

Feb 18, 2025

State of the College & Dean's Review Report

College of Social and Behavioral Sciences



Introduction

As Dean of the College of Social and Behavioral Sciences (CSBS) I am privileged to guide this dynamic college. I began my tenure as dean May 1, 2021 and have offered energetic, visionary, empathetic, and responsible leadership and have worked with faculty and staff to: (1) recruit, retain, and graduate students, (2) create new degree programs, (3) enhance programming and course offerings, (4) build community, plus (5) improve our outreach and marketing efforts. There is no doubt that the strength of our college comes from our excellent faculty and staff plus the varied departments and programs that are housed within CSBS that include, Anthropology, Criminal Justice, Geography, History, Philosophy,

Political Science, Psychology, Social Work & Gerontology, and Sociology. Students in our college investigate humans, their behavior, and how they interact with the environment through their own unique lens of inquiry. Our faculty are award-winning, highly accomplished scholars who promote student research, internships, and high-impact educational experiences. Students in our college acquire durable skills, knowledge, and abilities to enact positive change in the world. A [December 2024 report](#) from the Utah System of Higher Education (USHE) states that employers need durable skills from university graduates and our college does an excellent job teaching those skills to our students.

One of my foundational goals is to make our college more community relevant. We will continue to enhance our present programming and create new offerings that build durable skills and educate participants to help resolve community challenges. Each department will contribute to the vision of greater community relevance.

Thank you for taking time to read the report. It is divided into three sections - it begins with a general overview of the college then moves into a section on how CSBS is striving to meet the WSU strategic [goals](#). The report ends with selected personal highlights. Note: statistics for the report were taken from Weber State University's *Report Gallery*.

Overview of the College

The following mission, vision, and values statements were updated in fall 2023.

CSBS Mission

Provide learning experiences that transform lives and empower students to explore new horizons and discover their potential to build a brighter future.

CSBS Vision

Develop a community of adaptable, scientifically-informed citizens equipped to shape and serve our ever-changing world.

CSBS Values

- **Learning:** Foster curiosity, creativity and a lifelong desire to acquire knowledge, skills and abilities.
- **Knowledge:** Apply strategies to answer questions through discipline-specific methods and interdisciplinary teamwork.
- **People:** Welcome all individuals to the CSBS family and inspire them to be catalysts for positive change.

-
- **Connections:** Create meaningful, collaborative relationships among students, faculty, staff and community.

CSBS Faculty

Our college's strength lies in its exceptional faculty, staff, and excellent programs. Our award-winning faculty drive student research, internships, and transformative learning. During my tenure as Dean (2021/22-2024/25) there have been **23** new faculty hires for the college. I have advocated for the positions, reviewed job announcements, interviewed, and supported departments in hiring these talented individuals to be part of our CSBS team.

CSBS Majors, Minors, Graduate Programs, and Certificates

Since AY21/22 the total count of undergraduate majors and minors for CSBS has remained relatively steady (Figure 1). There has been a slight dip in declared majors/minors since last academic year (AY24) of 40 students. As a college, we have seen a slight decrease (average ~0.3%) in the total number of majors over the last four years (Figure 2). During the same period of time, there has been an uptick of minors with an average increase of 7.3% over the last four years (Figure 2).

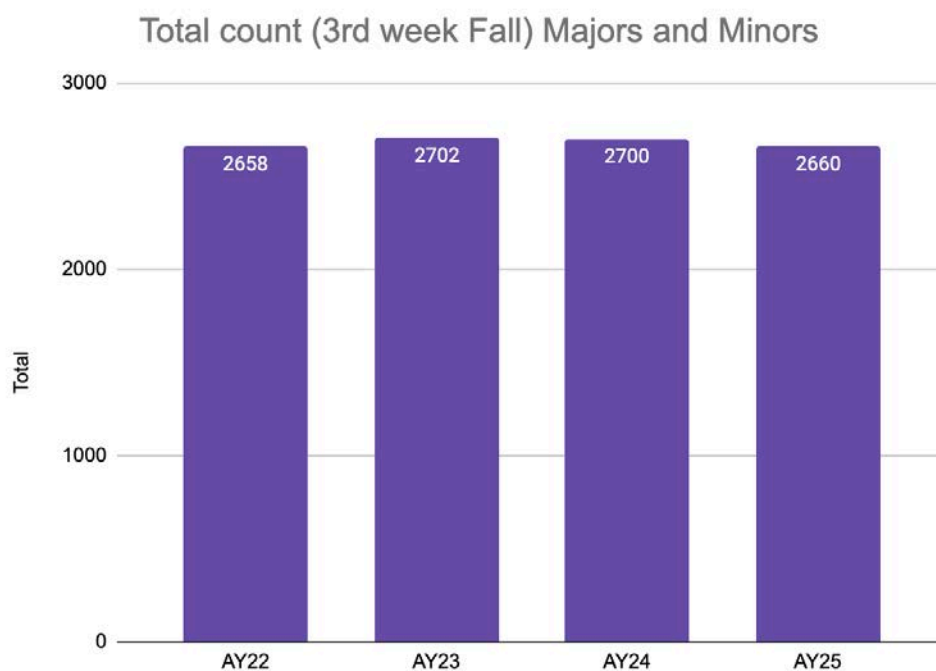


Figure 1

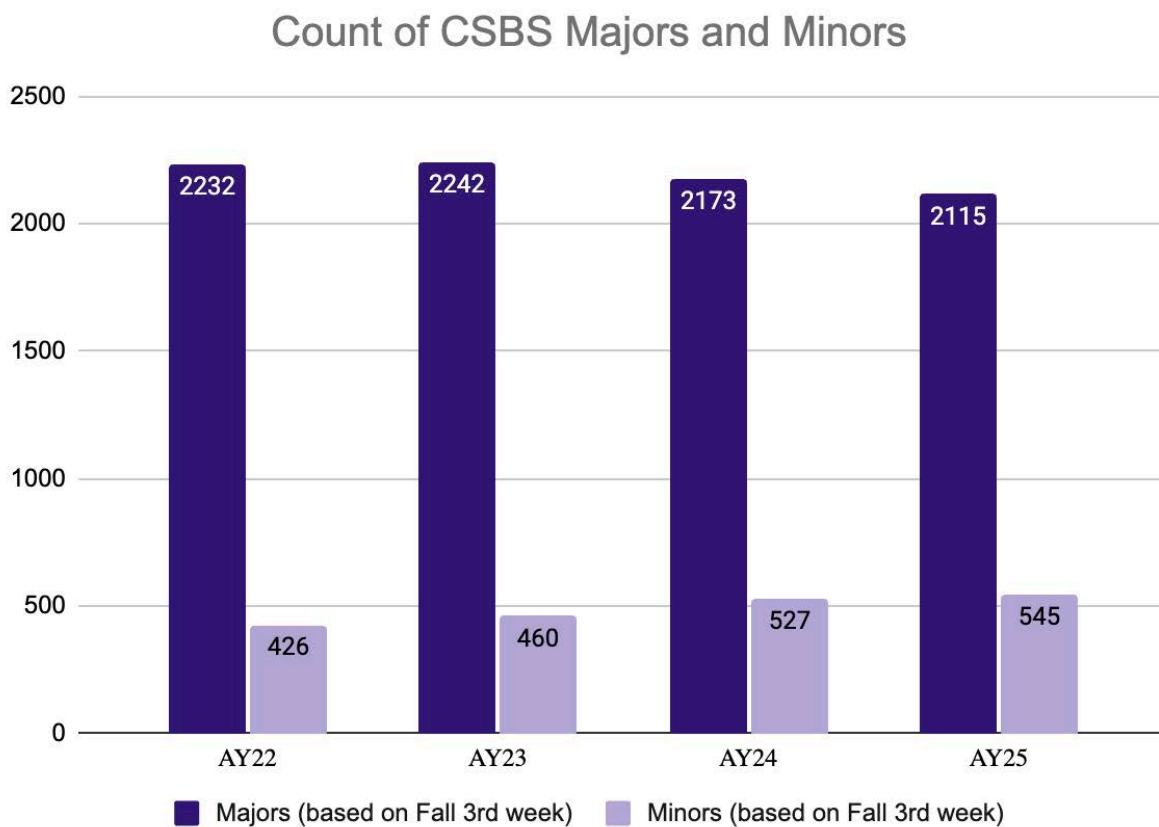


Figure 2

Disciplines

The college has eleven programs in which students can either major or minor (Figure 3). The top three programs, based on the number of enrolled majors (Fall 2024), are Psychology (612), Criminal Justice (588), and Social Work & Gerontology (388). The other programs are smaller, yet robust in their own way and also provide an important service to the university through the General Education courses they offer (American Institutions, Cultural Competence, Humanities,



Social Sciences, Physical Sciences, and Life Sciences).

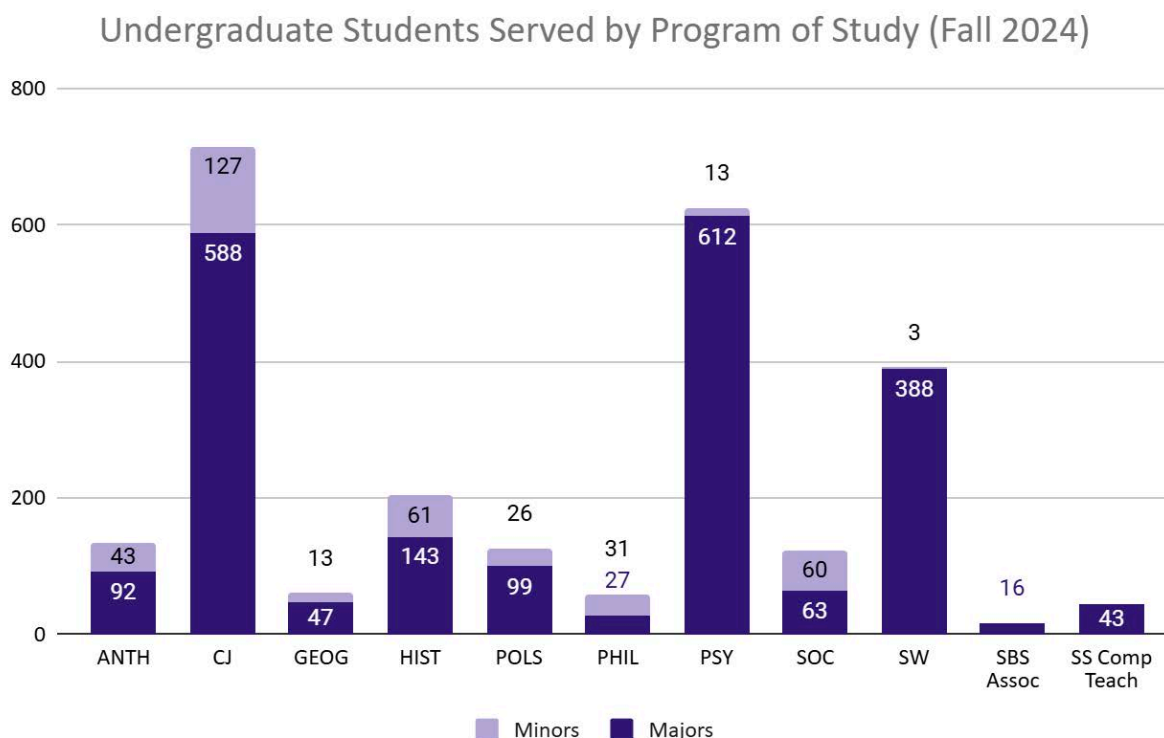


Figure 3

Graduate Programs

The College of Social and Behavioral Sciences has two graduate programs. The Master of Criminal Justice (MCJ) is embedded in the Department of Criminal Justice, a program that has been recognized by the U.S. News and World Report as one of the best (2022). The Master of Social Work program was launched during the first part of my tenure as Dean. The year prior, while serving as Interim Dean, I worked with the Provost and the SW department to help lay the foundation of this successful and much needed program. Total enrolled students in each masters program is illustrated in Figure 4.



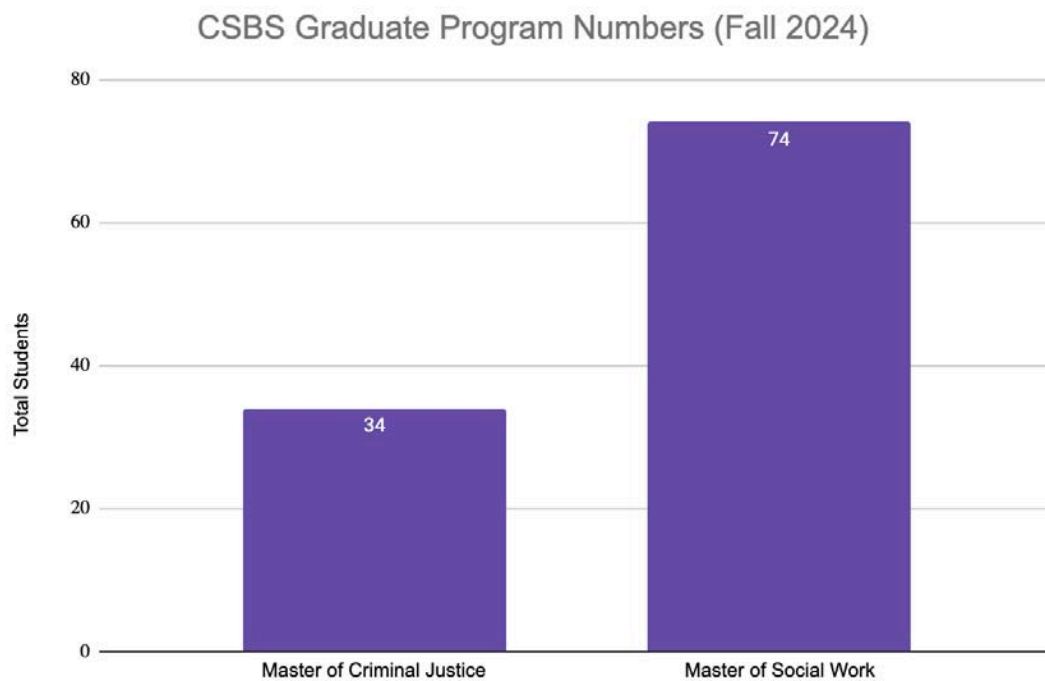


Figure 4

Other Minor Programs

The college has 14 “other minor programs” that are not discipline specific and allow students to focus on areas of interest. During my tenure as Dean we have developed Religious Studies, Naval, AirForce, International Studies, Ethnic Studies, and QS minors - an increase in “other minor programs” by 43% (Figure 5).



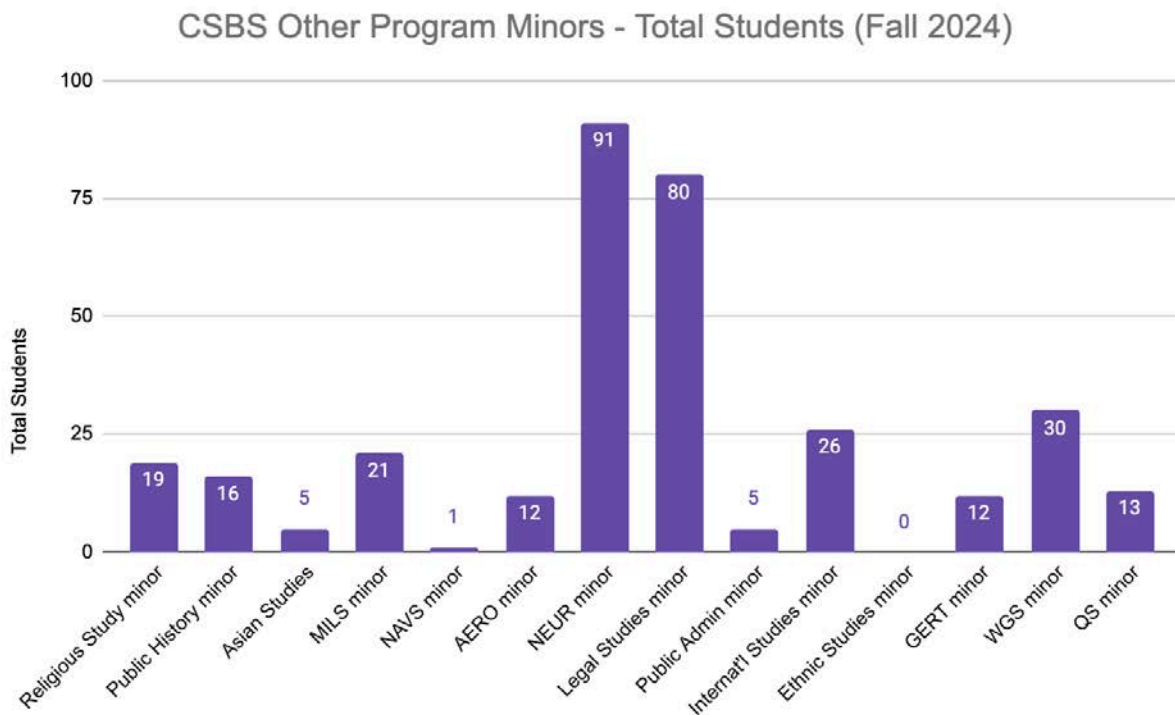


Figure 5

Certificates of Proficiency (CP)

The college has seven certificates of proficiency that are short-term, interdisciplinary programs that are one-year in length or less and prepare students for specific employment skills (Figure 6). During my tenure as Dean I worked with the Geography Department faculty to help launch the Sustainable Land Use Planning CP that had our first students enroll in the program AY23/24. The Behavioral Health Technician CP was developed to help ease work-force demand for High School Counselor Assistants and Aides in the healthcare industry. CSBS received \$170,000 from the State Legislature to help set up and fund the program that was launched AY24/25.



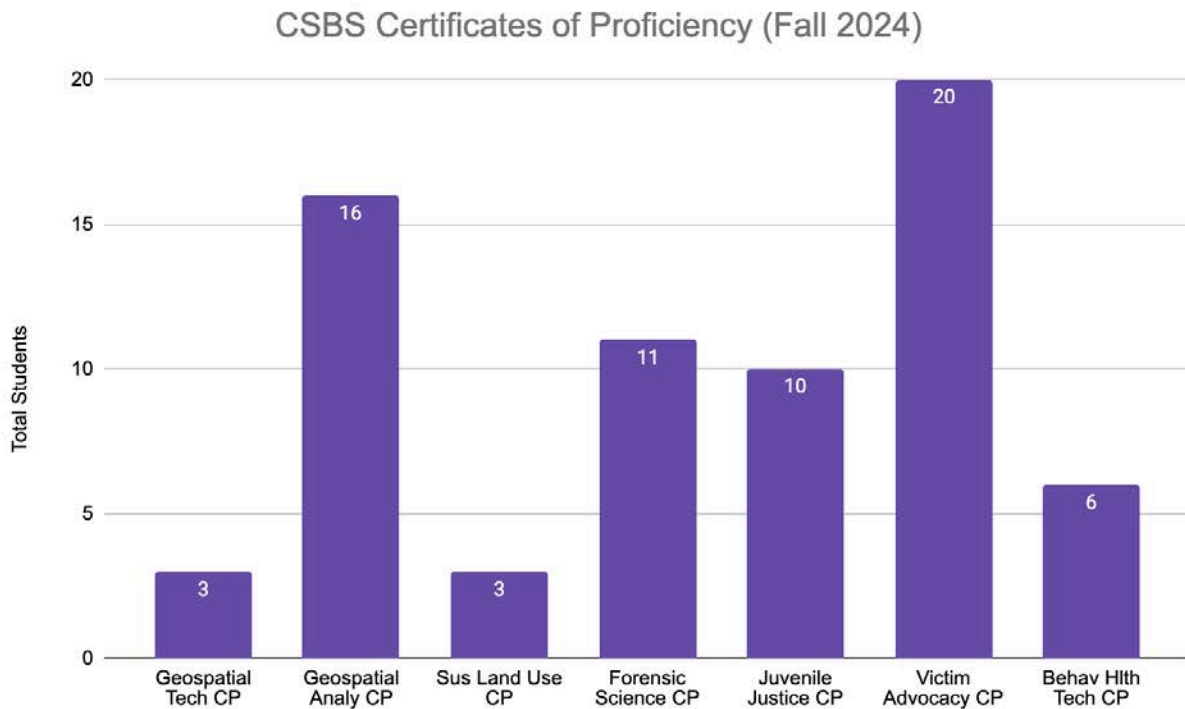


Figure 6

Institutes and Centers

The College of Social and Behavioral Sciences has two “institutes” and a “center” that serve both the campus, local community, and beyond. The institutes also provide high impact educational experiences for students. All three are housed in the college and receive some budgetary support from the Dean’s Office.

1. **Olene Walker Institute of Politics and Public Service** ([LINK](#))
 - a. Continues to build on Olene Walker’s legacy of public service
 - b. Provides student internship opportunities in Washington, DC, Utah State legislature, and local political offices
 - c. Involves students in the American Democracy Project to prepare the next generation of informed citizens
 - d. Offers a VOTE Certificate to equip current and future election officials with election oversight skills

-
- e. Offers civic education courses through continuing education

2. **Richard Richard Institute for Ethics** ([LINK](#))

- a. Advocates for ethical leadership locally, nationally, globally
- b. Offers multiple scholarships that support ethical leadership
- c. “Ethics Days” are held yearly and a keynote speaker is brought in
- d. The Ethics Bowl is an annual event that students and faculty participate in
- e. Public “Ethics Slams” are offered throughout the year to promote discussion on ethical questions related to current events
- f. Ethical Leadership Award is given yearly to exemplary community leaders
- g. Continuing Legal Education (CLE) ethics training is offered 2-3 times a year

3. **Social Science Education Center (SSEC)** ([LINK](#))

- a. Organized in 1990 to promote, coordinate, and encourage social science education. The SSEC is presently directed by a member of the history faculty
- b. Offers seminars for social science teachers along the Wasatch Front with presentations by Weber State University professors
- c. Oversees the curriculum, teaching, and academic standards of history concurrent enrollment (CE) courses in the public-school districts

CSBS Number of Degrees Awarded

From 2021-2024 during my tenure as Dean, the college has awarded a total of 1780 degrees. The degrees awarded include all levels (AA/AS, BA/BS, MS, and certificates) for all programs. Between 2023 and 2024 the number of college graduates increased from 454 to 506, a 10% increase compared to a 2% increase for the university. The previous years 2021-2023 our college increased the number of graduates by an average of 6%, whereas the university had an average increase of 2.6% during the same time period (Figure 7). ***Goal:** Continue to graduate between 400 and 500 students for the next two years.*



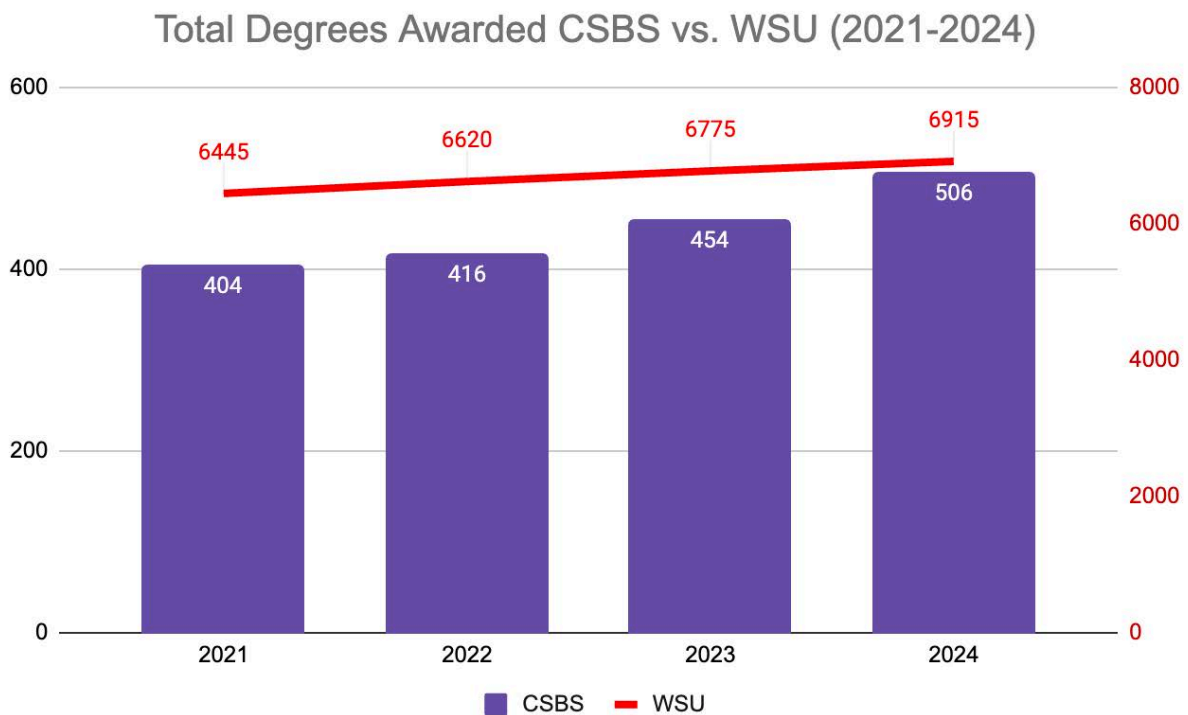


Figure 7

CSBS Full Time Equivalent Instruction

The 4-year trend for CSBS full time equivalent (FTE) instruction shows that self support (concurrent enrollment - CE) has steadily increased to present day, with 400 self-support students in AY21 to 484 in AY24 (Figure 8). This has initially impacted our “budget related” FTEs between AY21-AY23, but the college has seen a 1.1% increase during AY24 even though there was a 9% increase in self-support FTEs (Figure 8).

There is a high demand for CSBS GenEd courses that are offered as concurrent enrollment in the high schools. This has impacted our CSBS “budget related” FTE instruction on campus, as more students are taking their “generals” prior to becoming matriculated WSU students. The college has been proactive in appointing a Concurrent Enrollment Coordinator (Dr. Nathan Rives) to work with departments offering CE courses. We are striving to establish best practices and set up ‘master courses’ to ensure quality instruction, which will lead to CE students mastering the necessary social science skills and potentially interest them in majoring/minoring in one of our CSBS disciplines. **Goal:** *Continue to work*

with CSBS departments to help them identify best practices and develop a 'Master Class' for their CE courses. All Master Classes will have a promotional segment on the college and its various disciplines.

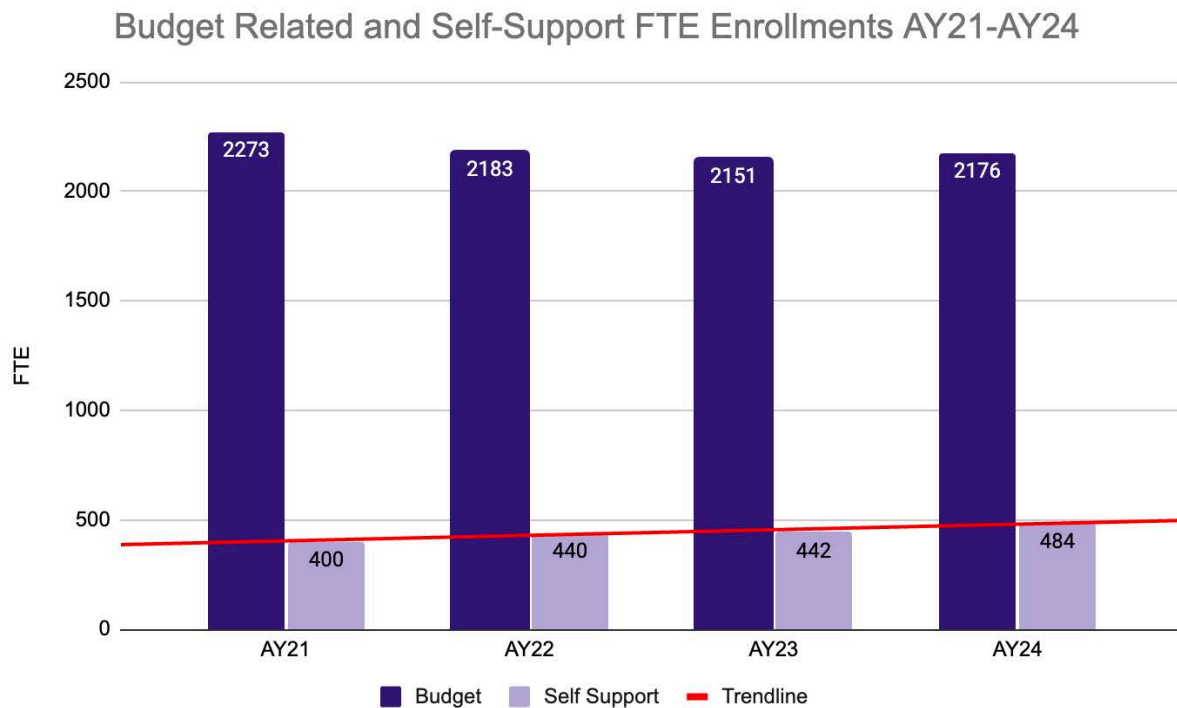


Figure 8

CSBS striving to meet WSU's strategic plan goals

Goal 1 - Access, Retention, and Completion

CSBS Student Demographics

The 2021-2026 WSU strategic plan states that “we will make positive growth towards having 15% of our student population include those who identify as Hispanic or Latino.” Figure 9 illustrates CSBS and WSU demographics and shows that our college has 18% of students who identify as “Hispanic” during AY24/25, this is 5.5 percentage points above the university percentage and exceeds the goal of the WSU strategic plan. The College of Social

and Behavioral Sciences also leads the university in a greater percentage of “Females” and “25+”. While having a greater proportion of female and more underrepresented students than the rest of the institution, our college is endeavoring to assist these students with the challenges they may face with regards to family, work, and financial demands.

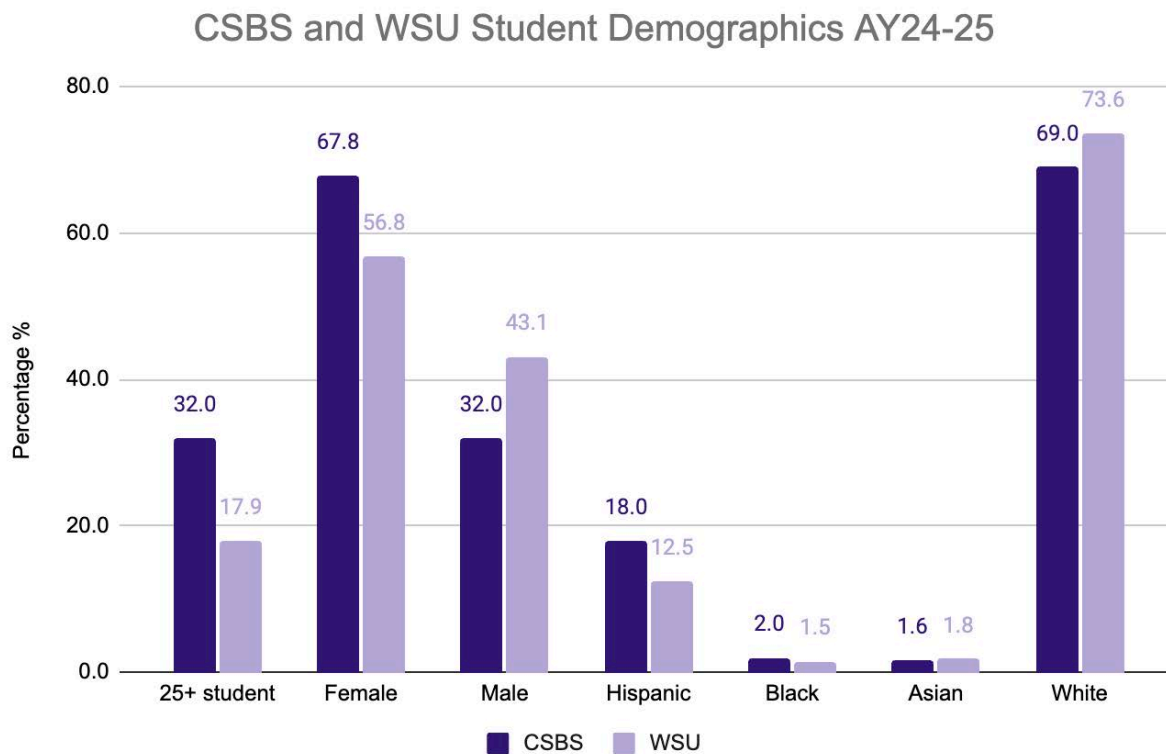


Figure 9

CSBS Student Retention

Retention is an important component of WSU Strategic Plan, that by the end of academic year (AY) 2025-26, all first-time students' fall-to-fall retention rate will be 60%. Presently, CSBS is averaging a 61% retention rate over the last four years while WSU is at 58.2% (Figure 10). Faculty, who are on the front line, and CSBS Advisors do outreach to assist struggling students using Starfish and personal connections, which helps lead to



improving retention for the college. **Goals:** *Keep GradMaps up to date and relevant. Intentionally design completion pathways.*

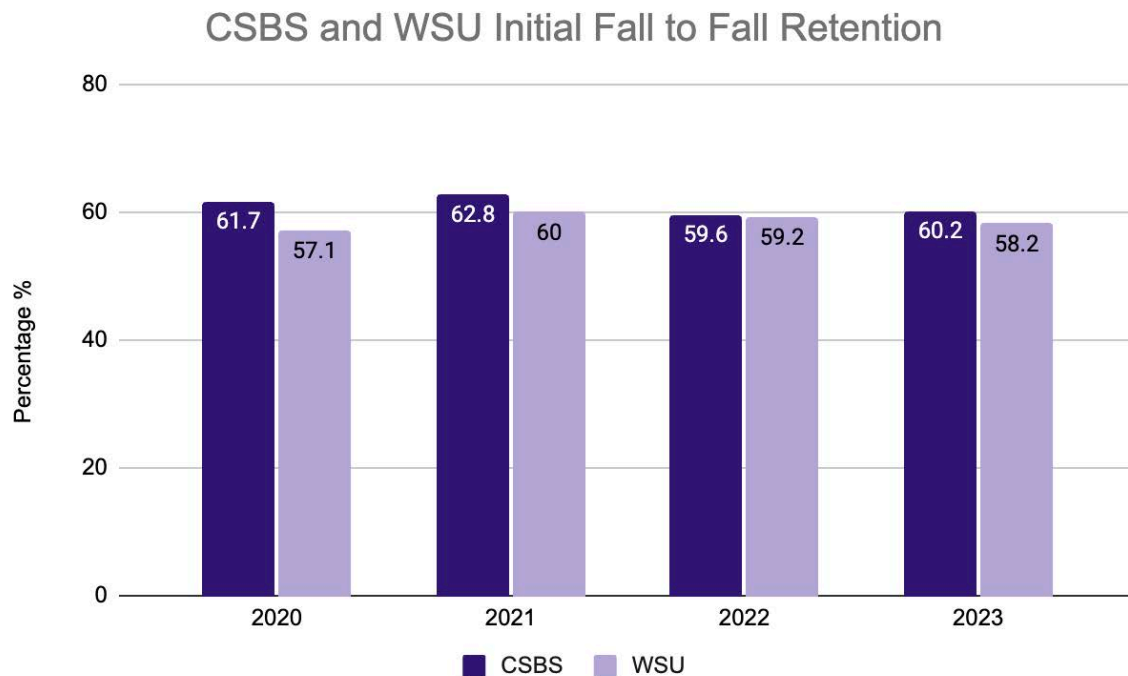


Figure 10

CSBS 6-year Completion (Graduation) Rates

The college is slightly behind the university with its 6-year graduation rate of 24% versus WSU's 26% (Figure 11). Since Fall 2014 to Fall 2017 there has been a steady increase (2.5%) in 6-year graduation rates for the college. The gap between the 6-year graduation rates for CSBS has narrowed from 4 percentage points below the university rate to 2 percentage points below. **Goal:** *Work with department chairs to build pathways to completion so students can graduate in a more timely manner.*



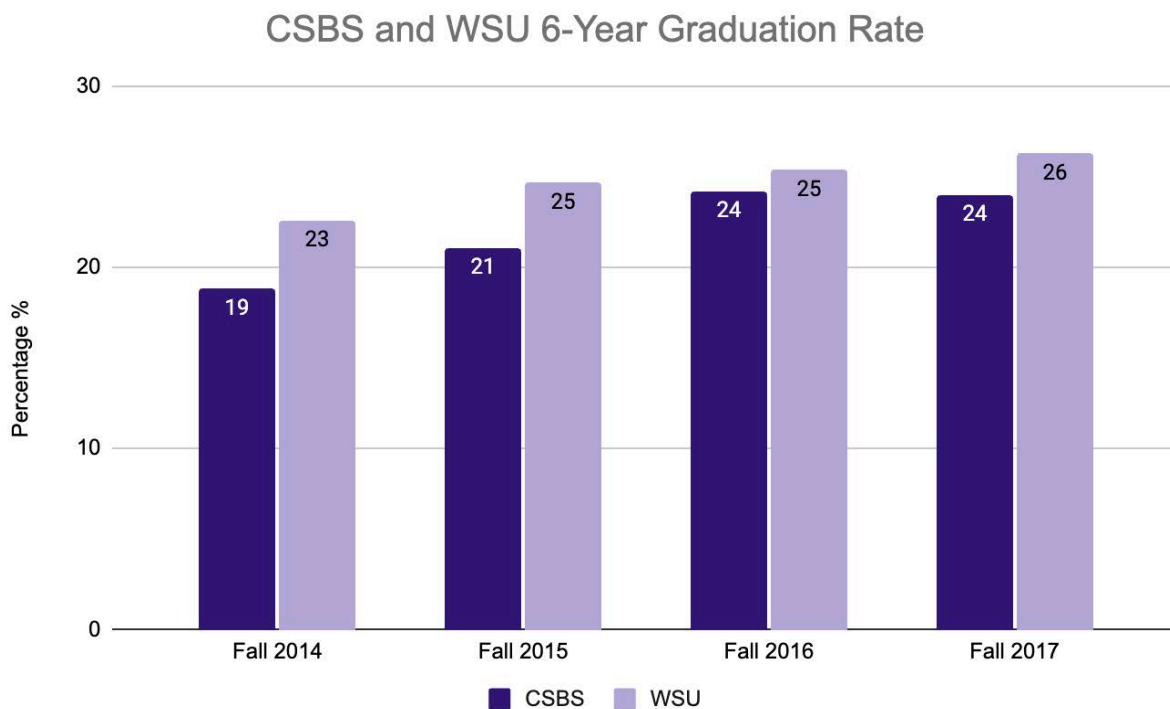


Figure 11

College Student Success Team (SST)

The College SST is a robust organization chaired by Dr. Sarah Herrmann. Members include the college advisors, marketing coordinator, career representative, Student Success Center representatives, and the Associate Dean. This group is data informed and is looking at DFWI rates to, (1) identify 'killer courses' for 1st and 2nd year students, (2) determine any differences in student performance between full term or block classes, and (3) determine any differences in student success based on when classes are offered (time/days of week).

Goals: *Develop retention strategies with a focus on first year persistence. Strategize on ways to help improve completion rates.*

Goal 2 - Personal Connections & Academic Excellence

Goal 2 of WSUs strategic plan is to have every student experience rich and impactful relationships with faculty, staff, students, and the community. According to WSUs Student Belonging dashboard, 85.2% of CSBS students feel that most of the faculty they have had contact with are genuinely interested in helping them grow compared to 84.4% for the

entire university. These statistics demonstrate an impactful relationship between students and faculty.

High Impact Educational Experiences (HIEEs)

The College of Social and Behavioral Science strives to provide our students with high impact educational experiences to enhance academic success and build meaningful relationships with faculty, staff, and the community. During the period of review the percent of bachelor-level students participating in HIEEs went from 49.1% in AY20/21 to 60.5% in AY22/23 while associate-level student participation increased from 61.3% to 86.4% during the same period (Figure 12). Our college has been very active in providing HIEEs through Study Abroad (SA) opportunities. During the last four years, CSBS has offered the following SA programs:

2021/2022	2022/2023	2023/24	2024/25
Ghana Make a Difference (GCEL)	UN New York	UN New York	UN New York
Studies in Harm Reduction Switzerland	Kenya Keys (GCEL)	Scotland/Ireland (GCEL)	Criminal Justice in South Korea
Peacebuilding in Rwanda	CJ & Language South Korea	Studies in Harm Reduction Switzerland	Archaeological Field Techniques
Archaeological Field Techniques	Archaeological Field Techniques	Archaeological Field Techniques	Peacebuilding in Rwanda
	Peacebuilding in Rwanda	Criminal Justice in South Korea	
		Model UN Galapagos Islands	

CSBS faculty provide a wide variety of HIEE opportunities (e.g., Model UN, Ethics Bowl, UTA OGX station area studies, internships, RAMPA conference presentations, etc.) and are to be complimented for their diligent work and intensive effort in providing these types of experiences for our students. The HIEE information illustrated in Figures 12 & 13 are tied to participation in CSBS courses with attributes in one of the following categories: CEL, CRE, GLB, INT, SUS. During AY22-23 through AY23-24, for associate degree students having one or more HIEEs at graduation, our college is near parity with the university as compared to the previous two years. For students obtaining bachelor degrees, there has been a steady

increase ranging from 43% of students having more than one HIEE in AY20-21 to 74% in AY23-24 (approximately a 16% increase each year). The college has made a concerted effort to, (1) increase HIEE experiences, and (2) add attributes to courses. Note: There are CSBS labs that provide HIEE experiences but do not carry an attribute, thus our CSBS HIEE percentages should be higher than what is shown. **Goals:** *Continue to support faculty in helping them provide HIEEs for their students. Make sure every program has at least two opportunities that provide HIEE experiences for students. Work with departments and faculty to add attributes to courses that provide HIEEs so the college can have accurate figures.*

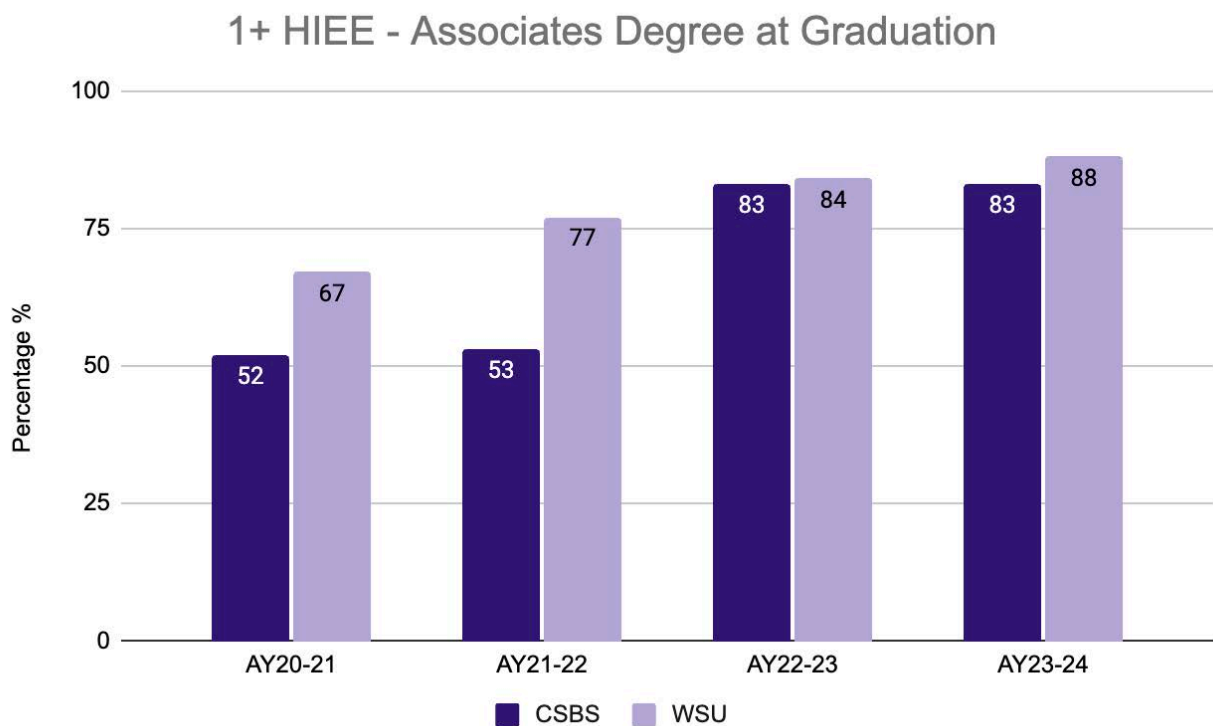


Figure 12

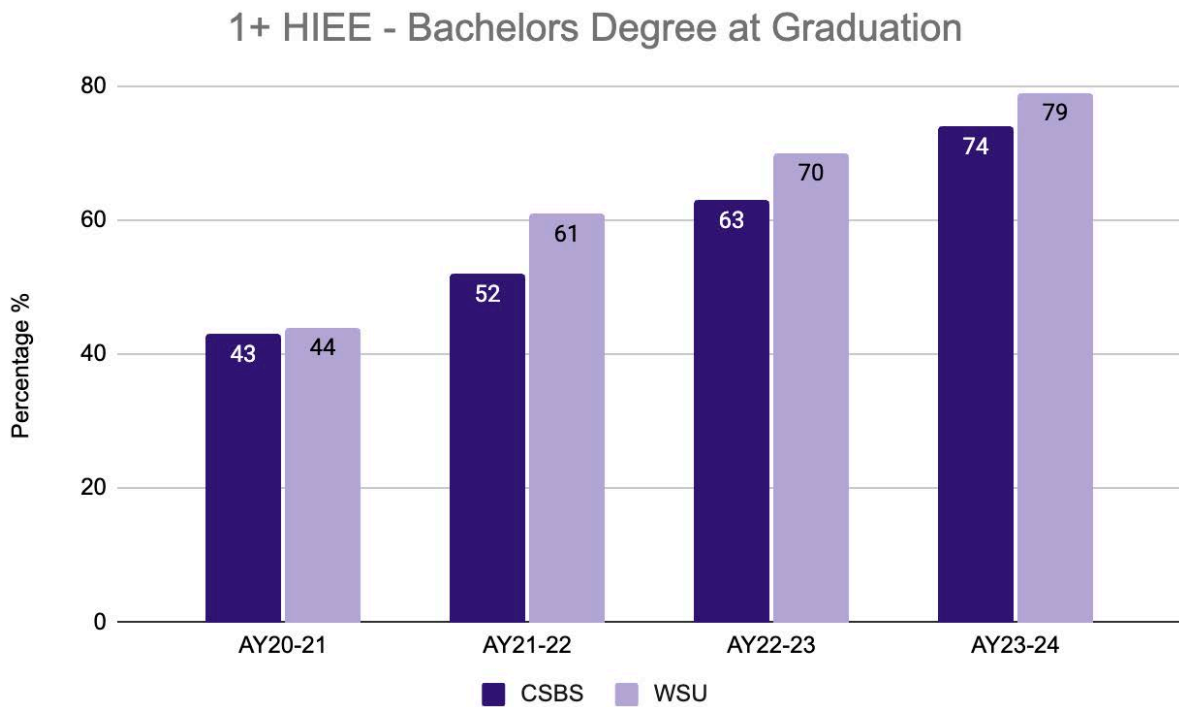


Figure 13

CSBS Student Center & Peer Mentors

The CSBS Student Center is a physical space in Lindquist Hall that has been growing for four years and provides a warm and welcoming location where all students can come and experience a sense of belonging and make personal connections. The center is where students can access advising, peer mentoring, registration, and financial aid assistance. Presently, CSBS has one peer mentor that is funded by grants and we are looking to hire two more before the end of spring semester 2025. One of the principal roles of a peer mentor is to call at-risk freshmen using Starfish indicators. CSBS peer mentors also host one social activity per month to build a better sense of community among our students.

Goal: *Continue to support CSBS peer mentors.*

CSBS Advisors

The college has a great team of four advisors that are dedicated to academic excellence (Nick Ferre, Christy Cottrell, Genesis Vasquez-Rivas, Tawny Choi). The Lead Advisor, Nick Ferre, has invested time in training and empowering the team to meet the diverse needs of

our CSBS students. Together, these advisors provide exceptional academic service for students. The advisors focus on retention, completion, financial aid, and recruitment. They are effective at creating student plans, reaching out and calling at-risk students, lowering flags, and directing students to the correct source if self-help is needed. The advisors, along with the CSBS peer mentors engage in New Student Orientations throughout the academic year. The advisors have helped maintain and update the CSBS advising [website](#), providing students with a wealth of information to help them navigate university life. Other accomplishments by the advisors and supported/directed by the Dean during the period of review include:

1. Building and maintaining the CSBS Peer Mentoring Program
2. Teaching SBS courses (1810, 1100, 1050)
3. Standardizing Retention Programs and Initiatives
4. Contributing to the bi-monthly meetings for the Student Success Team
5. Achieving final approval of the CSBS Associate of Science Degree
6. Coordinating and collaborating with the WSU Office of Admissions to join recruitment trips to the local high schools.

Note: The college plans to run a summer 2025 course - SBS 1050 (3cr). This will be the first time this class will be offered in summer for local high school students. **Goals:** *Continue to support CSBS advisors and monitor the success of SBS courses.*

CSBS Beacon Grant

CSBS instituted the “Beacon Grant” during the last two academic years (AY23/24 - AY24/25). During this time, six students have received \$10,337 to help cover tuition and/or living expenses to help them get back on track towards graduation. **Goal:** *Continue offering the Beacon Grant to students in critical need.*

College Funding Opportunities for Students

Gifts to the college during AY21/22 and AY24/25 help support academic excellence in the form of scholarships, internships, or special programming for students. During the last two years there has been a ~27% increase in the number of scholarships available to CSBS students. The following is a list of external CSBS scholarships (excludes individual department scholarships):

Dean Forensic Science Scholarship	Ulibarri History Scholarship
Dayton Memorial Student Award	Kotter-MacKay Public History Scholarship
Ibarguen Latin American History Endowment	Jack Lampros History Scholarship
Dr. K T R Swan Scholarship	Social Work Master's Program
Taylor Hybrid Scholarship	Walker Institute Speaker Series
Murray Scholarship	Hope Corps Internship Program
Philosophy Adversity Scholarship	Live you Dash-Smith Meml CJ Scholarship
Latin American History Fund	WSU Corps of Cadets (ROTC) Fund
Richards Institute Ethics Scholarship	CSBS General Scholarship
Phoenix Achievement Scholarship	Model United Nations Endowment
Rosemary Conover Anthropology Scholarship	Women & Gender Studies Fund
Rich and Greer Family Scholarship	Jack Gilbert Brown ROTC Scholarship
Philosophy Adversity Scholarship	Daniel T Gallego Memorial Scholarship
Geography Alumni Scholarship	Zachary Ryan Rosier Memorial Scholarship
Tom Connors America First CU History Scholarship	Dr O Richard Eberle Memorial Scholarship
Global Agents of Change (GAC) Scholarship	Walker, Olene S Walker Scholarship
Keith & Sharon Carrigan Social Work Scholarship	Sociology Department Scholarship
Wat Misaka Scholarship	Social Work Department Scholarship
Jerry B Jensen Scholarship	Major Brent and Jennie Taylor Scholarship
William & Barbara Morrell-Hughes SW Scholarship	Bank of Utah Scholarship
Chris & Audrey Hatch CSBS Scholarship	Casey and Kysha Hill Scholarship
Robert Hunter-United Way of NU SW Scholarship	Raechale Elton Memorial Scholarship
Shaylee Wheeler Papadakis Civic Engage. Scholar.	Toby Candilora Criminal Justice Scholarship

CSBS Development

I have worked with our CSBS Development Director (Chuck Holland), University Advancement, faculty, and staff to help bring gifts and endowments into the college plus set up the agreements and accounts. Funding opportunities are designed to promote academic excellence, help our CSBS students succeed, and assist faculty. During my tenure as Dean there have been 236 unique donations that have gifted \$1,914,790.12 to Social and Behavioral Sciences. Through payroll deduction 28 employees have donated an additional \$50,741.03 towards scholarships. I have personally set up a \$40,000 endowment for CSBS student scholarships (Rich and Greer Family Endowment) **Goals:** *Continue to work with our CSBS development officer to bring more donations to the College. Spend a minimum of half-day a week doing advancement work for CSBS.*

Goal 3 - Community Anchor Mission

Sustainability Outcomes

Lindquist Hall is a GOLD LEED-certified building, and is ~99% efficient - helping to lead WSU toward the goal of carbon neutrality by 2040. The CSBS faculty are committed to sustainability – we won the “Clear the Air Challenge three years in a row. The College of Social and Behavioral Sciences is also the only green college on campus. The CSBS team bleeds purple but we live green. **Goal:** *Continue to maintain standards of a “green college”.*

Community Development Outcomes

Three recent examples of CSBS helping to contribute to the community workforce is the new Master of Social Work program, a student-focused program with an emphasis on clinical training to meet the needs of our local community and beyond. We have graduated nearly 90 licensed clinical social workers between spring 2023 & 2024. There will be another graduating cohort of ~45 in spring 2025. The Social Work & Gerontology Department received ~\$380,000 from the State of Utah to support the MSW program and to create a Substance Use Disorder Certificate (SUDC), which is presently being worked on. Many of these MSW and SUDC students will be employed by various government and local agencies to help counsel individuals with personal challenges. The new Behavioral Health Technician (BHT) Certificate is another example of a program that offers specialized training to individuals interested in pursuing careers as behavioral health technicians,

providing them with the knowledge and skills needed to assist licensed professionals in treating and supporting patients. The college received ~\$170,000 in state funding to set-up the BHT program that was launched this past fall 2024. The college is also collaborating with the Rocky Mountain Center for Occupational and Environmental Health and the University of Utah. We received funding to hire an occupational psychologist that is housed in the Psychological Science Department and helping meet community needs. **Goals:** *Continue to support and grow community relevant programs. Work with and support faculty/student projects from all disciplines that have teaching, research, and service agendas that are addressing the needs of our community.*

Goal 4 - Marketing & Branding

Marketing

During my tenure as Dean, I was able to secure and hire a very creative Marketing and Public Relations Specialist ~ Emily Rupp. She has led our social media outreach, improved our CSBS websites, and worked with the advising team to recruit and retain students. Emily has highlighted and promoted the college in a myriad of very creative ways such as working with C.A.T.S to produce promotional videos and banners for all of our CSBS departments. Emily has worked with MarComm to complete high-end, technology-driven promotions for select departments. **Goal:** *Continue to support Emily in her role as the CSBS Marketing and PR Specialist and meet with her on a bi-weekly basis.*

Miscellaneous

College Information Technology (IT)

The college hired an IT specialist (Marina Carpio) at the beginning of Spring Semester 2023. Her role is to oversee all the computing needs of the college which helps lead to enhanced productivity for both faculty and students. She has worked with the dean's office to produce the first inventory of all the computing equipment for the entire college and was completed AY 2024/25. Student success and classroom engagement is highly important and she makes sure that the equipment and software for faculty and staff are up to date and functioning properly. **Goal:** *Continue to work with our CSBS IT specialist to have full*

knowledge of the college's IT needs and challenges. Ensure all faculty and staff have their software needs met and up to date equipment.

Building College Community

In an effort to build a stronger sense of community for the college, we have monthly social gatherings. We meet at a local pub, the dean's office provides hors d'oeuvres and we socialize. We also have a monthly "Dessert with the Dean" event similar to "Brownies with Brad", where faculty & staff gather together on their birthday month. It is an ideal way to informally engage in conversation about research, classes, hobbies and life. **Goal:** *Continue offering social activities for the college.*

Select Personal Highlights (2021/22 - 2024/25)

Global Engagement

As Co-Director of the Global Community Engaged Learning (GCEL) program three study abroad programs were offered:

1. The 2021/22 *Global Community Engaged Learning Project - Ghana*, was a collaborative effort between WSU and the non-profit Ghana Make A Difference ([GMAD](#)). This non-profit rescues and cares for children who have been slave-trafficked, abandoned, or who have special needs. GMAD works to reunite the children with their biological family or to place them in a new family. This GCEL project was a highly collaborative effort bringing together WSU faculty and staff from Geography, Social Work, Building Design & Construction, Interior Design, Facilities Management, Nursing, Medical Lab Science, Library, and Athletics to develop this international, interdisciplinary, and philanthropic service learning opportunity in Ghana. The GCEL project included: (1) beginning construction on a new school facility; (2) assisting Ghanaian social workers with the rescued children; (3) providing medical assistance for villagers with health issues; and (4) teaching the children a variety of subjects and offering them social interaction opportunities as part of the rehabilitation process. A total of 36 WSU participants (32 students and 3 trip leaders) were involved in the project.

-
2. The 2022/23 *Global Community Engaged Learning Project - Kenya*, consisted of collaborating with [Kenya Keys](#) to build a new Learning Center in the village of Taru, Kenya, where Kenyan students and community members can take classes, attend social gatherings, and learn to use computer technology. The WSU GCEL team assisted with the construction of a permanent building to serve the village. WSU students, faculty, and leaders also interacted with community members by visiting their villages. We participated in cultural exchanges, visited primary and secondary schools where we engaged in teaching/mentoring high school students, and conducted health and wellness outreach programs such as “Days for Girls”. WSU and Kenya Keys also sponsored a Special Olympics for the village of Taru. A total of 36 students, 4 advisors, and 4 community members participated in the project.
 3. Summer 2023 *The Castle Project: GCEL Goes to Scotland & Ireland* - Partnered with the owner of a Scottish Castle that is an A-Listed building on the historic register and was built in 1860. Students had the opportunity to sleep and work within this historic building creating a unique learning experience. The Principal objective was to restore three turrets, compare and contrast historical techniques with those commonly used today, Learn about the history and geography of the area, plus interact with the local culture. A total of 18 students, 4 advisors, and 18 community members participated in the project.

Peer-Reviewed Publication

Title: [High-Impact Experiential Learning Opportunities through Global Community Engaged Learning](#)

Authors: Jeremy Farner, Julie Rich, Diana Meiser

Journal: International Journal of Interdisciplinary Global Studies

Vol. 18, March 17, 2023

Teaching Activities

- Taught for the WSU Higher Education Academy (HEA) 3 times
- Invited speaker - Political Leadership class (8 presentations)
- Invited speaker - CSBS 1810 class (8 presentations)

Awards

- 2022 Hemingway Collaborative Award \$16,229
- 2023 Hemingway Collaborative Award \$10,000

-
- 2023 Gwen Williams Prize recognizing extraordinary work & service

Board Memberships

- CSBS Advisory Board (ex-officio member)
- Olene S. Walker Institute of Politics & Public Service (ex-officio member)
- Richard Richards Institute (ex-officio member)

Committee Memberships

- Chair University Completion Committee (UCC) (2023/24-present)
- Appointment, Promotion, Academic Freedom, and Tenure (APAFT) Executive member (2021/22-2023/24)
- Teaching & Learning Committee (TLC) (2024/25-present)
- University Planning Council (UPC) (2023/24-present)
- Undergraduate Studies: Academic Support & Institutional Effectiveness (USASIE) (2024/25-present)
- National Science Foundation (NSF) EPIIC Research Assessment Team (2024/25-present)



MAKING DREAMS HAPPEN