share information.
Recommendation 4.4: After consultation with Psi Chi officers and faculty members, I recommend that you assign co-advisors for Psi Chi. A second advisor would provide some stability and greater support. Stability and consistency in faculty leadership are two key traits that psi Chi students and officers need right now.

Recommendation 4.5: In an effort to continue to infuse enthusiasm for the psychology major, I would encourage EWU officials to provide support for Psi Chi to expand their programming that meets’ student’s needs. This could be through an increased frequency of guest presentations by local faculty members or invited talks (via Skype or in-person). There may be some funding for such programming available from your student government organization as well. Relatively small investments can lead to immense good will for current students and prospective students thinking about the psychology major.

Recommendation 4.6: With regards to the MS experimental concentration, this concentration within the program seems to be in limbo. I recommend that faculty members revisit the current and future plans of the MS program and determine the best route to ensure that all concentrations are strong and that expectations about the average number of graduates per year are met.

Recommendation 4.7: It is appear that good communications are taking place between the Director of the MS program and these students; I recommend that these open lines of communication continue, and that students be polled for time to time about suggestions for program improvements.

Recommendation 4.8: Perhaps the Department of Psychology, as part of the merger process, needs to conduct a quality audit of every course required for its master’s and Ed. S. degree programs, obtaining and reviewing syllabi for courses required inside and outside of the department. Furthermore, some assurances need to be in place that online coursework is delivered in a high quality manner. I encourage instructors to meet with instructional designers that may be available on campus, and to consult national standards for quality online instruction (such as Quality Matters: http://www.qmprogram.org/rubric) to ensure that students in online courses are privy to a course design that allows them to successfully accomplish the learning outcomes of the course and the degree program.

Recommendation 4.9: Allow the departments to successfully complete the merger, and after 1-2 years of allowing the ‘dust to settle,’ form a departmental subcommittee to explore if (a) graduate programming efforts are serving the needs of the students and community, and (b) graduate programming efforts are spread too thin, or need to be redirected/expanded based on the shared vision of a new faculty collective.

My specific recommendations are presented earlier in this document, but these are the major themes:

- The Department of Psychology needs to invest effort in self-promotion activities, to raise the stature of current departmental accomplishments as well as to demonstrate how current best practices help achieve departmental and institutional goals;
- The Provost, Dean, and other university officials need to continue to proactively invest in the faculty before and after the merger so that healthy collegial relationships can both continue and be newly formed;
• Appropriate attention should be paid to possible areas of concern for both undergraduate and graduate schools; although overall, students are receiving high quality instruction, and for graduate students, accessibility to high quality outside-of-classroom opportunities is high.

Recommendations from Dr. Hermes’ Report:

Although no program is perfect, the faculty consistently expressed satisfaction with the direction of the department, the quality of the students, and the recognition that they received for their professional responsibilities.

A top-level core faculty is a strength of the department. The result is that this is a department that is extremely active in terms of scholarship, involvement with students, and high-quality academics…above and beyond what they’re being compensated for. Such commitment should be supported. Given a bit more time and money, this faculty will generate, and actually implement, programs that will have a positive effect upon the university and its mission. Rather than requiring competition for a relatively few one-time awards, a system should be developed which would allow for support of important projects that could benefit the college and the university for years to come.

Completed in 2012-13

Department: Communication Disorders

External Review:
Reviewer: Dr. Lynn Fox, Portland State University
Dates: September 19, 20, 2012

Internal Review:
Reviewer: Dr. Prakash Bhuta
PRC Approval of the Report: November 15, 2012
Review Discussed with the Department: November 27, 2012

Summary

Recommendations from Dr. Fox’s Report:

Communication Disorders is a strong and vibrant Eastern Washington University department and a full partner with Washington State University in the University Program in Communication Disorders. As outlined in the recent report from the Council on Academic Accreditation in Speech-Language Pathology of the American Speech and Hearing Association (ASHA), the present COMD faculty represents all key areas in the combined fields of audiology and speech-language pathology. Their scholarly activities and service contribute to the health and educational environment of the Spokane metropolitan area, the state of Washington, and to their respective professional communities. Most importantly, each year, COMD and the UPCD graduate an increasing number of professionals who are well prepared to serve vulnerable individuals in educational and medical settings. Those professionals leave the UPCD with high
regard for the staff and faculty who helped prepare them for their rewarding and challenging careers.

Although COMD is experiencing inevitable challenges as change and growth occur, the faculty and staffs’ commitment to each other, to their students, and to their areas of practice bode well for their future. Their ability to work collaboratively is likely to be tested as they address the current personnel challenge within the department and as they continue working toward parity in their relationship with Washington State University. However, with support from Dean Case and Vice Provost Dalla, and with their Chair’s commitment to improving communication and relationships within the department, they are likely to succeed and thrive.

Recommendations from Dr. Bhuta’s Report:

In summary, the COMD program is well respected by students and peers. The graduate program has maintained and received accreditation from their professional organization. Their graduates have been successful in transiting into profession upon graduation. The students genuinely like their teachers and are appreciative of their efforts in guiding them through the academic program. This program also serves as a unique model of cooperation between two universities and everyone involved in it should be congratulated. There are problems but not so insurmountable that they cannot be overcome.

The responses from the Department Chair and Faculty from the November 27, 2012 meeting follow.

The External Reviewer’s Report contained five challengers with potential solutions given for each challenge. The five challenges were addressed in turn.

Challenge #1: Junior faculty experience high levels of stress in their transition through the tenure and promotion process.

Department response: The time required for teaching and other parts of the workload get in the way of putting together a research agenda. There are too few tenured faculty in the department.

Challenge #2: Campus speech and language clinic uses a self-support model, which results in underfunding and a lack of stability.

Department response: There is uneven support for the clinic from WSU. Clinic revenues support the clinical educators who get paid $40 per hour but do not receive any benefits.

Challenge #3: Increased interdisciplinary or off-campus learning experiences that reflect real-world practice will benefit UPCD graduates.

Department response: There has been much talk about an interdisciplinary approach but the Communication Disorders faculty is already so involved it is hard to think of taking on more in this way.

Challenge #4: Undergraduate students would benefit from greater curricular flexibility.
Department response: The undergraduate program is growing but the teaching load stands in the way of adding flexibility. Additional faculty are needed.

Challenge #5: Communication within and between departments in the UPCD reflects some remaining gaps and imbalances.

Department response: WSU has a full-time undergraduate advisor.

Department/Program: Electrical Engineering

External Review:
Reviewer(s): ABET Site Visit Team
Dates: 2009-2010 Academic Year

Internal Review:
Reviewer: Dr. Amanda Reedy
PRC Approval of the Report: January 13, 2013
Review Discussed with the Department: Did not take place.

Summary

Response from ABET:

The Engineering Accreditation Commission EAC) of ABET acted on the interim evaluation conducted during 2009-2010, of the Electrical Engineering program at EWU relative to shortcomings after the 2007 general EAC review. The 2007 review identified two program weaknesses and two program concerns. The 2009-2010 interim evaluation found that both of the weaknesses and both of the concerns had been resolved. The program is accredited to September 30, 2014.

A Self-Study Report was submitted to ABET on July 1, 2013 in preparation for a reaccreditation evaluation visit during the 2013-2014 academic year.

Recommendations from Dr. Reedy’s Report:

1. The Program in Electrical Engineering is a valuable asset to Eastern Washington University.

2. The Program provides a balanced and complete curriculum for undergraduate students.

3. The faculty members are dedicated to their students and work hard to teach effectively.

4. The faculty members are overextended and need additional faculty and support personnel.
a. Address the student concerns about the number of sections of the required engineering courses.

5. Students appreciate the program and are able to find employment in the field after graduation.

6. A discussion should take place between the Engineering and Design Department and the Mathematics Department concerning the number of sections of Calculus being offered.

Department: Geology

External Review:
Reviewer(s): Dr. Carey Gazis, Central Washington University
Dates: February 25 and 26, 2013

Internal Review:
Reviewer: Dr. Charles Mutschler
PRC Approval of the Report: May 13, 2013
Review Discussed with the Department: September 23, 2013

Summary

Recommendations from Dr. Gazis’ Report:

General – The Geology Department appears to be moving in a positive direction: morale is good among faculty, students, and staff, and there is an obvious sense of collegiality within the department. In addition there is a new energy in the department, partly the result of several recent hires. At the same time, the numbers of majors are growing consistently. This appears to be an opportune time to invest in a vibrant and growing program. Interestingly, a very similar comment was made in the previous program review ten years ago: the reviewer said, “…the Department of Geology is at a critical turning point. With new energy created by filling faculty positions that were vacated in recent years, and with a new direction in environmental science…, I believe this department has a bright future.” As such, it appears that the Geology Department is still poised at a “critical turning point” and has not moved forward as rapidly as might have been expected at the time of the last review. It seems that this is due partly to turnover within the department and partly due to lack of resources. For example, the structural geology position that was vacated in 2008 is just being filled five years later. Despite this deficit, the Geology department has managed to grow without significant resource investment. However, they are now operating at full capacity and will not be able to grow further without additional faculty and staff. For example, laboratory sections in upper level classes are at their maximum enrollment and faculty will be forced to alter their teaching methods or turn away students if the enrollments continue to rise. This would obviously have a negative impact on the students. Meanwhile, the demand for earth scientists is on the rise, due to growth in the petroleum industry and need to manage resources such as minerals and water.
General comments on curriculum — The curriculum is generally current and in line with what is offered elsewhere. The presence of year-long sequences in the Geology B.S. allows the department the ability to modify the curriculum as needs and standards change. With this format, it is also easier to align goals, outcomes, and assessment. As new faculty members are hired, I encourage the department to continue to refine the curriculum so that it reflects the collective core expertise. For example, should other disciplines be incorporated into the second term of Structural Geology? Should surficial processes be emphasized more in the goals and coursework? Similarly, the department should consider the role and level of the Environmental Geology course (GEOL 220). This course has been required of all Environmental Science majors. In the proposed revisions to the Environmental Science major, it has been changed to 300-level and is interchangeable with World Resources and Populations (GEOL 380). In that the Environmental Science majors are taking a large number of 100-level courses in a number of different disciplines, it seems appropriate that this course be offered at the 300-level. Although it may overlap in content with the introductory level geology courses that are required in the major, it should be at a higher level and take advantage of the interdisciplinary background of the students (perhaps with more of the introductory courses as prerequisites).

More field experience early in major — In general, the curriculum has a strong field component, particularly because of the field orientation of the second term of Structural Geology and the Summer Field Camp, as well as week-long Spring break and summer field trips. In the field, students learn to synthesize the material from their courses as they interpret field observations. Many employers look for field experience when filling entry-level positions. However, as one student pointed out, the majors do not get out in the field much in the first year and a half of the core sequence. Many students choose the geology major partly because of their love of the outdoors. More field experience earlier would both fuel their passion for the science, possibly increasing retention, and would also allow them to connect classroom knowledge to observations of the local geology. One challenge for getting students out early is that there are not many classic bedrock outcrops that can be reached in an afternoon from the EWU campus. However, even a simple streambed or erosional scarp can be used for a field exercise. A second challenge is that the introductory level courses are large, often 45 students or more. To bring such a large class on field trips might require restructuring of the course so that field trips could be run with smaller groups and would have associated expenses for drivers and vehicles.

Capstone course and presentations by professional geologists and environmental scientists — I recommend that the department consider offering a one-credit capstone course to be taken in the beginning or middle of student’s senior year. This course could be used for assessment purposes, to collect data on program outcomes and goals and to get feedback from students regarding their experiences in the program. It could also be used to help students prepare to apply for jobs or for graduate school, working on CVs, cover letters, etc. Finally, this would be a venue where professionals could talk to the students about careers in geology and environmental science. Alternatively, some of these ideas could be incorporated into existing senior-year courses.

GIS initiative — The initiative by the department, reflected in their budget request, to create a GIS Center and offer courses for Environmental Scientists through the Geology Department should be supported financially. With the requirement of a GIS course in all majors, the department has put an emphasis on developing this skill in their students. It does not make sense for their students to be going outside of the college to take a GIS course that is probably better
suited for social scientists. For the first time this year, the Geology Department is offering an online GIS course. I was intrigued by this mode of delivery because this is already a computer-based course. The on-line course, if opened up to a larger audience, is a possible avenue for the department to serve professionals within the region and possibly identify more internships for their students.

Technical staff to support instrumentation and GIS – The department currently has one staff member in addition to a secretary. That person, a scientific instructional technician, is in charge of the introductory geology labs, teaches one introductory geology course each quarter, and provides general technical support. As the department grows, there is need for more support staff, particularly to help maintain new instrumentation such as the ICP-OES and the proposed SEM. If the GIS initiative is funded, it would also be beneficial to have an IT specialist within the department who maintains those computers and software.

Reinstatement of graduate program – I recommend that the department restart its graduate program for two main reasons: 1. There is a clear demand among students, in part because a M.S. degree is becoming a requirement for entry-level employment in geology; 2. A M.S. program would add depth and richness to the department at a time when it is growing and there is energy to sustain the program. In order to reinstate the graduate program, I suggest that the department again make a detailed five-year plan in which they revisit the questions: What are the areas of emphasis for this program within the discipline? What is the student/employer/regional need for this program? What are the projected enrollments? What is the proposed curriculum? Who are the program faculty and how will they carve out time for the additional workload? How will the program be assessed and reviewed? An additional faculty member is essential in this process, but the plan should be made ahead of time so that it is in hand when the new faculty member is hired. Also, the administration should explore the possibility that faculty from other departments could serve as faculty in this program. In particular, it would make sense that any new physical geographers who are hired could advise and serve on the committee of Geology M.S. students. This outside-of-the-department workload may be difficult to arrange logistically because the Geography and Geology departments are in different colleges, but it should not be insurmountable and would be in the best interest of both faculty and students.

Recommendations from Dr. Mutschler’s Report:

The geology department is providing good education. The field camp is well respected. Graduates of the program are successfully employed in geological professions, or as teachers, or are able to effectively continue with graduate education. The department is operating at its limit. General education requirement classes are at capacity. Reducing class size would allow more lab sessions and more field trips. Geology will better serve university goals and mission if it is funded to allow hiring additional faculty, and providing additional laboratory space and equipment. Prioritizing should be left to the department, but the faculty and students both spoke of the need for GIS equipment and computers that are more readily accessible than those provided through another department. Students repeatedly commented on their concerns that timely completion of the program is hampered by the shortage of faculty and limited course offerings.
The university should carefully consider re-starting the currently inactive graduate program in geology. Trends indicate that the preferred degree for professional employment in geology is a master of science; with sufficient faculty and equipment, Eastern’s geology department could resume offering a master’s degree in geology which would be competitive with other MS in geology programs. Restarting the master’s degree would require hiring a minimum of one full-time faculty and one full time instructor.

There may be opportunities for outreach to regional populations who have traditionally not entered the sciences. Large Latino and American Indian communities reside within the primary service area of EWU. These are often communities with a high percentage of first generation students, as well as being historically under served by higher education. The geology department should be encouraged to continue and expand its efforts to recruit students in these communities, and to look for collaborative opportunities.

The responses from the Department Chair and Faculty from the September 23, 2013 meeting follow.

- The department expects outcomes from the process
- To meet the needs of the department
  - Need new hires
    - Full-time lecturer to teach Geology 100 (large enrollment-88/section)
  - GIS lab central for the university
- Top three in FTES production
- Undergraduate program has needs
  - Enrollment is increasing
  - Senior-level courses are larger than ever as well
  - Economic Geology would make the program stand out
  - Lab space a problem
  - Quinn and Folsom to retire soon
- The department wants to revive the graduate program eventually