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 1 May 2021. Prior to that time I served nearly two years as interim dean during the period of COVID., which added unforeseen challenges. We had an immediate shift of course delivery methods, we conducted outreach to students and faculty to make sure they had the necessary equipment to work remotely. We learned new coping skills to navigate the new reality of living in an upended, global pandemic world. Prior to my stint as interim dean, I was associate dean for approximately
two years where my main duty was to help oversee the complete renovation of LEED-certified, $36 million Lindquist Hall.

During each segment of my administrative service, I have offered energetic, visionary, and responsible leadership and have worked with faculty and staff to: (1) recruit, retain and graduate more students, (2) create new degree programs, (3) enhance programming and course offerings, (4) build community, plus (5) improve our outreach and publicity efforts.

There is no doubt that the strength of our college comes from our excellent faculty and staff plus the diversity of departments and programs that are housed within CSBS - 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 essential skills, knowledge, and abilities to enact positive change in the world.

The vision for our dynamic college is that our classes, our high impact educational experiences, the mentoring, and the internships - are all directed at how to resolve issues or challenges that we have in our community. The goal is to make our college more community relevant. We will continue to enhance our present programming and build new offerings that can train and educate participants to help resolve community challenges. Each department will contribute to the vision of greater community relevance and determine what is the “realm of the possible” and what they can achieve.

Thank you for taking time to read the report. Note: statistics for the report were taken from the Report Gallery. This report is divided into sections - it begins with a general overview of the college then moves into a section on how CSBS is striving to meet some of WSU’s strategic plan goals. The report ends with highlights of my personal accomplishments over the past two years.
Overview of the College

CSBS Strategic Plan

The College of Social & Behavioral Sciences established a five-year Strategic Plan that was adopted February 14, 2017. This plan is due to be revised AY 2022/23 with faculty giving input on the draft Fall 2023. Revisions to the mission and vision statements will also be revised (shown below).

CSBS Mission

The College of Social & Behavioral Sciences is dedicated to studying behavior and thought in individual, social, cultural, physical and historical contexts, and to the beneficial application of this knowledge. The college prepares students for productive careers and engaged citizenship through general education instruction and major, minor and interdisciplinary programs, which emphasize critical and scientific thinking. Through teaching, scholarship and service, the college's faculty aims to enhance social justice, environmental awareness and the quality of life in northern Utah and beyond.

CSBS Vision

The College of Social & Behavioral Sciences aspires for its academic programs to be recognized as regional leaders among comprehensive universities for:

- Commitment to effective teaching that emphasizes close faculty-student interactions and rich opportunities for student experiential learning, including faculty-guided research, internships and community engagement.
- Research that advances understanding of behavior and thought in its individual, social, cultural, physical and historical contexts.
- Outreach that establishes the college as an invaluable resource in the northern Utah community and beyond.

CSBS Programs

Since 2019 there has been steady growth (average 1.4%) in the number of majors for our CSBS programs (Figure 1). From AY 2021/22 to 2022/23 (period of dean review) there has been a 1.5% increase in the number of declared majors. Our continued growth is due to
our CSBS team working together to promote the various disciplines, recruiting from GenEd classes, spreading the word about our college through social media, etc. The upward trend for CSBS minors has been similar. Since 2018, there has been an average increase of 4.5% in declared minors. For the period of the dean review, there has been an overall 3.2% increase in the number of declared minors. We are promoting minors to complement other degrees within the college and across campus. This promotion is mainly occurring when students are being counseled by our general education and academic advisors, plus faculty.

### Disciplines

The college has nine programs in which students can major or minor (Figure 2). The top four programs, based on the number of enrolled majors are Psychology (706), Criminal Justice (578), Social Work & Gerontology (436), and History (220). 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, Diversity, Humanities, Social Sciences, Physical Sciences, and Life Sciences). The College of Social and Behavioral Sciences has two masters programs, Criminal Justice (MCJ) and Social Work (MSW). This is the second year students have enrolled in the new MSW program and it has proven to be highly successful. The college also has seven “certificates” and eight “other minor programs” that are interdisciplinary and allow students to focus on areas of high interest to them. The college also has two “institutes” and a “center” that serve both the campus, local community, and beyond.

1. **Anthropology** ([LINK](#)) - 88 Majors / 30 Minors
2. **Criminal Justice** ([LINK](#)) - 578 Majors / 90 Minors
3. **Geography, Environment, and Sustainability** ([LINK](#)) - 65 Majors / 12 Minors
4. **History** ([LINK](#)) - 220 Majors / 75 Minors
5. **Philosophy** ([LINK](#)) - 22 Majors / 23 Minors
6. **Political Science** ([LINK](#)) - 131 Majors / 58 Minors
7. **Psychology** ([LINK](#)) - 706 Majors / 52 Minors
8. **Social Work & Gerontology** ([LINK](#)) - 436 Majors / 4 Minors
9. **Sociology** ([LINK](#)) - 78 Majors / 55 Minors

**Figure 2**
Masters Programs (with number of students enrolled - 2022/23)

1. **Master of Criminal Justice** (LINK) - 25 Students
2. **Master of Social Work** (LINK) - 66 Students

Minor Programs (with number of students enrolled - 2022/23)

1. **Asian Studies** (LINK) - 10 Students
2. **Ethnic Studies** (LINK) - 0 Student (BIS) (new program)
3. **International Studies** (LINK) - 13 Students
4. **Legal Studies** (LINK) - 87 Students
5. **Neuroscience** (LINK) - 50 Students
6. **Public Administration** (LINK) - 7 Students
7. **Women and Gender Studies** (LINK) - 24 Students
8. **Army ROTC - Reserve Officer Training Corp** (LINK) - 23 Students (CSBS is also the satellite home to Air Force and Navy/Marine ROTC programs at the U of U).

Certificates (with number of students enrolled - 2022/23)

1. **Archaeological Technician Certificate of Proficiency** (LINK) - 1 Student
2. **Forensic Science Fundamentals Certificate of Proficiency** (LINK) - 12 Students
3. **Geospatial Analysis Certificate of Proficiency** (LINK) - 12 Students (program shared with COS).
4. **Geospatial Technology Certificate of Proficiency** (LINK) - 0 Students (program shared with COS).
5. **Juvenile Justice Certificate of Proficiency** (LINK) - 11 Students
6. **Sustainable Land Use Planning Certificate of Proficiency** (LINK) - 3 Students
7. **Victim Advocacy Certificate of Proficiency** (LINK) - 27 Students

Institutes

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 multiple 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.

Centers

1. 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

Over the course of four years from the time I was serving as Interim Dean to our last full year of graduations, the college has awarded a total of 1497 degrees (Figure 3). The degrees awarded include all levels (AA/AS, BA/BS, MS, and certificates) for all programs. Between 2019 and 2020 the number of college graduates increased from 290 to 387, a 33.5% increase. The subsequent year our college increased the number of graduates by approximately 4.4% and from 2021 to 2022 we increased our graduate number by 3%.
**Future Goals:** Continue to graduate over 400+ students each year. Try to maintain a 3% - 4% growth rate over the next two years.

![Number of Degrees Awarded - Total vs. Year](image)

**CSBS Full Time Equivalent Instruction**

The 4-year trend for CSBS full time equivalent (FTE) instruction shows that self support (concurrent enrollment) has steadily increased to present day, with 327 self-support students in 2018-19 to 440 in 2021-22 (Figure 4). This has impacted our “budget related” FTEs as there has been a drop from 2335 to 2183 during the same time period. We are finding that there is high demand for CSBS GenEd courses that are offered as concurrent enrollment in the high schools. This has cut into our CSBS FTE “budget related” instruction on campus, as increasingly more students are taking their “generals” prior to becoming matriculated WSU students. The Social Science Education Center along with the Concurrent Enrollment Supervisor continues to improve the Master Class for (AI) HIST 1700 (implemented in 2020-21) to establish protocol and ensure quality instruction, which will lead to the success of CE students mastering the necessary social science skills. **Future Goals:** Actively promote the college and departments in CE classes. Work with all CSBS
departments to help them develop a ‘Master Class’ for their CE courses. All Master Classes will have a promotional segment on the college and its disciplines.

CSBS striving to meet WSU’s strategic plan goals

Goal 1 - Equity, Diversity and Inclusion

Faculty

The college strives to hire and retain faculty from underrepresented and underserved populations. Presently, the college has a total of 69 full-time faculty members with 26% identifying as underrepresented or underserved. Across the college, gender diversity is good - 45% female, 54% male, and 1% non-binary. University-wide, the percentages are 47.7% female and 52.3% male (non-binary numbers unknown) - so there is room for improvement for our college.

During the time of review (2021-2023) there have been 17 new faculty hires for the college. I have been privileged to advocate for the positions, review job announcements, interview, and support departments in hiring these talented individuals to be part of our CSBS team.
Of the 17 new faculty that were hired, 53% identify as female and 47% male, helping to improve the gender diversity of our college. Approximately 29% identify as underrepresented or underserved, again an improvement in faculty diversity. **Future Goals:** Continue to increase the number of faculty and staff from underrepresented groups.

**Faculty Inclusive Excellence Training**

CSBS faculty have participated in the ITEL and ETP courses offered by the Teaching and Learning Forum for inclusive excellence. To date, 16 full time faculty (23%) have either completed or are presently enrolled for spring or summer courses. **Future Goals:** CSBS and MCOE are in discussion with TLF to offer an ITEL course specifically for the two colleges. We will continue to pursue this idea and encourage faculty to continue to engage with TLF trainings. By 2025 70% of CSBS faculty will have gone through the ITEL courses.

**Student Demographics**

The 2021-2026 WSU strategic plan states that “by Fall 2025, our institution will become an emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15%.” Figure 5 illustrates CSBS demographics and indicates that our college has 17.9% of students who identify as “Hispanic”, this is 2.9 percentage points above the 2022/23 university percentage and exceeds the 2025 goal of the WSU strategic plan. The College of Social and Behavioral Sciences also leads the university in a greater percentage of “Females”, “Non-binary”, and “19-” students. 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 face with regards to family, work, and financial demands. **Future Goals:** Work with WSU admissions to participate in recruiting activities at high schools in the Ogden School District that have a majority minority student body to continue to increase our WSU Latinx students. Actively promote certificates and minor degrees offered by CSBS to the 25+ group who may need additional training for their employment/careers.
The CSBS Student Center is a physical space in Lindquist Hall that has been in place for two years and provides a warm and welcoming location where all students can come and experience a sense of belonging. The center also is where students can access advising, peer mentoring, registration, and financial aid assistance. The center is open MWF 11:00-3:00 and is staffed with a combination of college advisors and peer mentors. Presently, CSBS has three peer mentors that are funded by grants. One of their principal roles is to call at-risk freshmen using Starfish indicators. The peer mentors also host one social activity per month to build a better sense of community among our students. **Future Goals:** Continue to expand the use of the CSBS student center and use social media and electronic signage to advertise available resources to students. Expand the social activities to other student groups on campus, and collect data on effectiveness of the CSBS student center.
Goal 2 - Retention & Completion

CSBS Student Retention

Goal 2 of the WSU Strategic plan focuses on increasing retention rates for our WSU students. From Fall 2019 through Fall 2022, CSBS had retention rates ranging from 1.1 to 3.7 percentage points above the university rates (see Figure 6). For the period of review for the dean evaluation, the overall CSBS retention rates have been, on average, 5.1 percentage points higher than the university. Our BIPOC student retention for Fall 2022 is an impressive rate of 70%. **Future Goals:** Continue encouraging faculty, who are on the front line, to do outreach to struggling students using Starfish and personal connections. Follow through with intentionally designing and marketing ‘completion pathways’ for our students. Keep GradMaps up to date and relevant.

![Fall-to-Fall Retention Graph]

Figure 6

CSBS 6-year Completion (Graduation) Rates

The college is slightly lagging behind the university with its 6-year graduation rates. The average percentage increase (Fall 2019 to Fall 2022) for CSBS 6-year completion rates is 2%.
compared to 1.7% for the university (see Figure 7). The greatest percentage rate increase (6.3%) is for our BIPOC students from Fall 2021 to 2022 - meaning a greater percentage of BIPOC students are graduating in six years. During the period of dean review, the gap between the 6-year graduation rates for CSBS has narrowed from an average of 3.6 percentage points below the university rate to an average of 2.4 percentage points below. **Future Goals:** *Work with department chairs to build pathways to completion so students can graduate in a more timely manner.*

**Figure 7**

**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 deans. This group is data informed and is completing deep dives into each department to determine alignment with WSU’s strategic goals and investigating areas of concern. The SST has completed deep dives for Psychological Science, Criminal Justice, and Social Work. The SST is also 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). **Future Goals:** Continue to do departmental deep dives (next on the list is Political Science and Philosophy) and further develop retention strategies with a focus on first year persistence.

**CSBS Advising Team**

The College has three general education advisors and one transition advisor. I meet with this team on a bi-weekly basis and with the Lead Advisor on alternate weeks. 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 three peer mentors engage in New Student Orientations and Purple Carpet events throughout the academic year. The advisors have helped oversee the refurbishment of the CSBS advising [website](#) that provides students with a plethora of information to help them navigate university life. CSBS advising videos have been developed for students that focus specifically on: (1) GenEd Requirements, (2) First Year Recommendations & Introductions to GradMaps, and (3) Math & English Placement. Our new transition advisor (hired fall semester 2022) recently met with Dumke College of Health Professions (DCHP) advisors to determine how to effectively hand-off students to CSBS who did not get into certain medical programs. Rather than letting these individuals fade away, we are trying to offer them an alternative pathway through some of our CSBS programs (e.g., Social Work, Gerontology, Psychology, or Sociology). For Fall 2022 we established the Social Science Learning Community (LC) - a cohort of freshmen that take math, english, criminal justice and psychology classes together. The idea is to build a support network amongst the students with mentoring from faculty and intensive advising from college advisors. A high percentage of the LC students went on to enroll in Spring 2023 courses. CSBS is running another Learning Community for Fall 2023. Initial review of the CSBS Learning Community indicates a positive connection between freshman, and better engagement with the advising and peer mentoring team. These LC students are living the practices they were taught in the program.

Advisors are coordinating and collaborating with the WSU Office of Admissions to join
recruitment trips to the local high schools. We will be utilizing our peer mentors to interface with the high school students. **Future Goals:** Continue building Learning Communities and track success over time. Develop a “summer bridge program” for graduating high school seniors that will be launched in 2024. Add an additional advisor to the team (when funding allows) whose primary focus will be recruitment. Continue to collaborate with the SST to develop retention strategies. Determine how to integrate the college advising committee that is composed of college & departmental advisors with the Student Success Team.

**Goal 3 - Personal Connections & Academic Excellence**

**High Impact Educational Experiences (HIEEs)**

The College of Social and Behavioral Science is invested in providing our students with high impact educational experiences to develop 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 2020/21 to 60.5% in 2022/23 while associate level student participation increased from 61.3% to 86.4% during the same period (Figure 8). Our college has been very active in providing HIEEs through Study Abroad (SA) opportunities. During the last two years, CSBS offered the following SA programs:

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<thead>
<tr>
<th>2021/2022</th>
<th>2022/2023</th>
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<tbody>
<tr>
<td>Ghana Make a Difference (GCEL)</td>
<td>UN New York</td>
</tr>
<tr>
<td>Studies in Harm Reduction Switzerland</td>
<td>Kenya Keys (GCEL)</td>
</tr>
<tr>
<td>Peacebuilding in Rwanda</td>
<td>Scotland/Ireland (GCEL)</td>
</tr>
<tr>
<td>Archaeological Field Techniques</td>
<td>CJ &amp; Language South Korea</td>
</tr>
<tr>
<td>Criminal Justice in South Korea (postponed)</td>
<td>Archaeological Field Techniques</td>
</tr>
<tr>
<td>UN New York (postponed)</td>
<td>Peacebuilding in Rwanda</td>
</tr>
<tr>
<td></td>
<td>Washington DC Internships</td>
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CSBS faculty provide a wide variety of HIEE opportunities (e.g., Model UN, Ethics Bowl, Hetch Hetchy Dam Research Project, Ogden’s Poverty to Prosperity Project, City Land Use Plans, 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 Figure 8 is tied to participation in CSBS courses with attributes in one of the following categories: CEL, CRE, GLB, INT, SUS. Note: There are other CSBS labs and courses that provide HIEE experiences but do not carry an attribute, thus our CSBS HIEE percentages should be higher than what is shown. **Future 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.

![High Impact Educational Experiences (HIEE %)](image)

**Figure 8**
Mentoring Relationships

Over the course of the last two years (coinciding with the period of review 2020/21 - 2022/23) there were 589 students that were mentored by our CSBS faculty. The mentoring experiences included conference presentations, co-authors on faculty publications, research opportunities, and internships. This number is based on self-reporting information from the Faculty Annual Reports. **Future Goals:** Provide funding from the dean’s office to supplement OUR grants for students to participate in conferences, research, and other academic pursuits. Work with faculty to determine how to provide more research opportunities for students.

College Funding Opportunities for Faculty & Staff

The college firmly supports academic excellence and recognizes the need for financial assistance to faculty and staff for conducting research, attending conferences, and participating in other scholarly pursuits. The college instituted the Professional Development Grant (PDG) in 2017/8 with a budget of $5000. Recently, the amount of funding for FY 2022/23 was increased to $50,000 for professional development projects for both faculty and staff. An additional $10,000 was put into a travel fund (with individual awards up to $500) to help faculty and staff cover some of their travel expenses for conferences and research. **Future Goals:** Strive to continue to have a healthy PDG fund and travel grants to support faculty and staff in their professional development. Note: This funding will fluctuate due to budgetary constraints, but I am committed to keeping a healthy balance in the PDG and travel accounts whenever possible.

College Funding Opportunities for Students

Gifts to the college during 2022 and 2023 (period of review) that help support academic excellence in the form of scholarships, internships, or special programming for students include the following:

<table>
<thead>
<tr>
<th>Dean Forensic Science Scholarship</th>
<th>Ulibarri History Scholarship</th>
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</thead>
<tbody>
<tr>
<td>Dayton Memorial Student Award</td>
<td>Kotter-MacKay Public History Scholarship</td>
</tr>
<tr>
<td>Ibarguen Latin American History Endowment</td>
<td>Carrigan Social Work Scholarship</td>
</tr>
<tr>
<td>Dr. K T R Swan Scholarship</td>
<td>Social Work Master’s Program</td>
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<tr>
<td>Taylor Hybrid Scholarship</td>
<td>Walker Institute Speaker Series</td>
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<tr>
<td>Murray Scholarship</td>
<td>Hope Corps Internship Program</td>
</tr>
<tr>
<td>Philosophy Adversity Scholarship</td>
<td>Live you Dash-Smith Meml CJ Scholarship</td>
</tr>
</tbody>
</table>

I have worked with our CSBS development director, University Advancement, faculty, and staff to help bring gifts and endowments into the college plus set up the accounts. The above funding opportunities are designed to promote academic excellence and help our CSBS students succeed. The total amount of donations given to CSBS (during the period of review) was $342,832 in 2022 and so far in 2023 is $327,285. **Future Goals:** Continue to work with our CSBS development officer to bring more donations to the College. Continue engagement with fundraising with donors.

**External Funding for CSBS Faculty**

External funding to support faculty with their research is important to CSBS. During 2021/22 & 2022/23 (period of review), faculty received $345,274.00 in grant funding. This dollar amount is based on self-reporting information gathered from the Faculty Annual Reports. **Future Goals:** encourage faculty to apply for external grants to help fund research - work with them on how best to incentivize applying for grants.

**Goal 4 - Institutionalize & Grow 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 for a 3rd year 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. **Future Goals:** Continue to maintain standards of a “green college” and win the “Clear the Air Challenge for a 4th year.

**Community Development Outcomes**

The new Master of Social Work program is a student-focused program with an emphasis on clinical training to meet the needs of our local community and beyond. We will be
graduating over 40 licensed clinical social workers spring 2023. Many of these students will be employed by various government and local agencies to help counsel individuals with personal challenges. **Future Goals:** Continue to support and grow the MSW program. 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 5 - Marketing & Branding**

**Marketing**

During my first year as Dean, I began advocating for a marketing person. After much cajoling and pestering of the Provost's office we finally were able to hire a very creative Marketing and Public Relations Specialist in Emily Rupp. She has led our social media outreach, improved our CSBS websites and has highlighted and promoted the college in very creative ways. Emily has been instrumental in working with C.A.T.S to produce promotional videos for all of our CSBS departments. The program website LINKS that were listed at the beginning of the report will take you to the sites she has helped overhaul plus the videos she helped create. Emily has worked with MarComm to complete high-end, technology-driven promotions for departments that were struggling with enrollments. Our first promotional pilot was for the Geography department, a department that had freshened up their course offerings, overhauled the degree, and made a departmental name change to the *Department of Geography, Environment, and Sustainability*. All these efforts helped move the department from losing FTEs and majors to a point increasing these values. We are presently working with Anthropology to do a big promotional push for this discipline. **Future Goals:** Continue to do high level promotional PR for our smaller programs. Continue to hire student aides to support Emily. Provide full support for Emily in her role as the CSBS Marketing and PR Specialist.

**Miscellaneous**

**New CSBS programs**

The following are new programs that are in various stages of development for the college and university:

1. Criminal Justice online Bachelor Degree program
2. Ethics Certificate
3. Religious Studies Minor
4. Building two Geospatial Certificates into online programs
5. Convert a Geography track to be fully online
6. Sustainability Certificate
7. Climate Science track

**Future Goals:** Assess the needs of our regional communities to develop programming that supports their needs.

**College IT Needs**

The college recently 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 been instrumental in producing the first inventory of all the computing equipment for the entire college. Student success and classroom engagement is highly important and she makes sure that the IT equipment for faculty and staff are up to date and functioning properly. **Future Goals:** Continue to meet with our CSBS IT specialist bi-weekly in order to have full knowledge of the college's IT needs and challenges. Ensure all faculty and staff have up to date equipment that is functioning properly.

**Building College Community**

In an effort to build a stronger sense of community for the college, we have social gatherings on the first Friday of each month that coincides with Ogden City's “First Friday Art Stroll”. 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 we gather folks together on their birthday month. It is an ideal way to informally engage with faculty and let them talk about research, classes, hobbies and life. **Future Goals:** Continue offering social activities for the college.

**Personal Accomplishments (2021/22 - 2022/23)**

**Global Engagement**

As co-director of the Global Community Engaged Learning (GCEL) program with Jeremy Farner (EAST) we offered two study abroad programs:
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, 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 4 advisors) were involved in the project.

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.

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 during 2019 - 2021
- Invited speaker - Political Leadership class (4 presentations)
● Invited speaker - CSBS 1810 class (4 presentations)

Awards

● 2022 Hemingway Collaborative Award $16,229
● 2023 Hemingway Collaborative Award $10,000
● 2023 Gwen Williams Prize recognizing extraordinary work & service

Board Memberships

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