





## MASTER PLANNING: A GUIDE FOR ACADEMIC PROGRESS (JULY 2003)

### Background

Thoughtful and continuous academic planning is a characteristic of all healthy universities. Planning helps avoid crisis-based actions and knee-jerk responses, and more important, it enables institutions to properly and effectively allocate and manage resources. In August of 2001, President James Simmons announced during Lamar University's annual convocation that the Division of Academic Affairs would immediately begin the process of Academic Master Planning (AMP) with the goal of developing a plan to strategically guide the university in accommodating anticipated growth during the next decade. President Simmons' decision was motivated by the State's *Closing the Gaps* initiative and early signs that Lamar University's enrollment—which had declined by 2,000 students during the 1990's—would increase sharply over the next few academic years. Enrollment growth would generate additional student demand for courses and programs, as well as additional tuition, fee and State formula revenue for the university. To meet the demand, of course, additional faculty, section offerings, facilities, equipment, courses and programs would be needed. Shortly after his announcement, President Simmons formed and convened an Academic Master Planning Steering Committee and gave it the charge of identifying academic programs of excellence with the greatest need for additional resources. He continued by announcing that the new academic master plan would replace the academic portion of the 1995-2005 University Master Plan and the strategic recommendations from Lamar



University's Program Review conducted during the late 1990's.

As anticipated, the university's enrollment has boomed. Following a fall, 1999 headcount of 8,143, enrollment jumped to 8,568 in 2000, 8,968 in 2001 and 9,803 in 2002.

Spring, summer and mini-session enrollments showed similar patterns of growth. Semester credit hours paralleled headcount growth and increased from 88,352 in 1999 to 106,478 in 2002. So-called "local" (i.e., tuition and fee based) and State appropriated funding increased also, albeit with a lag due to biennial funding. The anticipated growth became real and the question of how best to allocate growth-related funds fell to the new steering committee.

Meanwhile, other forms of momentum swept across campus. Using tuition revenue bonds and Higher Education Assistance Funds (HEAF), Lamar implemented the first phases of its Campus Building Master Plan, and several academic facilities were renovated. The Archer Building, Psychology Building and Chemistry Building, along with the outdoor pool house, were remodeled. The Geology, McFaddin-Ward, ROTC and Maes Buildings are scheduled for renovation in the next couple of years. In a partnership with private developers, the university built Cardinal Village I and II. These modern residence halls have contributed to the university's growth by providing attractive, on-campus housing for students. So popular are the new halls that Cardinal Village III is being planned and should open in the fall of 2004.

Momentum has been evident, too, in Lamar's academic division. New academic programs have been developed



and approved, including Lamar's third doctoral program, the doctor of audiology (AuD). New disciplinary and institutional accreditations and reaffirmations have been solicited and received. New faculty and academic administrators have been hired, major research initiatives have been launched, and the university developed and has taken the first steps toward fully implementing a faculty salary equity plan.

Indicators of student quality and achievement also have reflected Lamar's momentum. Standardized test scores for entering students have risen, as have mean grade point averages for continuing students. The Lamar Honors Program and the Texas Academy for Leadership in the Humanities have grown in participant numbers and in curricular and extracurricular activities. Graduation and retention rates have improved as have professional school admissions, examination pass rates, and other achievement indicators. Lamar's immediate future looks quite healthy and the potential for further excellence is clear. Enrollment estimates reflect this outlook. The university anticipates a fall, 2003 headcount of approximately 10,500, and a 2008 enrollment of 12,000 to 13,000 students. To effectively accommodate such growth, academic planning is essential.

#### **Guiding Principles And Essential Needs**

Several key principles have guided Lamar's Academic Master Planning. First, in his message to the campus and charge to the steering committee, President Simmons stressed that the planning process should be "positive and constructive." No academic program was to be reduced or eliminated, and all programs would continue to receive

resources for essential needs. That said, certain programs were to be identified by the planning process for their growth potential, visibility and excellence. New funds would be used to nourish them. Next, Dr. Simmons underscored the importance of collegiality and openness in the planning process. Every faculty member, every academic department, every college and every "non-college-based unit" was to have the opportunity to speak for enhancement, identify needs and submit "minority opinions." To this end, the planning process began with disciplinary introspection and departmental self-studies. Third, Dr. Stephen Doblin, Executive Vice President for Academic Affairs, stated that all decisions and recommendations from the various committees should be "driven by data," and that all Steering Committee members should adopt a "university vision" and "wear Lamar hats" when considering competing needs and rival interests. Participants kept these guidelines in mind throughout the process.

Externally, Academic Master Planning has been guided by the State's *Closing the Gaps* initiative. In anticipation of tremendous enrollment growth statewide, the Texas Higher Education Coordinating Board developed and approved a 15 year higher education plan to "close the gaps" in participation, success, excellence and research. In the plan, it is asserted that "Across the state, and in comparison to other states, too few Texans participate and succeed in higher education, too few higher education programs are noted for excellence, and too few higher education research efforts have reached their full potential" (*Closing the Gaps*, THECB, 2000). Consequently, in addition to developing plans to accommodate

growth, the Steering Committee identified two types of academic programs—“excellence” (PNRE) and “programs targeted for enhancement” (PTE), and made recommendations regarding which programs would receive these two designations, based on the belief that the university as a whole would benefit from using resources from future enrollment growth to aid these particular programs. Later in the process, the Steering Committee defined an additional category, “Programs of Pride” and selected programs to honor with that title.

#### **The Process Of Academic Master Planning**

The Academic Master Planning Steering Committee, chaired by Dr. Doblin, directed the review process. The original Steering Committee consisted of twenty voting members and two *ex officio* members. All six deans and the Library Director, along with seven elected faculty members, two elected department chairs, and the presidents of the Council of Instructional Departments, Faculty Senate and Student Government Association formed the committee. The Director of Institutional Research and Reporting, and the Associate Vice President of Academic Affairs (as Recording Secretary) served in *ex officio* capacities. The Steering Committee was expanded during the process as the new College of Business Dean Henry Venta was added as a voting member and Dr. Madelyn Hunt, Executive Director of General Studies, was added as an *ex officio* member. To divide the labor, members of the Steering Committee were sorted into the following five subcommittees: 1) Data Collection Team I [college-based units], 2) Data Collection Team II [non-college-based units], 3) Writing Team, 4)

Communications Team and 5) Oversight Team.

During the review process, communication and information traveled up and down the institution. Requests for information flowed from the Steering Committee to the colleges, departments and programs, while information traveled from the programs, departments and colleges back to the committee. In keeping with President Simmons’ principle of collegiality, open meetings with the faculty were held on March 4, 2002 and May 1, 2002 to share and exchange information. Other faculty meetings were held in the departments and colleges.

To begin the planning process, mission statements were requested from each program, department and college. While this was occurring, Institutional Research and Reporting prepared and distributed enrollment and academic performance data summaries for each unit and college. Data Teams I and II solicited from faculty and committee members, criteria (or questions) that could be used to assess both academic and non-college-based units. Data Team I identified 48 evaluative criteria, while Data Team II formed 12 broad questions. After much discussion within and outside the Steering Committee, both teams developed “outlines” for use by the departments and programs in their self-studies (see the appendix).

The next major step in the process was the development of departmental, program and college self-studies. With the outlines and mission statements as guides, each departmental faculty carefully examined its programs. Needs, potential areas of growth or development, strengths and opportunities were



identified, and departmental reports were drafted and forwarded to the colleges. From the college faculty, college academic planning committees were elected. These committees, chaired by the deans, reviewed the departmental reports and identified potential PNREs and PTEs within the college. College reports were drafted and forwarded, along with the departmental reports, to the Steering Committee. Faculty and departments dissatisfied with the recommendations were given the opportunity to file minority reports at both the college and Steering Committee levels.

Once all college and non-college-based reports had been received and reviewed by the Steering Committee, an all-day retreat was held (February 17, 2003) to hear formal presentations from both the dean (and Dr. Valentin Andreev representing the non-college-based units) and an appointed Review Team for each college and the non-college-based units, which were subcommittees of Steering Committee members. Following the presentations, Steering Committee members voted on PNRE's. Presentations were also heard and votes taken at subsequent meetings, at which the Steering Committee voted on the Programs Targeted for Enhancement and programs designated Programs of Pride.

#### SUMMARY OF COLLEGE REPORTS

**College Of Arts And Sciences:** The largest and most complex of the university's colleges, the College of Arts and Sciences houses the Departments of Biology, Chemistry/Physics, Geology, English and Modern Languages, History, Nursing, Political Science, Psychology and Sociology/Social Work/Criminal Justice. Additionally it houses the

University Writing Center, the Center for International Studies, and the Bachelor of Applied Arts and Sciences (BAAS) program. The College teaches 35 percent of all university classes and 70 percent of all general education courses, generates 43.7 percent of all SCH, and houses 25 percent of all majors. Historically the college has suffered the largest budget cuts and reductions of full-time doctoral-level faculty of any the university's other colleges. College-wide shortages of qualified faculty and a chronic lack of classroom and facilities space persist and these problems cut deeply the university's ability to meet both its core curriculum and its teacher preparation obligations in Southeast Texas. Overall the 14 academic disciplines represented in the college's nine departments and their several diverse programs are in desperate and immediate need of 16 full-time tenure-track positions, eight new non-tenure positions, and three staff positions over the next five years. Faculties throughout the college routinely teach overloads (some during each long term and in summer terms) and increasingly oversized classes (in some cases two to three times larger than three years ago), and many faculty must teach outside their areas of specialization in order to meet the instructional needs at all levels of the curriculum. In departments bearing the largest numbers of core curriculum courses, the large majority of these classes are now taught by M.A. level faculty. The college's intensive in-depth review of all its programs has been painstakingly documented in the supporting report of its individual departments and programs, over one hundred pages in length. The college identified one program to recommend as a Program of Nationally Recognized Excellence (Pre-Professional Programs:

Pre-medicine/dentistry) and several others as proposed Programs Targeted for Enhancement. Because the faculty and facilities crisis cuts across all the college's programs, the College Committee initially set forth its needs so as to gradually address all its programs over a five-year period rather than set these programs in competition with one another as has been done in the past. Although the College Committee believes all its programs would be better served in this manner, at the urging of the AMP Steering Committee, it has restructured its recommendations into five priority areas.

**Priority 1: Nursing.** The Nursing Department has experienced a 33 percent increase in majors in the past 2 years. Because of the critical nursing shortage in Southeast Texas, it is important to graduate as many nursing students as possible. The Department of Nursing accepts students who meet the minimum requirements for university admission (GPA 2.0), unlike the majority of nursing programs that are more selective. Thus, Lamar University provides more students with the opportunity to study nursing, but experiences a high level of attrition. However, many of the students accepted are capable of success with additional assistance. The department proposes an innovative approach to help high-risk and disadvantaged students by creating a **Caring Place** in the department that uses a case management retention program. Additionally the department seeks to address significant healthcare issues in Southeast Texas by creating a **Center for Nursing Excellence** that will enable faculty and students to promote healthcare delivery by collaborating with the healthcare industry and community stakeholders. Providing support for attracting and retaining nursing students

meets an identified need at both the undergraduate and graduate levels and also addresses *Closing the Gaps* recruitment and retention initiatives. Significant challenges exist in the area of faculty qualifications and salary. The College of Arts and Sciences has been assisting nursing faculty to obtain doctoral degrees, with three recent doctorates awarded and one other faculty member currently ABD. Providing competitive salaries is also a tremendous problem, with master's prepared clinicians earning \$55-60,000 per year and with LSC-O and LSC-PA offering salaries \$8-12,000 higher than our levels.

**Priority 2: Pre-Professional Program.** Cutting across and drawing from all science majors, the Pre-Professional Program continues to be successful in the college, with 250 students enrolled in pre-medical, pre-dental, pre-pharmacy, pre-veterinary, and pre-optometry tracks which provide both course work and experiences necessary for acceptance into professional schools. Over the past three years, students in the Pre-Professional Program have enjoyed an 80 percent acceptance rate into medical and dental schools. Currently the program needs funding for a biochemist, biotechnology laboratory materials, and recruitment materials.

**Priority 3: Teacher Preparation for Secondary Schools.** In Texas, students preparing to teach in secondary schools are required to major in their subject areas, and the overwhelming majority of these subject areas are in the college: Biology, Chemistry, Physics, English, Spanish, French, English as a Second Language (an endorsement program, not a complete major), History, Political Science and Psychology. It has become increasingly difficult to meet this major



primary educational mission because large numbers of doctoral-level faculty have never been replaced following retirements, deaths, resignations, and/or budget cuts. Many students desiring to prepare for secondary teaching either go elsewhere or secure emergency teaching jobs, completing teacher certification requirements on "deficiency plans," and thus begin teaching before they are sufficiently prepared. This situation undermines the university's educational mission and its academic integrity in the community. In order to meet state requirements, the college needs four doctoral-level faculty in the social sciences, one in English, one in English as a Second Language and one in Spanish.

**Priority 4: Master in Applied Criminal Justice.** This area shows great potential for continued growth. There are several large correctional facilities in the Southeast Texas area which can benefit from the services of the College's Center for Criminal Justice Education and Training (CCJET) activities. Many local correctional and enforcement employees have undergraduate degrees and are beginning to seek graduate degrees. To meet this increasing need, the program needs funding for accreditation and two additional doctorally prepared faculty to teach in the graduate program.

**Priority 5: Psychology Education and Clinical Experience.** Psychology continues to be a high demand major at the university, yet we are turning away students seeking graduate education. Faculty and staff are needed to provide depth and breadth to the discipline. The department has begun to reactivate its clinical program, but needs to hire a full-time clinic director who can provide additional supervision of students and

also direct services to both university and community clients. The clinic will be seeking reinstatement as a member of the National Registry of Health Services Providers in Psychology.

**College Of Business:** The College of Business serves 1,550 students in eight undergraduate degree programs and in the MBA program. It employs 35 full-time faculty members in four departments: Accounting and Business Law, Economics and Finance, Information Systems and Analysis, and Management and Marketing. Non-academic programs within the college include the Institute for Entrepreneurial Studies and the Small Business Development Center. Overall, the College has experienced a 48 percent increase in enrollment in all its academic areas over the past five years and anticipates further growth of its programs to coincide with that of business and management generally. Although current teaching loads are heavy but manageable, the college cites increased shortages of faculty to support its anticipated enrollment increases as potentially problematic. Additionally the college emphasizes its need for mediated classrooms and technology for faculty and students. The college identified three programs which it considers its strongest in terms of either faculty or students, but only one--the Economics program--strongest in both faculty and students. Although the college did not identify any of its programs as Programs of Nationally Recognized Excellence, it did recommend the following programs as Programs Targeted for Enhancement:

**Priority 1: Master of Business Administration.** The M.B.A. program has perhaps the greatest potential for attracting students to the college, but with this anticipated growth comes the need

for additional funds for recruitment travel, brochures, and advertising, as well as for scholarships. Additionally, the program seeks faculty research course load reductions and a senior professorship in Entrepreneurship to lead undergraduate and M.B.A. curriculum development.

**Priority 2: Master of Information Systems and Analysis.** The M. I. S. program also has strong potential for growth. The program needs a department chair and terminally qualified faculty. The program seeks additional funding to convert two non-doctoral positions into tenure-track doctoral positions, to create two additional labs (a hardware/operating system lab and a specialized instructional lab), to create additional research assistant support, and to reduce faculty teaching loads for research.

**Priority 3: Accounting.** The program has need for additional terminally-qualified faculty, particularly a faculty line in auditing (approved for FY03 but “frozen” by budget cuts) and one in general accounting and systems. The program also needs increased funds for research assistant support and faculty teaching load reductions for research.

**Priority 4: Finance.** The program has need for additional terminally-qualified faculty, including a faculty line in general finance. The program also needs additional funds for research assistant support and faculty teaching load reductions for research.

breadth of faculty in the areas of Marketing, Management, Economics, and Human Resources Management. Overall, the college cited the general need for more doctoral-level faculty, for mediated classrooms, and increases in available technology for faculty and students. However, the college’s non-departmental

units—the Institute for Entrepreneurial Studies and the Small Business Development Center—are not in need of academic support resources, due to their funding from private sources.

**College Of Education And Human Development:** The College of Education and Human Development projected the following programs to be considered for enhancement:

**Priority 1: Doctorate in Education.** The college proposed an interdisciplinary Ed.D. program with participation of its four departments. Intended to prepare educators to promote effective schooling and success for all learners in an increasingly diverse society, this program would address Goal 2 of *Closing the Gaps*, which targets increasing participation among every population group, especially African Americans and Hispanics, in higher education. The college believes that although there are other Ed.D. programs in the state, this proposed program would be the only one of its kind in Texas to offer concentrations in Effective Schooling and Diversity/Multiculturalism.

**Priority 2: Principal and Superintendent Certification and Counselor Certification Programs.** Although the Department of Educational Leadership currently offers principal, superintendent, and counselor certification, the college needs resources to enhance these programs. In particular there is need for additional full-time doctoral faculty to support the programs.

**Priority 3: Teacher Preparation Program.** The college notes that its undergraduate Teacher Preparation program is the largest program on campus, with over 1000 Interdisciplinary (elementary education) Studies majors. Additionally, it also provides pedagogy



courses for students planning to teach in secondary schools. With additional Master's level programs in education, the college is experiencing a shortage of faculty to address its heavy teaching responsibilities.

**Priority 4: Dietetics Program.** Accredited by the American Dietetic Association (ADA), this program in the Department of Family and Consumer Sciences prepares students to apply for and participate in competitive 10-month post-graduate ADA internships to become registered dietitians. To date, 84 percent of the students in the internship program have become registered dietitians, and the program is growing. Currently it has only 2.5 FTE faculty who are registered dietitians and needs at least one more full-time, tenure track faculty member to meet the increasing demands of the program.

**Priority 5: New Masters and B. S. Degrees.** Proposals for master's-level programs in Educational Technology Leadership and in Health Promotion have been approved through the Graduate Council, and a proposal for a new B. S. program in Exercise Science and Fitness Management has been sent to the University Curriculum Committee. All the new degree programs will help recruit new students to the university. Although no new faculty need to be hired for these degrees, funds for additional software and hardware will be needed for Educational Technology.

**College Of Engineering:** The College of Engineering includes five engineering departments (chemical, civil, electrical, industrial, and mechanical), the computer science department, the mathematics department, and the Gulf Coast Hazardous Substance Research Center.

**Chemical Engineering** appears to be the college's flagship department, reporting significant enrollment growth, especially at the graduate level among international students. Although **Civil Engineering** needs faculty lines in transportation and in water resources and environment, they are not as pressing as those in other departments. **Electrical Engineering** requests faculty lines in electromagnetics, electronics, and computer engineering. **Industrial Engineering** reports excellent facilities, support staff, and equipment, but it appears significantly understaffed and requests two faculty lines just to meet the instructional needs of its 226 majors. Rebounding from waning enrollments, **Mechanical Engineering** had a 40 percent increase in undergraduate students and a 58 percent increase in graduate students in 2002. The department requests a faculty line in manufacturing with a specialization in robotics, computer integrated manufacturing, or advanced materials.

Accredited by both ABET, **Computer Science** reports overly large classes and a need for three faculty lines to handle current enrollments. Playing a major role in teacher preparation, the core curriculum, and service course delivery for other degrees, **Mathematics** has the highest student/faculty ratio and generates the most student credit hours in the college. The department has pressing need for three faculty lines immediately and for two in the near future just to meet its current instructional obligations to the university. It also has inadequate classroom, office, and computational facilities. Recognized as an Environmental Protection Agency model center, the **Gulf Coast Hazardous Substance Research Center** brings national recognition to Lamar and

provides research opportunities for its faculty. Increasing difficulty in obtaining state and federal support funds motivates the center to seek financial assistance from the university.

The College of Engineering reports itself poised for significant improvement and growth. It claims uniqueness as the only engineering college in the Texas State University System and as an engineering college rare for its inclusion of computer science and mathematics departments. The college regards its five engineering disciplines as its strengths. It seeks funding for its graduate-level programs as prioritized below.

**Priority 1: Doctor of Engineering Program.** The Doctor of Engineering was the first doctoral program at Lamar. With its solid record of faculty research and scholarship and successful grant writing, especially among its younger faculty, the program has a solid statewide reputation for excellence in engineering, has nationally recognized research centers, including the Gulf Coast Hazardous Substance Research Center, the Texas Hazardous Waste Research Center, and the Texas Air Research Center, and its graduates have distinguished themselves in industry and academia.

**Priority 2: Master of Engineering Science.** The college presented essentially the same rationale for this program as that for the Doctor of Engineering Program.

**Priority 3: Master of Science in Computer Science (Thesis Option).** The college included no rationale for support of this program.

**Priority 4: Master of Science in Mathematics (Thesis Option).** The

college included no rationale for support of this program.

**College of Engineering Minority Report: Department of Computer Science.** In its minority report, the department expresses the belief that the college report does not “accurately portray the position of the department within the college and the university” and does not adequately reflect the work of its faculty or the value of the department to the institution. Although the department agrees that all master’s programs should be supported, it also believes the “B.S. in Mathematics and M.S. in Computer Science should be included in the five strongest programs in the College.” Departmental representatives “do not believe that the D.E. program, in its present form, should be enhanced” because “it is largely irrelevant to students and to the future of Lamar.” The Computer Science Department has expressed a desire to be moved from the College of Engineering into a newly created College of Natural and Computational Sciences.

**College Of Fine Arts And Communication:** The College has some of the most high-visibility programs in the university and enjoys strong community support. Almost all of its programs have outgrown their current facilities, many of which are also outmoded and in need of renovation. The college recognizes as reasonable the suggestion of the Department of Music, Theater and Dance that it be divided into two separate units—music, and theater and dance—in order to best represent the academic strengths of each. The college has noted essential needs for increased faculty resources throughout its programs, among which five in particular have been cited as the strengths of the college and prioritized in terms of their need for enhancement.



**Priority 1: Deaf Education Program.**

The program draws its particular strength and uniqueness from the inclusion of **Audiology and Speech Language and Pathology** in the same academic unit; its nationally recognized Doctor of Education in Deaf Education program; its ability to draw external funding; its strong involvement of faculty; its work in training Hispanic Deaf individuals (one of the few programs that does so); and from its leadership in research and graduate education on the Lamar University campus. As a special note, the **Audiology** program itself is nationally accredited and in the opinion of outside evaluators has the potential to be the most unique in the country by providing not only interaction with students with total or partial hearing loss but also in promoting an understanding of their culture, which differs significantly from hearing culture. The program recently received approval to award the newest Lamar University doctorate degree.

**Priority 2: Theatre Program.** Although this highly visible arts component seeks accreditation from the National Association of Schools of Theatre, that very accreditation agency has pointed out that Lamar's current faculty is too small to meet the demands of instruction and production. Inadequate facilities present major problems, as does the inability to provide state-of-the-art equipment for productions. Built and intended only for concerts or auditorium speakers, the University Theater is not equipped for dramatic productions—that is, it has no wings or upper fly space for scenery or stage properties necessary to live dramatic performances, and no storage space—and it must vie for usage with all other disciplines on campus for major



events such as concerts, speakers, conventions, and convocations.

**Priority 3: Communication Program.**

Offering students a wide range of career possibilities, this program has the potential for becoming one of the largest on the Lamar campus. Its enrollments and increased degree of ethnic diversity over the past five years have outpaced the university's growth in these areas. Nevertheless, the program continues to suffer severe limitations of classroom space, faculty offices, and qualified faculty. Like the problems reported by programs in the College of Arts and Sciences, especially English, modern languages and philosophy programs, the Communication program has been forced to rely on increasing numbers of adjunct faculty and overload teaching by full-time faculty to meet its teaching demands and also to seek classroom space outside its own facilities for well over 50 percent of its students. Not only must faculty carry over 40 pounds of equipment across campus to these borrowed (and mostly non-mediated) classrooms but they must also share or do without office space altogether. Finally, the program continues to experience a severe shortage of laboratory space to serve the needs of journalism, desktop publishing, TV and script writing, and film and video editing, all of which are essential to the training of its majors for the contemporary job market.

**Priority 4: Art Program.** The art program has diversity of faculty expertise, is renown outside the immediate area and state, houses one of the university's endowed chairs (the Walles Chair in Visual and Performing Arts, held from its inception by internationally acclaimed photographer Keith Carter), and has demonstrated significant growth in



student credit hours in recent years. It stands ready to secure accreditation by the National Association of Schools of Art and Design. However, it needs a faculty member in Art History as well as several studio faculty. The program needs ongoing problems with roof leaks, poor ventilation, and lack of space have created severe problems with the buildup of mold on equipment and in classrooms, with fumes from highly combustible materials, and with severe over-crowding of classroom space, lack of studio space to help recruit graduate students, and extremely cramped and/or lack of office space for faculty. Moreover, the **Dishman Art Gallery**, cited by the Southern Association of Colleges and Schools as a major attribute to the Lamar campus, has no full-time gallery director but must rely on release-time faculty without appropriate artistic credentials for such a position. Although it has remained in heavy and continuous demand by numerous disciplines on campus for classroom space, on-campus conferences, guest speakers, lectures, literary readings, film series, receptions for on-campus and community groups, the Dishman Gallery has no operating budget for its maintenance.

**Priority 5: Music Program.** One of Lamar's strong and reputable arts programs which has maintained its "Good Standing" accreditation with the National Association of Schools of Music, the music program has critical need for additional faculty, most especially for elementary music

education, voice/opera, and strings instruction. Current facilities are outdated, overcrowded, and embarrassingly in need of repair. Ability to recruit is significantly impaired by both lack of sufficient, trained faculty and by

facilities that do not measure up to even those of most high schools in the area.

**Priority 6: Dance Program.** Although the Dance program at Lamar has made much progress in recent years and although it is active in and enjoys strong support from the community, its faculty feel that the program, whose greatest potential is the training of dance educators, can remain active at its current level without large infusions of additional financial support. The program continues to rely on adjunct faculty, primarily from local dance studios. While this provides a positive link to the community dance programs, there are occasional concerns over stylistic bias. The greatest need for faculty is for a full-time ballet instructor to keep the program healthy over the next five years. The program needs adequate facilities and currently uses performance spaces not intended for dancers, dance recitals, and full-scale dance productions.

**Non-College-Based Units:** Providing valuable advising, instructional, and service support to Lamar University's five colleges, the non-college-based units are critical for the university's academic success and future growth.

**Priority 1: Center for General Studies, At-Risk Programs.** With a current enrollment of 1200 students, the Center for General Studies provides advising and academic support key to the retention and graduation of at-risk students. Currently 1 in 8 students at Lamar attends one of these programs which represent an integrated system of mechanisms for addressing the needs of "at-risk" students and thus fulfilling *Closing the Gaps* goals. Most noteworthy among them, the **Monitored Probation Early Intervention Program** has achieved statewide



prominence as a recipient of the Starr Award. The MPEIP program needs an Office Assistant and an Academic Advisor.

**Priority 2: College of Graduate Studies.**

With an overall enrollment of more than 1,100 students, this college administers graduate studies, research, and international student services at the university. The college oversees a broad-based master's program including engineering, business, arts and sciences, health sciences, education, and visual and performing arts. It also oversees doctoral degree programs in engineering and deaf education and will be key to the oversight of other doctoral programs proposed for the university. In particular the college needs a Director of Research, a full-time staff person in the Office of Graduate Admissions and International Student Services, increased funding for graduate student support in all graduate programs at Lamar, and improved office space for all components of the graduate college.

**Priority 3: Continuing Education and Distance Education Division:**

**Community Outreach Program.** This program seeks to improve relations with the community and thus our success in *Closing the Gaps*. Much of this enhancement can be done by accessing current resources within the university and by providing improved coordination and programming.

**Priority 4: Continuing Education and Distance Education Division:**

**Spindletop-Gladys City Boomtown Museum.** Related to a major event in the history of Texas, this museum is one of only two "gusher" museums in the country. Given funding for a full-time director to secure grants and produce

other revenue-producing programs, the museum should then be able to support itself.

**Priority 5: Mary and John Gray Library.**

As libraries are referred as "the heart of the university," they are central and essential to the missions and goals of the college-based units. Holding such a key role in the academic life of Lamar University, the Mary and John Gray Library will become increasingly important to the growth of master's and doctoral programs as well as to that of the university's undergraduate programs. To be able to fulfill its central function it must constantly update its inventory of books, journals, and other documents and its delivery technologies. As delivery technology changes, the library needs to acquire new technology, to reconfigure space to make it accessible, and to train (often re-train) faculty and students. Funding for these purposes is essential, as is funding for space innovation and renovation, and personnel, including systems technical support staff, a Media Services Instructional Designer, and two additional faculty for teaching library classes.

**Priority 6: Texas Academy of Leadership in the Humanities.**

Known familiarly on campus as "the Academy," this program appears to be the only residential leadership in the humanities program in the country. It offers intellectually qualified, mature Texas high school juniors and seniors the opportunity to pursue the ideals of academic excellence, ethical leadership, and community service within the context of a rigorous university setting. Sixty TALH students were enrolled in Fall 2002. The success of the program is reflected in that of its students, especially their performance as gauged by the NMSQT,



the SAT, their Lamar GPAs, and their ability to gain acceptance into the colleges of their choice after completing their high school requirements in TALH. This program enhances Lamar's academic reputation, especially among secondary educators, and gives visibility to Lamar academic programs in areas of the state and nation where we do not recruit heavily. TALH is in need of space for a community/meeting room for its students.

**Priority 7: University Honors Program.**

Addressing the educational and developmental needs of students with demonstrated high academic potential, the University Honors Program enhances the overall reputation of Lamar University as an institution of academic excellence. Each top graduate from a high school who chooses to come to Lamar enhances the university's reputation at that school. Honors Program graduates are also productive and loyal alumni of the institution. During the 2002-03 academic year, UHP enrollment ranged from 175 to 185 students. An infusion of university funds can serve as a basis for an Honors College in the future. Specifically the program needs increased E & G funds allocated for honors classes, more adequate physical space, and permission to have fund raising status with the Office of University Advancement.

**Priority 8: Developmental Studies.** The Developmental Studies Program assists students who failed the state-mandated Texas Academic Skills Program (TASP) test prior to their entry into the university. The Developmental Studies program provides classroom and laboratory instruction in basic math, reading, and/or writing so that these students may acquire the necessary skill-levels to succeed in college. The work of the Developmental Studies Program addresses the goals of

*Closing the Gaps* in providing academic support for increasing numbers of at-risk students. Developmental Studies needs an additional Academic Advisor and a consolidation of space.

**Priority 9: Center for General Studies.** Similarly, the **McNair Scholars Program** provides a seamless transition of its scholars from their undergraduate studies to graduate studies. The Center for General Studies also houses and administers the Bachelor of General Studies program. The center also serves General Studies majors and students from other disciplines through the Supplemental Instruction Program and the Academic Enhancement Workshop Series.

**Priority 10: Continuing and Distance Education Division-Other Programs.** In addition to its Community Outreach Program and the Spindletop-Gladys City Museum, this division represents a conglomeration of additional programs, including Non-Credit Programs, the Center for Adult Studies, the Center for Industrial Fire and Hazardous Materials Training, and the Elements of Educational Technology Center. These programs greatly enhance the university's connection with the community and some, such as distance education, may prove crucial to the university's future enrollment growth.

**RECOMMENDATIONS**

After a lengthy process of review, outlined in other sections of this report, the Academic Master Planning Steering Committee voted to make the recommendations presented below. The recommendations identified programs as Programs of Nationally Recognized Excellence (PNRE), Programs Targeted for Enhancement (PTE), and Programs of

Pride. Committee members are aware that the university has many excellent programs, not identified below, that will continue to receive support and respect, to provide excellent educational services, and to contribute to the continued growth, progress and reputation of Lamar University. Findings and recommendations are based on an assessment of the current situation and predictions for the next five years, and that this or a similar process will need to be repeated after that interval. Committee members have gathered necessary information, deliberated appropriately, and made these difficult recommendations to the best of their individual and collective ability.

On February 21, 2003, the Steering Committee met for the purpose of voting on a program or programs to recommend for the category, Program of Nationally Recognized Excellence. Such programs are defined as **“programs that either are nationally recognized for their faculty, students, scholarship and service, or have the immediate potential for being nationally recognized.”** Six programs had been nominated for this distinction by the designated AMP review committees, based on the reports from the colleges and non-college-based units. After hearing a final report on each of six programs nominated for this distinction, the committee voted by secret ballot on each of the six. The Deans reported on the programs in their colleges: Dean Brenda Nichols for the Pre-Professional Program, Dean Carl Westerfield for the Center for Executive Leadership, Dean Jack Hopper for the Doctor of Engineering, and Dean Russ Schultz for Deaf Education. Dr. Valentin Andreev, Chair of the AMP Data Team for non-college-based units, spoke for the Center

for General Studies programs for at-risk students and the Texas Academy for Leadership in the Humanities. Votes were then taken according to previously established rules. A two-thirds majority was required for a recommendation, and written proxy votes were accepted. Of the six programs voted upon, the committee voted to recommend only one as a Program of Nationally Recognized Excellence: the Deaf Education program. A brief summary of the rationale for selection is given below.

**Deaf Education** is already a nationally known program which draws students from outside our region. The strength of this program has recently been recognized by external evaluators brought to campus by the Texas Coordinating Board for review of the Doctor of Audiology degree. A unique attribute recognized by these evaluators was the combining of Audiology and Speech Pathology within the same department, a grouping that has contributed to the success of all three programs. Supported by the offerings of the Doctor of Education in Deaf Education, the Deaf Education area has developed into a unique program that is nationally known and respected. Because of the strength of the faculty, students have excellent research opportunities and a nurturing and high quality educational environment. Of particular note is the recent receipt of a competitive, five-year grant of just under a million and a half dollars, Training Hispanic Teachers of the Deaf, awarded by the U.S. Department of Education. Few universities in the United States offer training of Hispanic Deaf individuals, as well as the terminal degree in Deaf Education. This department is an important contributing component to both the Texas health care



and the educational communities. With Lamar University currently focusing greater attention on graduate studies, it is important to recognize that the Department of Communication Disorders and Deaf Education has been a leader in On March 14, 2003, the Steering Committee met for the purpose of voting on a program or programs to recommend for the category, **Programs Targeted for Enhancement**. These are defined as **“strong academic programs in need of resource enhancement due to student demand, but ones that do not command national visibility at this time.”** The committee operated under previously established rules. After hearing a final report on each program nominated for this distinction, a vote on each program was taken by secret ballot. The reports were presented by the deans for each college, and by Dr. Valentin Andreev for the non-college-based units. A two-thirds majority of those voting was required for a recommendation, and written proxy votes were accepted. Votes were taken on the following programs: Nursing, Pre-Professional Programs, Teacher Preparation, Master’s in Criminal Justice, Psychology (College of Arts and Sciences); Master of Business Administration, Management Information Systems, Accounting, Finance (College of Business); Ed.D. in Education; Principal, Superintendent and Counseling Programs; Teacher Preparation; Dietetics; New Master and B.S. Degrees (College of Education and Human Development); Doctorate in Engineering, Masters Thesis Programs (M.E.S., M.S., Computer Science, M.S., Mathematics (College of Engineering); Theatre, Communication, Art, Music, (College of Fine Arts and Communication); Programs for “at-risk” students at the Center for General Studies, The College of Graduate Studies,

research and graduate education on our campus. There is every expectation that with enhanced support the leadership of this department in post-graduate studies will continue and grow.

The Community Outreach Program, The Spindletop-Gladys City Boomtown Museum, the Mary and John Gray Library, the Texas Academy for Leadership in the Humanities, and the Honors Program (Non-College-Based Units).

From among these programs, the following six were chosen by vote of the committee: Nursing, M.B.A., Doctorate in Education, Teacher Preparation, Doctor of Engineering, and the Mary and John Gray Library. They were selected on the basis of their growth and success, and their potential for further progress if enhanced with additional resources. A brief rationale for recommending each of these programs follows.

**The Department of Nursing** has experienced a 33% increase in nursing majors over the past two years. Because of the critical shortage of nurses in Southeast Texas, it is important to graduate as many nursing students as possible. In addition, to address significant healthcare issues in Southeast Texas, the department needs to develop a Center for Nursing Excellence. Such a center will provide an environment for students to participate in critical analyses of selected health issues from a comprehensive perspective. The center will also promote improvements in healthcare delivery by collaborating with the healthcare industry and community stakeholders. To continue its success and progress, the department needs additional doctorally prepared faculty, faculty salary enhancements, building renovation, and

renovation of the counseling and advising

**The Master of Business Administration** program has long provided a quality educational experience for managerial professionals in a diverse, global academy, with instruction in the economic, legal, and ethical environment of public and private sector organizations. The curriculum emphasizes problem-solving, decision-making, and leadership. The M.B.A. program also helps support other graduate programs on campus, including Nursing, Engineering Management, Public Administration, and Industrial Organization Psychology. To continue to improve and grow, the program needs a senior professorship in Entrepreneurship, additional faculty specifically designated for the M.B.A. program, faculty course reductions to develop new courses, curricular changes to update offerings and accommodate certain concentrations and customized programs, and funds for recruitment.

**The Doctorate of Education:** The College of Education and Human Development has proposed an Ed.D. with a major in Education, with participation from each of its departments. This degree, with concentrations in Effective Schooling and Diversity and Multiculturalism, is designed for individuals who want to be effective educators in the public schools, colleges, and universities where the primary emphasis is on student learning, quality teaching, accountability, and leadership in the classroom and in the school. The proposed degree specifically addresses Goal Two of *Closing the Gaps*, the Texas Higher Education Plan that targets increasing the number of students completing doctoral programs and increasing the number of Black students

area.

involved in higher education. The program is intended for scholar/practitioners who will be involved in field-based action research in partnership with schools and apply new knowledge in the context of schools. This program, which will require five new faculty members, will be a unique program in Texas.

**Teacher Preparation** includes students majoring in Interdisciplinary Studies, Health and Kinesiology, education majors in Family and Consumer Science, secondary education majors across campus, master's degree programs in elementary, secondary, and special education, and post-baccalaureate preparation for initial teaching certification. On both the graduate and undergraduate levels at Lamar, there is a severe shortage of faculty in this growing and very important area, as well as pressing needs for additional staff, classrooms, offices, and labs. As the number of students in field-based courses continues to grow, additional faculty and a Coordinator of Field Services will soon be needed. There will also a dire need for a Coordinator of Secondary Education to guide secondary education majors across campus through the certification process.

**The Doctor of Engineering** was the first doctoral program at Lamar University, and its quality is one major reason for Lamar's solid reputation for excellence in engineering throughout the state and beyond. Since 1951, Lamar has produced engineering graduates who have distinguished themselves in industry and academia, including achieving leadership positions with some of the top corporations and institutions in the country. The faculty has maintained a



solid record of research and scholarship, and boasts the largest funded research program in the university. Recently, Lamar University's graduate school in engineering was listed by *U.S. News and World Report* in the 2003 issue presenting the best engineering programs in the nation. However, to this point, the achievements of the College of Engineering have been accomplished with meager resources. With needed enhancements of faculty positions and other resources, along with efforts to garner more external funding, Lamar University will carry its leadership, reputation, and tradition in engineering forward to reach greater goals, including setting the stage for the establishment of Ph.D. programs in the college.

**The Mary and John Gray Library** is and will always be central to the function of our university. Undergraduate and graduate courses and research projects and faculty research all depend heavily on the resources and services offered by the library. However, the library's ability to meet university needs requires constant updating not only of inventory (books and journals) but also of delivery technology. As delivery technology changes, there is a need for acquisition of the technology, reconfiguring of space to make the technology accessible, and also training (and often re-training) of students and faculty. To continue and build upon its record of success, the library needs additional funding for print journals, electronic resources and books, additional faculty for teaching the library class, technical staff support in Systems, an Instructional Designer in Media Services, and a Coordinator of Access Services. Space needs include additional office space, reconfiguration of space to expand the PC Lab and the Special

Collections area, added classroom space and a Cyber Cafe.

#### PROGRAMS OF PRIDE

On April 25, the Steering Committee met for its final session prior to submitting its report to President Simmons. The main purpose of the meeting was to consider and vote upon programs, previously nominated by committee members, for the category Programs of Pride. This category emerged from deliberations at the February 18 retreat. A consensus emerged at that time that a third category of distinction was needed for distinguished programs that, for various reason or another, were not selected as Programs of National Excellence or Programs Targeted for Enhancement. Some were not recommended for funding enhancement in the context of this report because they are funded in different ways from the other programs. Programs of pride are distinguished programs recognized for their excellent achievements and service, and for their contributions to the honor and reputation of Lamar University.

Operating under previously established rules, the committee heard a final report on each of twelve programs, and then voted on them by secret ballot, with proxy votes allowed. A two-thirds majority was required for approval. The following representatives addressed the Steering Committee and spoke for the programs nominated: (1) The visual and performing arts, Prof. Lynn Lokensgaard, (2) The Center for Executive Leadership, Dean Carl Westerfield, (3) the University Honors Program, Prof. Valentin Andreev, (4) the programs for "at-risk" Students at the Center for General Studies, Prof. Valentin Andreev, (5) The Texas Academy for Leadership in the

Humanities, Prof. Valentin Andreev, (6) The Community Outreach Program, Prof. Valentin Andreev, (7) the Pre-professional Program, Interim Library Director Linda Dugger, (8) The Spindletop-Gladys City Boomtown Museum, Prof. Valentin Andreev, (9) the Institute for Entrepreneurial Studies, Prof. Cynthia Barnes, (10) The Small Business Development Center, Prof. Cynthia Barnes, (11) The College of Engineering and Environmental Research Centers, Dean Jack Hopper, (12) The Philosophy of Knowledge Core Curriculum, Prof. Bruce Drury.

From these programs, the following seven were chosen by vote of the committee. A brief rationale for recommending each of these programs follows.

**1. The Visual and Performing Arts.** The visual and performing arts areas provide the campus with an academic window to the community. It is through this window that the community gets a first-hand look at the quality of the programs that are offered on the campus. The arts on the Lamar Campus have exemplified programmatic quality that extends to all of the colleges and provide the

**The Center for Executive Leadership.**

The Center for Executive Leadership has offered advanced leadership development for Texas Superintendents for nine years. This unique program has been funded by a \$500,000 grant, per biennium, from the Texas Education Agency. Total fund raising for the program comes to \$2.25 million. Attendance is by nomination, and admission is highly competitive. Only practicing superintendents are eligible to attend. While most participants are from Texas, school leaders from other state have also attended. More than 300 Texas Superintendents from across the state

community with a view of the campus that they can assess and measure. The College of Fine Arts and Communication is particularly proud of the endowed Walles Chair in Visual and Performing Arts, held from its inception by the internationally acclaimed photographer, Prof. Keith Carter, and the excellent Dishman Art Gallery awarded a commendation by the Southern Association of Colleges and Schools in 1998. The performing arts have also enhanced the quality of life on the campus and in the community through performances that are brought to the community and those which the community comes to campus to see. The music program has maintained a "Good Standing" accreditation with the National Association of Music. Theater faculty and students are active with the Texas Educational Theatre Association and have received some of its highest honors.

The faculty have also hosted and held offices in the Kennedy Center Association College

Theatre Festival.

have graduated from the program. Considering that Texas has 1,100 school districts, this program has had a statewide impact and has gained a reputation as a high quality program. The Principals Academy provides campus leaders an opportunity to develop their skills and abilities. Approximately, 150 principals have attended the academy.

**The programs for "at-risk" students at the Center for General Studies.**

Currently 1 in 8 students at Lamar University attends these programs. These programs will improve our graduation rates and will contribute to the goals



established in *Closing the Gaps*. The Monitored Probation Early Intervention Program (MPEIP) has received the Star Award, indicating its prominence at the state level, and Dr. Hunt is now receiving invitations from universities across the state to make presentations about this program. The MPEIP is one element of an integrated system of mechanisms for addressing the needs of "at-risk" students and thus fulfilling the goals of *Closing the Gaps*.

**The Texas Academy of Leadership in the Humanities.** This is the only leadership in the humanities program in the country in which high school juniors and seniors are enrolled in college classes in a residential program on a college campus. The success of the program is seen in the success of the students, especially their performance as gauged by the NMSQT, the SAT, their Lamar GPAs and their ability to gain acceptance into the colleges of their choice after completing their high school requirements in TALH. This program enhances Lamar's academic reputation, especially among secondary educators, and gives visibility to Lamar academic programs in areas of the state and nation where we do not recruit heavily.

**Pre-Professional Program.** The Pre-professional Program is an outstanding success story in Arts and Sciences. Currently more than 250 students are enrolled in pre-medical, pre-dental, pre-pharmacy, pre-veterinary and pre-optometry tracks which provide them with the course work and experiences needed for acceptance into professional schools. Nine pre-professional advisors guide students through their undergraduate careers and help them their applications to medical school. Most of these students earn B.S. degrees in

biology, chemistry or psychology. For those who successfully complete the curriculum, the high quality of the pre-professional program experience is verified by an 80% acceptance rate for our pre-medical and pre-dental students who applied for entrance to professional schools during the past three years.

**Institute for Entrepreneurial Studies.**

The Institute for Entrepreneurial Studies (IES) is a newly created center at Lamar University with a two-fold mission. First, the Institute is cultivating a network of investors, mentors, business leaders, and entrepreneurs that will stimulate entrepreneurship in Southeast Texas. Achievements in this area include offering the FastTrac business planning course, the Business Idea Evaluator, which helps convert ideas into business concepts that can be launched as new enterprises, New Venture Forums, and individualized business consulting services. The second mission is to integrate entrepreneurship curriculum into the College of Business. The college currently offers two courses with Entrepreneurship in the title, and more are planned, aimed at giving students a broader, deeper, and up-to-date understanding of entrepreneurship, offered in a more dynamic and experiential fashion. In addition, a new concentration in Entrepreneurship has been approved. Beginning in Spring 2004, students will have the opportunity to graduate with a B.A. in General Business/Concentration in Entrepreneurship. IES has also begun an Entrepreneurship Lecture Series and created an \$80,000, state-of-the-art Entrepreneurship Multimedia Training Classroom.

### **College of Engineering's Environmental Research Centers.**

A. Texas Hazardous Waste Research Center. The Texas Hazardous Waste Research Center (THWRC) was established as a hazardous substance center to conduct research on waste minimization and treatment. Members of the center include Lamar University, Texas A&M University, The University of Houston and The University of Texas. The Center has over a decade of experience in studying Gulf Coast environmental problems. The Center has been funded by annual grants from the State of Texas, industrial sources and other Federal and State Agencies. The THWRC has pursued and obtained over \$10.0 million in funding since its inception. With this funding, it has awarded 150 research projects, trained approximately 180 graduate students and generated 300 publications.

B. Texas Air Research Center. The Texas Air Research Center (TARC) supports local, regional and national policy development on air pollution by an integrated environmental air research program which provides a sound basis for actions to improve air quality. The range of research carried out by the TARC members (Lamar, Texas A&M, The University of Houston and The University of Texas) focuses on local and regional issues, and is coordinated with national programs. Funding has been from the State, industries and various State and Federal agencies. The TARC has obtained over \$3 million in funding since its inception in 2000. The Center has funded 43 air research projects which have led to the training of 45 graduate students.

C. Gulf Coast Hazardous Substance Research Center. The Gulf Coast Hazardous Substance Research Center (GCHSRC) conducts research, evaluation, testing, development and demonstration of alternative technologies which may be used in response actions or in the normal handling of hazardous waste to achieve better protection of human health and environment. Members of the GCHSRC include nine universities (Lamar, The University of Houston, Rice University, Texas A&M, The University of Texas, LSU, Mississippi State University, The University of Alabama and The University of Central Florida). The Center has obtained over \$32 million in Federal and industry funding since its inception, has funded 388 research projects, has trained 466 graduate students and has generated 776 publications.

### **SUMMARY**

The AMP Steering Committee believes that the two years of rigorous self-study upon which this report is based have been productive and potentially beneficial to the growth and strengthening of all academic units in the university. We believe this process has identified the unique strengths of each of our academic units as well as the interrelationship of academic programs within the university and their contributions to the mission of the university itself. This process has also revealed at least two major areas of critical need shared among all academic units. The needs are a direct result of the university's historic struggle to recover from diminished financial and personnel resources, and include additional full-time faculty with appropriate terminal degrees more office, laboratory, classroom, studio, recital, and presentation facilities. As all of these



needs have been painstakingly documented in the individual academic department and non-college unit reports—but which are largely overlooked in the college-level reports and the extreme concision of the current document—we encourage careful review of these documents by university decision-makers. As stated previously, the steering committee has designated a Program of Nationally Recognized Excellence, six Programs Targeted for Enhancement, and seven programs as Programs of Pride for the university. However, it should be noted that the members of the AMP Steering Committee collectively believe that all academic programs within the university must receive adequate funding regularly in order not just to maintain the current status quo but also to enable them to strengthen and grow, overcoming their current staffing and facilities challenges. Finally, it is our good-faith understanding that, in accordance with the charge for academic master planning, PNRE and PTE programs will not be the only programs on campus considered for additional funding, even when revenues are short, but that these programs will be the first beneficiaries of increases over and beyond that necessary to adequately maintain and strengthen all academic programs in the university.

#### ACADEMIC MASTER PLANNING COMMITTEE

Chair: Dr. Stephen Doblin, Executive Vice President for Academic Affairs

Members: Six Deans & Library Director

Dr. Brenda Nichols, Dean of Arts & Sciences

Dr. Gary Moore (replaced by Dr. Charles Hawkins, then Dr. Enrique "Henry" Venta), Dean of Business

(Hawkins remained on the committee per approval of the committee)

Dr. Carl Westerfield, Dean of Education & Human Development

Dr. Jack Hopper, Dean of Engineering

Dr. Russ Schultz, Dean of Fine Arts & Communication

Dr. Jerry Bradley, Dean of Graduate Studies & Associate Vice President for Research

Ms. Linda Dugger, Director of Library

Seven Faculty Members (elected from & by the tenured faculty)

Dr. Cynthia Barnes, College of Business

Dr. Cruse Melvin, College of Arts & Sciences—Sciences

Ms. Karen Nichols, Library

Dr. George Strickland, College of Education & Human Development

Dr. Valentin Andreev, College of Engineering

Dr. Pamela Saur, College of Arts & Sciences—Liberal Arts

Dr. Lynne Lokensgard, College of Fine Arts and Communication

Two Department Chairs (elected from & by the chairs)

Dr. Sallye Sheppard, English & Foreign Languages

Dr. Victor Zaloom, Industrial Engineering

Faculty Senate President

Dr. Bruce Drury, Political Science

CID President



Dr. Ku-Yen Li, Chemical Engineering

SGA President

Ms. Alicia Hicklin (replaced by Mr.  
Josh Daspit)

Director of Institutional Research &  
Reporting—Ex Officio

Dr. Donald Price

Associate Vice President for Academic  
Affairs—Ex Officio served as Recording  
Secretary

Dr. Kevin Smith