



Program Review Self Study Year 2014-2015

Introduction and Purpose

Central Washington University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and as such is responsible for demonstrating fulfillment of the commission's standards. Among these standards (2010), several relate to the systematic review of academic programs:

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty has a primary role in the evaluation of educational programs and services.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

The University is also overseen by the Washington Student Achievement Council (formerly the Higher Education Coordinating Board) and is required to report results of internal program reviews on a biennial basis to maintain state authorization to confer degrees.

In some cases, these purposes may be met for programs presently accredited by approved external organizations as determined by the College Dean and Provost in consultation with the chair or program director.

Procedures

The unit of analysis for CWU's internal program review is the academic department or interdisciplinary program offering undergraduate majors, minors, certificates, and/or graduate degrees. The William O. Douglas Honors College (DHC) and the University's General Education program are also reviewed. For the purposes of this document, the above will be referred to as "units."

Units will participate in a review every seven years, with the exception of programs presently accredited by approved external organizations as determined by the College Dean and Provost in consultation with the chair and program director.

Prior to the year of review, the department chair or program director will meet with the Dean or designee, Director of Academic Planning, Director of Organizational Effectiveness or designee, and the Faculty Assessment Coordinator to determine the type of external review, specific charge of external reviewers (if applicable), and specific data needs. This discussion will result in a charge for the review process, which will be preserved in a Memorandum of Understanding.

The self-study is led by the unit chair or program director with input from the faculty of the unit and is both descriptive and evaluative; it provides basic information on the nature of the unit's programs and gives the faculty's assessment of its strengths and limitations in relation to College and University strategic goals. It is partially comprised of CWU's annual reports of strategic planning and student learning outcome attainment; and goes beyond this to offer the unit and its leaders a platform to consider its status over a longer time-frame and more deeply than the perspective of yearly operational concerns.

A unit self-study is the faculty's opportunity to evaluate their unit, to publicize its accomplishments, and examine its challenges. The single most important goal is for faculty and administration to use the results of the process to make decisions that affect such topics as personnel, resource allocation, and curriculum. Emphasis will be placed on how the administration and faculty have used the results of the previous program review to inform decisions. Additionally, the unit will be asked to analyze previous program review documents and compare them with current data and interpretations. This self-analysis provides the context for the long-term improvement in academic programs and faculty/staff productivity at CWU.

The following outline for the contents of the self-study was compiled from a variety of sources and has been modified based upon feedback from previous program review documents.

Units are asked to fill out each category concisely, with appropriate supporting data for each item. Evidence may be included in additional appendices as needed.

Program Review Self-Study

I. Unit Description and Goals Attainment

- A. *Provide unit mission, vision, core values statements and describe how these align and support College and University strategic outcomes.*

The unit is the academic department of Family and Consumer Sciences (FCS). This review is the seventh to be done, and covers the six year period 2008-14. The most recent prior review was completed in 2008. The department chair and three program coordinators wrote their one-year responses to the recommendations in 2009.

Currently, the document that best demonstrates vision and values of FCS is the strategic plan. By consensus, the college and university values that the department has chosen to emphasize and develop in recent years are:

- 1. Teaching and Learning: Enhancing student success
- 3. Scholarship and Creative Expression
- 5. Resource Development and Stewardship

Background: The emphasis within FCS in recent years has been placed on the strategic plan process. In the time frame of 2011-13 the department's strategic plan emphasized the themes above (Sept. 26, 2013 version). The latest version is the Dec. 3, 2014, which shows considerable development of outcomes. Versions are included in the Appendix.

Historical: This department **mission per se** has not been updated or even particularly discussed since the last review in 2008, though strategic planning and the search for a new department name have been ongoing processes. The department recognizes that family is one of the unifying themes of the department, though by no means the singular one. The mission of the Department, per the 2008 review, is:

1. Discover and create new knowledge of those factors which enhance the quality of life for American families.
2. Preserve and transmit this knowledge to students majoring in family and consumer sciences, or its areas of specialization, which will allow them to be leaders in their fields, professions, and society.
3. Apply this knowledge to life experiences through public service.

The department recognizes that an updated mission statement and also a value statement should be discussed.

- B. *Describe undergraduate and graduate programs (major, minor, certificate, specialization), the location of offerings, and date of last review.*

All programs are offered on the Ellensburg campus. In addition, there is one all-online undergrad program, a minor offered by Family Studies. The Recreation and Tourism program offers a handful of online courses, and two courses have been offered via ITV, originating Ellensburg and broadcast to Des Moines. A specialized offering is the Career and Technical

Education (CTE) Plan 2, a certification program for those with a degree who wish to be certified to teach in high school.

At the graduate level, FCS offers a multi-modal master's degree in FCS with two specializations: CTE, and Family Studies. FCS is part of the Great Plains Interactive Distant Education Alliance (GPIDEA) program, a consortium whereby graduate students can complete family and consumer education courses at a distance.

For all programs, the last department and programs review was in 2007-2008. The programs do submit a review of Student Learning Outcomes (SLO's) annually.

<i>As of 2014</i>		
Major Program	Major Specialization	Minor/Certificate*
B.S. Apparel Textiles and Merchandising (ATM) /formerly Fashion Merchandising		Apparel Textiles and Merchandising Apparel Design
B.S. Business and Marketing Education (BME)		
B.S. Family Studies (FS)		Family Studies Family Studies online minor
B.S. FCS Career & Technical Education Teaching (FCS CTE)		Family and Consumer Sciences Education Minor
B.A. Family and Consumer Sciences (General) (FCS)		Family and Consumer Sciences Minor
B.S. Global Wine Studies (GWS)		Professional Sommelier Certificate* Wine Trade Professional Certificate*
B.S. Recreation and Tourism (RT)	-Event Planning -Recreation Management -Tourism Management	Event Planning Physical Activity and Recreation Programming Recreation Management Sustainable Tourism Minor Tourism Management Wine Trade and Tourism
		Program Development Minor
M.S. in Family and Consumer Sciences (FCS)	-Career and Technical Education -Family Studies	

C. Describe the unit's governance system and provide an organizational chart for the unit.

Over the six years, there are/have been about 11 tenured/tenure-track faculty in the Family and Consumer Sciences Department, plus a full-time secretary senior, and a part-time program coordinator. The chairmanship of the department was handled by Dr. Jan Bowers for 17 years, until June 2011. Eligible faculty then voted to have co-chairs in the department. Dorothy Chase and Robert Perkins were elected at that time for a one year interim and re-elected in 2012 for a four-year term. The department also utilizes six program coordinators for each of the discrete areas (see department organizational chart).

The department relies on 5 to 6 committees to develop policies that are brought to the whole. Each committee has three or more members with alternating terms. These are:

Personnel Committee (minimum of 3 tenured faculty members, per CBA)
Research Committee
Graduate Committee (faculty approved by Graduate School)
Marketing Committee
Curriculum Committee
Strategic Planning Committee (members include co-chairs)

D. *Strategic Planning*

1. Provide a summary of strategic planning accomplishments and challenges for the period of review.

During the period of review, an initial plan was created in 2011-12 with several updates since. A committee structure was used, led by co-chair Rob Perkins. All faculty members participated in the review at a department retreat, meetings, and via e-mail. University Core themes 5, 3, and 1, in that order, have been given the most emphasis recently by FCS. Accomplishments and challenges follow.

Theme 5, Resource Development and Stewardship - strategies emphasize enrollment, and seeking out of new student markets through promotion and visibility. More defined **programming** has been achieved in important ways:

A new degree was created in Business and Marketing Education (BME);

A lecturer who is newly from the high school system was brought in to CTE;

CTE was reorganized and a director selected to oversee undergrad FCS and BME programs; the CTE Plan 2; and the master's program in FCS-CTE;

The apparel program was rebranded (now ATM) and carries two minors;

An events specialization and minor were added to RT;

RT working with west side community colleges toward the potential of a BAS in Hospitality Tourism;

Online curriculum development for 8 courses of RT was completed toward an online recreation master's and/or undergrad degree;

GWS was established as a state side program (no longer in continuing education);

FS was revamped as its own degree, and a totally online minor established;

A tenure-track specialist was added to FS for a new specialization in child life;

Multimodal sections were increased as deemed appropriate;

Workshop and online formats cater to summer study needs; and

An International Sustainable Development Institute sponsoring online credit courses and experiential learning travel was created in 2014, with its own director.

In addition to the above development aspects, increased visibility of all programs is seen as very important, and the Marketing Committee has under taken excellent initiatives

Challenges: One challenge is finding the funding for promotions, including related travel. Another challenge has long been having readily accessible data, especially at the program level. As of late 2014, it appears that developments in the CIS Dashboard help. A third challenge is accessing alumni to optimize learning and internship opportunities.

Perhaps the greatest challenge of all is in the area of facility and technology infrastructure (University objective 5.4), where FCS and Michaelson Hall (MI) have faced ongoing frustrations and challenges. For one example, FCS has wanted for some time to develop a classroom / computer lab in MI 108. In 2014, funds to set up this classroom have not been forthcoming, though the department has pledged some of its own resources. New heating and cooling systems throughout the building are needed, as well as handicapped access to offices, but capital funds needed for these upgrades are not forthcoming.

On a positive note, an upgraded wireless system was installed in 2014 in the classrooms and common areas. This occurred only after repeated requests, and it succeeds merely in bringing MI on par with others of several years ago. Faculty in FCS would say that the building facilities are a minus in attracting enrollment. When classes are held in other buildings (e.g. Distance Ed in Hogue), students frequently comment on the many poor aspects of Michaelson by comparison.

Theme 3, Scholarship and Creative Expression, called for establishing a research committee, to complement the existing graduate committee, with an aim of increasing rigor in research. Accomplishments here have included, for example, the MS - CTE now requires a set GRE score for grad applicants and CWU grad school minimums; and original graduate project or thesis topics are required, rather than the portfolio assembling coursework that had been previously accepted.

Now, the committee itself is in the process of developing a strategic sub-plan. This includes establishing shared criteria, and a level of “rigor” for undergraduate, student-faculty research. Both undergraduate and graduate students have presented annually at CWU’s SOURCE, and at regional conferences and meetings.

Strategies to develop **Core Theme 1, Teaching and Learning**, include effectively developing more online programs, identifying department program activities to enhance and facilitate, and developing a system for further review and assessment of teaching. FCS created new performance criteria for faculty for reappointment, promotion, tenure, post-tenure review and merit, based on the 2014 CEPS Guidelines.

The FCS Outcome Assessment report on the Strategic Plan (Nov. 1, 2013) called for development of a Department Mission, Vision, and Values Statement that aligns with the University and College Mission Statements, and have Programs develop these three statements, as well. This has been neither forgotten, nor accomplished. Action has been on reducing these to a new department name, and a third attempt at having a name approved has been submitted to administration as of Fall 2014.

We have a system to identify good teaching in the form of faculty reviews, promotion, and merit; and awards for outstanding teaching coming from CEPS and other agencies on campus. But there is not a system in place for improving poor teaching. A challenge to improving teaching is the lack of an external and objective review system and ongoing mentoring for faculty, at any

stage of career. Peer review of teaching is in its early stages, but relies upon immediate colleagues. There is no office for the development of teaching. There is a Faculty Senate professional development committee that offers an optional faculty development day each quarter.

2. *Compiled strategic plans and reports for the period of review are in **Appendix A**.*

E. Describe the currency of curricula within the unit. *How does the curriculum compare to recognized standards promulgated by professionals in the discipline (e.g., state, national, and professional association standards if applicable)? What procedures and processes does the unit employ to maintain this currency?*

At this time, none of the programs within the department that are accredited by professional external agencies. However, courses for future educators have additional review: FCSE and BME curricula must be approved by CWU's Center for Teaching and Learning (CTL), as well as the Washington state Professional Educator Standards Board (PESB). Generally, currency of curricula is maintained through program coordinators' review of readily available program information from throughout the country. Curriculum development and changes are agreed upon by faculty within a program, and reviewed by FCS Curriculum Committee before their eventual approval by the Faculty Senate Curriculum Committee. Faculty members participate in regional and national professional and industry conferences where trends within an industry are evident. All programs within the unit require practicum or internship hours from their students. Career Services requires feedback from internship supervisors, and these evaluations of their interns are invaluable to program faculty. Another valuable source of advice comes from program Advisory boards, consisting of academics and industry professionals. Minutes from advisory board meetings of some programs are included with the program. .

F. Effectiveness of Teaching and Evaluation of Support for Faculty

1. *Describe and summarize data that is gathered and used in the unit to evaluate the effectiveness of teaching, and interpret any evident trends.*

There are at least three sources of data used to evaluate the effectiveness of teaching in the department: SEOI's, peer review, alumni feedback. The effectiveness of teaching and learning is also measured by industry and advisory board feedback.

Student evaluations of instruction (SEOI) are collected each quarter on every course. The SEOI forms are available to students online only, as of 2012, replacing the in-class paper and pencil version. Response rates across campus have been lower since online SEOI's were introduced.

Attached are three data sheets that compare SEOI means in FCS with SEOI means in CEPS as a whole, during the Fall 2007 through Winter 2012 time frame (results from paper and pencil forms). While FCS means were lower, most differences were small, 0.2 or less, with a few items different by 0.3. Mean scores on SEOI's are actually quite similar amongst all colleges across campus (Tom Henderson, 2014).

There are three more data sheets attached that compare the *online* SEOI means of the department vs. the college for the quarters Spring 2012 through Spring of 2014. Again, FCS means were lower than those of CEPS overall, but with even smaller differences, 0.2 or less. Several professors in FCS achieve very high SEOI scores, in the 4.8 out of 5 range, on a fairly regular basis. Others score below the means.

The second source of data gathered to evaluate instruction is teaching reviews done by chairs and by peers. The peer reviews have all tended to be very positive. Chairs and program coordinators have reviewed adjunct instructors.

The third formal source of feedback comes from alumni. **The FCS Alumni survey report (Dec. 10, 2014) (See Alumni Tab)** indicates high satisfaction with CWU. A summary question (where the reliability is rated as high) shows that 90% of respondents are very satisfied with their education at CWU, overall. Three-quarters of respondents judged that the major curriculum provided useful perspectives on critical issues facing the profession, and 62% agreed that their major studies prepared them well for their career.

Open-ended questions gave students an opportunity to identify courses, skills, and professors that they particularly valued, or not. The positive comments about many professors in the department support the notion that students who enjoy a strong relationship with at least one professor are more satisfied with their program. It should be noted that the Alumni Survey did not enjoy a large participation, which should be taken into considered when reading the data. On those items where data is deemed reliable, such as above, it is so noted in this report.

2. *Evaluate the support for unit faculty to engage in effective teaching.*

FCS invests in faculty through generous individual professional development/travel budgets to attend conferences in the research, training, and teaching areas. Per Table 2, all faculty attend state and regional meetings at least, and most attend and present at national conferences. Half the faculty have completed educational international travel.

The Faculty Senate, Human Resources, and the IT unit offer professional development days and workshops during the year. There is ongoing training in the online learning system, Canvas. Canvas replaced Blackboard in 2014, and is accompanied by an 800 number for help, for the first time at CWU. There are also two academic computing groups (Explorers and Vanguard, under the direction of the Associate Provost's Office) that foster exploration and innovation in online teaching.

There is limited evaluation or training in developing instructors' classroom delivery. As of 2013-14, CEPS and FCS faculty are required to have one peer review per year. Per the Fall 2014 CBA, full professors seeking merit require reviews from at least three sources each year. This requirement makes it clear that continued good performance in teaching, is valued.

The reviews of teaching have been done primarily by peers in the department, and some by CEPS Associate Dean Ethan Bergman. Various rubrics have been provided by CEPS and the Faculty Senate Assessment Committee; there is not one standard form. The reviews have all tended to be very positive. Where recommendations were made, it is then entirely up to the

instructor to self-reflect on improvement strategies and their resulting success. The teaching reviews are not part of an ongoing process.

As noted previously, there is no system to improve poor teaching, which presents a challenge. When reviews are conducted by peers within a small department, it may be that the reviewers are the same individuals who will judge applications for tenure or promotion. Ongoing evaluation by “external experts” in a “teaching center” could be valuable, and where prescriptive measures are called for, be in a position to provide a real program of improvement over time, measured in part by SEOI’s. An institution that values teaching as its primary function needs to evaluate it as a primary function. The sizable education faculty could play a part in this.

G. Assessment of Student Learning

Both SLO results and assessment reports are within the Programs Binder.

II. Enrollment

A. *Copy and attach student enrollment trend data (enrollment, persistence, completion, credits at graduation, time to graduation) for each element of the unit (e.g. major, minor, certificate, specialization).*

Data sheets are within the Programs Binder for enrollment by major, and by minor and certificates for 2008-2014 (OE charts).

Comment: The data sources used are: the Office of Organizational Effectiveness (OE), and FCS records. Enrollments for **End of Term-Winter Quarter** were observed for the six year period between 2008 and 2014. OE’s data show students who were *actively enrolled* by the end of winter quarter of each year.

FCS keeps department data on numbers of majors. FCS data is consistently higher by about 15% than OE data for majors and minors. It has been determined that the reason for this, is that department data reflects ongoing majors whether or not they are enrolled in a given quarter. Program coordinators are generally aware of whether a given student will return. So the OE data provided can be considered the *minimum* number of majors and minors.

Enrollment trends for the department parallel those of the university overall. For example, the university increase in FTE from Fall of 2013 to Fall of 2014 census was 10,503.8 to 10,636.32. FCS also recorded a slight increase from 215.83 to 225.77 FTE. FCS peaked in graduation rates in Spring 2013, as did CWU.

In terms of gender demographics, slightly over half (51%) of CWU students are female. FCS students, however, are predominantly female, ranging over the years from 67% to 78% of students majoring in FCS, with a current 2014 ratio of 74% female. Currently, the proportion of female full-time faculty in FCS is 64%. Of Alumni Survey respondents, 83% are female. At CWU, the Latino/Hispanic population has grown steadily reaching 12% in 2014. In FCS currently, 13% of students declared as Latin/Hispanic, up from 8% in 2010. The following chart outlines trends in enrollment head count by program.

<i>Program (names) as of 2014</i>		Head Count – End of Term Winter Quarters 2008 through 2014 - OE data
<i>Major Program</i>	<i>Major Specialization</i>	
B.S. Apparel Textiles and Merchandising (ATM) /formerly Fashion Merchandising (FM)		The ATM/FM program (combined codes) has remained constant at about 48 majors over the six year period.
B.S. Business and Marketing Education (BME)		The BME program began 2013-14. As of Fall 2014 there were 3 students.
B.S. Family Studies (name adopted 09-10)	(Formerly FCS -- Family Studies Specialization)	FS majors decreased from a high count of 75 in Winter 2013 to a low point of 37 in Winter 2014. Minors have increased.
B.S. Family and Consumer Sciences (FCS) Career & Technical Education Teaching		Majors were at a high point of 20 in 2009 and fell to 10 majors in 2012 and 2013. Most recent major (Winter 2014) was 15 students.
B.A. Family and Consumer Sciences (General)		The B.A. in FSC (General) had between 5 and 9 majors. Recent total of both B.A. and B.S. in FCS has been ~ 24 majors.
B.S. Global Wine Studies		Degree commenced in 2008-09. From a starting (Winter 2009) head count of 10, GWS reached 24 majors in 2010, same in 2011, up to 34 in 2012, a high point of 44 in 2013, before dipping to 21 in 2014.
B.S. Recreation and Tourism (RT)	- Event Planning - Recreation Management -Tourism Management	RT majors numbered 112 – 134 over a six year period, with a mean of 121, and a slight downward trend. Event Planning commenced Fall 2012 and grew from 16 (Winter 2013) to 28 majors in 2014. Recreation has a slight upward trend with a high of 54 in 2013. Tourism had a mean of 82 majors until 2013, when it dipped to 48 and then 37 in 2014 (with the advent of a third specialization, Events).
“Other” – FCS Personalized Studies specialization	...existed through 2011.	This program of study was interior design. Winter 2009 saw 21 majors, to 1 in Winter 2011, then terminated.
M.S. FCS	- Family & Consumer Sciences Education / CTE (FACSG code) - Family Studies	There were on average 25 Masters students per year in FCS. The Education/CTE masters' program averaged 17 students per year, with higher FTE in Summer quarters. Again noting all quarters, the Family Studies specialization averaged 8 students per year during 2009-14. Numbers trended down in the past year.

B. List each course (undergraduate and graduate) offered in the unit that supports General Education, Professional Education, and/or provides service to other units, and the location of each course offered. (see Appendix D for Table 1 completion).

There are two four-credit courses that fall under General Education eligibility, and in the Foundations of Human Adaptations category, are: Family Studies 310 (W) Contemporary Family

Issues; and Family Studies 337 Human Sexuality. Courses are offered on the Ellensburg campus, and on line. Family Studies also offers the three courses that are service courses: FS 101 Skills for Marriage; FS/PSY 235 Relationships and Personal Development (cross-listed); and FS 336 Parent Education and Guidance. Table 1 shows some examples of data related to these courses. Over six years, a remarkable 60 sections of FS 337 Human Sexuality have been taken by a total of 2,933 students. FCS was able to offer these sections very economically: only 10 of the 60 sections were taught by tenure track faculty, while half were taught by adjuncts and the remainder by an administrator in student support services, and grad assistants. As well, over 2,000 students have taken FS/PSY 235.

Table 1
Course Contribution & Location List (includes data on selected courses)

Contributing area	Delivery Location	Instructional Staff			# Students - 4 quarters/yr - Fall 2008 through Summer 2014							Total # students
		T/TT Faculty	Adjunct Faculty	Grad Assistant/Administrator	Total Sections 4 quarters / yr for 6 yr	Yr 08-09	Yr 09-10	Yr 10-11	Yr 11-12	Yr 12-13	Yr 13-14	
Gen Ed Courses	Location(s)											
FS 337 Human Sexuality	Ellensburg in-person and online	17% (10)	50% (30)	12% (7) 22% (13)	60	594	804	569	458	309	199	2933
FS 310 Contemporary Family Issues	Ellensburg in-person	100%	0%	0%	4	Not taught	Not taught	Not taught				
Professional Education Courses	Location(s)					Yr 08-09	Yr 09-10	Yr 10-11	Yr 11-12	Yr 12-13	Yr 13-14	
Service Courses	Location(s)					Yr 08-09	Yr 09-10	Yr 10-11	Yr 11-12	Yr 12-13	Yr 13-14	
FS 101 Skills for Marriage	Ellensburg in-person Online in Summer	56%	44%	0%	25	Not taught	125	132	146	144	175	722

FS/PSY 235 Relationships and Personal Development <i>Cross-listed</i>	Ellensburg in-person and Online cross-listed	50%	40%	10%	51	260	386	450	376	325	278	2075
FS 336 Parent Education and Guidance	Ellensburg in-person Online in Summer	62%	38%	0%	13	44	46	68	52	76	44	330

III. Faculty

Using Appendix E, Table 2 (data from Faculty 180), list faculty participation in mentoring student research, professional service activities, and scholarly activities.

A. Discuss and interpret results of Table 2.

FCS is very active and visible at SOURCE, where two thirds of faculty took part most recently, and two programs (ATM and RT) have entire classes participating. The number of faculty chairing and serving on graduate committees has also increased annually. (See Table #2, pg 13)

Faculty members are very active in service. It is noteworthy that currently, 100% of FCS faculty serve on CWU committees, hold leadership positions in professional organizations, and participate in community service. As well, at least one member from each program serves as an advisor to a student club.

Faculty in FCS are also active scholars who lean toward the practical, unsurprising given that programs are directed to specific career goals. Annually, all faculty complete some research, and most give conference presentations. Two faculty have published text books in the past three years. All faculty have achieved the CEPS/FCS standards for scholarship in their reviews for tenure, promotion, and merit.

B. Attach copies of all faculty vitae as Appendix F. See Appendix F.

C. Include performance standards by department and college in Appendix G. In the case of the DHC, please reference appropriate honors teaching standards as defined by the National Collegiate Honors Council.

The FCS and CEPS performance standards are faculty are in **Appendix G.**

IV. Students

A. Summarize student accomplishments (for example, SOURCE presentations, career placement, graduate school placement). Include merit-based scholarships awarded, graduation honors.

Student accomplishments are considerable. Students from FCS regularly present at SOURCE, with ATM presenting a fashion show at the event. ATM students also regularly compete in design competitions and have won design awards. Family studies students have competed in poster presentations at their regional meeting. CTE graduate won a National Teaching award.

Career placement is generally good, though there are no accurate statistics of placements in or out of the field of study. Participants in the alumni survey 2014 (See Alumni Tab)(given a low response rate of 9%) still indicated placement within their field

There is no record of how many FCS alumni have entered graduate school. The FS graduate program generally has about 10 students, with over half of those from the undergraduate program. Many of these graduate students receive tuition waivers and teach undergraduate courses.

Numerous students have interned abroad. GWS requires that its seniors take a field trip to a country such as France or Argentina. ATM program is currently creating internship opportunities abroad. Our new International Sustainable Development Institute has generated scholarship money for recreation students as well as “business start-up” monies for ATM and returning participants from their international trip.

B. Describe unit policies, services, and initiatives pertaining to student advising, and comment on achievements and obstacles and plans for addressing these obstacles.

FCS believes that the number of advisees per faculty member is high and takes a toll on some individual faculty members' time. A number of individual FCS students and majors seem to have high needs for advising (e.g., first-time college students in family; discussions of potential practicums, internships, and jobs are time-consuming).

Student advising is done primarily for the major and minor programs; general education advising is usually referred to the advising center. FCS application forms for majors and for minors require an advisor to be named. All full-time faculty advise students, and have a list of their Advisees in the Safari system. In addition, in GWS, a half-time lecturer advises, and in Family Studies, graduate students advise. Program coordinators direct the advising.

In response to a question on the alumni survey: When you consider your experiences in your major, how satisfied are you with advising/mentoring received, FCS alumni (n=60) gave a mean rating of 3.53 on a 5 point scale (again, reliability may be questionable). At any rate, this was the lowest rating of the 5 factors that included course content, instruction quality, relevance and practicum usefulness. It is lower than FCS would like, but also difficult to understand with any reliability, based on the very low response rate.

The major obstacles to advising seem to be time, and lack of an efficient record keeping (where details of the advising session are kept). It seems that some students do not track their own progress. Individual advising can be extremely time-consuming for the faculty member. Faculty members have unequal numbers of advisees.

One solution for time saving includes providing aspects of advising in courses. For example, FCSG 379 Professional Development and Internship Planning, has saved time for advisors by covering the requirements for internships, including the Academic Requirements on Safari, and the learning agreement. Two majors require this class. ATM makes use of online exercises. Some group advising has been done for graduating majors and interns. Graduation plans and two-year scheduling documents have been used irregularly, and recently posted on the department website, a new requirement. FCS always is active at majors' fairs and the like, a form of advising / recruitment.

In 2014, the department was assigned a non-exclusive advisor from Student Success. The ability to readily refer time-consuming issues to this advisor is helpful. The department has discussed the use of non-faculty for advising, as is done in a few departments. To date, this has extended only to using grad students for advising within the FS program.

A. Describe other student services offered through the unit. (i.e., any Living-Learning Communities, professional societies, faculty- or student-led clubs or organizations, and their activities).

LLC: Among the Living-Learning Communities on campus, there is a Recreation LLC in a residence hall. Dr. Ken Cohen of Recreation and Tourism is Academic Advisor to this LLC.

Professional societies: Student Chapter of Meeting Planners International; first student chapter in the Pacific Northwest
FCSE Club is a member of the FCCLA.

Clubs: Recreation and Tourism Club, Family Studies Club, Fashion Club, FCSE Club, and Sensory Analysis Club (Global Wine Studies).

Clubs have fellowship and service activities. One of the strongest benefits is making field trips and attending conferences, such as the

Northwest Council on Family Relations
Washington Recreation and Parks Association
Association Outdoor Recreation Education
Meeting Planners International

Fashion Club does annual trips to fashion capitals such as New York and Las Vegas.

V. Facilities, Equipment, Technology and Library Resources

A. Describe facilities available to the unit and their adequacy (program delivery location, size, functionality, lighting, ventilation, plumbing, electrical outlets, etc.). Describe anticipated needs in the next seven years.

Again, the facilities in Michaelson (MI) are inadequate. The most striking example of inadequacy is the decision by CWU's Facilities Management to close the building in summers (effective 2015) and seek office space elsewhere for faculty, because of the excessive heat in this

non-air-conditioned building. The other significant negative is the lack of access for disabled persons, particularly to faculty offices on the second floor. There is no elevator in MI; FCS can use the elevator in Randall and connect to MI via the Breezeway passage on the second floor.

FCS chairs have repeatedly asked for cooling systems, improvements to noisy ventilations, and so on. The acoustics in all classrooms are very poor, making it difficult for teachers to hear students, in particular. The home room for the department's largest program is MI 209. The acoustics and echo were very disruptive to teaching and learning. In 2013-14, the department felt it could wait no longer and undertook measures (carpeting, relocating podium, etc.) at the department's own expense to make the room even usable as a classroom. Needless to say, the department is limited in its ability to make these major kinds of expenditures. The department expended a lot of energy to obtain one additional classroom (MI 108) in the building that had been unused for several years.

Electrical is inadequate, which obviously limits options for heating and cooling, and all manner of technology. Wireless access was totally and then partially inadequate during this review period. In 2014, an improvement was made so that wireless is available throughout the building. This coming summer (2015), Michaelsen will be shut down (orders from Administration), due to our inability to provide a safe environment for our students. This will cause a great disruption to the academic process and unnecessary moving of faculty around campus.

The Alumni Survey saw 35% of alumni saying that some improvements needed to be made in MI, most frequently citing no computer lab, and also general upgrading. One alum said, "Very old building, not the most available technology. The building in general needs to be updated."

Looking ahead for seven years, it is difficult to imagine that this building will even be functional, if major improvements are not undertaken.

The department submitted the Request to the Enterprise Committee for permission to use MI 108 (See Appendix H); and a Report sent to the Governor's Office, indicating CWU and Michaelsen's facility needs for the next 5 years. MI is on the list, but low down on that list.

A. Describe equipment available to the unit and its adequacy (office furniture, instructional fixtures, lab equipment, storage cabinets, specialty items, etc.) Describe anticipated needs in the next seven years.

The main need in the next seven years is for a computer lab and accompanying furniture, and updating of furniture in common areas to address students' need for currency.

GWS has a refrigeration and security unit for wine storage in MI 107

The Sewing Lab used by ATM and FCS will continue to require updated machines

A. Describe technology available to the unit and faculty and its adequacy (computers, telecommunications, network systems, multi-media, distance education, security systems, etc.). Describe anticipated needs in the next seven years.

The department does not have its own computer lab, or printing stations, and need these. While the concept of a room full of desktops may be passe, a space where students can work that provides reliable wireless, a few work stations, printers, etc. is needed, as it is in every department.

FCS furnished each faculty member with an iPad or laptop. The department has obtained ten Surface computers for student use, primarily in the Business and Marketing Education (BME) program. There are projectors in every classroom but the basic furnishing complements (window blackening, lighting from the podium, etc.) are lacking. There are no ITV facilities in Michaelsen, nor is there a security system.

Whenever new technology has been considered, the status of the electrical system has been an issue. A recent example is that the TV Monitors to be placed in hallways for information and marketing have not been connected due to electrical limitations. This represents a considerable outlay by FCS that has not yet been realized.

A. Describe general and specific requirements for library resources that assist in meeting the unit's educational and scholarly objectives. Indicate ways in which the present library resources satisfy or do not satisfy these needs. Describe anticipated needs in the next seven years.

Faculty members find the library to be responsive to requests. The needs within each program can vary from one year to next. A/V materials that can be used in class or online are desirable. The library offers training to faculty as it continually updates its search systems.

Once the unit has completed sections I-V of the self-study, the unit chair and faculty shall collaboratively discuss them, for example in a unit retreat, series of meetings, or extended discussion. The results of that discussion will be added to the self-study document. Section VI is crucial for robust academic planning by the unit.

VI. Analysis of the 7-Year Review Period

- A. What has gone well in the unit and in each degree program?
 - 1. Explain accomplishments of the past seven years.
 - 2. How have accomplishments been supported though external and internal resources

- B. What challenges exist for the unit and for each degree program?
 - 1. Explain major challenges of the past seven years.
 - 2. Discuss likely causes of these challenges, and the implications if these are not addressed.

FCS Department overall

A. 1. And 2. Accomplishments and support over the past seven years includes:

Programs: More definition and career direction to the programs. Interior Design specialty under FCS was discontinued. Family Studies graduated from an FCS specialty to become its own degree. A B.S. in GWS was established in 2008, and this program was removed from Continuing Ed and brought wholly under FCS in 2014. ATM rebranded and created a new minor in Design. RT added a specialization in Events. A new program, BME, was launched. A new institute for international sustainable development was established.

Organization: The department chose to have co-chairs for the first time. CTE is wholly managed under one director in FCS. Faculty worked together to bring department marketing into the 21st century. Home classrooms were assigned, furnished, and updated, primarily at department expense. The department has enjoyed good summer offerings over the years, and funds were well managed. Scant support for facilities has come from outside the department.

People: Significant professional development and international emphases took place: Jan Bowers completed a prestigious ACE fellowship at Northern Arizona University and has gone on to a deanship at SUNY; Barb Masberg had a year's sabbatical in Germany; Dorothy Chase did a year's faculty exchange in Republic of Korea. GWS faculty and students traveled abroad every year. ATM connected with a study abroad program in Italy, and RT sponsored Intern in Australia. Ken Cohen in RT hosted student trips to Ecuador a couple years, and recently initiated the International Sustainable Development Institute. A new position (NTT) for ATM was approved. Two full professors retired and became emeritus faculty. Many new adjunct faculty were recruited and successfully integrated. All of these accomplishments were necessarily supported at the Dean and Provost levels. Again, per Table 2, all faculty showed exceptional leadership in professional organizations (e.g., Rob Perkins as AORE grant chair; Duane Dowd as president of Northwest Family Council, etc.)

B. Challenges ahead:

Enrollment and image in programs: Keeping current, on trend, and attractive is essential to maintain and increase student enrollments. A comprehensive approach to marketing is needed both in FCS and CWU. Strategies such as connecting with west-side institutions to develop alternate programs or modes of delivery takes time and energy away from main programs in Ellensburg, and requires additional resources to develop these alternatives. The management of internships is also a time consuming task.

The CTE-FCS Education enrollment is a conundrum. It appears to be well-known within the education community that there are secondary teaching positions available in FCS, but student interest is lacking, per enrollment figures.

Many of the careers that are goals of the programs have low entry-level pay, as faculty are aware from their industry contact. The Alumni Survey reported an overall gross personal income average estimated from the mid-points of the salary ranges as \$32,807 (reliability; approach with caution). As well, half the alums said they have had to work more than one job to make ends

meet. Yet, the degrees lead to interesting and necessary jobs. Well-developed marketing strategies and materials are essential to sincerely presenting the programs as desirable.

If enrollment is not maintained or increased in some of the programs, then, given RCM principles, their existence is in jeopardy.

Facilities: The Michaelson facilities are a detractor, not an attractor, for enrollment. The department has financed changes it deemed essential and affordable. The multiple improvements needed to the building will require capital injection beyond the ability of the department. If there is no improvement to infrastructure, it will continue to appear dated and irrelevant to students, and contribute to declining enrollments.

The RCM model calls for delivery of programs in a cost-effective manner, while meeting academic rigor. FCS programs are goal-oriented and these career preparation and experiential learning courses require small class sizes. Unfortunately, this small SCH count runs contrary to RCM. It is critical that this apparent conflict be worked out.

In the 2013-14, there were four NTT positions advertised and three filled in FCS. For long-term growth and development, it is essential that these positions be made TT.

ATM program:

A. 1. and 2. Accomplishments: Rebranding of program from Fashion Merchandising to Apparel Textiles and Merchandising (ATM). Addition of an Apparel Design Minor. Diverse Industry Advisory Board developed. A NTT full-time lecturer position secured and to be filled 2015. New sewing machines and sergers purchased and apparel design lab updated. A required Northwest Field experience class tours corporate headquarters, with outcomes of direction and clarity for student success and networking within the industry. Much evidence of professor category A creative scholarship and international student scholarship: Annual Fashion Show has expanded to two shows, and is produced on an \$8000 budget by ATM students and show collaborates with the theatre, photography, film, communications, and event planning students across campus. Strong participation in SOURCE. Very active Student Fashion Association, which provides visual displays in Michaelson and 16-20 students travel to the fashion capitals of New York, Los Angeles or the Magic industry market in Las Vegas. Developed the Fairy Godmother program which provides new or gently used dresses to high school students, and a Professional Clothing Closet with Career Services. Faculty and students have won international design competitions that were double blind peer reviewed. . Professor and students participate in the International Textiles and Apparel Association. Program coordinator ensures that program maintains high visibility on campus and regionally. Some support has come about because of strategic collaborations. This is a successful program, but not a large one, due to the following limitations.

B. 1. And 2. Challenges: Program operates with only one tenured faculty who serves as coordinator, lead instructor, and carries an advising load of about 65 majors and minors. Advisory Board suggests program specific math and technology courses, which have been submitted this year for a program update, the 2015 NTT full-time lecturer will teach these courses along with others. Major enrolment has remained constant. The industry demand

exists for more students, but resources of all kinds are needed for more marketing and recruiting.

Business and Marketing Education program

A.1. and 2. Accomplishments: The program was first published in the 2013-14 catalog. It has been designed to optimize course offerings and FTE for both BME and FCS - CTE. There is an experienced CTE educator coordinating this program, and an NTT lecturer fresh from high school teaching has been brought on to teach some courses and help promote the program. CWU and state support for the program are strong. Both faculty are very active in related state professional associations.

B. Challenges: Student recruitment. Demand is there, but time and resources are needed to market and recruit for the program. All students completing this program will find employment and make over \$35,000 per year. The faculty are creating links to the community colleges and high schools to boost enrollment. Curriculum development is potentially an issue due to “turf wars.” An initial low enrollment presents a challenge to offer courses in a cost effective manner.

Family and Consumer Sciences program

A. 1. And 2. Accomplishments: The program is well connected to state education associations. Student placement for the FCS – CTE teacher program is very high, and demand for more graduates is high. There has been an active student club affiliated with FCCLA. Student feedback from SEOI’s and Alumni Survey indicate a very high level of satisfaction with the quality of instruction over the review period. A new opportunity to accommodate CTE – FCS and BME together is expected to optimize resources.

B. Challenges: FCS has been handled by one tenured faculty, serving as lead instructor, coordinator, and advisor, for 20 years. She retired in 2014. An NTT lecturer is experienced in CTE, but less of a specialist in FCS. Majors enrolled in the B.S. teacher program over past 6 years averaged 15 students. Enrolment in the non-teaching FCS (B.A.) averaged 7, for a total enrolment average of 22 students per year. There was a mean of 7 minors in B.S. and B.A. combined. For the B.A. students, who will not be certified to teach, there is a lack of clarity as to what are the career goals. In the Alumni Survey, only 43% said their job was very much related to their degree; 36% said some aspects of the degree were related, and 21% said their job was not related to their degree. It seems there is not clarity of career goals.

Clearly, this is a small program, but with high demand for educators. For a high demand program with a good reputation, the challenge, then, is recruitment.

Family Studies program

A.1. and 2. Accomplishments: The Family Studies program has achieved a large measure of success in the last 6 years, and has grown to the point of satiation (and perhaps over-satiation). Program Coordinator Duane Dowd notes that when he was brought to CWU in 2008, the program was maintaining a list of 34 majors and minors, and two graduate students left over from a defunct graduate program. Significant inroads in improving the program have been made. Some of the accomplishments are as follows:

- 1) The number of majors and minors combined fluctuated from a low of 34 to a high of 150 (70 majors and 80 minors), to a more reasonable 96 (30 majors, 66 minors). This has been accomplished with only two tenure-track faculty (a third was hired Fall 2014).
- 2) The graduate specialization in Family Studies was reorganized and restarted. Since its reintroduction, 32 graduate students have attained masters' degrees.
- 3) FS has been given two graduate assistants. FS has instituted a model training program for graduate teaching assistants. Grad assistants teach 36 hours of workload units.
- 4) Many FS courses are taken by students throughout the University, including two courses that are a part of the general Education Curriculum. This has been done with limited instructor support (in 2010-2011, no instructor funds were used at all; currently are using 11 workload units). This has resulted in larger than typical workloads for Family Studies faculty, both in terms of class sizes and in terms of release time being absorbed by teaching responsibilities.
- 5) Family Studies has maintained a robust summer program of offerings, with larger course sections and nearly all courses full to capacity. Family Studies has brought in the largest share of any program toward summer profits in the FCS Department in recent years.
- 6) FS has developed and delivered an online Family Studies minor in conjunction with the IDS (independent study) Social Sciences major, and delivers 15 online courses per year, which fill with significant waitlists. Online sections are typically 30 students, well above the norm.
- 7) FS has made significant improvements to the quality of the Undergraduate major. FS has added needed courses in communication skills, family theory and research methods to enhance the rigor of the degree. FS has increased the GPA requirement for entry to the degree, and instituted ongoing quality checks, major specific ethical guidelines, and personal mentoring for undergraduate majors. All students are required to complete a research project that is eligible for presentation at SOURCE, and many have presented at regional and national conferences.
- 8) FS has aggressively pursued opportunities for professional socialization for students. Each year FS faculty have accompanied a group of students to the Annual Conference of the National Council on Family Relations, where they learn about current research and practice from top professionals in the field. Duane Dowd has served as president of the Northwest Council on Family Relations, where he has made it a point to develop an annual conference accessible to students, where they have a chance to learn from faculty outside their own program, learn about graduate school opportunities, present their own research to a wider audience, and gain mentoring from appropriate professionals. As many as 60 FS CWU students have attended such a regional conference.
- 9) FS has instituted a long-term practicum requirement for majors and graduate students that is a model program and has been extremely effective. FS students pair with an agency in Kittitas County over multiple successive quarters (preferably more than one year). This allows them to develop deeper relationships with professionals in their field and have richer experiences. It also allows service agencies greater benefit from the time they spend training them, so they become more invested and offer students a greater range of opportunities and responsibilities. Students' resumes are greatly enhanced,

and most are offered employment by the end of their terms.

B. Challenges:

1) Managing an undergraduate and graduate program with only two tenure track faculty has been a great challenge, which has been somewhat alleviated as of Fall 2014 with the hiring of an additional tenure track.

2) As of 2014, FS has more minors than majors. The number of majors has fallen and recently restarted a strong recruiting effort.

3) Visibility- given that we are a relatively new and not widely known field, students generally are unfamiliar with us before they come to CWU. Also, our diverse department and unrepresentative name makes it more difficult for students to discover us as a major. Many graduating seniors inform us that they would have preferred to major in Family Studies if they had only discovered us earlier.

4) Research Time- CWU allows tenure track faculty 6 workload units (out of 45) dedicated to research. While the workload release is adequate for most programs, Family Studies is unique. With a small faculty and diverse courses, Family Studies faculty have very few “repeat” courses during the year, and must teach a large number of separate course preparations. Even if the credit load is the same, teaching three sections of the same course is a great deal less work than teaching three separate courses. This makes it more difficult, for the dedicated teachers in Family Studies, to maintain their research schedules.

5) Assistantships- Family Studies has a small but thriving Graduate Program. The lifeblood of recruiting quality students to a graduate program is financial incentives. In our case, assistantship positions are the primary resource available. Assistantship positions have been vastly underfunded, and the department has had to make up the difference where the University has been unwilling to provide adequate resources.

6) Facilities- The Family Studies program is housed in an inadequate facility. The building lacks air conditioning, adequate heating, rooms with decent acoustical qualities, ADA access, and modern communications. The University will not dedicate any resources to the upgrade of these facilities.

7) Child Life program needs- The newly introduced Child Life specialization faces a few barriers as it is launched. One is that the Faculty member over the program is torn between Family Studies and Child Life professional development activities (as the position really serves both), and to do both would require additional resources. Another is the requirement that a Certified Child Life Specialist teach specific courses, and there are no CCLS’s locally. The third is that internships are difficult to secure for Child Life students, and quite competitive.

Global Wine Studies program

A. 1. and 2. Accomplishments: While the academic home for the GWS program since its inception in 2008 has been Family and Consumer Sciences, GWS operated under the Continuing Education office until 2014. With GWS now under state, students pay the same tuition as for other CWU courses (though large fees are required on some courses for wine costs, etc.). The number of GWS majors in winter quarter over the six year period numbered 10, 24, 24, 34, 44, 21. Approximately 108 of those have finished their degree at this time. There are 178 who have completed the *Wine Trade Professional Certificate* and 12 completed the *Sommelier Certificate* when it was offered in 2013. It is being offered again this spring.

GWS is considered a "signature" program at CWU. Its emphasis in marketing and sensory perception as well as viticulture and enology, makes it unique in Washington State and the United States in general. The GWS degree requires students to experience a major wine-producing area abroad. Faculty-led trips over the past six years have included France, Spain, Chile, Argentina, Hungary, Austria and Italy. Graduates of the program are required to served internships; many have accomplished these at Washington's 800-plus wineries while some have found work in California and Europe. Graduates have obtained positions in the better wineries of Washington State, Oregon and California

GWS and the Recreation and Tourism program offer two cross-listed courses, and RT offers a Wine Trade and Tourism Minor which encompasses the 15 credit *Wine Trade Professional Certificate*, providing more students for GWS courses. A proposal under development may create new cross-discipline specializations between GWS and other departments as well.

New lead instructor and program coordinator John Hudelson is publishing a second edition of a text, *Wine Faults*. A half-time lecturer with an international wine MBA teaches, advises, and consults in the program.

B. 1 and 2. Challenges: The program's "founder," Amy Mumma, was successful in growing the program, and along with the help of the tenure-track instructor John Hudelson, expanded its breadth and vision over its first five years. Directorship of the program was stable from 2008 through to 2013, at which time Amy Mumma, left, leaving coordination of the program to Continuing Education. It then changed hands again in 2014 becoming fully part of Family and Consumer Sciences. This instability perhaps resulted in the drop from 44 (Winter 2013) to 21 (Winter 2014) majors. Low enrollment, therefore, is a challenge but cannot be blamed on structural changes alone. The University recently has been weak in marketing this signature program. GWS's appearance on the web is almost non-existent, yet this is where most 20-30 year-olds shop for such schooling. In addition, as this is a newer program in a newer industry; internships are not as developed or structured as may be desired. An Advisory Board for the program is finally being created. It is hoped that members of this board will be instrumental in helping guide the internship part of the program.

Recreation and Tourism program:

A.1. and 2. Accomplishments: A homeroom has been achieved and modernized, MI 209, financed by the department. A new Event Planning specialization commenced Fall 2012. A new minor, Physical Activity and Recreation Programming commenced 2013 in collaboration with PESH department. A wine tourism emphasis was fostered through cross-listed and team-taught courses with GWS. Enrolment in the six Minors under RT increased by approximately double, while the Major count remained stable. A variety of new adjuncts was recruited. Students have a wider variety of professors than those in other programs. An RT major would experience 6 TT FCS faculty, CWU Business faculty, plus as many as 6 RT adjuncts in their specialties. The practicum and internship program is strong, with good feedback from employers. An Advisory Board exists, most active during event planning degree proposal stages. International opportunities are readily available to students (International Institute for Sustainable Development, Intern in Australia).

Re further program development: A series of communications have taken place with west side community college faculty regarding potential transferability into four year program. Opportunities exist for increasing enrolment through a BAS program directed at west-side students who may be AAS graduates, or be working in hospitality and tourism. A plan was developed for a master's degree in Recreation, executive degree type, aimed at working professionals seeking advancement. A needs analysis was completed by Office of VP Academics. Graduate curriculum for the degree was developed directly into Canvas shells, by a recreation consultant and former parks and recreation Director. Interest in outdoor recreation could be focused into a specialization if job opportunities were recognized.

B. Challenges: The program is broad and while employment opportunities abound, some students seem not to determine a clear path for themselves. In the Alumni Survey, only 43% said their job was very much related to their degree; 36% said some aspects of the degree were related, and 21% said their job was not related to their degree! It is difficult to know how alums defined "related." The faculty would say that they teach life-long transferable skills (e.g., survival course is experiential with an outcome of self-efficacy). There is a wider variety of instructors in RT than in any other program, and given this opportunity for comparison, some alumni expressed dissatisfaction with the quality of instruction and lack of distinction between classes.

Major RT enrolment is stable overall, despite the addition of a third specialization. While not a concern, recruitment and enrolment could be stronger.

- C. *List recommendations from the previous program review and discuss the following:*
- D. *How has each recommendation been implemented and how has the unit been impacted?*
- E. *Which recommendations were not implemented and why?*

The recommendations given by external reviewers Virginia Clark Johnson and John Crossley in March of 2008, were responded to by the department chair, Jan Bowers, and the four program coordinators (Andrea Eklund, Dorothy Chase, Duane Dowd, and Marla Wyatt) in October of 2009. Many of the issues were resolved.

Unit – Department – General Recommendations and Responses (Dr. Jan Bowers, Chair)

1. Recommendation: Give department head more than 50% workload to take cares of administration and leadership for the department. Implementation: The department chair requested an increased work load equitable with other CEPS chairs. As a result, the workload was increased to 27 wlu (60% of 36 or 75% or 45 wlu). This has resulted in enabling department leadership to apply increased attention.

2.Recommendation: Identify a central focus for the department. A solution was for FCS to develop and implement 6 “core” FCSG courses (FCSG 220 Leadership; FCSG 230 Event Budgeting; FCSG 320 Program Planning; FCSG 379 Professional Development and Internship Planning; FCSG 419 Research Applications; FCSG 420 Marketing). The objective was for these courses to reduce duplication across programs and unite faculty and students, from multiple programs, in working on mutually beneficial learning outcomes. Initially, in 2009, all programs utilized the courses. However, there were challenges from some students who felt their direction was “unique,” and then some faculty decided the same thing and began to break away. Today, with 6 programs in the department, only one program, RT, utilizes all courses.

3.Recommendation: immediate attention to the web page. The web page has been updated many times since this recommendation and is now managed by the faculty personnel committee. Keeping the webpage sufficiently updated and dynamic is a challenge. The webmaster has alternated between faculty and secretary.

4.Review the department name. The department has discussed this issue at length and put forth two suggestions to administration, which met with objections. In 2014, the department developed a new selection method for choosing a name or acronym, and a third proposal has been presented.

5. Review and revise marketing and recruiting materials. The 2009 response was to revise materials after the department name changed. To 2014, the name remains Family and Consumer Sciences ☺ However, the department marketing committee has very actively developed and the department has produced brochures, rack cards, major banners on the walls of Michaelsen, collapsible display banners for shows, multi-media shows of each program, and program information of all sorts.

6. Identify methods for maintaining contact with alumni. The 2009 response was that each program area was to receive budget resources to develop a plan for alumni involvement.

Certainly, alumni involvement has increased with alumni serving on advisory boards, and alumni events. The department believes that greater alumni involvement would be preferable, and the alumni survey requests alumni reunions. A challenge is for faculty and program coordinators to find the time to manage databases and social media to maintain contact and plan events.

7. Reexamine space use and accessibility in relation to program needs. The 2009 response was that the department had requested space allocation changes and facility upgrades. Today, however, facility upgrades have been only minor, and largely financed by the department.

8. Increase staff support. The chair's response was that the department had requested increasing staff support. In 2012, the department chose to absorb the cost of increasing the senior secretary's position from 11 to 12 months. As well, the department has funded their portion of two work studies in the office. One or two in some years Family Studies graduate assistants is funded by FCS, and they do some staff functions.

ATM Program Recommendations

There were four recommendations:

(1) Update technology and equipment. Options were researched and 20 new sewing machines were purchased.

(2) Faculty indicated that there was a need to access industrial databases/software that pertain to the apparel and textile industry. A new course has recently been submitted to teach students industry used computer technology that is installed around campus. Have recently researched specific industry computer software and professor plans to take training and implement in various courses.

(3) Students need additional opportunities for field trips/study hours to expand their knowledge of various aspects of the profession. The FCSA 289 Northwest Field Experience in Apparel and Textiles course was added as a requirement for majors.

(4) Review the curriculum to assure it meets national standards. Following that review, many classes were added and updated to ensure students were meeting expected learning outcomes: Leadership; Program Management and Planning; Professional Development; Program Promotion and Advertising; Applied Research; Spreadsheet Applications. New programming allowed students to choose an area of interest through the elective options. As of 2014, courses were further updated to industry standards and Style Principles: Body to Store, Digital Presentation Techniques, and Buying and Merchandising Math were added to the curriculum to further broaden student's content knowledge.

Family Studies Program Recommendations

1) **Recommendation:** "Although the application to become a Certified Family Life Education program is complete, it has not been submitted. This should be submitted as soon as possible, as it is a nationally recognized credential and should aid in recruitment of students as well as in placement of graduates."

Action: The Application for CFLE program approval was submitted and accepted by the National Council on Family Relations (NCFR), in Spring of 2012 and revised in 2013.

Graduating students are already applying for the designation as of 2008, and the Family Studies

program has submitted applications for streamlining the process for students. The Family Studies Program Coordinator is a Member of the CFLE academic program review committee, and will continue to work with NCFR to ensure access for Family Studies Graduates to the CFLE credential.

2) **Recommendation:** “Consider a curriculum that offers one or two core courses for all majors focusing on the life span, then provide courses that allow students to focus in the area of their career interest. For example, a student might be interested in working with young children and would take courses that focus in this area. There are several models for this type of program across the country.”

Action: FS now requires a single life span development course, and students are encouraged to use elective courses or a minor to focus their area of study more closely on their career goals, such as child development or gerontology. In addition, a new faculty member was hired in 2014 with specialization in Child Development. A new specialization has been launched in Child Life, allowing students to focus more on the Child Development area.

3) **Recommendation:** “Consider making the practicum a requirement for all students. Discussions with students indicated that these experiences were important in helping them identify potential jobs. Some students talked about the value of having several short-term practicum/internship experiences so they could compare several career options.”

Action: The changes in the Family Studies curriculum have included the requirement of a practicum or internship of at least 12 credits (360 clock hours). Students are encouraged to participate in internships that could lead to future employment, and to engage in multiple internship opportunities when possible, although multiple internship sites are not required at this point. Students will work with a single agency over multiple quarters, which has been quite beneficial to students.

4) **Recommendation:** “This is a program that has the potential to increase in size. A recruitment plan developed by the faculty, with student involvement is needed. However, program growth should be planned parallel to the addition of new faculty. With the current number of faculty and the possibility of increased research expectations, too much growth too quickly would not be desirable.”

Action: The Family Studies Program faculty have developed and implemented a plan to enhance recruitment of students to the major or minor. The plan includes several strategies. First, advertising materials have been updated to reflect the true outcomes of the Family Studies major and the benefit of the CLFE credential. Second, the curriculum streamlines graduation and better aligns with CFLE criteria. Two Family Studies courses are available as General Education requirements, exposing the major to the campus. Third, Family Studies faculty have been active in recruiting and raising the profile of the program, including participation in summer orientation sessions, visiting with and personal invitations to strong non-majors who take FS classes, and hosting a radio show on the Campus radio station focusing on issues relevant to Family Studies. Fourth, the Family Studies Student Club has been revised and recognized. The students actively participate in recruiting activities, and have been a source of greater cohesion and identity among the Family Studies major.

5) **Recommendation:** “The graduate program was planned prior to either of the current full time faculty coming to Central Washington. Therefore, they are working with a program that they likely would not have recommended. I would recommend putting enrollment in the Graduate program on hold for a minimum of one year to give faculty time to review and consider the type of graduate program that would be a good fit with the undergraduate program and the total program mission.

Action: Admission to the Family Studies graduate program was halted for the 2008-2009 academic year. Current faculty examined the program and determined that it somewhat duplicated the undergraduate program, and that a cohort was unpopular with graduate students. A new graduate program was proposed and implemented which utilized some of the resources of the Family and Consumer Sciences master’s degree, which allowed for flexibility in enrollment and time to completion, and that provided professional preparation for Family Studies majors above and beyond that which they can experience as an undergraduate major. In the five years since its reincarnation, over 32 students have graduated from the master’s program (FCS – FS specialization).

6) **Recommendation:** An assessment plan has been developed, but faculty indicated that they did not have the expertise to formalize the process. For example, training could be provided in constructing a simple rubric for portfolio evaluation. I liked the way the faculty described this area of need--...”data plus connecting the dots”.

Action: Faculty have identified holes in the assessment strategy for the program, and after assessment training and consultation, as well as training in the use of rubrics for assessment, have designed a more detailed assessment process which was implemented beginning in the 2009-2010 academic year. Yearly assessments have been completed.

7) **Recommendation:** Students need access to more information about possible careers: although they indicated they really like their major, many indicated that it was hard to determine exactly what types of jobs would be right for them.

Action: An advisory board of 12 individuals was formed and has met twice annually. This board has provided feedback, which has been shared with students, about availability of jobs in their fields, as well as preparation needed. In general, board members were impressed with the preparation that Family Studies majors receive. In addition, the Family Studies Club has made it a regular practice to invite professionals in the community to their meetings to talk about career options. The current Family Studies faculty keep materials that reference career options.

FCS – Education Program Recommendations

There were five recommendations made for this program in 2008 with corresponding action reported on in 2009. (1) Alternate year scheduling was recommended so that the course load was reasonable for the limited faculty. As a result, FCS Education classes were put on an every other year rotation. (2) A strategy needs to be identified that allows students to be identified earlier and assigned to major advisor, which could help in timely program completion as well as scheduling. The response was that “Ideally Freshmen would see an academic advisor in their first quarter on campus. That does not always happen. The adviser in FCSE works with students on ‘academic program planning’ just as soon as they identify an interest in the program.” It appears from enrollment numbers that this approach was much too reactive and a more proactive

approach is needed. (3) Students' portfolios need to be part of their exit assessments. The response was that the FCS Ed assessment is both course based and end of program based. Student teaching is completed through a course in the Education department, and FCS has no control over teaching assessment. It was hoped that by spring quarter of 2010 that FCS would be involved in student teaching assessment. As of 2014, CWU Education Program still provides oversight to all student teachers. (4) It was recommended that the portfolio assessment and student teaching be tied together so that a student does not pass one and not the other. The response was that this was unnecessary as students who are not "teacher/school" ready are counseled out of the program. (5) For graduate programs, eliminate the arranged course option and work to strengthen the regional program, which is planned for people who are certified in FCS Ed. This has been done.

RT Program Recommendations

In the area of curriculum, it was suggested that teaching workload be reduced for the program coordinator. Workload has remained constant. Further curriculum recommendations deal with standards for NRPA accreditation. While at the time of the last review, faculty were upgrading syllabi and other aspects that referenced the professional association's competency standards, faculty decided that the RT program would not seek accreditation, as NRPA standards did not adequately address the tourism sector, where most RT majors reside.

Another curriculum recommendation was that course descriptions in the catalog do not match closely enough to the content in course syllabi. Following this recommendation, catalog course descriptions were reviewed and revised. In following years, Faculty Senate CC course revision forms have been used more frequently.

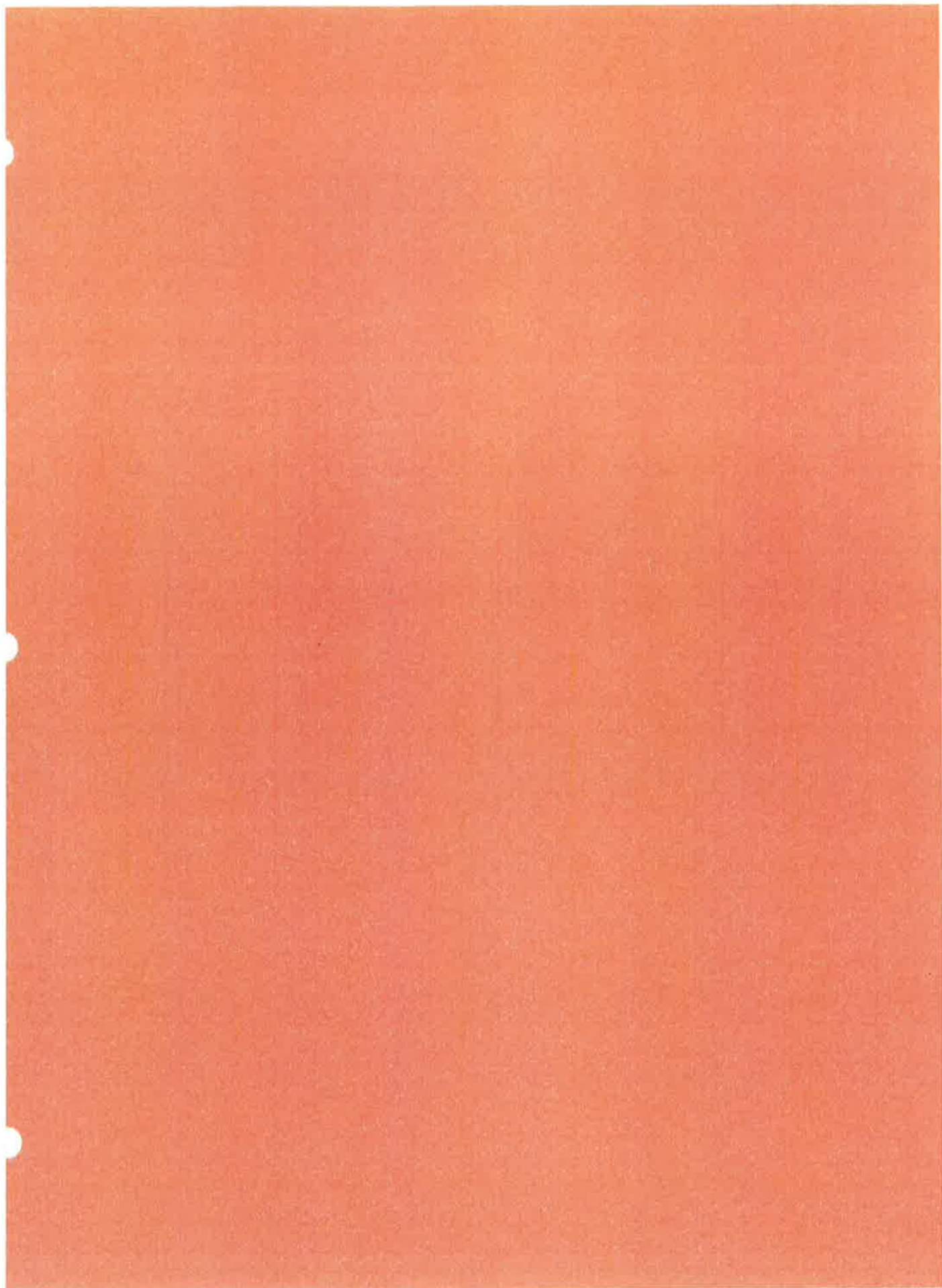
It was recommended that the assessment plan could benefit from a better set of outcome assessment tasks, particularly ones that can yield a higher level of quantitative or qualitative data. RT faculty greatly improved assessment techniques in 2008-09, identifying quantitative and qualitative outcomes for each and every core course, as well as performance means in 35 areas for practicum and internships. These standards have remained intact and the annual SLO reports allow for a comparison of employers' evaluations of interns, considered one of the most valuable assessments of a program. Administration's scores on SLO reports have been high.

A recommendation that faculty have a fund to purchase instructional support materials was met with a response that the program has foundation accounts to use, and student fees could be instituted, also. It has since been recognized that, in fact, the department is well able to purchase instructional support materials through its summer profits.

As a result of a recommendation that students need to be more proactive in registering for the major, and that the Pre-Major status should be eliminated, this was done. The result has been more clarity for advisors.

An issue raised was that students have difficulty laying out their schedule for multiple quarters. A solution was to continue the two year schedule, and to use a beginning of year orientation. Orientation sessions to the major are regularly given in the Intro class. Group advising has been discussed, but implemented only intermittently for majors and for pending interns.

The RT home room was deemed inadequate. The response was that while MI 108 had been expected to be granted to RT, it has proved impossible to secure. A large classroom, MI 209, was instead assigned to RT.



Appendix A

Department Strategic Plan and Reports

Central Washington University is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship.

Theme 1:

TEACHING AND LEARNING

Objective 1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Objective 2: Enhance the effectiveness of student support services.

Theme 2:

INCLUSIVITY AND DIVERSITY

Objective 1: Enhance the environment of inclusiveness for faculty, staff, and students.

Objective 2: Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Objective 3: Ensure that CWU has an inclusive and diverse curriculum.

Theme 3:

SCHOLARSHIP AND CREATIVE EXPRESSION

Objective 1: Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

Objective 2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

Theme 4:

PUBLIC SERVICE AND COMMUNITY ENGAGEMENT

Objective 1: Enhance the commitment and the level of collaboration between the university and external communities.

Objective 2: Increase participation in university sponsored life-long learning opportunities between the University and external communities.

Objective 3: Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

Theme 5:

RESOURCE DEVELOPMENT AND STEWARDSHIP

Objective 1: Maximize the financial resources to the university, and assure the efficient and effective operations of the University through financial stewardship.

Objective 2: Develop and implement enrollment management and marketing plans that maximize revenue.

Objective 3: Ensure the University has human resources necessary to accomplish all university objectives.

Objective 4: Provide the facility and technology infrastructure and services appropriate to meet university objectives, while maximizing sustainability and stewardship

Student Success: CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application.

Access: CWU believes in providing educational opportunities to as many qualified students as possible.

Engagement: CWU believes that learning, research, and creative expression are enhanced by engagement with external partners.

Inclusiveness: CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression.

Shared Governance: CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent.



CENTRAL WASHINGTON UNIVERSITY

Strategic Plan

Mission

The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Vision of Central Washington University

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

Core Values

Central Washington University exists to advance society through the essential activities of teaching, discovery, and service. While no one of these core elements is meaningful in isolation from the others, CWU finds it necessary to prioritize its efforts in relation to its mission, vision, values, goals, and resources. In order to maximize the value of each of the elements of its mission, CWU emphasizes the integration of scholarship, teaching, and public service.

As a public comprehensive university, CWU strives to create an engaging learning environment and therefore places its highest priority on teaching, learning, and student success. The faculty is comprised of scholar-teachers working in the interests of their students, their disciplines, and the region. CWU encourages individualized programs of student success and promotes undergraduate and graduate student-faculty partnerships that are actively engaged in discovery, creative expression, and engaged learning.

As a community dedicated to the principles of academic freedom, CWU must be an environment that promotes reasoned, civil, and enlightened discourse and creative expression without fear of reprisal, ridicule, or exclusion. CWU's educational environment must empower each person with the freedom to explore, to evaluate, and to learn.

CWU must also strive to serve its region by addressing pressing economic and social issues. As a comprehensive university, CWU must use its intellectual capacity not only to contribute to disciplinary literatures, but also to assist area business, social, and government leaders in strengthening and diversifying the area's economic base, to help create a sustainable natural environment, and to address critical social issues.

CWU is also a place where people gather to live and to work. It must therefore be a place that enables people to grow and to prosper. In keeping with the academic values of shared governance and reasoned dialogue, the university must be open, transparent, and empowering.

It follows, then, that CWU is committed to the following shared values:

Student success: CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in small classroom or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming.

Access: CWU believes in providing educational opportunities to as many qualified students as possible. CWU believes that restrictions of place, time, and finances can be overcome through the effective use of partnership with community colleges and by effective and efficient use of learning, communication, and social technologies.

Engagement: CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes that as a publicly-funded institution, it has a responsibility to help address the social and economic challenges faced by our communities.

Inclusiveness: CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience.

Shared governance: CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and two-way and that faculty, staff, and students should be empowered to participate in the governance systems.

Facilities: CWU believes that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students. CWU also believes that state-of-the-art technologies provide leverage for the efforts of faculty, staff, and students.

Safety: CWU believes it has a responsibility to providing a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its full-time, residential students.

Core Themes

1 - Teaching and Learning: Student success is the highest priority of the university, and achievement of programmatic student learning outcomes is the prime measure of that priority. CWU therefore works to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs. These programs are offered in small group settings typified by close working relationships between students, faculty, and staff. This commitment extends to all students, irrespective of location and modality of instruction. Institutional allocation of resources and organization of curricular, co-curricular, and extra-curricular opportunities must reflect this commitment to student success.

Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Outcome 1.1.1: Students will achieve programmatic learning outcomes.

Indicator 1.1.1.1: Student performance data and outcomes achievement as described in annual program assessment reports. *

Indicator 1.1.1.2: Post-graduation job and graduate school placement rates.*

Outcome 1.1.2: Students will persist to graduation with increased efficiency and rate.

Indicator 1.1.2.1: First year-to-second year persistence rate. *

Indicator 1.1.2.2: Graduation rate. *

Indicator 1.1.2.3: Time-to-graduation. *

Indicator 1.1.2.4: Credits-to-graduation percentage and number of students earning beyond 225 credits before graduating. *

Indicator 1.1.2.5: Time-to-completion. *

Outcome 1.1.3: Students and faculty will be increasingly engaged in the learning process in and outside the classroom.

Indicator 1.1.3.1: Faculty Survey of Student Engagement (FSSE) results.

Indicator 1.1.3.2: National Survey of Student Engagement (NSSE) results.

Indicator 1.1.3.3: Priority Survey of Online Learning (PSOL) results.

Indicator 1.1.3.4: Student participation in internships, teaching assistantships, and research assistantships. *

Outcome 1.1.4: Students will be increasingly engaged in high quality co-curricular and extracurricular offerings.

Indicator 1.1.4.1: Local data available.

Objective 1.2: Enhance the effectiveness of student support services.

Outcome 1.2.1: Increase student use and impact of relevant and effective support services.

Indicator 1.2.1.1: Participant usage, impact, and satisfaction survey results (local data).

2 - Inclusiveness and Diversity: CWU is committed to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence. Changing demographic trends in the United States and the increasing globalization of economic, political, and social systems demand that students be prepared for working in a world in which diversity is the norm. Research clearly indicates that learning is enhanced when students experience a diverse learning and living environment. It also suggests that faculty and staff are more innovative, entrepreneurial, and successful in an inclusive and diverse environment. Inclusiveness is achieved by providing a welcoming, supportive, and empowering environment that encourages individuals to express ideas and identities. A diversely rich community affords depth and dimension in personal and collective outcomes. Diversity is multi-faceted. CWU's physical structure is diverse in location, providing rural, suburban, and urban settings. CWU's educational diversity is represented by the colleges; curricular, co-curricular, and extra-curricular programs available. Diversity in personal identity, culture, experience, and talent is of critical importance as evident in recruitment and retention efforts of students, faculty, and staff, as well as the contribution from special programs, speakers, and scholars that offer voice and representation to interests of race, ethnicity, sexual orientation, gender, ability, age, and political ideas.

Objective 2.1: Enhance the environment of inclusiveness for faculty, staff, and students.

Outcome 2.1.1: Increase the ability and willingness of faculty, staff, and students to participate in shared governance of the university.

Indicator 2.1.1.1: Organizational climate studies.

Indicator 2.1.1.2: Faculty and staff participation in University Committees, Senate Committees, College Committees, and participation in surveys and questionnaires.

Indicator 2.1.1.3: Student participation in student government and student clubs, and population of University Committees, councils, task forces, and teams as requested.

Objective 2.2: Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcome 2.2.1: Increase the number of and seniority of faculty and staff from underrepresented groups.

Indicator 2.2.1.1: Recruitment results.

Indicator 2.2.1.2: Retention results.

Indicator 2.2.1.3: Faculty and staff workplace satisfaction study

Outcome 2.2.2: Increase diversity of students by active program recruitment and retention of underrepresented groups.

Indicator 2.2.2.1: Recruitment, retention, and graduation results.

Indicator 2.2.2.2: Student satisfaction studies.

Outcome 2.2.3: Increase the number of students who have served in the military of the United States by active recruitment and retention programs.

Indicator 2.2.3.1: Recruitment, retention, and graduation results.

Indicator 2.2.3.2: Student satisfaction studies.

Outcome 2.2.4: Increase the number of international students by active recruitment and retention programs.

Indicator 2.2.4.1: Recruitment, retention, and graduation results.

Indicator 2.2.4.2: Student satisfaction studies.

Objective 2.3: Ensure that CWU has an inclusive and diverse curriculum.

Outcome 2.3.1: Increase the number of students and faculty who engage in international exchanges or experiences.

Indicator 2.3.1.1: Number of students and faculty engaged in study abroad and student and faculty exchange programs to and from CWU.

Outcome 2.3.2: Increase the inclusion and integration of international cultural perspectives in the curriculum.

Indicator 2.3.2.1: Number and type of courses reflecting international/global integration. *

Outcome 2.3.3: Increase the inclusion and integration of underrepresented group perspectives in the curriculum.

Indicator 2.3.3.1: Number and type of courses reflecting diverse group integration. *

3 - Scholarship and Creative Expression: CWU is committed to the creation, dissemination, and preservation of knowledge through research, scholarship, and creative expression. Engagement in scholarly and creative expression activities adds benefit for students, the university, and local, regional, and global communities. These activities engage students, faculty, and staff in activities that expand knowledge of the natural and physical world, explore human behavior and culture in the past and present, develop organizational practices and technological innovations that support human and economic development, and improve the quality of life through cultural enrichment.

CWU places a high value on the full spectrum of scholarship and creative expression, including but not limited to basic and applied research, creative expression in all its forms, and the scholarship of teaching and learning.

Objective 3.1: Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

Outcome 3.1.1: Sustain participation by faculty, students, and staff in quality research, scholarship, and creative expression.

Indicator 3.1.1.1: Number and quality (i.e., peer reviewed) of publications, presentations, and performances at the local, regional, national, and international levels. *

Indicator 3.1.1.2: Number of posters, presentations, and performances by students, faculty and staff The Symposium on University Research and Creative Expression (SOURCE).

Indicator 3.1.1.3: Number and amount of Internal Undergraduate and Graduate Research Fellowships awarded.

Outcome 3.1.2: Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.

Indicator 3.1.2.1: Number and type of courses reflecting research, scholarship, and creative expression and the enrollment in these courses. *

Objective 3.2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

Outcome 3.2.1: Sustain the number of applications and total awards obtained by all academic colleges and divisions for external funding having local, regional, national, and international impact for research, scholarship, and creative expression by faculty, staff, and students.

Indicator 3.2.1.1: Number of competitive grants submitted (and on which level, local/state/regional/national/international).

Indicator 3.2.1.2: Number of grants awarded (and by which agency [local/state/regional/national/international] and the dollar amount for each).

4 - Public Service and Community Engagement: As a publicly funded institution, CWU is committed to serve external communities for the mutually beneficial exchange of service, knowledge, and resources. Such engagement includes the appropriate use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of external communities, especially those in Washington. Such activities, in addition to providing benefit to external communities, provide a rich array of opportunities for engaged learning and research.

Objective 4.1: Enhance the commitment and the level of collaboration between the university and external communities.

Outcome 4.1.1: Optimize the many cultural, educational, service, and recreational events, such as performances, exhibitions, and sporting events, that are available to the CWU campuses and external communities and increase campus and community participation in these events.

Indicator 4.1.1.1: Number of cultural, educational, service, and recreational events, such as performances, exhibitions, and sporting events, that are available to the CWU campuses and external communities and that engage communities.

Outcome 4.1.2: Increase the number of collaborations and partnerships with external community entities and organizations.

Indicator 4.1.2.1: The number of positive collaborations/partnerships with external communities entities and organizations, to build good will between the University and the communities, and serve the best interest of both.

Objective 4.2: Increase participation in university sponsored life-long learning opportunities between the University and external communities.

Outcome 4.2.1: Increase the number of class and certificate program offerings that meet the needs and satisfaction of the CWU campuses and external communities.

Indicator 4.2.1.1: Number of classes and certificate program offerings and course evaluations, location, and enrollments.

Objective 4.3: Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

Outcome 4.3.1: Increased support for area economic development.

Indicator 4.3.1.1: Number of grants and contracts with local agencies and businesses.

Indicator 4.3.1.2: Number and amount of contracts with agencies and businesses.

5 - Resource Development and Stewardship: CWU will sustain an environment that supports the mission of the university. Like the other four-year public universities in Washington, CWU must rely less on state financial support and more on revenues generated through its core operations and its auxiliary functions. In order to provide for the human resources, technological tools, and facilities needed to accomplish its mission, CWU must embrace entrepreneurial attitudes and systems. Given the mission, vision, and values embraced by CWU, it is clear that enrollment will play a major role in the financial health of the institution. Additionally, CWU must continue to develop comprehensive unit budgets that forecast revenues and expenses on a four to six year cycles.

Objective 5.1: Maximize the financial resources to the university, and assure the efficient and effective operations of the University through financial stewardship.

Outcome 5.1.1: Provide accurate and effective revenue and expense forecasting at the division and unit levels.

Indicator 5.1.1.1: A six-year rolling balanced budget that incorporates revenues, expenses, and planned reserves.

Outcome 5.1.2: Maximize university practices that provide effective use of resources.

Indicator 5.1.2.1: Monthly and annual report of core, service, and ancillary revenues disaggregated by function (Instruction, Student Services, Service Unites); as compared to projections.

Outcome 5.1.3: Increase the amount of philanthropic gifts from alumni, friends, corporations, and foundations.

Indicator 5.1.3.1: Meeting gift targets.

Objective 5.2: Develop and implement enrollment management and marketing plans that maximize revenue.

Outcome 5.2.1: Achieve projected targets for each enrollment category (e.g., in-state, out-of-state; domestic-international; veteran, freshman-transfer; undergraduate-graduate, etc.).

Indicator 5.2.1.1: Meeting enrollment targets.

Indicator 5.2.1.2: Meeting fiscal targets and institutional aid ROI effectiveness targets.

Objective 5.3: Ensure the University has human resources necessary to accomplish all university objectives.

Outcome 5.3.1: Provide consistently exemplary service.

Indicator 5.3.1.1: Monthly and annual report of performance development plan reports.

Indicator 5.3.1.2: Results of constituent service assessments.

Outcome 5.3.2: Recruit, hire and retain excellent faculty and staff.

Indicator 5.3.2.1: Reporting on the percentage of candidate pools that exceed basic standards

Indicator 5.3.2.2: Reporting on the percentage of hiring made from top 2 applicant choices.

Indicator 5.3.2.3: Reporting on the reasons for separation through regular exit interviews.

Indicator 5.3.2.4: Biannual reporting on strategies to address key retention issues found through exit interviews

Outcome 5.3.3: Implement plans, methods, and systems to provide for future human resource needs.

Indicator 5.3.3.1: 1-year and 5-year forecasting reports.

Indicator 5.3.3.2: Variance report of forecast to actual.

Indicator 5.3.3.3: Monthly and annual report of programs and services.

Indicator 5.3.3.4: Participate in and report on results of benchmark studies.

Objective 5.4: Provide the facility and technology infrastructure and services appropriate to meet the university objectives, while maximizing sustainability and stewardship.

Outcome 5.4.1: Operate, preserve, and increase the functionality of state physical assets, buildings, and technology infrastructure.

Indicator 5.4.1.1: Facility Expense to Budget Annual Financial Report.

Indicator 5.4.1.2: IT Expense to Budget Annual Financial Report.

Outcome 5.4.2: Provide facilities, campus buildings, and grounds that are welcoming, safe, and secure.

Indicator 5.4.2.1: Capital Budget Report (Minor Works: Health/Life-Safety)

Indicator 5.4.2.2: Semi-Annual Technology Resource Report (Security Indicators, EMS Test Assessment, System Availability/Downtime, etc.)

Indicator 5.4.2.3: Annual Clery Report.

Indicator 5.4.2.4: EH&S Report.

Outcome 5.4.3: Provide the technology infrastructure, systems, and campus services necessary for all departments to achieve their objectives and the objectives of the university.

Indicator 5.4.3.1: Bi-annual Technology Needs Assessment Survey (related to CWU Goals)




Indicator 5.4.3.2: Customer & Training Services (CaTS) Quarterly Quality Feedback Report.

Core Theme 1**Teaching and Learning**

Student success is the highest priority of the university, and achievement of programmatic student learning outcomes is the prime measure of that priority. CWU therefore works to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs.

Three Working Teams Created

Three unique teams will recommend strategies and initiatives to assist the institution meet its objectives related to teaching and learning. Each team needs campus input into this process. Please contribute through the blog below:

	Team 1 explores ways in which student learning outcomes can best be used to enhance teaching and learning. (Dr. Bret Smith, Chair)
	Team 2 suggests ways in which graduation and retention can be enhanced. (Dr. Jesse Nelson, Chair)
	Team 3 delves into understanding best approaches to enhancing student learning inside and outside the classroom. (Dr. Eric Cheney, Chair)




Source URL: <http://www.cwu.edu/strategic-planning/core-theme-1-0>

Core Theme 2**Inclusiveness and Diversity**

CWU is committed to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence. Changing demographic trends in the United States and the increasing globalization of economic, political, and social systems demand that students be prepared for working in a world in which diversity is the norm. Research clearly indicates that learning is enhanced when students experience a diverse learning and living environment. It also suggests that faculty and staff are more innovative, entrepreneurial, and successful in an inclusive and diverse environment.

Three Working Teams Created

Three unique teams will recommend strategies and initiatives to assist the institution meet its objectives related to inclusiveness and diversity. Each team needs campus input into this process. Please contribute through the blog below:

	Team 1 develops strategies to enhance shared governance within the University. (Dr. Katharine Whitcomb, Chair)
	Team 2 examines ways in which the Institution can develop more diverse human resources. (Ms Staci Sleigh-Layman, Chair)
	Team 3 explores the state of the curriculum concerning inclusivity and diversity, and recommends enhancements to the curriculum. (Dr. Mike Harrod, Chair)

Source URL: <http://www.cwu.edu/strategic-planning/core-theme-2-0>

Mission, Core Themes and Outcomes*Nov 3, 2014***Connie Lambert, Ph.D., Dean**

The mission of our college is to prepare competent, enlightened citizens who will enhance their respective professions, commit themselves to socially responsible leadership, and help develop the global economy in a spirit of cooperation. Each academic unit of the college has developed specific goals to address this mission.

College of Education and Professional Studies Core Themes and Outcomes

1. TEACHING AND LEARNING

- Maintain required and initiate new accreditation, national, state, and/or professional standards that relate to teaching and learning in all CEPS programs.
- Provide advising that results in increased efficiency and rate of graduation.

2. INCLUSIVENESS AND DIVERSITY

- Recognize exemplary teaching, scholarship and service.
- Recruit and retain diverse faculty.
- Recruit and retain diverse students.
- Facilitate inclusiveness throughout CEPS programs.
- Facilitate globalism throughout CEPS programs.

3. SCHOLARSHIP AND CREATIVE EXPRESSION

- Students and faculty participation in scholarship and/or creative expression activities (e.g., SOURCE).
- Obtain grant and private donation funding.
- Provide and/or maintain hardware and software technologies.

4. PUBLIC SERVICE AND COMMUNITY ENGAGEMENT

- Facilitate relationships between CEPS and PK-20 educational institutions and/or business and industry professionals.
- Facilitate interdisciplinary relationships with other universities, colleges and departments.
- Increase participation in university sponsored life-long learning opportunities.

5. RESOURCE DEVELOPMENT & STEWARDSHIP

- Restore departmental office goods and services budget to 2009 levels.
- Expand sources of revenue to support CEPS initiatives.
- Programs will maintain or increase FTES.
- Deliver programs at the centers that have the human resources needed to accomplish programmatic goals.
- Students will be taught primarily by tenure and tenure track positions.
- Facilitate and monitor mentorship program for new faculty, including TT, FTNTT, and lecturers.
- Upgrade and/or add onto buildings and facilities.

Source URL: <http://www.cwu.edu/education-professional-studies/mission-core-themes-and-outcomes>

College of Education and Professional Studies
5 Objectives and 22 Outcomes

CEPS Objective 1 - Provide for an outstanding academic and professional growth experience for students at all CWU locations. (CWU Core Theme 1: Teaching and Learning)

Outcomes:

- 1a. Maintain required and initiate new accreditation, state, and/or professional standards that relate to teaching and learning in all CEPS programs
- 1b. Provide advising that results in increased efficiency and rate of graduation

Objective 2 –Enhance the environment of inclusiveness for faculty, staff, and students. (CWU Core Theme 2: Inclusiveness and Diversity)

Outcomes:

- 2a. Recognize exemplary teaching, scholarship and service
- 2b. Recruit and retain diverse faculty
- 2c. Recruit and retain diverse students
- 2d. Facilitate inclusiveness throughout CEPS programs
- 2e. Facilitate globalism throughout CEPS programs

Objective 3 – Increase the emphasis on faculty and student research opportunities and increase external funding (CWU Core Theme 3: Scholarship and Creative Expression)

Outcomes:

- 3a. Students and faculty demonstrate skill development, performance, and participation of scholarship and/or creative expression
- 3b. Include research opportunities for students in courses
- 3c. Encourage and support collaborative research opportunities for faculty and students (e.g., SOURCE)
- 3d. Obtain grant funding

Objective 4 – Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations. (CWU Core Theme 4: Public Service and Community Engagement)

Outcomes:

- 4a. Facilitate relationships between CEPS and PK-20 educational institutions and/or business and industry professionals
- 4b. Facilitate interdisciplinary relationships with other colleges and departments
- 4c. Increase participation in university sponsored life-long learning opportunities

Objective 5- Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development. (CWU Core Theme 5: Resource Development and Stewardship)

Outcomes:

- 5a. In collaboration with the Provost and AVP for Business and Finance, restore departmental office goods and services budget to 2009 levels
- 5b. Expand sources of revenue to support college initiatives
- 5c. Monitor enrollments in all undergraduate and graduate degree programs
- 5d. Identify program and resource needs to deliver programs at the CWU Centers
- 5e. Increase the number of tenure-track faculty positions
- 5f. Facilitate and monitor mentorship program for new faculty, including TT, FTNTT, and lecturers
- 5g. Upgrade and/or add onto buildings and facilities
- 5h. Provide and/or maintain hardware and software technologies

Strategic Planning Outcome Assessment Feedback Form (2012-2013)

College: College of Education and Professional Studies Department: Family & Consumer Science
 Fac Mtg, November 22, 2013, 9:00 AM

University Strategic Objective	Teaching & Learning		Inclusiveness & Diversity		Scholarship & Creative Expression		Public Service & Community Engagement		Resource Development & Stewardship					
	1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2	5.3	5.4
1. Insights														
a. Results of analyses for these objectives revealed positive movement:	X					X						X		
b. Results of analyses for these objectives revealed further attention needed:	X					X						X	X	
2. Linkages														
a. It is clear to see how movement in this area resulted in or will result in benefit(s) to students:	X					X						X		
b. These objectives were reported 2012/2013 (x), and these additional objectives will be addressed 2013/20014 (+). [Blanks mean department/unit has yet to address objective.]	X					X						X	X	
Comments:	<ul style="list-style-type: none"> - Excellent use of data and reflection to edit the 2012-2013 strategic plan. - Identified seven additional tasks to support the Strategic plan that center around creating mission, vision, and value statements for the department and programs. - Identified additional data needed at the department and program levels, eg, major/minor and alumni data. - Have made strides toward meeting identified outcomes – identified baseline data needed and committees are in place. - Identified funding needs. 													

3. Data-Driven Decisions												
Department/Unit shows plans to utilize data gathered to improve program outcomes in these areas:	X											
Comment:	<ul style="list-style-type: none"> - Baseline data needed for program level number of majors/minors - Performance not achieved for: <ul style="list-style-type: none"> - 1.1 - committee has met, survey will be implemented, faculty criteria need to be identified - 3.1 - Establish research committee, strategic plan for the graduate committee, - 5.2 - Need Program based baseline data to respond to this outcome; marketing committee has made recommendations; need to establish budget and funding streams - 5.4 - Submitted room request for a computer lab, contacted facilities and IT department. 											
4. Revised Strategic Plan 2013/2014												
	X										X	X
Comment: (Please see attached "Revised Strategic Plan Review 2013/2014")	<ul style="list-style-type: none"> - No outcomes were deleted or added as department faculty continue working toward current outcomes 											

* X = appropriate, - = deficiency, NA = not applicable

Strategic Planning Outcome Assessment Feedback Form (2012-2013)

Additional Comments:

- The F&CS faculty have done an excellent job of using data to support their strategic planning. Reflecting on the importance and meaning of 2012-2013 outcomes resulted in identifying the need for more data/information and a stronger department structure, such as developing mission, vision, and value statements and the need for additional department level committees.

Strategic Plan Review (2013/2014)

	Teaching & Learning		Inclusiveness & Diversity			Scholarship & Creative Expression		Public Service & Community Engagement			Resource Development & Stewardship			
	1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2	5.3	5.4
University Strategic Objective														
Outcomes														
Matches correct university objective (12/13) (Revised for 13/14)	X					X						X	X	X
Clear in language and intent (12/13)	X					X						X	X	X
(Revised for 13/14)														
Comprehensive: breadth and depth (12/13)	X					X						X	X	X
(Revised for 13/14)														
Measurable - activities for outcomes (12/13)	X					X						X	X	X
(Revised for 13/14) -														
Matches aligned indicators, strategies, and resources (12/13)	X					X						X	X	X
(Revised for 13/14) -														
Indicators/Criterion														
Measurable: provides comparable data - trend, peer (12/13)	X					X						X	X	X
(Revised for 13/14)														
Meaningful: relevant and informational (12/13)	X					X						X	X	X
(Revised for 13/14)														

Manageable: data sources available (12/13)	X											X	X	X
(Revised for 13/14)														
Clear Standards/Expectations (12/13)	X											X	X	X
(Revised for 13/14)														
Strategies/Initiatives Impactful in realizing outcome attainment (12/13)	X											X	X	X
(Revised for 13/14)														
Resources & Budget Identified: human, physical, monetary (12/13)	X											X	X	X
(Revised for 13/14)														
Connected to strategies and initiatives (12/13)	X											X	X	X
(Revised for 13/14)														

* X = appropriate, - = deficiency, NA = not applicable

Comments:

- No changes to outcomes were made.
- Identified needs for more specific baseline data and the need to strengthen the department through developing a vision, mission, and values statement and faculty lead department committees.

Strategic Plan Review (2013-2014)

Additional Comments:

- F&CS faculty submitted a well thought out plan with appropriate reflection of department needs. Outcomes continue to be meaningful, manageable, and impactful for faculty and students in F&CS programs and include additional resources that are needed to make positive change.

Appendix D
Course Contribution & Location List

Appendix E Tenured and Tenure-track Faculty Profile

Table 2 shows a total of the accomplishments for eight tenured and one tenure-track faculty who were current faculty in the FCS Department as of the Summer / Fall 2014 period. All were faculty over the period of review, 2008-14, except Feeney, who commenced in 2012. The following faculty are included, with ranks current as of Fall 2014:

Professors

Kimberlee Bartel, PhD
Dorothy Chase, PhD
Rob Perkins, EdD

Associate Professors

Kenneth Cohen, PhD
Duane Dowd, PhD
Andrea Eklund, MA
John Hudelson, PhD
Barbara Masberg, PhD

Assistant Professors

Sarah Feeney, PhD

There were two twenty-year veterans of the department who departed in June 2014, Marla Wyatt, and Jan Bowers. Their data are not included in this table.

Key to this profile is the point that FCS faculty are productive, as evidenced by successful promotion and tenure reviews. Eight faculty are tenured; the three full professors were promoted in minimum time; five associates received tenure and promotion in minimum, with Ken Cohen achieving early tenure and promotion after only four years.

Appendix F
Faculty Vitae

Dr. Kimberlee Bartel

Professional Vita

December 2014

EDUCATION

Ph.D. Utah State University
Logan, Utah June 1998
Department: Business Information Systems and Education
Specialization: Business Information Systems

Dissertation title: A comparison of students taught utilizing distance education and traditional education environments in beginning microcomputer applications classes at Utah State University.

M.Ed. Central Washington University
Ellensburg, Washington August 1987
Emphasis: Business and Marketing Education

B.A.Ed. Western Washington University
Bellingham, Washington June 1981
Major: Business Education
Minor: Business Administration and Economics

TEACHING

Professor. Central Washington University, Ellensburg, Washington
Department of Family and Consumer Sciences
Fall 2008 – Present. Awarded Full Professor, June 2009

Program Director, Career and Technical Education: 2011 to Present.

Program Coordinator, Business and Marketing Education, 2009 to Present.

Undergraduate courses in FCS Core: Applied Research and Evaluation, Program and Event Budgeting, Basic Accounting

Graduate courses in Pacific Northwest Alliance: Research Methods, Survey of Research, Curriculum Development.

Associate Professor. Central Washington University, Ellensburg, Washington
Department of Information Technology and Administrative Management
Fall 1995 – Fall 2008. Awarded Tenure, June 2003

Undergraduate courses in Information Technology and Administrative Management, including Advanced Spreadsheet Applications, Systems Analysis, Systems Design, Business Statistics, Hardware Management, Introduction to Information Technology, Operating Systems, Web Fundamentals, Spreadsheet Applications, Database Applications, Business Presentation Applications, Computer Networking and Telecommunications, Personal Computer Operating Systems, Computer Applications, Business Communications, Business Professional Development, Basic Accounting, Methods of Teaching Accounting, and Methods of Teaching Basic Business.

Graduate courses in business and marketing teacher education, including business program design and methods of teaching information technology, basic business, keyboarding, and accounting.

Instructor. Utah State University, Logan, Utah
Business Information Systems and Education Department
1993 - 1995

Taught Business Information Systems courses, including Microcomputer Applications, Business Communications, Methods of Teaching Business and Marketing Education, Managing Word Processing Systems, Introduction to Word Processing, and Beginning Keyboarding. Supervised student teachers.

Director. Utah Business Educators Mentoring Project
Utah State Board of Education, Salt Lake City, Utah
September 1994 - June 1995

Directed support program, through on-site visitations, for beginning business educators. Provided assistance and guidance in curricular areas including state-approved course standards and objectives, technological development, lesson planning, teaching methods, and classroom management.

Secondary Business Education Instructor, Department Chair
Lindbergh High School, Renton, Washington 1988 - 1993

Taught business courses including Computer Applications, Word Processing, Keyboarding, Accounting, Electronic Math Applications, and Machine Transcription.

Department chair for seven-member department. Purchased and maintained equipment, designed master schedule, managed annual budget, developed curriculum, and participated in hiring personnel.

Secondary Business Education Instructor

Hazen High School, Renton, Washington. 1983 - 1988

Taught business education courses including Computer Applications, Keyboarding and Business Law. Developed and pilot-tested computer applications curriculum for Washington State Office of Superintendent of Public Instruction. Extracurricular activities included FBLA advisor and softball coach. Nominated for Teacher of the Year Award in 1987 and 1988.

SCHOLARSHIP

Research/Publications

The Infusion of Common Core State Standards with Business Education. Wisconsin Business Education Journal. Spring 2013.

Beginning Computer Applications Courses: Are They Still Valuable in the College Curriculum. National Association for Business Teacher Education (NABTE) Review. Spring 2010.

Grade Inflation at Central Washington University. Study completed as charged by CWU Faculty Senate Executive Committee. Spring 2008.

“Writing Workshop: Applications for Professional Communications Skills (Working title). A handbook for developing industry-quality writing competencies.

A Study of CWU Student Preferences for a Final Examination Schedule. CWU Faculty Senate Executive Committee and Academic Affairs Committee. December, 2007

Implementing Wireless PDA Technology In the Information Technology Curriculum. EDUCAUSE Quarterly, Winter 2006. Refereed

Practical strategies for the supply of and demand for business and marketing education teachers. National Association of Business Teacher Education Review. Spring 2003. Submitted. Not accepted.

Alternative teacher education licensure/certification for business educators. National Association of Business Teacher Education Review. Published, Fall 2001. Refereed

Alternative Licensure/Certification Assessment of State Specialists. Delta Pi Epsilon, Published, Fall 2001. Refereed.

University distance and on-campus learners: A comparison of beginning microcomputer applications students. National Association of Business Teacher Education Review. Published, Fall 1999. Refereed

Connecting to the Internet. National Business Education Association Computer-Related Enrichment Ideas Handbook; Supplement B. 1999.

Doctoral Dissertation: “A comparison of students taught utilizing distance education and traditional education environments in beginning microcomputer applications classes at Utah State University.” June 1998.

Presentations

Western Business Education Association. "Make Waves, Have Fun, and Facilitate Learning – All For Free!" Newport Beach, California. February 2012

Washington State Business Education Association/Washington Association of Marketing Educators. "Defending Computer Applications Courses in the Business and Marketing Curriculum." Wenatchee, Washington. October 2012.

Association of Career and Technical Educators, Region V Conference. "Career and Technical Education Graduate Program Opportunities at Central Washington University." April 2011.

Western Business Education Association. "Computer Applications: Relic or Relevant." Seattle, Washington, February 2011.

CEPS/FCS Presentation. "Using Online Tools to Enhance Teaching and Learning." Spring 2010.

Washington State Business Education Association/Washington Association of Marketing Educators. "The New Washington State Design for Business and Marketing Education Certification." Wenatchee, Washington. October 2009.

CEPS Fall Meeting. "Facilitating Learning Using Online Tools and Applications." September 2009

Western Business and Information Technology Educators, "Research Projects on the Future of Business Education." Spring 2008

IT Professional Development Conference, "Microsoft Vista – What's All the Hype About?" May 22, 2007.

CWU Gender Symposium, "Gender-Based Issues in Recruiting and Retaining Women in Information Technology Careers." November 10, 2005

ITAM Development Day Conference, "Making the Most of Your PC Hardware." May 24, 2005

EDUCAUSE Western Regional Conference: "Integrating Wireless Technology into a Publicly Funded University Information Technology Curriculum." San Francisco, California, April 27, 2005

CWU Symposium of Undergraduate Research Endeavors (SOURCE): E-Commerce and Web Presence – "Development of ellensburgmovies.com" May 23, 2005

“Women in Information Technology,” CWU Residence Life, May 10, 2005

CWU, College of Education and Professional Studies Colloquium. Poster Presentation: ITAM Students and Faculty Use Wireless Technology in the Classroom. November 16, 2004

“Practical Strategies For The Supply of and Demand For Business and Marketing Education Teachers. National Association of Business Teacher Education Research Conference, Dallas, Texas, April 2003

“Introduction to Teaching Keyboarding and Computer Technology.” Seattle School District, June 7 & 8, 2002

“Professional Certifications: Enhancing Your Employability.” ITAM Symposium 2002, Central Washington University, May 16, 2002

“Addressing the Teacher Shortage: A Research Study Report,” Western Business and Information Technology Educators Annual Conference, San Francisco, California, February 22, 2002

“Alternative Licensure/Certification Assessment of State Specialists.” Delta Pi Epsilon National Research Conference, Nashville, Tennessee, November 2001

Washington State Business Education Association Fall Conference, Leavenworth, Washington, October 11-13, 2001

Washington Association of Career and Technical Education Annual Conference, “A Vision for the Washington State Business Education Association,” Yakima, Washington, August 14, 2001

Washington State Business Education Association Visionary Conference, August 11, 2001

Special Education Technology Center, SETC: LD & Technology Literacy Grant Seminar, “Creating Multimedia Presentations,” August 16, 2001

Special Education Technology Center, SETC: No Limit! LD Math, “Presentations With PowerPoint,” August 6, 2001

Office Symposium, Central Washington University, April 26, 2001

“Technology, Instructional Strategies, and Leadership Training for Faculty Inservice, Renton Technical College, November 4, 1999

“Inservice Opportunities,” Washington State Business Education Association, Spokane. October 8, 1999

“New Teachers Workshop,” Washington State Business Education Association, Spokane October 9, 1999

“Administrative Office Organization and Management.” Pupil Transportation Management Program, Office of the Superintendent of Public Instruction, Olympia, Washington. July 1997

“Accessing and Using the Western Business Education Association World Wide Web Site.” Western Business Education Association Annual Conference. February 1996

“New Business Teachers Sharing Session,” Utah Applied Technology Education Annual Conference, Business Education/Technology Division. June 1995

“Effective Communications for Leaders,” Utah Applied Technology Education Leadership Organizations Conference, June 1995

“Connecting to the Internet and Electronic Bulletin Boards,” Washington State Business Education Association Annual Conference. October 1994

Professional Development

CWU, EDCF 311 Educational Foundations Course. Audited, Spring 2012.

Career and Technical Education Director Certification Internship Program. Completed one-year program through OSPI, 2009-2010.

CENGAGE Learning, Getting Started with ThomsonNOW Training Seminar, September 13, 2007

Thomson Course Technology, “Microsoft Office 2007 Hands-on Tech Briefing,” February 9, 2007, Seattle Central Community College.

Northwest Center for Emerging Technology/Microsoft: Working Connections – IT Faculty Development Institute, August 23-26, 2005

EDUCAUSE Western Regional Conference, San Francisco, April 26-28, 2005

National Institute for Women in Trades, Technology and Science: WomenTech Educators Workshop, San Francisco, February 7-8, 2005

Microsoft Certified Systems Engineer Training:

Networking Essentials (Winter 2000)
Administering Microsoft Windows NT 4.0 (Spring 2000)
Supporting Microsoft Windows NT 4.0 Core Technologies (Spring 2000)

Professional Conference Attendance

Western Business Education Association Annual Conference: February 2010, 2011, 2012, 2013.

Washington State Business Education Association: October 2008, 2009, 2010, 2011, 2012, 2013.

National Business Education Association: April 2012, Boston.

Washington Association of Vocational Administrators: Fall 2009, Spring 2010, Fall 2011, Spring 2011, Fall 2012, Spring 2012

Association of Career and Technical Educators, Region V Conference, Rapid City, South Dakota, Spring 2011.

Western Business Information Technology Educators Regional Conference, Spring 2008, Scottsdale, Arizona.

Center of IT Excellence 2007 IT Education Futures Summit: "Inspiring Faculty for Tomorrow" co-hosted and co-sponsored with Microsoft Learning. May 2008.

Microsoft and Seattle Chapter of Information Managers: Future Potential in IT, Bellevue Community College, February 13, 2007. Note: Took students also.

2006 Information Technology Education Futures Summit: *Inspiring Faculty for Tomorrow's IT Workforce.* Microsoft, Redmond, WA, June 2, 2006

Microsoft and Seattle Chapter of Information Managers: Future Potential in IT, Seattle University, May 5, 2006. Note: Sponsored attendance for 13 CWU information technology major students also.

Thomson/Course Technology: Forum 2006 – Software Releases for 2007, Microsoft Vista Operating System and Microsoft Office 2007, Bellevue, April 21, 2006

College of Education & Professional Studies: CEPS Colloquium, CWU, April 12, 2006

Thomson/Course Technology: The Conference 2006, San Francisco, March 28-31, 2006

Western Business and Information Technology Educators Conference, Reno, Nevada,

February 2005

Western Business and Information Technology Educators Conference, Portland, Feb 2004

CWU Workshops Completed to Enhance Teaching and Research

Blackboard:

- Introduction to Blackboard, September 25, 2006
- Online Assessments, September 28, 2006
- Intermediate Blackboard, October 6, 2006
- Advanced Blackboard, November 15, 2006

Human Subject Review Committee:

Tutorial, *Protecting Participants in Social and Behavioral Science Research*,
September 11, 2006

PROFESSIONAL SERVICE

National Level

The Agnew Group. An endowed group of 11 members from across the United States sponsored by the Peter L. Agnew Foundation with the purpose of completing business-education related research activities at the national level. 2008 to present.

Curriculum Consultant, Macromedia (Now Adobe) Software/OSPI. May 2002 – 2003.

Research Committee, National Association of Business Teacher Education, 2000-2001

Board of Directors, National Association of Business Teacher Education, 1998-2000

Program Director, Executive Committee, National Association of Business Teacher Education, 1999-2000

Convention Program Committee, National Business Education Association, 1999-2000

Telecommunications Committee, Western Business Information Technology Educators, 1999-present

Program Director, Research Conference, National Association of Business Teacher Educators, 1999-2000

Assistant Research Coordinator/Program Director, National Association of Business Teacher Educators, 1998 to 2000

Reviewer – National Association of Business Teacher Education Research Studies screening for 1999 NABTE research conference

National Business Education Leadership Development Committee, 1996 to 2000

Consultant, Test Quality Control, Course Technology Publications, 1996

Student representative, Doctoral Advisory Committee, Utah State University, College of Education, 1993 to 1995

Regional Level

Executive Board of Directors: Western Business Education Association, June 2012 – 2014.

Western Business and Information Technology Educators Conference, February 2005, Reno, Nevada

Western Business and Information Technology Educators Conference, February 2004, Portland, Oregon

Executive Board of Directors, Western Business and Information Technology Educators Association 2000-2002

Telecommunications Committee, Western Business & Information Technology Educators, 1999-2003.

Awards Committee, Western Business and Information Technology Educators Association, 1998-2000

Strategic Planning Committee, Western Business Information Technology Education Association, 1992 to 1994

State/Local /University Level

Executive Board of Directors, Washington State Business Education Association. July 2012 – 2014.

Executive Board of Directors, Washington Association of Career and Technical Educators, July 2011 – Present.

Board of Directors, Washington Association of Vocational Administrators, July 2011 – Present.

FCS Graduate Committee, 2012 - Present

FCS Department Personnel Committee, 2010 – Present

Judge. Washington State Future Business Leaders of America State Leadership Conference, 2009 and 2013.

Member, Faculty Learning Community for Supporting and Developing Online Teaching at CWU. A faculty led group aimed at supporting, developing, and improving online teaching and learning at CWU. 2008

Chair (2007-2008), Academic Affairs Committee, CWU Faculty Senate.

Member, Faculty Senate Ad Hoc Scheduling Committee, April 2007.

Co-Chair (2006-2007), Academic Affairs Committee, CWU Faculty Senate, Member
2004 - Present

Chair, ITAM Personnel Committee, 2006 – 2007 (September through February), Winter
Quarter 2008.

Member, ITAM Personnel Committee 2004, 2005, AY 2007 – 2008 (Chair, Spring
Quarter 2008)

CWU Commencement, ITAM Department Representative/Participant, June 1997, 1998,
1999, 2000, 2001, 2002, 2003, 2005, 2006, 2007

Information Technology Management Professional Development Conference,
Creator/Director, 2003, 2004, 2006, 2007

Care Net Pregnancy Center of Kittitas County (Non-Profit Organization), Volunteer,
Technical Support, 1996 - 2012

ITAM Department Grant Writing Committee: Co-wrote grant application for Hewlett-
Packard Education Grant. February 2005

Regular Graduate Faculty membership, School of Graduate Studies, Central Washington
University, 2001-2006

Graduate Student Advisor 1995-2005. During 2004-2005, one graduate student
completed research thesis; one graduate student completed graduate project

Washington State Business Education Association Annual Conference. October 10, 2004,
Wenatchee, Washington

Represented Information Technology and Administrative Management Department at
CWU Majors Fairs, 2003, 2004, 2005, 2007

Past-President, Washington State Business Education Association, June 2002-2003

Director/Creator. Information Technology and Administrative Management Symposium,
2000 and 2001

Advisor, Phi Beta Lambda student leadership organization, CWU Chapter, 1999-2003

President, Washington State Business Education Association, July 2001-2002

Member, Assessment Committee, Central Washington University, October 2001-2003

Member, Search Committee, Associate Dean, College of Education and Professional Studies, Central Washington University, 2000-2001

Member, Ad Hoc ProCert Committee (NCATE), CWU, 2000-2001

President-elect, Central Washington Business Education Association, 1997-1998

Inservice Coordinator, Washington State Business Education Association, 1996-2000

Represented Information Technology and Administrative Management Department at Central Washington University Open House, 1997, 1998, 2002, 2004

Staff Morale Action Team, College of Education and Professional Studies, Central Washington University, 1997 - 1998

Consultant, South Whidbey Island School District, Business Education Program Assessment Report, 1997-1998

Future of Business Education in Washington State Task Force, 1997 to 2000

Business Teacher Recruiting Committee, Washington State Business Education Association, 1997 to 2001

Technology Strategic Planning Committee, Ellensburg School District, 1996-1997

Board of Directors, Washington State Business Education Association, 1997 to 2003.

Mentor Teacher, Washington State Teacher Assistance Program, 1991

Facilities Coordinator, Washington State Business Education Association, 1992 Annual Conference

Charter Board Member/Research Committee Chair, Delta Pi Epsilon Chapter, Central Washington University. 1987 to 1989

Professional Memberships

- National Business Education Association
- Western Business Education Association
- Association of Career and Technical Educators
- Washington State Association of Career and Technical Educators
- Washington Association of Vocational Administrators
- Washington State Business Education Association

Awards and Honors

- 2003 Outstanding Service Award, College of Education and Professional Studies, CWU
- 2002 Nominated by students for CWU College of Business "Excellence in Teaching" award for 2001-2002
- 1999 Outstanding Faculty Member Award, Student Support Services, Central Washington University
- 1995 Delta Pi Epsilon Scholarship,
Beta Nu Chapter, Utah State University
- 1994 Peggy A. Griffey Memorial Scholarship
Delta Pi Epsilon, Beta Nu Chapter
- 1981 Outstanding Graduate, Department of Business Education
Western Washington University

INFORMAL INFORMATION TECHNOLOGY TRAINING

Online Publishers' Applications Training

- CengageNOW (Summer and Fall 2007)
- Prentice Hall Train and Assess IT (TAIT)

Application Software Training

- Microsoft Excel 2007 (Advanced Training)
- Microsoft VISTA GUI (2007)
- Microsoft Office 2007 (2006)
- Microsoft Word: Word Processing (1995, 1997, 2000, XP)
- Microsoft Excel: Spreadsheet (1995, 1997, 2000, XP)
- Microsoft Access: Database (1995, 1997, 2000, XP)
- Microsoft PowerPoint: Presentation (1995, 1997, 2000, XP)
- Microsoft FrontPage: Web Page Design & Construction (1995, 1997, 2000, XP)
- Microsoft Publisher: Desktop Publishing (2000, XP)
- Microsoft PhotoDraw: Digital Art (2000, XP)

Operating System Training

- Microsoft VISTA GUI (2007)
- Microsoft VISTA (2006)
- Windows XP
- Windows 2000
- Windows NT (Client-Server Networking Course)
- Windows 95
- MS-DOS (Client-Server Networking and A+ courses)

Personal Computer Maintenance and Repair

- Hardware Components
- System/Motherboard Components
- System and BIOS Bus Tracing Structure
- Basic Input/Output System Programming, Flash ROM
- Diagnostic Tools: DMS, SANDRA
- CompTIA A+ Certification (in process)

Central Washington University Systems

- SAM (Student Assessment Manager)
- Blackboard: Beginning, Intermediate, and Advanced Training Workshops

DOROTHY M. CHASE, Ph.D., M.ED.

Summary

Well-rounded educator, experienced in teaching, advising, curriculum development, program development and administration, service, and research. Currently co-chair of academic department with 5 programs, 15 faculty; Professor and Director of a program with 14 full and part-time faculty and over 200 majors and minors

Hold degrees in management and administration:

- Doctorate in parks, recreation and tourism management
- Master's in educational administration
- Three year university certificate in management

Direct organizational management experience as department co-chair; vice-principal and assistant manager of private college; program administrator at three higher education institutions

Work with tourism enterprises on a regular basis via internships, industry task forces

Worked in business, especially the tourism industry, consulting, and managing property

Elected to Faculty Senate Executive at 2 colleges, liaising faculty & administration

Taught in higher education in Canada (ON, MB); the U.S. (WA, TX); and South Korea (Kyung Dong U)

Very strong teaching evaluations; respected advisor; collegial accomplishments

Specialist in tourism, the world's largest industry

Designed international educational tours, preparing and escorting students, including into the heart of Mexico; Canada; Europe; and many island nations in the Caribbean

Outstanding Community Service awards and Distinguished Faculty Fellow for Service Learning

Excellent verbal and written communications skills

Served on business, planning, and economic development task forces (e.g., Ellensburg Downtown Association Board, Roslyn Revitalize, Chambers)

Chaired events and fundraisers for non-profit organizations

Editor of nomination for award, National Historic Trust Dozen Distinctive Destinations (Ellensburg)

Education

Doctor of Philosophy in Parks Recreation and Tourism Management 1999
Clemson University, Clemson, South Carolina
Dissertation: *Resident and visitor perceptions of a tourism destination area: Thunder Bay, Ontario, Canada*

Master of Education in Administration 1992
Lakehead University, Thunder Bay, Ontario, Canada

Three Year University Certificate in Management
University of Manitoba, Winnipeg, Manitoba, Canada

Travel Counseling Certificate [First in Class]
Red River College, Winnipeg, Manitoba, Canada

Certificate in Education
University of Manitoba, Winnipeg, Manitoba, Canada

Bachelor of Arts in English (Minor: Political Science)
University of Winnipeg, Winnipeg, Manitoba, Canada

Additional Graduate Coursework (18 hours each)
Sociology, University of Texas Pan American, Edinburg, TX
Tourism, The George Washington University, Washington, DC
Education Counseling, University of Manitoba, Winnipeg, Canada

Professional Experience

Co-chair, Department of Family and Consumer Sciences **June 2011 - Present**
Central Washington University, Ellensburg WA

Oversee 5 programs, 15 faculty, staff. Provide leadership for program development, promotion, professional development. Represent department on campus wide councils, activities.

Professor and Program Coordinator, Recreation and Tourism **2000 – Present**

- Program Coordinator, 2009 – present; Associate Prof. 2006 – 2011; Assistant Professor 2000 – 2006
- Full Professor status awarded 2011
- Visiting Professor at Kyung Dong University, Sokcho, Republic of Korea, 2008 – 2009
- Use web enhancements (Blackboard) in all courses
- Include academic service learning components as applicable
- Teach broad spectrum of courses
- Receive student evaluations above the university mean

Advising

- Advise 50+ majors. Mentor alumni. Student awareness of service, conferences, Study Abroad

Curriculum

- Develop course and program curricula; training for professionals; online courses.

Service

- Faculty Senator for department (on Executive Council two years) 2006 – present
- Department Personnel Committee; RT Search Committee 2006 - present
- Kittitas County Recreation Study 2003 - 2005
- Lodging Tax Advisory Commissioner 2001 - 2009
- Board of Directors, Ellensburg Downtown Association 2000 - 2006
- Director/Officer of the Thorp Mill Town Historic Preservation Society 2002 - present
- Historic Ellensburg member; 2000 - present
- Roslyn Revitalize 2005 - 2008
- Bring a tourism focus to numerous community committees

Research Interests in community tourism development; human resource issues

Hospitality / Tourism content courses with an operations management orientation:

- FCSG 379 - Professional Development and Internship Planning
- RT 292 - Practicum
- RT 373E - Resort Operations
- RT 337 - Tour and interpretive programming development (taught classroom and online)
- RT 379 - Cruise Line Industry
- RT 393 - Agency Visitations / Lodging; Airline; Destinations field trips
- RT 486 - International tourism pairing tourism students with international students
- RT 479 - Cruise line workshops including visitations to Pacific Northwest ports and cruise ships.

Upper division courses with primary orientation to organization, management, service delivery and management of it, business issues:

- RT 373C - Hospitality Sales and Advertising (EI - AHLA standards)
- RT 380 - Supervision in hospitality (EI - AHLA) (survey of mgmt functions, especially HR)
- RT 473 - Airline Travel & Tourism (focus on service, corporate business, global alliances)
- RT 480 - Administration in tourism (focus on issues, critical analysis, solutions, problem solving, conflict resolution, environmental considerations, ethics, HR, case studies, esp. lodging mgt)
- RT 475 - Professionalism (focus on self-assessment, internship searches, business etiquette)
- RT 490 - Internships (students perform management functions within organizations; numerous opportunities developed including international experiences in U.K., Australia, Costa Rica, etc.)
- RT 471 - Community Tourism Planning & Development (local case studies-service learning)

Instructor and Program Chair

1996 - 2000

Division of Social and Behavioral Sciences, South Texas College, McAllen, TX

- Developed curriculum, advised students, promoted program, managed and controlled budget, made evaluations of staff, served on community advisory boards and college committees; e.g., Council of Chairs
- Administered 45 sections of physical activity courses
- Developed program from scratch, chaired, and taught in travel and tourism, and hotel programs
- Taught two Sociology courses
- Instructed on main campus, centers, and online

Service

- Chaired curriculum committee for the division of Social and Behavioral Sciences
- Served as division representative for institutional effectiveness and professional development committees
- Chaired five search committees and served on others
- Served on two college-wide SACS accreditation self-study committees: workforce education accountability, and hospitality co-ordination for SACS site visit
- Faculty Senate committees; served as needed during explosive growth

Educational Travel

- Developed and escorted travel each year in central Mexico and border regions for college community
- Led educational trips to Texas state tourism and historical preservation conferences for tourism majors

Educator (full and part-time), Travel & Tourism Diploma Program **1988 – 1996**
Hospitality, Confederation College, Thunder Bay, Ontario, Canada

- Developed/delivered workshops for professionals through Industrial and Corporate Training Department
- Designed program and curriculum for Hospitality Tourism Services Worker Program
- Wrote 27 curriculum modules for Curriculum Development and Design Department on Employability Skills (e.g., communications, customer service, teamwork, motivation, critical thinking, organization, time management, leadership)
- Distributed program to 25 provincial colleges - project funded by Ontario Training and Adjustment Board and jobLink

Adjunct Lecturer **1993 - 1994**
Lakehead University, Thunder Bay, Ontario, Canada

- Taught upper division classes via teleconference: Commercial Recreation; Tourism Analysis

Research Assistant **1992 - 1993**
Clemson University PRTM, Clemson, South Carolina

- Created tourism marketing plans for regional chamber of commerce, based on visitor intercept surveys
- Developed collaboratively nature-based tourism strategies for a coastal county

Vice-Principal / Assistant Manager of College, and Travel Department Head
Success/Angus Business College, Winnipeg, Manitoba, Canada

- Assisted principal of private college with 25 faculty/staff and 500 students with HR, programming, business and community liaison and marketing
- Initiated, developed, and managed an exceptionally successful training program
- Graduated 1000+ students; grads ranked first in national certifications

Other Industry & Business Background

Hotel / Resort

Front Office, Fairmont Chateau Laurier, Ottawa, Ontario, Canada
Fairmont Banff Springs, Banff, Alberta, Canada

Retail Travel Consultant and Sales

American Express Mackie Travel, Winnipeg, Manitoba, Canada (3 years full time)
Marlin Travel, Winnipeg, Manitoba, Canada (8 years outside sales)

Landlord & Property Manager (20+ years)

Scholarship – Presentations

2009

- *Trends in City Tourism*. Panel presentation at the Seoul Tourism Awards Conference, The Shilla, Seoul, Korea. June 4, 2009.

2007

- Reviewer for *International Journal of Consumer Studies* on wine tourism - 2007
- *Economic and social impacts of tourism on the community*. Invited presentation. Leadership Ellensburg, Ellensburg, WA - January 19, 2007

Scholarship cont.

Dorothy M. Chase page 5

2006

- *Technology, Outdoor Recreation, and Tourism*. Moderator. Leisure Research Symposium. National Recreation and Parks Association Annual Conference, Seattle, WA - October 10 - 14, 2006

2005

- *Getting them where they want to go: Giving good directions*. Association of Visitor Information Centers of Washington, Ellensburg, WA - April 21, 2005

2004

- *Human Resources and Training: HR from the food service and lodging viewpoint*. Central Washington University Travel and Tourism Training Institute, Spokane, WA - October 23 - 25, 2004

2003

- *Resorts and Community*. Resort and Commercial Recreation Association National Conference. Sunriver, OR, November 9 - 12, 2003
- *Internships in Hospitality and Tourism*. Central Washington University Travel and Tourism Training & Education Institute. Wenatchee, WA, October 18 - 20, 2003
- *Hospitality and Tourism Collaborations* (with Barbara Masberg and Mark Miller). Washington Association of Occupational Educators /Tech Prep / Washington Association for Career Technical Education Conference. Tacoma, WA - March 11 -12, 2003
- *Resident Attitudes toward resort and tourism development*. Northwest Southwest American Alliance for Health, Physical Education, Recreation and Dance (Research section), Reno, NV - February 12 - 15, 2003

2002

- *Chambers and Tourism*. Keynote Speaker at the Northern Kittitas County Chamber of Commerce "Harvest Moon" Annual Meeting. Roslyn, WA - November 4, 2002
- *Leisure Trends in the year following 9/11*. Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD). Shoreline, WA - October 26, 2002
- "State of Downtown" public business presentation by "More than Main Street" Committee, Ellensburg, WA - May 22, 2002 - Contributed research and talking points for individual presentations by chamber executives and city managers
- *Customer service training*. Co-developed and co-delivered to hotel front office personnel at full-service hotel, Ellensburg Inn, Ellensburg, WA - June 2002
- *Lodging Management: Processes in training for computer reservations systems and telemarketing*. Central Washington University Travel Tourism Training and Education Institute, Central Washington University, Ellensburg, WA - March 4 - 7, 2002
- *The Travel and Tourism Industry after September 11, 2001*. Northwest District Association of American Alliance for Health, Physical Education, Recreation and Dance. Boise, ID - March 2002
- Reviewer for 2002 Annual CHRIE / Hospitality & Tourism Conference

< 2000

- *Customer service*. 12th Annual State Conference of the Texas Association of Second Harvest Food Banks. South Padre Island, TX - May 2000
- *Texas Hospitality Training*. Employee and Manager training. Weslaco, McAllen, Pharr, TX. Regular sessions between 1998 and 2000
 - *Resident and Visitor Sense of Place*. Northern Tourism Conference. Lakehead University, Thunder Bay, Ontario
 - *Beyond the Eye of the Beholder*. Conference for Livable Cities, Charleston, SC

Scholarship - Publications

Dorothy M. Chase page 6

Chase, D. M. (2010). Book Review: Recreation, Event, and Tourism Businesses: Start-up and Sustainable Operations. *Managing Leisure*, 15 (1/2): 159-60.

Chase, D. M. in Luck, M. (Ed). (2008). *Encyclopedia of Tourism and Recreation in Marine Environments*. CABI, Wallingford, UK.

Chase, D.M. & Masberg, B.A. (2008). Partnering for skill development: Park and recreation agencies and university programs. *Managing Leisure*, 13: 74-91 (April 2008).

Chase, D.M. & Masberg, B.A. (2007). Status of the park and recreation profession in Washington State. *LARNet: The Cyber Journal of Applied Leisure and Recreation Research*. July, 2007.

Chase, D.M. (2007). *Service learning in a community tourism development class*.

Chase, D. M. (2006). *Resident attitudes toward resort development: The case of Northern Kittitas County, WA*. Ellensburg WA: Central Washington University.

Chase, D. M. (1999). *Resident and visitor perceptions of a tourism destination area: Thunder Bay, Ontario, Canada*. Unpublished dissertation, Clemson University, Clemson, South Carolina.

Kim, S. H., & **Chase, D.M.** (2009). Women's Soccer: Image perceptions based on schema theory. *ICHPER.SD: (International Council for Health, Physical Education, Recreation, Sport and Dance) Asia Journal of Research*, Vol. 1(1), 25-34 (2009.06).

Masberg, B. A., **Chase, D. M.**, & Madlem, M. S. (2003). Delphi Study of Tourism Training and Education Needs in Washington State. *Journal of Human Resources in Hospitality and Tourism*. Vol. 2(2), 1- 22.

Reynolds, Johnny Sue and **Dorothy M. Chase** (2014). *Hospitality Services: Food, Lodging, Travel, Tourism, Recreation*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc.

Conducted event surveys and delivered results for: Ellensburg Downtown Association; Spirit of the West; "What a Doll!" Event Survey on behalf of Gallery One, and Kittitas County Historical Museum.

Professional Development

*Meeting Professionals International (MPI), Cascadia Conferences OR and WA	2012-2014
*Travel and Tourism Research Association Canada, Yellowknife, Northwest Territories	September 2014
*Travel and Tourism Research Association International, Kansas City	June 2013
• Green Travel conference, Woodinville WA	2010
• Washington Lodging Association annual conferences	2006-2012
• Cruise Lines International Association Cruise 360 Conference, Vancouver BC	2010
• SKAL International Association of Travel and Tourism Professionals, 38th Asia Congress, Incheon, Korea, May 21 - 24, 2009	2009
• SKAL International Association of Travel and Tourism Professionals, 69 th World Congress, Taipei, Taiwan, Oct. 12-17, 2008	2008
• Resort and Commercial Recreation Association Regional, Sunriver OR	2013, 2010, 2008, 2007
• Canada/America Society and Northwest Consortium for Canadian Studies	since 2007
• Lake of the Woods Development Commission, Tourism Committee	since 2007

- Wonderful Washington Wines, Central Washington University 2007, 2008
- Sports Management Conferences, Suncadia Resort, Roslyn WA 2007 - 2012
- National Recreation and Parks Association Conference, Seattle, WA October 10-14, 2006
- Washington State Governor's 2005 Summit on Tourism, Seattle, WA November 17-18, 2005
- Canadian Congress on Leisure Research, Nanaimo, British Columbia May 2005
- Northwest Festivals & Events Conference, Skamania, WA March 2004
- WA State Economic Development - Downtown Association Chelan, WA May 2003
- Service Learning in challenging times: Contexts and Crossroads. Bellevue, WA April 9 - 11, 2003

Service

Central Washington University

2000 – present

Service to the Program, Departments, and College of Education & Professional Studies

- “Five Year” Department/Program Review editor of documents 2014
- HHPR /FCS -- Faculty Senator 2005 – present
- FCS Department Personnel Committee 2006 – 2011
- Distinguished Faculty Fellow for Service Learning 2005 – 2011
- Search committee chair for multiple RT positions 2006 – present
- Collaboration on external program review 2007-08
- Mentor undergraduate projects, research, and service learning
- Advisor for majors club; escorted students to NRPA, and RCRA conferences
- HHPR – Research committee 2002 – 2005
- CEPS – College Distance Education Committee, co-authored final report
- CEPS – Distinguished Alumni Award Committee
- National and Northwest Southwest AAHPERD conferences
- Participant and contributor at Tourism Institutes
- Developed annual Commencement reception for grads and families

Service to the University

- Co-chair, Department of Family and Consumer Sciences June 2011 - present
- International Faculty Exchange appointment to Kyung Dong University, Korea 2008 - 2009
- Faculty Senate Executive Council, Secretary 2006 – 2008
- Advisory Board to Career Services on cooperative education / internships 2005 - present
- Sabbatical Leave Committee - two terms 2007 and 2010
- Campus Community Coalition, and Hospitality Alliance, Education committees
- Organized, chaired campus lecture *Stability and Change: A global perspective* 2004
- Instructor for two sections of UNIV 101 Fall 2002
- Participate in all Career Services Fairs: Major Minor, Career Quest
- Judge for Poster Sessions at undergraduate research conference, SOURCE
- Sponsor undergraduate research Poster Sessions - RT 471 Planning & Development
- Judge for International Week; create class opportunities
- Member of CWU Foundation's Scholarship Luncheon and Dinner Groups 2000-present

Service to the Community

- **Commissioner Lodging Tax Advisory** to Ellensburg City Council, 4 terms 2001 – 2009
- **Thorp Mill Town Historical Preservation Society** - VP, Director 2002 – present
Co-chair annual major fundraiser, “The Thorp Mill Auction.” Supervise interns.
- **Ellensburg Downtown Association** 2000 – present
Founding Director: have seen effort through to full Main Street status

- Member of Design Committee: conducted major survey and report; instrumental in initiating and planning for downtown business presentations May 2002 & April 2004
- On search committees for executive directors 2005 & 2006
- **Roslyn Revitalize** – planning group for downtown redevelopment 2005 & 2006
- Conceived and directed 30-student planning project and presentation. On-going member.
- **Kittitas County Recreation Study.** 2002 – 2004
- Advisory member. Resulted in changes and additions to comprehensive land use in County.
- **Roslyn / Northern Kittitas Chamber of Commerce and Heritage Tourism Team.**
- Have developed student internships, practicums, participation at community events and helped with public relations initiatives for Chamber. AGM keynote speaker on “Chambers and Tourism.”
- **Historic Ellensburg** member; work on numerous tourism related issues 2000 – present

Service to the Profession

- Advisor to founding MPI Student Chapter for Washington state 2013-14
- Lake of the Woods Development Commission, Tourism Committee, invited guest 2007
- National Trust for Historic Preservation’s Dozen Distinctive Destinations competition 2007
- Collaborated on task force and editor for all nomination documents submitted
- Ellensburg awarded March 7, 2007
- Planning task force for “Destination Ellensburg” event May 2007
- **Educational Institute of American Hotel Lodging Association** - Examiner
- Develop service learning, practicum and internship opportunities
- **Hospitality and Tourism Invitational.** Judge for Board of Directors’ lodging management presentations, Seattle, WA March 2003 & 2004
- Author/Editor Knowledge Bowl lodging content**
- WRPA (Washington Recreation and Parks Association) member. Conference participant and exhibitor, Tacoma, WA November 2004
- **Co-developed and co-delivered customer service training for hotel personnel** at full-service hotel, the Ellensburg Inn, Ellensburg, WA June 2002
- WA-CERT June 2001
- Rural Communities Symposium at CWU. Resource person for 5 community tourism development groups, especially Northern Kittitas tourism development
- International - **CHRIE** – Hospitality and Tourism Educators, member
- Reviewer for Annual International Conference 2002
- Moderated sessions at Annual Conference, Toronto, Ontario, Canada July 2001

Highlights

Awards

- * Meeting Professionals International Washington state award - founding Student Chapter 2014
- * College of Education and Professional Studies Award for Outstanding Research (text) 2014
- College of Education and Professional Studies Award for Outstanding Service 2010, 2008
- Nominee for Central Washington University Distinguished Faculty for Service award 2008
- National Historic Trust Dozen Distinctive Destinations award 2007
- Nominee for Most Inspirational Faculty Award, CWU Center for Leadership Excellence 2006
- Awarded at CWU Student Support Services Participant Recognition Dinner 2006
- *"Who's Who Among America's Teachers"* 2000 (STC) & 2005 (CWU)
- *Agent Canada* "Travel Educator of the Year"
- "CITC Volunteer of the Year," Ontario Women in Travel
- "Chairperson of the Year," Sales and Marketing Executives
- Educator Award from Success/Angus College on 25th anniversary of Travel Program

Certifications

- Certified Travel Counselor (CTC)
- Certified Texas Hospitality Trainer, Texas A & M Extension
- Permanent Professional Teaching Certificate (Manitoba)
- Canadian Yachting Association, Level 2
- Canadian Red Cross, Swimming; Intermediate Life Saving (lifeguard)

Selected Leadership Positions

- Twice selected by peers as co-chair, Department of Family and Consumer Sciences, CWU
- Lodging Tax Advisory Commission, City of Ellensburg, WA: appointed 4 times
- Thorp Mill Town Historic Preservation Society, Thorp, WA: Vice President and Director
- Ellensburg Downtown Association, Ellensburg, WA: Member of Board of Directors, Design Committee, Search Committee
- Faculty Senate, Central Washington University, Ellensburg, WA: Secretary and 2006-present
Member of Executive Council; Senator for FCS Department
- Faculty Senate Executive, South Texas College, McAllen TX 1998 - 2000
- Rio Grande Valley Hotel Motel Association, McAllen TX, Education Director 1997
- Hospitality Trainer - Rio Grande Valley Partnership leaders' group established 1997
- Vice-president of Publications for Canadian Institute of Travel Counselors of Ontario:
contracted texts; played key role in setting standards of certification for travel industry
- Co-chair, CITC national Travel Educators' Conference, Toronto, Ontario, Canada June 1996 & 1997
called "the best conference ever attended" by industry veterans
- Co-chair, International Association Business Communicators - Eastern Canada conference

Leisure Activities

- Community events and festivals
- Photography and writing
- Swimming, sailing, canoeing, scuba, birding
- Sail and fish Lake Superior and Lake of the Woods

Travel Tourism and International Experience

- Have taught in 4 countries
- Life-long immersion in maps and places
- Traveled to/in over 50 countries - extensively throughout Canada, the United States, and Mexico;
well throughout Caribbean, UK, and all European nations;
Korea, Japan, Taiwan, Hong Kong, Russia; Australia and New Zealand
- Have lived in Canada (Winnipeg, Thunder Bay, Kenora); the U.S (in the American South, South Texas on
the Mexican frontier, central Washington state) and overseas (Athens, Greece, and Sokcho, Republic of
Korea)
- Journeyed on many fact-finding and familiarization tours for travel and tourism professionals
- Planned and escorted more than 30 group tours for students and for clients
- Studied and gained broad based knowledge of people, cultures, destinations, community, and tourism

AMY M. CLARIDGE

Department of Family & Consumer Sciences
College of Education & Professional Studies
Central Washington University
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Ellensburg, WA 98926
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EDUCATION

- Florida State University, College of Human Sciences, Tallahassee, FL
Advisor: Dr. Lenore McWey
Ph.D., Marriage and Family Therapy August 2014
- University of Oregon, College of Education, Eugene, OR
Advisor: Dr. Deanna Linville
M.Ed., Couple and Family Therapy June 2011
- University of Oregon, College of Arts and Sciences, Eugene, OR
B.A., Psychology June 2009

ACADEMIC POSITIONS

- Central Washington University, College of Education & Professional Studies, Ellensburg, WA
Assistant Professor, Family Studies September 2014 – present
- Central Washington University, College of Education & Professional Studies, Ellensburg, WA
Lecturer, Family Studies June – August 2014

RESEARCH POSITIONS

- Florida State University, College of Human Sciences, Tallahassee, FL
Research Assistant, Dr. Lenore McWey August 2011 – July 2014
- Collect pre- and post-test qualitative and quantitative data with parents participating in the Incredible Years parenting group.
 - Assist in developing effective data management systems.
 - Assist in preparation of IRB applications.
 - Develop research questions, analyze data from national datasets, conduct analyses, and prepare manuscripts for publication.
- University of Oregon, College of Education, Eugene, OR
Research Assistant, Dr. Jeff Todahl November 2010 – June 2011
- Assisted in data collection for “Working Effectively with Intimate Partner Violence” research project

- Performed telephone interviews with program directors of COAMFTE accredited programs.

University of Oregon, College of Education, Eugene, OR

Service Provider

August 2010 – June 2011

- Provided manualized “Healthy Nests” treatment to couples involved in randomized clinical trial.
- Administered assessments.

Early Steps Program, Child and Family Center, Eugene, OR

Educational Project Assistant

September 2008 – June 2009

- Filmed family home visits adhering to research protocol.
- Assisted parents in completing questionnaires and measures.
- Visited neighborhoods of participating families to collect observational data.

University of Oregon, Department of Psychology Mayr Lab, Eugene, OR

Research Assistant

January 2008 - June 2009

- Conducted Dr. Ulrich Mayr’s working memory and aging experiments with senior citizen and undergraduate student participants, primarily using QEEG technology.

CLINICAL POSITIONS

Intensive Crisis Counseling Service, Tallahassee, FL

Family Therapist

June 2013 – July 2014

- Provide in-home therapeutic services to a range of clients including couples, families, and individuals, who are mandated to therapy because of involvement in the child welfare system.

Florida State University Center for Couple and Family Therapy, Tallahassee, FL

Marriage and Family Therapist Intern

August 2011 – November 2013

- Provided therapeutic services to a range of clients including couples, families, and individuals, many of whom were mandated to therapy because of involvement in the child welfare system.
- Testified in dependency court hearings on behalf of mandated clients.

Florida State University Center for Couple and Family Therapy, Tallahassee, FL

Incredible Years Parenting Group Leader

May - June 2012; January - March 2013

- Co-facilitated a 10-week empirically-supported parenting training intervention with parents involved with the child welfare system.

- Developed personalized reports highlighting parenting strengths and growth for each parent upon completion of the program.

Big Bend HOPE Transitional Housing Community, Tallahassee, FL
Incredible Years Parenting Group Leader

January - April 2012

- Co-facilitated a 10-week empirically-supported parenting training intervention with parents living at the HOPE community.
- Developed personalized reports highlighting parenting strengths and growth for each parent upon completion of the program.

University of Oregon Center for Family Therapy, Eugene, OR
Marriage and Family Therapist Intern

June 2010 – June 2011

- Provided therapeutic services to a range of clients including couples, families, and individuals both individually and in co-therapy format.
- Participated in observation teams with colleagues.

Brattain Elementary School, Springfield, OR

Family Therapist Intern

September 2010 - June 2011

- Provided therapeutic services to students individually and in sibling or peer groups with a variety of presenting issues including classroom behavior issues, grief, self-esteem, anger management, and social skills.
- Co-led a twice weekly group therapy session focused on enhancing social skills, anger management, emotional regulation, problem solving, empathy and coping skills.
- Co-led a twice weekly group therapy session focused on enhancing social skills, anger management, emotional regulation, problem solving, empathy and coping skills.

John Stacey, PhD, Licensed Psychologist, Eugene, OR

Neurofeedback Clinician

August 2009 - June 2011

- Worked with Dr. John Stacey's clients suffering with anxiety, PTSD, attention-problems, and depression using Sigfried & Sue Othmer's neurofeedback methods.
- Collaborated with Dr. John Stacey to form treatment plans and appropriate protocols for each client.

TEACHING AND ADVISING EXPERIENCE

Instructor of Record

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA
FS101: Skills for Marriage

Fall 2014

- Instructed and evaluated 35 undergraduate students.
- Developed syllabus, lectures, and assignments.

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA
FS419/FCSG501: Research in Family Studies **Fall 2014**

- Co-instructed and evaluated 12 undergraduate students and 6 graduate students.
- Mentored one third of the students on their research projects.
- Co-developed syllabus, lectures, and assignments.

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA
FS101: Skills for Marriage, Online Format **Summer 2014**

- Instructed and evaluated 20 undergraduate students.
- Developed syllabus, lectures, and assignments.

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA
FS232: Child Development, Online Format **Summer 2014**

- Instructed and evaluated 20 undergraduate students.
- Developed syllabus, lectures, and assignments.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL
CHD2220: Child Growth and Development **Summer 2013 (B, C), Summer 2014 (B)**

- Instructed and evaluated 50-60 undergraduate students.
- Developed syllabus, lectures, and assignments.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL
CHD4630: Studying Children **Summer 2012 (C), Fall 2012, Fall 2013**

- Instructed and evaluated 35-55 students in undergraduate research methods course.
- Developed syllabus, lectures, and assignments.

Graduate Teaching Assistantships

Florida State University, Department of Family & Child Sciences, Tallahassee, FL
CHD4630: Studying Children, Online Format **Spring 2012/2014**

- Mentored 30-60 students in undergraduate research methods course.
- Developed exam questions.
- Evaluated student research proposals and other writing assignments.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL
FAD4905: Directed Independent Study **Fall 2012, Spring 2012/2013/2014**

- Mentored 1-3 students in undergraduate research assistantship under the supervision of Dr. Lenore McWey.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

CHD4630: Studying Children

Spring 2013

- Mentored 50 students in undergraduate research methods course.
- Evaluated student writing assignments.
- Guest lectured on research methods.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

FAD2230: Family Relationships, *Online Format*

Fall 2011

- Mentored 30 students in undergraduate course about families.
- Developed exam questions.
- Evaluated student writing assignments.

Undergraduate Teaching Assistantships

University of Oregon First-Year Programs, Eugene, OR

ITAL199: Bella Italia Freshman Interest Group

Fall 2007, Fall 2008

- Designed and facilitated a ten week course for 25 college freshman.
- Facilitated study groups, social activities, and individual conferences with each student.
- Mentored students throughout their first year.

Advising

Central Washington University, Family Studies Graduate Club, Ellensburg, WA

Advisor

Fall 2014 - present

- Faculty advisor for the Family Studies Graduate Student Club.

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA

Advisor

Fall 2014 – present

- Primary advisor for 1-2 Master's students in the Family Studies program.
- Primary advisor for 5-10 undergraduate majors and minors in the Family Studies program.

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA

Committee Work

Summer 2014 – present

- Master's Thesis Committee Chair, Deborah Herendeen, In progress.
- Master's Examination Committee Member, Hailey Schiller, Fall 2014.
- Master's Thesis Committee Member, Brittany Mailhot, *Perceived parental involvement and academic outcomes of college students*, Summer 2014.
- Master's Research Project Committee Member, Amanda Reddaway, *Social gatherings, substance use, and sexual behavior*, Summer 2014.
- Master's Examination Committee Member, Clara Simpson, Summer 2014.

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

Research Advising

Spring 2014

- Undergraduate Research Advisor, Shalini Mirpuri, quantitative examination of protective factors promoting father involvement among at-risk families.

SERVICE

Department

Central Washington University, Department of Family & Consumer Sciences, Ellensburg, WA

Marketing Committee Member

Fall 2014 - present

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

Search Committee Student Representative

September 2013 – February 2014

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

Student Advisory Group Member

January - April 2012

Florida State University, Department of Family & Child Sciences, Tallahassee, FL

Interview Coordinator, FCS Student Interviews

January - February 2012

University of Oregon, Department of Psychology, Eugene, OR

Peer Advisor

September 2008 - June 2009

College

Florida State University, College of Human Sciences

Reviewer, Dissertation Award Program

October 2013

Profession

Reviewer, NCFR Family Therapy Section Poster Awards November 2014

Ad Hoc Reviewer, *Personal Relationships* September 2012, November 2014

Ad Hoc Reviewer, *Child and Family Social Work* June, August, & November 2014

Legislative Committee Member, Florida Association for MFT February – July 2014

Student Representative Board Member, Tallahassee Association for MFT June 2012 – July 2014

Ad Hoc Reviewer, *Maternal and Child Health Journal* August & November 2013, April 2014

Reviewer, NCFR 2014 Annual Conference Presentation Proposals March 2014

Apprentice Reviewer, *Journal of Marital and Family Therapy* April & October 2013

Student Volunteer, American Association for MFT September 2012

PUBLICATIONS

Manuscripts Published in Peer-Reviewed Journals

Claridge, A. M., Wojciak, A. S., Lettenberger-Klein, C. G., Pettigrew, H. V., McWey, L. M., & Chaviano, C. L. (in press). Reciprocal associations among maternal and child

- characteristics of at-risk families: A longitudinal actor-partner interdependence model. *Journal of Marital and Family Therapy*, online first publication. doi:10.1111/jmft.12084
- Claridge, A. M.** (in press). Supporting birthparents in adoption: A couple treatment approach. *Adoption Quarterly*, 17. doi:10.1080/10926755.2014.891545
- Claridge, A. M.**, Lettenberger-Klein, C. G., & Helfrich, C. M. (in press). Pregnancy intention and positive parenting behaviors among first-time mothers: The importance of mothers' context. *Journal of Family Issues*.
- McWey, L. M., **Claridge, A. M.**, Wojciak, A. S., & Lettenberger-Klein, C. G. (in press). Maternal depression, mother-adolescent relationship quality, and adolescent outcomes: A dyadic analysis. *Family Relations*.
- McWey, L. M., Holtrop, K., Wojciak, A. S., & **Claridge, A. M.** (in press). Retention in a parent training intervention among parents involved with the child welfare system. *Journal of Child and Family Studies*. doi:10.1007/s10826-014-9916-5
- Claridge, A. M.**, Lettenberger-Klein, C. G., Farineau, H., Wojciak, A. S., & McWey, L. M. (2014). Maternal history of victimization and adolescent behaviors: Protective function of relationship quality among at-risk mother-adolescent dyads. *Journal of Family Violence*, 29, 473-482. doi:10.1007/s10896-014-9604-7
- Claridge, A. M.**, & Chaviano, C. L. (2014). Perceptions of coparenting quality over time: Abortion consideration in unplanned pregnancy. *Parenting: Science & Practice*, 14, 19-24. doi:10.1080/15295192.2014.870012
- Claridge, A. M.** (2014). Efficacy of systemically-oriented psychotherapies in the treatment of perinatal depression: A meta-analysis. *Archives of Women's Mental Health*, 17, 3-15. doi:10.1007/s00737-013-0391-6
- Claridge, A. M.**, & Chaviano, C. L. (2013). Consideration of abortion in pregnancy: Demographic characteristics, mental health, and protective factors. *Women & Health*, 53, 777-794. doi:10.1080/03630242.2013.831018

Manuscripts Under Review

- Claridge, A. M.** (under review). Pregnancy intentions of first-time mothers and their children's outcomes: An examination of protective mechanisms. *Infant & Child Development*.
- Mirpuri, S. B.***, & **Claridge, A. M.** (under review). Promoting father involvement in fragile families: The importance of mother and father perceptions of coparenting over time. *Family Relations*.
- Chaviano, C. L., McWey, L. M., Lettenberger-Klein, C. G., **Claridge, A. M.**, Wojciak, A. S., & Pettigrew, H. V., (under review). Promoting change among parents involved in the child welfare system: Parents' reflections on their motivations to change parenting behaviors. *Journal of Social Work*.

Manuscripts in Preparation

- Claridge, A. M.** (in preparation). Pregnancy intentions and children's outcomes: Unraveling reciprocal pathways. *Journal of Marriage & Family*.

Cho, S., **Claridge, A. M.**, & Cui, M. (in preparation). Relationship stability across time among unmarried, cohabiting parents.

Scott, J., Wojciak, A. S., Lettenberger-Klein, C. G., & **Claridge, A. M.** (in preparation). Supervisor and supervisee experiences in MFT supervision. *Journal of Marital and Family Therapy*.

Other Publications

Claridge, A. M. (2014). Open adoption. In L. Ganong, M. Coleman, & G. J. Golson (Eds.), *The Social History of the American Family*. Los Angeles: Sage.

Claridge, A. M. (2014). Closed adoption. In L. Ganong, M. Coleman, & G. J. Golson (Eds.), *The Social History of the American Family*. Los Angeles: Sage.

**undergraduate student co-author

*graduate student co-author

REFEREED NATIONAL PRESENTATIONS

Cho, S., Yun, H., Cui, M., & **Claridge, A. M.** (2014, November). *Cohabiting parents' plan to marry, coparenting, and relationship stability*. Poster presented at the annual meeting of the National Council on Family Relations, Baltimore, Maryland.

Claridge, A. M. (2014, October). *Perinatal depression: A meta-analysis of relational treatments*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Milwaukee, Wisconsin.

Claridge, A. M. (2014, October). *Unplanned pregnancy and child outcomes: Identifying mechanisms*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Milwaukee, Wisconsin.

Cho, S., **Claridge, A. M.**, & Cui, M. (2014, October). *Nonmarital births and coparenting: A longitudinal dyadic analysis*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Milwaukee, Wisconsin.

Chaviano, C. L., Pettigrew, H. V., Lettenberger-Klein, C. G., **Claridge, A. M.**, McWey, L. M., & Wojciak, A. S. (2014, October). *Motivation for change: A qualitative study of at-risk parents*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Milwaukee, Wisconsin.

Claridge, A. M., Lettenberger-Klein, C. G., & Helfrich, C. M. (2013, October). *Pregnancy intention and parenting behavior: The role of context*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Portland, Oregon.

Farineau, H., **Claridge, A. M.**, Lettenberger-Klein, C. G., Wojciak, A. S., & McWey, L. M. (2013, October). *Maternal factors & adolescent outcomes in at-risk families*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Portland, Oregon.

Lettenberger-Klein, C. G., **Claridge, A. M.**, Wojciak, A. S., Farineau, H., & McWey, L. M. (2013, October). *Promoting parent-adolescent relationships through communication*. Poster

presented at the annual meeting of the American Association for Marriage and Family Therapy, Portland, Oregon.

Claridge, A. M. (2013, June). *Supporting birth parents in adoption: A couple treatment approach*. Brief presentation delivered at the annual meeting of the American Family Therapy Academy, Chicago, Illinois.

Claridge, A. M., Scott, J. C., & Chaviano, C. L. (2013, June). *The power of supportive co-parenting: Mediation of negative consequences of unplanned pregnancy on child behavior problems*. Poster presented at the annual meeting of the American Family Therapy Academy, Chicago, Illinois.

Lettenberger-Klein, C. G., Helfrich, C., & **Claridge, A. M.** (2013, June). *Impact of maternal self-efficacy and community support on responsiveness and involvement for first-time mothers*. Poster presented at the annual meeting of the American Family Therapy Academy, Chicago, Illinois.

Claridge, A. M. & Chaviano, C. L. (2012, November). *Predictors of supportive co-parenting: Impact of social support and abortion consideration*. Poster presented at the annual meeting of National Council on Family Relations, Phoenix, Arizona. *Awarded the NCFR Outstanding Poster in Family Therapy

Chaviano, C. L. & **Claridge, A. M.** (2012, November). *Social support: Identifying families at-risk for homelessness*. Poster symposium presented at the annual meeting of National Council on Family Relations, Phoenix, Arizona.

Claridge, A. M. & Chaviano, C. L. (2012, September). *Women's resiliency to overcome negative outcomes associated with abortion consideration*. Poster presented at the annual meeting of the American Association for Marriage and Family Therapy, Charlotte, North Carolina.

REGIONAL PRESENTATIONS

Peer-reviewed

Claridge, A. M., Scott, J. C., & Chaviano, C. L. (2013, February). *Maternal perception of supportive co-parenting: Protective mediator of negative consequences of unplanned pregnancy on child behavior problems*. Poster presented at College of Human Science's Research and Creativity Day, Florida State University, Tallahassee, Florida.

Lettenberger-Klein, C. G., Helfrich, C., & **Claridge, A. M.** (2013, February). *Parenting behavior of first time mothers: Influences of self-efficacy and support*. Poster presented at College of Human Science's Research and Creativity Day, Florida State University, Tallahassee, Florida.

Invited

Claridge, A. M. (2014, October). *Morality development in children*. Guest lecture delivered in LAJ401: Ethics, Diversity, and Conflict in Criminal Justice, Central Washington University, Ellensburg, Washington.

Claridge, A. M. (2014, July). *Emotional and social development in early childhood*. Guest lecture delivered in CHD2220: Child Growth and Development, Florida State University, Tallahassee, Florida.

- Claridge, A. M.** (2014, January). *Unplanned pregnancy: Research and intervention with at-risk families*. Guest lecture delivered in CHD4537: Parenting, Florida State University, Tallahassee, Florida.
- Claridge, A. M.** (2013, October). *Exploring marriage and families*. Guest lecture delivered in FAD2230: Family Relationships: A Life Span Development Approach, Florida State University, Tallahassee, Florida.
- Claridge, A. M.** (2013, June). *Psychosocial development in middle childhood*. Guest lecture delivered in FAD3220: Individual and Family Life Span Development, Florida State University, Tallahassee, Florida.
- Claridge, A. M.** (2013, April). *Incredible Years parenting program: Plan of research*. Guest lecture delivered in CHD4630: Studying Children, Florida State University, Tallahassee, Florida.

GRANTS

Funded Grants

- Claridge, A. M.** (2014). *Couple processes and pregnancy intention: A mixed methods investigation*. American Association for Marriage and Family Therapy Graduate Student Research Award (\$2000).
- Claridge, A. M.** (2013). *Pregnancy intention of first time mothers: Depressive symptoms, parenting stress, coparenting satisfaction, and child behavioral outcomes over the first three years*. Florida State University Dissertation Research Grant (\$737).
- Claridge, A. M.** (2013). *AAMFT Presentation: Pregnancy intention and parenting behavior: The role of context*. Florida State University Congress of Graduate Students Conference Presentation Grant (\$200).
- Claridge, A. M.** (2013). *AFTA Presentation: Supporting birth parents in adoption: A couple treatment approach*. Graduate Student Advisory Council Travel Grant (\$412).
- Claridge, A. M.** (2012). *NCFR Presentation: Father involvement over time: Impact of abortion consideration in pregnancy*. Florida State University Congress of Graduate Students Conference Presentation Grant (\$200).
- Claridge, A. M.** (2012). *AAMFT Presentation: Factors associated with abortion consideration in pregnancy: An overview of unique characteristics and resiliency factors*. Florida State University Congress of Graduate Students Conference Presentation Grant (\$200).

LICENSURES

- | | |
|---|----------------|
| Licensed Marriage and Family Therapist (LF# 60492102), State of Washington | August 2014 |
| Registered Marriage and Family Therapist Intern (IMT# 1622), State of Florida | September 2011 |

TRAINING AND CERTIFICATES

- | | |
|---|----------------|
| The Incredible Years Parent Group Leader Training (24 hours), Tallahassee, FL | August 2012 |
| Program for Instructional Excellence Certificate (16 hours), Tallahassee, FL | September 2011 |
| Othmer Neurofeedback Basic Training (36 hours), Los Angeles, CA | August 2009 |

HONORS AND AWARDS

Dean's Scholar, Florida State University	September 2014
Dean's List, Florida State University	December 2011 – August 2014
Glenn Society Inductee, Florida State University	April 2014
Mary W. Hicks Scholarship, Florida State University	April 2013
Cora and Ross Evans Scholarship, Florida State University	April 2012, April 2013
Outstanding Poster in Family Therapy, NCFR, Phoenix, AZ	November 2012
Dean's List, University of Oregon	December 2006 - June 2011
Passed Formal Case Presentation <i>with Distinction</i> , University of Oregon	May 2011
Leon Culbertson Scholarship, University of Oregon	September 2009 - June 2010
Passed Comprehensive Exam <i>with Distinction</i> , University of Oregon	April 2010
<i>Summa Cum Laude</i> , University of Oregon	June 2009
Dean's Scholarship, University of Oregon	September 2006 - June 2009
Laurel Scholarship, University of Oregon	September 2006 - June 2007
Centurion Leadership Award, University of Oregon	June 2007

PROFESSIONAL AFFILIATIONS

Kappa Omicron Nu – National Human Sciences Honor Society	April 2013
American Psychological Association	April 2012
National Council on Family Relations	March 2011
American Association for Marriage and Family Therapy	January 2010
Psi Chi – National Psychology Honor Society	September 2008
Society of College Scholars	September 2006

Curriculum Vitae

Kenneth A. Cohen
400 East University Way
Ellensburg, Washington

EDUCATION

Ph.D., Conservation Social Sciences, University of Idaho, Moscow, ID, August 2006.
College of Natural Resources.

Dissertation: *Community, culture, and change: Defining and designing community-based strategies for community-driven development initiatives*

Master's of Public Administration, Lewis & Clark College, Portland, Oregon, 1999.
Emphasis on policy analysis.

B.S., Commercial Recreation, University of Colorado, Boulder, 1986.

PROFESSIONAL EXPERIENCE

Director, International Sustainable Development Institute at Central Washington University. Responsible for all dimensions of supervising and directing the ISDI, with a focus on creating international experiential learning programs for undergraduate and graduate students. Building on the academic transformative experience, ISDI engages students before, during, and after experiential excursions to incubate and execute social entrepreneurial innovations that leverage market-driven sustainable approaches to Energy, Water, Waste, and Health.

Associate Professor, Central Washington University, Recreation and Tourism Program. Responsibilities include teaching, advisement, curriculum development, internship supervision, service, and scholarship. Program Director, International Experiential Learning Program. 2007 to present. Early tenure awarded for exceptional achievement, May, 2011.

Assistant Professor, SUNY Cortland, Recreation and Leisure Studies. Tenure track position with this NRPA accredited program. Responsibilities included teaching in the core management areas of the curriculum, advisement, internship supervision, service, and scholarship. 2006-2007.

Community Economic Development Coach, University of Idaho Cooperative Extension. Outreach faculty position funded through the Northwest Area Foundation. Worked directly with rural communities on the Nez Perce Indian Reservation to develop

the local capacity to implement new community-driven economic strategies to capitalize on community assets and reverse economic decline. Provided participating communities with guidance in developing sustainable approaches, strategies, actions, programs, and partnerships. 2004 to December 2006.

Community Events & Recreation Director, Skamania County, Washington.

Supervised and directed the operation of a multi-faceted department focusing on generating revenue while meeting the recreational and cultural needs of the local community. Applied for and received \$1.5 million dollars in grant funding. Supervised staff, administered budget, promoted events, programs and activities, managed capital projects from inception to completion. Managed campgrounds, community centers, aquatic center, boat launches, parks, and fair grounds. Designed and administered outdoor recreation-based substance abuse prevention programming. Worked in concert with Native American Tribal representatives, environmental non-profits, and property-rights organizations to accomplish common objectives. 1997 to 2003.

Principal, Shames & Cohen Consulting, Hood River, Oregon. Founded and co-operated a consulting firm specializing in financial and organizational development for non-profit agencies. Designed and led training in board development, strategic planning, and capital campaigns. 1993-1996.

Human Resource Development Director, Allied Jewish Federation, Portland, Oregon and Denver, Colorado. Created and conducted leadership development training. Identified, recruited, trained, placed, and retained a leadership base for this national fundraising agency. Directed the activities of the largest fundraising division within the Federation. 1989-1992.

COURSES TAUGHT

Current Courses

RT 309 Facility Planning and Sustainable Design. Sustainable site and facility development including laws, regulations, budgeting, and design. Central Washington University, ongoing.

RT 330 Sustainable Resources for Recreation and Tourism. History of resource-based recreation, principles of sustainability, management practices, and current issues. Central Washington University, ongoing.

RT 398 Sustainable Tourism: contemporary issues. Issues, trends, policies, and practices shaping the sustainable tourism field. Sustainable tourism's impacts on planning, management, and operations.

RT 484 Legal Liability and Risk Management. Aspects of personnel law and premises liability. Procedures for managing risk. Central Washington University, ongoing.

RT 488 Recreation Management. Recreation management capstone course. Planning, finance, budgeting, marketing, and supervision. Central Washington University, ongoing.

Sample Courses Taught

RT 419 Applied Research. Research design, methodology, data analysis, and program evaluation. Central Washington University, ongoing.

RT 471 Tourism Planning and Development. Economic, social, fiscal, and environmental impacts of sustainable tourism; identifying and accessing tourism markets and destinations. Central Washington University, ongoing.

RT 374 Festivals and Events. Purposes, mechanics and leadership skills required for planning and executing community festivals and special events.

Rec 380 Leadership in Parks, Recreation and Leisure Services. Leadership development at the individual, group, and community level. SUNY Cortland, Spring 2007.

Rec 509 Human Resource Management in Leisure Services. Principles of Human Resource Management including: hiring, training, placing, retaining employees. Legal issues. Current trends and practices. SUNY Cortland, Spring 2007.

Rec 495 Administration of Recreation. Critical procedures, policies, and practices associated with the administration of recreation agencies: budgeting; finance; role of management; planning; organizational behavior. SUNY Cortland, Fall 2006.

CSS 486 Public Involvement in Natural Resource Management. Theoretical and applied concepts of public involvement in public and private sector natural resource management. Issues, applications, and strategies for maximizing processes and benefits of public involvement. University of Idaho, Spring 2006.

CSS 470 Interdisciplinary Natural Resource Planning. Core College of Natural Resources course examining the interrelationship between biological and social sciences. Interdisciplinary team decision making, transdisciplinary research methods, and communicating with diverse stakeholders. University of Idaho, Spring 2006

Webct travel and tourism. Developed for Minot State University – Bottineau, Fall, 2005. online curriculum development, **Principles of Tourism: A systems approach to**

RRT 501 Graduate Seminar. Coordinated a lecture series on contemporary issues and correlative research methods in human dimensions of natural resources. University of Idaho, Spring 2003.

OTHER INSTRUCTIONAL ACTIVITY

Program Director, International Experiential Learning Program. Created an international curriculum focusing on service learning and sustainable community-based development. Project locations in Tanzania, Zanzibar, and Nicaragua. Designed a hybrid course synthesizing online learning and experiential learning. Established partnerships with international volunteer organizations. Students enrolled in course from throughout the U.S. and Australia. 2012 to present.

<http://www.youtube.com/watch?v=tki2DQNLTPc>

Designed, developed and implemented a Central Washington University faculty led international course; International perspectives on sustainable tourism: Ecuador, June, 2010 and June, 2011. Students researched sustainable tourism indicators in three bioregions: the Amazon, Andes, and coastal mangrove systems.

Central Washington University Faculty mentor for Symposium on Undergraduate Research and Creative Expression (SOURCE) undergraduate oral presentations; Sustainable tourism in Olympic National Park, 2009. Sustainable tourism indicators: Plandetur 2020, 2011.

Graduate committee chair and committee member for Resource and Environmental Management Graduate Program, Central Washington University:

Graduate Committee Chair, in progress.
Kathryn Bucholz (MS) 2013

Graduate Committee Chair, completed:
Cathryn Cloran (MS) 2012
Defining the Level of State Forest Use: A Visitor Monitoring Recreation Assessment at Naneum Ridge State Forest, Washington State

Graduate Committee member, completed:
Holly Eagleston (MS) 2011
Non-motorized Winter Recreation Impacts to Snowmelt Erosion, Tronsen Basin, Eastern Cascades, Washington

Graduate Committees, member, ongoing:

Adam Berman (MS)

Rozicka Steele (MS)

Graduate Assistant advisor, 2009 to present.

COMMITTEES/SERVICE

Central Washington University

International Experiential Learning Program, Project Director. Lead the development and delivery of an international academic program focusing on environmental, cultural, and economic dimensions of community-based development. Developed a hybrid online and experiential curriculum for locations in Tanzania, Zanzibar, and Nicaragua.

Gladmar Research and Education Area, Advisory Committee Chair, Central Washington University. Oversee the development of a 45 acre research and education area. Generate opportunities for graduate level research, provide opportunities for field-based research across multiple disciplines. Design, fund, and implement interpretive resources and infrastructure.

Yakima River Canyon Scenic-Byway Advisory Committee. Creating opportunities for student research, expanding recreational and tourism opportunities for the benefit of the local community, generating practicum and internship opportunities, partnering for tourism related job creation, developing profit-sharing opportunities for the FCS Department.

Sustainable Tourism Incubator Advisory Team, Chair. Collaborating with a team of private and public organizations to generate a feasibility study to determine the potential for developing an incubator designed to spur regional economic development growth and job creation. Creating opportunities for student involvement, revenue generation, while heightening the profile of the RT Program as the premiere institution in Washington State for sustainable tourism education.

Recreation and Tourism Student Club, Club advisor, Central Washington University.

Symposium on Undergraduate Research and Creative Expression, Publicity Coordinator, Central Washington University. University-wide symposium showcasing faculty mentor and student research from every department in the University.

Academic Service-Learning Faculty Fellow, Central Washington University. Design and promote experiential and service learning opportunities. Committee interim co-chair, 2011-2012. Developed and presented AS-L “how to” information for new faculty orientation program.

Lead faculty for the creation of a sustainability and outdoor recreation Living Learning Theme House (dorm). Work with housing department personnel and student representatives to develop activities and academic outcomes to generate academic success and University attachment via a learning living community.

Graduate Studies Associate, Central Washington University.

Affiliate faculty Museum of Culture and the Environment, appointed 2010.

Kittitas County E3 (Environment, Economics, Education) Advisory Committee member and facilitator.

Roslyn, Washington, Downtown Association economic development consultant. Sustainable tourism workshop facilitation and one on one consulting for entrepreneurial start-ups. 2011- 2012.

Committee member, Kittitas County Tourism consortium, 2012

Washington Parks and Recreation Association, Higher Education Resource Committee, academic advisory board member.

President’s Wine Program Task Force, 2010

Search committees:

Director of Leadership and Civic Engagement, 2012

Associate Dean of Student Success, 2011

Past Service

School of Professional Studies Curriculum Committee, SUNY Cortland.

Intra-College Service Learning Committee, SUNY Cortland.

Metcalf Scholarship Committee, SUNY Cortland.

Cortland College Recreation Association club advisor, SUNY Cortland.

Bioregional Planning Master's Degree Task Force. University of Idaho, 2005

Resource Recreation and Tourism Club, club advisor, University of Idaho, 2004

Moscow Public Library Grants Committee, 2004

WRPA annual meeting planning committee, 2003

Skamania County Economic Development Team, County Representative, 2001- 2005

Gates Scholar Mentor, 2003

USFS Southwest Washington Provincial Advisory Committee recreation representative, 2009.

PROFESSIONAL ASSOCIATION

National Parks and Recreation Association
Washington Recreation & Parks Association, Higher Education Resource Committee
academic representative, 2009 – present.
Community Development Society

PEER REVIEWED PUBLICATIONS

Cohen, K., Higgins, L., Sanyal, N., & Harris, C. 2009. Community coaching: Answering the call for innovative approaches to community-based development Initiatives. *Journal of the Community Development Society*, 39(4), 71-82.

Lupton, N. A. and Cohen, K. Advancing Undergraduate Research: Marketing, Communications, and Fundraising. In, Council of Undergraduate Research Press, 2010.

Cohen, K, N. Sanyal & G. E. Reed. 2007. Methamphetamine production on public lands: Threats and responses. *Society and Natural Resources*, 20(3), 261-270.

Cohen, K. & N. Sanyal. Catch and release tourism: Culture, tourism, and change in rural Idaho. In, Brent Lovelock (Ed.), *Consumptive Wildlife Tourism*. London: Routledge Press, 2007.

Manuscripts in progress

Cohen, K., Sustainable tourism development: A social entrepreneurial approach. Under review, *Journal of Development Southern Africa*.

Cohen, K., & Bowen, J. It's how you get there: developing a transportation mode decision-making framework for sustainable study-abroad programs. Under review, *Journal of Outdoor Adventure and Education*.

PROFESSIONAL REPORTS

Cohen, K. (July, 2009) Management team analysis. Prepared for Seattle Metro Parks and Recreation, Office of the Director.

Cohen, K. (October, 2013) International Experiential Learning Program risk management plan. Prepared for Central Washington University and GIVE excursions.

REFEREED PRESENTATIONS

Cohen, K., Bowen, J. (2012, June) International study programs and sustainable tourism transportation modalities: a decision making tool. Best Education Network, Provence, France.

Cohen, K. (2008, June) Community Coaching: the practice and the promise. Presented at the Community Development Society 40th Annual International Conference, Saskatoon, Saskatchewan, Canada.

Cohen, K. (2006, October) Community Coaching: Catalyzing and guiding community-driven development initiatives. Presented at the Community-Based Inquiry: Uniting Participatory Research with Professional Practice Symposium, Binghamton University.

Cohen, K. (2006, September) Tourism Development and Poverty Reduction. Presented at the National Extension Tourism Conference, Burlington, Vermont.

Reed, G. E., K. Cohen, N. Sanyal & E. L. Jensen. (2005, May). *Methamphetamine production on forest lands: Threats and responses*. Paper presented at the American Society of Criminology, Toronto, Canada.

Cohen, K. (2005, June) Catch and release tourism: Nature based tourism strategies. Presented at the International Symposium on Society and Resource Management, Ostersund, Sweden.

Cohen, K. (2005, October) Complexity, context, and community coaching: A new method for collective decision making. Presented at the Human Dimensions of Natural Resources in the Western U.S. Conference, Park City, Utah.

PROFESSIONAL PRESENTATIONS

Cohen, K. (2009, April). Bridging the gap: Academics and the “real world”. Presented at the WRPA Mid-year Conference, Seattle, WA.

Cohen, K. (2008, April). Parkour: Opportunities, Liability, and Management. Presented at the WRPA Annual Conference, Kennewick, WA.

Cohen, K. (2008, April). To Ph.D. or Not to Ph.D.: Practical implications, opportunities, and expectations. Presented at the WRPA Annual Conference, Kennewick, WA.

Cohen, K. (2007, February) Entrepreneurial activities and revenue generation. New York State Parks Department, Sterling Forest State Park, NY.

INVITED PRESENTATIONS

Roslyn Downtown Associations; Getting your arrows in a row: sustainable tourism strategies for economic development. 2012

Primate Awareness Week; A road less traveled: a sustainable approach to supporting primates and places, 2012.

Central On Stage; The Andes, the Amazon, Ellensburg and other exotic locations: a sustainable tourism framework. 2012.

Central Washington Leadership Conference; Community coaching: strategies for change. 2011.

Washington Community Compact: International study courses and academic service learning. 2010.

INVITED INTERNATIONAL PRESENTATIONS

Cohen, K. (2010). International perspectives on sustainable tourism. Presentation at the Conference on Sustainable Tourism, Universidad de Cuenca, Ecuador, July 8, 2010.

ADDITIONAL SCHOLARLY ACTIVITIES

Reviewer, *Community Development: The Journal of the Community Development Society*, 2009.

Guest Editor, *African Business Journal*, 2013 to present.

GRANTS/FUNDING

Cohen, K., 2014. Freedman Family Fund, \$40,000 scholarship fund for students to participate in the International Experiential Learning Program in Tanzania and Nicaragua.

Cohen, K., 2012. Central Washington University, Office of Graduate Studies, \$3,000. Seed money for the development of a mobile interpretation software platform.

Cohen, K., 2011. Central Washington, Office of the Provost. \$4,900. Feasibility study for the development of an institute of sustainable tourism at Central Washington University.

Cohen, K., and Hopkins, R., 2008. Central Washington University Spheres of Distinction grant. \$34,248 annually. Challenge Course Operations and Education Collaboration.

State University of New York, 2007. Research Foundation, \$6,000. Funding to develop and deliver a series of professional workshops for three State Parks addressing marketing, budgeting, and volunteer management.

Cohen, K. and Higgins, L., 2005-2006. Organizational Development and Grant Writing Workshops for Clearwater Youth Alliance in Orofino, UI Extension, \$3,000. Designed and delivered workshop.

Sanyal, N. and Cohen, K., 2003-2004. *Using differential theory to model the relationship between geographic and demographic characteristics of National Forests and levels of reported Methamphetamine activity: the role of subculture in economically depressed forest-dependent communities*. UI Seed Grant. 2004. \$8080. Grant resulted in refereed publication, presentation at international symposium, and generation of grant proposal.

Resource Recreation and Tourism Association, Community Partners, Gritman Hospital, Moscow, Idaho, \$1,200. Operating funds for student club.

AWARDS

Academic

Central Washington University, College of Education and Professional Studies, Outstanding Teaching award, 2012.

United States Department of Agriculture, Partnership Award for a Multistate Effort. For "developing and implementing innovative research and education --- empowering and inspiring people to create positive change in their local communities." 2011.

Central Washington University, Certificate of Excellence, Outstanding Faculty Advisor, Recreation and Tourism Program, Department of Family & Consumer Sciences, May, 2010.

Central Washington University, Merit Award. In recognition of exemplary performance in scholarship, teaching, and service. Award granted to less than 1% of eligible faculty based on a University-wide competitive process. 2010.

Central Washington University, Outstanding Scholarship, as a faculty member in Department of Family & Consumer Sciences, March, 2009.

Universal Educational Foundation Excellence Award, Multi-disciplinary community-based inquiry conference, Binghamton University, October, 2007.

University of Idaho, College of Natural Resources 2007 "Outstanding Graduate Student" award.

University of Idaho, Conservation Social Science Department 2007 "Outstanding Graduate Student" award.

University of Idaho, Conservation Social Science Department 2006 "Outstanding Achievement" award.

Brent K. Jacobson scholarship for academic excellence in Natural Resource Law Enforcement. For study of methamphetamine production on public lands. University of Idaho, 2004.

Professional

USDA Forest Service national award for outstanding in-water capital projects; Drano Lake Boat Launch, 2003.

Washington State Governors Recognition Award for substance abuse prevention program, 2001.

Washington State 2001 Governor's Award for excellence in community partnerships.

Duane Alan Dowd, Ph.D., CFLE

Assistant Professor, Central Washington University

100 Michaelsen Hall

400 E. University Way

Ellensburg, WA 98926

Office (509) 963-2791

Email: duanedowd@yahoo.com

EDUCATION:

B.S. 1994 Family Science, Brigham Young University (Spanish Minor).

M.S. 1997 Human Development and Family Studies, Texas Tech University.

Thesis Title: "The Intergenerational Transmission of Sexual Values"

Ph.D. 2001 Human Development and Family Studies, Texas Tech University.

Dissertation Title: "Cognitive, Affective and Behavioral Correlates of Relationship Satisfaction and Commitment: A Test of the Investment Model"

PROFESSIONAL CERTIFICATIONS:

Certified Family Life Educator, National Council on Family Relations 1999-present

Certified PREP Trainer, PREP institute 2003

TEACHING EXPERIENCE:

Co-Chair, Department of Family and Consumer Sciences, Central Washington University
2015 to present.

Associate Professor Central Washington University 2008-present

Taught undergraduate classes in Family Studies for the Department of Family and Consumer sciences. Served as Family Studies program coordinator. Worked with Family Studies faculty and other departments to initiate changes to the Family Studies curriculum. Evaluated and revised the graduate program in Family Studies. Started a local Family Studies student organization on campus.

Assistant Professor, Tenured Louisiana Tech University 2000-2008

Taught undergraduate classes in Family Studies for the School of Human Ecology, Family Science concentration. Spearheaded process of program certification by the National Council on Family Relations. Worked with Program Development Committee to identify and develop necessary new courses to fill program gaps. Effective at recruitment and retention of new students in Family Science concentration. Developed Web-Based graduate and undergraduate courses for program expansion. Served as academic advisor for undergraduate and graduate students.

Instructor Texas Tech University 1995-2000

Taught undergraduate courses for the Department of Human Development and Family Studies and for the College of Human Sciences as the instructor of record and with autonomy concerning curriculum, class policy and grading. Supervised undergraduate teaching assistants in class preparation and administration.

Distance Learning Instructor Texas Tech University 1997-2000

Supervised completion of course requirements for Distance Education students in Courtship and Marriage for the Department of Continuing Education. Worked in conjunction with Department of Continuing Education to create new Courtship and Marriage distance learning course.

UNDERGRADUATE COURSES TAUGHT:

Lower Division- Introduction to Family Studies

Relationships and Personal Development- In class and Online

Basic Interpersonal Skills

Marriage and Family Relations

Family Interpersonal Relationships

Courtship and Marriage

Intro to Life-Span Development

Skills for Marriage

Parenting

Upper Division- Family Problems and Mediation

Family Theory

Family Communication- Online Course

Contemporary Issues in Family Studies

Human Sciences Senior Seminar

Dynamics of Family Interaction

Family Law and Public Policy

Research Methods in Family and Child Studies

Domestic Violence

Human Sexuality- In class and Online

Culture and Marriage- Online Course

Name	Title of Project	Date Completed
Sabrina Enders	"Towards a Measure of Feminist Ideology"	Summer, 2013
Greta Stuhlsatz	"Relationship Development Post hooking-Up Behaviors: A Qualitative Study"	Summer, 2013
Mitchell Rhodes	"Hooking-Up: An Investigation of the Positive and Negative Outcomes."	Summer, 2012
Cory Kildare	"Facebook Stalkers: An Investigation of Facebook use, Jealousy and Romantic Relationships among Young Adults.	Spring 2011
Julie Carpenter	"The Relationship between Gender and Multiple Dimensions of Religiosity amongst a sample of Married Adults"	Summer, 2010
Emily Biggs	"Home School Families"	Spring, 2006
Nicole Armoney	(2005 Outstanding Graduate Student- College of ANS) "Shelter Experiences of Abuse Victims: An Examination of Types of Abuse"	Spring, 2005
Marge Means	"The Relationship between Attributions and Marital Satisfaction: The Mediating Effects of Self-Disclosure"	Fall, 2002
Jennifer Breeding	"The Effect of Temperament on Preschool Children's Popularity with Peers and Teacher's Ratings of Social Competence"	Winter, 2003
Beth Bentley	"The Relationship between Child Temperament and Parenting Style"	Spring, 2003
Veronica Quitta	"The Relationship between Teachers' Perceptions of Childrens' Social Behaviors, Social Acceptance, and the Childrens' Perceptions of their own Competence"	Fall, 2003
Kimberly Liner	(2004 Outstanding Graduate Student- College of ANS) "The Relationship between College Students' Sexual Behaviors, Number of Partners, and the Perceived Quality of their Parents' Marital Relationships"	Winter, 2004
Virginia Osterberger	"The Effect of Religious Behaviors and Orientation on Personal, Moral and Structural Commitment"	Spring, 2004
Julia Ruddick	"The Relationship between Perceived Peer and Dating Relationship Satisfaction and the Rate of Binge Drinking in College Students"	Spring, 2004
Elizabeth	"The Effects of Religious Behavior and Spirituality on Long-Term	Spring, 2007

Landry	Marriages”	
Jennifer Larsen	“Differences in Husband and Wife Perceptions of Self and Spouse Relationship Behavior”	Spring, 2007
Jordan Smith	“The Online Community: The relationship between uses of Facebook and attainment of Erikson’s ego strengths in a sample of college students”	Spring, 2007

Graduate- Family Interaction

Interpersonal and Family Dynamics- Online Course

Family Problems

Family Life Education Programs

Research Methods

Applied Statistics

GRADUATE RESEARCH PROJECTS SUPERVISED (AS CHAIR):

RESEARCH EXPERIENCE:

Graduate Faculty Central Washington University 2008-present

Appointed as regular member of Graduate Faculty. Served as outside Graduate Faculty for 6 thesis defenses. Served as graduate advisor for 21 master’s students.

Graduate Faculty Louisiana Tech University 2000-2008

Served as chair on multiple graduate thesis committees. Served on multiple graduate thesis committees as research methods and statistical consultant. Conducted research program in marital dynamics. Conducted random survey of 10% of University students at Louisiana Tech University on substance abuse and identity. Collected, managed and analyzed data set of 1500 undergraduate students surveyed over 12 years on sexual behavior. Served as primary author on several state and national presentations and peer reviewed articles. Worked with Undergraduate students on 22 separate research projects for local and regional presentations.

Grantwriting Consultant Methodist Children's Home 2004-2007

Worked with the staff of Methodist Children's Home to identify areas for improvement of services, identify potential funding agencies, and prepare and submit grant applications.

Research Assistant Texas Tech University 1994-1995

Supervised by Dr. Stephen R. Jorgensen, conducted coding of open ended items, computer data entry, and data analysis using SPSSx on the University Academic Mainframe for Project Taking Charge, an adolescent pregnancy prevention program funded by the U.S. Office of Adolescent Pregnancy Programs (OAPP).

Research Assistant Texas Tech University Fall 1996

Supervised by Stephen R. Jorgensen, undertook evaluation of undergraduate program success in the College of Human Sciences, Texas Tech University. Conducted telephone interviews of COHS alumni to assess degree of satisfaction with educational programs as well as degree of success in careers. Compiled and prepared statistics for report to academic dean, for use with recruitment and program evaluation.

Research Assistant Texas Tech University Fall 1997

Supervised by Dr. Stephen R. Jorgensen, developed content coding schedule and conducted data entry using SPSS for Windows '95 for a membership survey of the American Association of Family and Consumer Sciences (AAFCS) regarding the prototype publication for the organization.

Research Assistant Texas Tech University Spring 1998

Received, coded and entered data, and conducted statistical analysis of professional feedback on the "Great Plains Interactive Distance Education Alliance", an effort on the part of major Midwestern Universities to share graduate courses through distance education over the Internet.

PROFESSIONAL PUBLICATIONS/RESEARCH REPORTS

Paulk, A., Dowd, D., Zayac, R., Eklund, A., & Kildare, C. (2014). The impact of culture, geographic region, and gender on body image: A comparison of college students in the southeast and pacific northwest regions of the United States. *Journal of Comparative Sociology*.

Bartel, K. and Dowd, D. (2010). Beginning Computer Applications Courses: Are They Still of Value to the College Curriculum? *Journal of the National Association of Business Teacher Education*, 37.

Fischer, J. L., Forthun, L. F., Pidcock, B. W., & Dowd, D. A. (2007). Parent relationships, emotional regulation, psychosocial maturity and college student alcohol use problems. *Journal of Youth and Adolescence*, 36, 912-926.

Dowd, D. A., Means, M. J., Humphries, J. & Pope, J. (2004). The Relationship between Attributions and Marital Satisfaction: Mediating Effects of Self-Disclosure. *Journal of Family and Consumer Sciences*, 97, 22-26.

Dowd, D. A. (2000) Course Guide for Courtship and Marriage. The Division of Continuing Education, Texas Tech University: Lubbock, TX

Jorgensen, S. R., & Dowd, D. A. (1998). Great Plains Distance Education Alliance Idea Report. Research report submitted to GPDEA.

Dowd, D. A. (1997). College of Human Sciences Alumni Survey Report. Research Report Prepared for Dean of College of Human Sciences.

Jorgensen, S. R., & Dowd, D. A. (1997). AAFCS prototype publication survey report. Research report submitted to the American Association of Family and Consumer Sciences.

PROFESSIONAL PRESENTATIONS:

Rhodes, M. & Dowd, D. (2013). Hooking-Up: An Investigation of Positive and Negative Outcomes. Research presented at the Annual Conference of the National Council on Family Relations, November, 2013, San Antonio, TX.

Enders, S. & Dowd, D. (2013). The effects of gender Liberalization on Hooking up behaviors in college students. Research presented at the Annual Conference of the Northwest Council on Family Relations, April 2013, Portland, OR.

Stuhlsatz, G. & Dowd, D. (2013). Towards a definition of hooking-up: An investigation of specific sexual behaviors. Research presented at the Annual Conference of the Northwest Council on Family Relations, April 2013, Portland, OR.

Stuhlsatz, G., Lohman, B., Enders, S. & Dowd, D. (2013). Hooking Up Behavior in the Young Adult LGBTQ Community: Frequencies and Predictors. Research presented at the LGTBQ conference, July 30th 2013 Chicago, IL.

Green, A., Lopfenstine, T., Self, S., Jackson, K., Thorson, K., & Dowd, D. (2013). The Effect of Room-mate Choice on Relationship Satisfaction. Research presented at the Annual Conference of the Northwest Council on Family Relations, April 2013, Portland, OR.

Kildare, C, Dowd, D., & Paulk, A. (2012). Facebook Stalkers: Jealousy in Young Adult Romantic Relationships. Research presented at the Annual Conference of the national Council on Family Relations, Nov 2, 2012, Phoenix, AZ.

Forthun, L., Pidcock, B., Fischer, J. & Dowd, D. (2012). Parenting, Psychosocial Development, and Dietary Restraint among Emerging Adults. Research presented at the Annual Conference of the national Council on Family Relations, Nov 1, 2012, Phoenix, AZ.

Rhodes, M., Dowd, D. & LeFever, A. (2012). Sexual Behavior and Technology: How Age Effects participation in Sexual Behaviors Using Technology Among Young Adults. Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Folk, K., McWain, K., Villalobos, A., Baldwin, K., LeFever, A., & Dowd, D. (2012). Does Knowing Someone Who Identifies as LGBTQ Make You More Likely to Educate Yourself of Same-Sex Relationships in order to Better Educate your Children about Sex? Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Bennett, J., Enders, S., Motzkus, B., Richards, R., McVey, C., LeFever, A., & Dowd, D. (2012) Will You Add Me? The Effects of Age on the Acceptance Level on Social Media Sites. Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Stuhlsatz, G., Robertson, L., Law, S., Whealy, C., Dolechek, K., LeFever, A., & Dowd, D. (2012). Role of Religious identification in Perception of Virginity. Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Gilmore, C., Marquardt, K., Hendriz, A., Dunleavy, K., Maloney, S., LeFever, A., & Dowd, D. (2012). Attitudes and Awareness of Washington State Laws on Cell Phone Use Behaviors While Driving. Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Beckstrom, R., Dowd, D., & LeFever, A. (2012). The prevalence of Cheating in Long Distance and proximally Close Relationships. Research presented at the Annual Conference of the Northwest Council on Family Relations, May 2012, Portland, OR.

Pidcock, B., Forthun, L., Fischer, J. & Dowd, D. (2011). Differences in Binge Drinking and Drinking Locations of Sorority and Non-Sorority College Students. Research Presented at the Annual Conference of the National Council on Family Relations, Nov 19th, 2011, Orlando, FL.

Paulk, A., Dowd, D., Eklund, A., & Zayac, R. (2011). How Do I Look?: The Impact of Gender and Geographic Location on Body Image and Weight Management Behaviors. Research Presented at the Annual Conference of the National Council on Family Relations, Nov 18th, 2011, Orlando, FL.

Dowd, D. A. (2010). The Role of Religious Convictions in Marital Processes: Mediating Effects of Altruism, Empathy, and Attributions. Research Presented at the Annual Conference of the National Council on Family Relations, Nov 5th, 2010, Minneapolis, MN.

Dowd, D. A. (2010). Interpersonal Relationship Capital: Family Resources for Coping with Stress. Research presented at the Annual Conference of the Utah Council on Family Relations, April 2nd, 2010. Logan, Ut.

Kildare, C., Light, F., Hilson, A., Paulk, A. & Dowd, D. (2010). Perception of Religious Congruence and Relationship Satisfaction in Seriously Committed Couples. Research presented at the Annual Conference of the Northwest Council on Family Relations, March 15th, 2010.

Henderson, J., Fischer, J., Frothun, L., Pidcock, B., Dowd, D., & Reifman, A. (2009). Emerging Adult Transitions, Parent Communication and Identity. Presented at the Annual Conference of the National Council on Family Relations, Nov 12 2010. Minneapolis, MN.

Dowd, D. A. (2009). The How and Why of Marital Commitment: Multiple Dimensions of Religiosity and their Relationship to Components of Marital Commitment. Research accepted for Presentation at the Annual Conference of the National Council on Family Relations, Nov 11-14th, 2009, San Francisco, CA.

Bentley, G.E., Fischer, J. L., Lee, K-H., Forthun, L., Pidcock, B., & Dowd, D. (2009). A latent class analysis of campus culture and alcohol use. 4th Conference on Emerging Adulthood, Atlanta, GA, October, 2009

Tabor, M. L., Fischer, J. L., Sharp, E. A., Trejos, E., Forthun, L., Pidcock, B., & Dowd, D. (2009). Parental and personal correlates of disordered eating among college women. 4th Conference on Emerging Adulthood, Atlanta, GA, October 2009.

Tabor, M., Fischer, J., Sharp, E., Trejos, E., Forthun, L., Pidcock, B., & Dowd, D. (2009). Parental and Personal Correlates of Disordered Eating among College Women. Research accepted for Presentation at the Annual Conference on Emerging Adulthood, Oct 29-30th, 2009, Atlanta, GA.

Dowd, D. A. (2009). Active Learning through Participatory Discussion: Establishing an Appropriate Class Environment. Research presented at the Annual Conference of the Family Science Association, June 18th, 2009. St. George, UT.

Dowd, D. A. (2008). Family and Consumer Sciences Education in the Digital Age: Cautions and Recommendations. Research presented at the Annual Conference of the Washington Association of Family and Consumer Sciences, Oct 20th, 2008. Yakima, WA.

Dowd, D. A. (2008). Family Life Education in the Digital Age: Cautions and Recommendations. Research presented at the Annual Conference of the Texas Council on Family Relations, March 29th, 2008. Houston, TX.

Forthun, L., Fischer, J., Pidcock, B. & Dowd, D.A. (2008). Spirituality and Emotion Regulation as Mediators of College Student Alcohol Abuse. Research presented at the Society for Research on Adolescence Biennial Meeting, March 7th, 2008. Chicago, IL.

Dowd, D. A., & Nguyen, E. B. (2007). Odd family Out: A qualitative analysis of the Dynamics of Home School Families. Research presented at the annual conference of the National Council on Family Relations, November 8th, 2007. Pittsburgh, PA.

Fischer, J., Weirisma, J., Pidcock, B., Forthun, L., & Dowd, D. A. (2004). Partner Drinking, College Student Drinking, and Close Relationship Problems. Research

presented at the annual conference of the National Council on Family Relations, November 8th, 2007. Pittsburgh, PA.

Dowd, D. A. (2007). How Religion Strengthens Marriage: Multiple Dimensions of Religiosity and their relationship to Components of Marital Commitment. Research presented at the annual conference of the Coalition for Marriage, Family and Couples Education, June 30th, 2007. Denver, CO.

Dowd, D. A. (2007). I'm Sorry, but your child is a Brat: How to Communicate with Parents to Reduce Defensiveness. (Presentation given to Early Childhood Providers, Ruston LA, Feb 15th, 2007)

Hightower, C., Little, C., Nelson, K., & Dowd, D. A. (2006). Coping with Holiday Stress. (Community presentation given at Christian Community Action, Ruston LA, Dec 5th, 2006).

Dowd, D. A., & Smith, J. H. (2006). The how and why of being religious: Multiple dimensions of religiosity and their relationship with components of marital commitment. (Research presented at the Annual Research Symposium of the College of Applied and Natural Science, Louisiana Tech University, April 19th, 2006.)

Pidcock, B. W., Forthun, L. F., Fischer, J. L., & Dowd, D. A. (2005). Differences in binge drinking and alcohol related problems for sorority and non-sorority college women. Research presented at the annual conference of the National Council on Family Relations, November 17th, 2005. Phoenix, AZ.

Forthun, L. F., Pidcock, B. W., Fischer, J. L., & Dowd, D. A. (2005). The role of parental attachment and psychological autonomy. Research presented at the annual conference of the National Council on Family Relations, November 17th, 2005. Phoenix, AZ.

Fischer, J., Forthun, L., Pidcock, B., & Dowd, D. A. (2004) Identity, Parent Relations, and College Students' Substance Use Problems. (Research presented at the Annual Conference of the National Council on Family Relations, Orlando, FL.)

Pidcock, B., Fischer, J., Forthun, L., & Dowd, D. A. (2004) Differences in Binge Drinking and Alcohol Related Problems for Fraternity and Non-fraternity College Students. (Research presented at the Annual Conference of the National Council on Family Relations, Orlando, FL.)

Forthun, L., Fischer, J., Pidcock, B., & Dowd, D. A. (2004) Psychological Control, Psychosocial Development and Eating Concerns. Research presented at the Annual Conference of the National Council on Family Relations, Orlando, FL.)

Dowd, D. A. (2004). Encouraging Student Participation. (Research Presented at the Annual Conference of the Family Science Association, West Yellowstone, MT.)

Dowd, D. A. & Lee, C. (2003). The Ecology of Learning Differences. (Research presented at the Annual Conference of the Texas Council on Family Relations; April 1-2, Denton, TX.)

Liner, K. A., Dowd, D. A., & Tuten, M. B. (2003). The Effects of Perceived Self Image on Instances of Sexual Behavior. (Research presented at the Annual Conference of the Texas Council on Family Relations, April 1-2, Denton, TX.)

Dowd, D. A. (2002). Testing the Tripartite Measure of Commitment. (Research presented at the 2002 annual conference of the National Council on Family Relations, Houston, TX.)

Dowd, D. A. (2002). The Relationship between Individual Characteristics and Relationship Satisfaction: Using Structural Equation Modeling to Better Understand Relationships Between Multiple Indicators (Research presented at the Annual Research Symposium of the College of Applied and Natural Science, Louisiana Tech University, April 21, 2002.)

Dowd, D. A. (2002). Teaching When They Learn: The Use of Group Study Sessions in a Family Theory Course. (Research presented at the Annual Conference of the Teaching Family Science Association, June 29-30, Lafayette, LA.)

Dowd, D. A. (2002). The Role of Religious Convictions in Marital Processes: Mediating Effects of Altruism, Empathy, and Attributions. (Research presented at the Annual Conference of the Texas Council on Family Relations, April 4-5, Dallas, TX.)

Dowd, D. A. (2001). The Relationship Between Individual Characteristics and Relationship Satisfaction: Using Structural Equation Modeling to Better Understand Relationships Between Multiple Indicators. (Research presented at the Annual research Symposium of the College of Applied and Natural Sciences , April 5, 2001, Louisiana Tech University.)

Dowd, D. A., & Fitzpatrick, J.(2001). Optimism and Relationship Satisfaction: A Test of the Contextual Model. (Research presented at the Annual Conference of the Texas Council on Family Relations, April 5-7, Dallas, TX.)

Dowd, D. A., & Fitzpatrick, J. Individual Characteristics and Relationship Satisfaction: A Test of the Contextual Model. (Research presented at the 2000 annual conference of the National Council on Family Relations, Minneapolis, MN.)

Dowd, D. A. Discrepancies Between Adolescent Perception of Sexual Values and Parent Self-Report. (Poster Presentation at the 1998 annual conference of the National Council on Family Relations, Milwaukee, WI.)

Dowd, D. A., & Baier, M. Impact of Community Outreach Reading Education Program. (Report given to University and Community Leaders, Texas Tech University, 1997.)

HONORS and AWARDS:

2012 CEPS recognition for outstanding Scholarship, CWU.

2010 CEPS recognition for outstanding Scholarship, CWU.

2006-2008 Robbie Watson Endowed Professorship, Louisiana Tech University

2007 Outstanding Instructor of Lower-Level Courses- College of Applied and Natural Sciences, Louisiana Tech University

2007 Mary Belle Tuten Outstanding Advisor Award, School of Human Ecology

2005 Included in 2005 "Who's Who Among America's Teachers".

2005 Outstanding Instructor of Upper-Level Courses- College of Applied and Natural Sciences, Louisiana Tech University

2003 Outstanding Instructor/Director of Research Teaching- College of Applied and Natural Sciences, Louisiana Tech University

2000-05 Robbie Watson Endowed Professorship, Louisiana Tech University

2000 Graduate Summer Dissertation Award, Texas Tech University

1996-99 Graduate School Doctoral Study Scholarship (three year duration)

Texas Tech University

1995-00 College of Human Sciences Scholarship, Texas Tech University

1994, 1999 Departmental Scholarship, Texas Tech University

1986 Academic Scholarship, Brigham Young University

PROFESSIONAL SERVICE:

Past-President, Northwest Council on Family Relations, January 2014-present

President, Northwest Council on Family Relations, January 2012-January 2014

Coordinator, Central Washington University Family Studies Program, 2008 to present.

Coordinator, Central Washington University Family Studies Graduate Program, 2009 to present.

Member, Central Washington University Graduate Faculty, 2008 to present.

Member, Central Washington university graduate Council, 2012 to present.

Advisor, Central Washington University Family Studies Student Organization, 2008 to present.

Member, Central Washington University General Education Committee, 2008 to 2012.

Director, Family Recourse Center, 2011 to 2012

Member, Central Washington University Child and Family Learning Center Committee, 2008 to 2010.

CFLE Program Application Review Board, National Council on Family Relations, 2008 to present.

Proposal Reviewer, U.S. Department of Health and Human Services, Healthy Marriage Initiative, 2005-2007

Faculty Advisor, Louisiana Tech Student Council on Family Relations (NCFR affiliate), 2001-2008.

Guest Reviewer, Journal of Marriage and the Family, 2002, 2004.

Submission Reviewer, Research and Theory Section, National Council on Family Relations (2000-present).

Submission Reviewer, Family Science Section, National Council on Family Relations 2001.

Chair, Graduate Faculty Committee, School of Human Ecology, Louisiana Tech University, 2004-2006.

Chair, Family Science/Human Development Faculty Search Committee, Louisiana Tech University, 2002-2003.

Chair, Family and Child Studies Program Development Committee, Louisiana Tech University 2002- 2003, 2006-2007).

Chair, Human Ecology Social Committee, Louisiana Tech University, 2006-2007.

Board Member and Louisiana Liaison, Texas Council on Family Relations, 2001- 2004.

Member, Human Ecology Graduate Recruiting Committee, 2002-2004.

Member, Human Ecology Recruiting Committee, Louisiana Tech University 2000-2001,
2005- 2006.

Member, Human Ecology Faculty Development Committee, Louisiana Tech University
2000- 2001.

Member, Behavioral Standards Committee, Louisiana Tech University 2000-2008.

Member, Human Sciences Curriculum Committee, Texas Tech University 1996-1997

PROFESSIONAL AFFILIATIONS:

Member, National Council on Family Relations 1997 to present

Family Science, Research and Theory Sections

Member, American Association of Family and Consumer Sciences 1997 to present

Member, International Society for the Study of Personal Relationships 1998 to present

ANDREA EKLUND, MA

Education

Washington State University, Pullman, WA

Masters of Arts in Apparel, Merchandising, and Textiles (2002)

- Thesis: Using Aesthetic Principles To Challenge “So-Called” Experts ‘How To Dress’ Advice For Apparel Choices For Plus-Size Women

Washington State University, Pullman, WA

Bachelors of Humanities with emphases on Apparel, Merchandising, and Textiles, Minor in Management (2000)

- 3.8 GPA, Magna Cum Laude, top 3% of graduating class

Green River Community College, Auburn, WA

Associates of Arts Degree (1998)

Academic Awards & Accomplishments

CWU College of Education and Professional Studies Outstanding Scholarship Award, 2013

International Textile and Apparel Association Educators for Socially Responsible Apparel Business Award for Sustainable Design—Professional Level, November 2012.

CWU College of Education and Professional Studies Outstanding Service Award, 2012

CWU College of Education and Professional Studies Outstanding Teaching Award, 2009

Photoshoot stylist and director, May 2009, 2010, 2011, 2012, 2013

Category A Scholarship

West, M., & Eklund, A. (2013). Seams brash. *International Journal of Undergraduate Research and Creative Activities*, <http://commons.pacificu.edu/ijurca/>. (Refereed professional journal)

Eklund, A. & Masberg, B. (In Review). Participation in Roller Derby, the Effect on Body Image. *Clothing and Textiles Research Journal*. (Refereed professional journal)

Masberg, B. & Eklund, A. (Revise and resubmit stage). Roller Derby is Serious Leisure for Women. *Journal of Leisure Research*. (Refereed professional journal)

Paulk, A., Dowd, D., Eklund, A., & Zayac, R.. (Revise and resubmit stage) The impact of culture, geographic region, and gender on body image: A comparison of college students in the southeast and pacific northwest regions of the United States. *Clothing and Textiles Research Journal*. (Refereed professional journal)

Eklund, A (2012, June). *PopRetro*. American Association of Family and Consumer Sciences, Indianapolis. (Peer reviewed juried competition)

International Textiles and Apparel Association Design Exhibition is double-blind peer reviewed exhibition. (Category A) Submissions are reviewed by a double-blind jury of my peers. Each submission is reviewed on: (1) statement of purpose; (2) implementation of purpose or process; (3) aesthetics and visual impact; (4) quality of technique and execution; and (5) innovation of design. Chosen designs are featured in a Live Exhibit Gallery and Design Exhibition and included in a design catalog that is housed with journals throughout the nation in university and college libraries.

Eklund, A (2012, November). *G.I. Jane*. International Textiles and Apparel Association, Honolulu.

- 374 total design submissions for the competition; 139 designs were accepted for a total acceptance rate of 37%

Eklund, A & Flenniken, A. (2011, October). *The Missing Piece*. International Textiles and Apparel Association, Philadelphia.

- 251 total design submissions for the competition; 92 designs were accepted for a total acceptance rate of 39%

Jones, M. & Eklund, A. (2011, October). *Eos*. International Textiles and Apparel Association, Philadelphia.

- 251 total design submissions for the competition; 92 designs were accepted for a total acceptance rate of 39%

Miller, G. & Eklund, A (2011, October). *Duds*. International Textiles and Apparel Association, Philadelphia.

- 251 total design submissions for the competition; 92 designs were accepted for a total acceptance rate of 39%

Flenniken, A. & Eklund, A. (October 2010). *Lacey Night*. International Textile and Apparel Association Design Exhibition. Montreal, Canada.

- 292 total design submissions for the competition; 90 designs were accepted for a total acceptance rate of 31%

Category B Scholarship

Eklund, A. & Masberg, B. (2013, January 31). ReSource Day presenter, *Women & Roller derby*. (University-wide research dissemination event)

Eklund, A. (Currently in review, expected publication 2014). Ethnicity expressed through roller derby. In A. Lynch & M. Strauss (Eds.), *Encyclopedia of Ethnic Clothing in the United States*. Rowman & Littlefield Publishers. (Textbook chapter)

Eklund, A. & Masberg, B. (2013, Publication Spring Issue). Women, roller derby and body image. *FiveonFive Magazine*. (Publicly available research)

Masberg, B. & Eklund, A. (September 2012). Transforming Women through Serious Leisure: the Roller Derby Case. *World Leisure Organization*, Rimini, Italy. (International Scholarly conference presentation)

Eklund, A (2012, May). *G.I. Jane*. SOURCE. Ellensburg, Washington. (University-wide research dissemination)

Paulk, A., Dowd, D., Eklund, A., & Zayac, R. (2011, November). How Do I Look?: The Impact of Gender and Geographic Location on Body Image and Weight Management Behaviors. *National Council on Family Relations*, Orlando, FL. (International Scholarly conference presentation)

Eklund, A. (May 2011). *Feminine Mystique*. SOURCE. Ellensburg, Washington. (University-wide research dissemination)

Paulk, A., Dowd, D., Eklund, A., & Zayac, R. (2011, May). *How's my butt?* Central Washington University Student Empowerment Center "Inner Beauty Week". Ellensburg, Washington. (University-wide research dissemination)

Eklund, Andrea (2009, October). Using aesthetic principles to challenge "so-called" experts "how to" advice for apparel choices of plus-size women. *International Textile and Apparel Association Annual Conference*, Bellevue, WA. (International Scholarly conference presentation)

Eklund, A. (May 2009). *Pop-Retro*. SOURCE. Ellensburg, Washington. (University-wide research dissemination)

Eklund, A. (2008, October). *Body image in girls*. Family and consumer sciences state conference, Yakima, WA. (Scholarly conference presentation)

Eklund, A. (2007, October). *The fashion industry today*. Family and consumer sciences state conference, Yakima, WA. (Scholarly conference presentation)

Eklund, A., Pritchett, K. (2009, May) Central Washington University Student Empowerment Center "Inner Beauty Week" Speaker. Ellensburg, Washington. (University-wide research dissemination)

Eklund, A. (2009, January & March). Body Image Workshop. CWU Yakima and Wenatchee Centers. (University-wide research dissemination)

Eklund, A. (2008, November). Out to Lunch Presentation. Ellensburg, WA. (University-wide research dissemination)

Grants

"Using Technology to Deliver Family and Consumer Sciences Programs"

- CWU Equipment Grant for \$9280, not funded

"Student Technology Fee Grant"

- Student Technology Fee Grant for \$5500, not funded

Teaching

Assistant Professor, Apparel, Textiles & Merchandising, Family and Consumer Sciences

Central Washington University, Ellensburg, WA, September 2007 -Present

- Instruct students in majority of **Apparel, Textiles & Merchandising** courses.
 - FCSA 280 - Basic Sewing Techniques
 - FCSA 289 - Northwest Field Experience in Apparel and Textiles
 - FCSA 301 - Principles of Fashion Merchandising
 - FCSA 351 - Socio-cultural Aspects of Apparel
 - FCSA 355 - Consumer Textiles
 - FCSA 379 - Internship Planning
 - FCSA 381 - Fashion Show Production

- FCSA 388 - Apparel Construction 2
- FCSA 389 - Fashion Trend Analysis
- FCSA 452 - History of Fashion
- FCSA 488 - Fashion Line Development
- FCSA 489 - Retail Buying
- Updated program name (Apparel, Textiles & Merchandising) to better represent the program components
- Apparel, Textiles & Merchandising student advisor
- Student Fashion Association advisor
- Apparel, Textiles & Merchandising program coordinator including program and course review
- Developed Apparel, Textiles & Merchandising Advisory Board
- Research and select program standards, develop assessment measurements and implement standards
- Develop and implement student outreach and recruiting
- Family and Consumer Sciences department curriculum committee member September 07-June 09: developed core FCS courses at CWU

Develop, organize and facilitate student industry field experiences to gain hands-on understanding of the apparel industry and networking opportunities

- International field experience 2011, 2012 (Italy/Paris, didn't make required numbers, will revise trip and offer again 2013)
- New York City. March 2012 (18 students), 2009 (19 students)
 - Visited 12 fashion companies, numerous museums and textile vendors, and research latest trends
- MAGIC in Las Vegas. February 2008 (23 students), 2011 (17 students)
 - Interviewed numerous apparel companies, attended multiple seminars, researched latest trends
- Los Angeles. February 2013 (18 students), 2010 (16 students)
 - Visited 9 fashion companies over three days and toured fashion and textile districts

KEI (The Knowledge Exchange Institute) Steering Committee Member. October 2012-Present

- Invited to serve on the steering committee to develop international programs
- Traveled to Milan, Italy January 2013 to evaluate facilities, interview prospective instructors and school administrators
- The Steering Committee for the Fashion Design & Merchandising program in Milan, Italy is tasked with providing recommendations for academics, program policies and general programming. The Committee will also oversee the academic integrity and quality of the program. In the future the scope may be expanded to include other KEI program locations (Scotland, India, etc.) that offer Fashion Design & Merchandizing concentrations

SOURCE student mentor, May 2009, 2010, 2011, 2012

- Organized and completed successful student designer fashion show to showcase one design from each designers fashion line

- Mentored students in completing projects, abstracts and posters to submit to SOURCE
- Success marked by
 - Student received SOURCE award in 2012, 2011, 2010 and 2009 (2 students)

International Textile and Apparel Association student/professor entries of original co-designs. 2012 (9 students), 2011 (9 students), 2010 (11 students), 2009 (8 students).

Forever Green Affair Student Designer Mentor. March 2009

- Mentored nine students and the fashion club on eco-friendly designs (avant-garde art pieces to elegant gowns)
- The eco-designs were the main feature of the Forevergreen Affair to celebrate the College of the Sciences new Museum of Culture and Environment

Bodyform workshop. November 2008

- Workshop on creating personalized body forms

Adjunct Faculty, Fashion Merchandising, Family & Consumer Sciences

Central Washington University, Ellensburg, WA

Fashion Trend Analysis (FCSA 389) Winter 2007

- Course work reflecting the acceptance or rejection of trends; analysis of socio-economic, demographic, media, and fashion influences
- Arranged Industry tour for students at Nordstrom Product Group
- Develop, administer, grade and record all assignments, projects and exams
- During office hours assured that students understood all materials and advised them on class material, course options and career possibilities

Lab Instructor, Apparel, Merchandising, and Interior Design

Washington State University, Pullman, WA

Textile Specifications (AMT 215) 2000-2001

- Course work incorporated evaluation of basic textile components including fibers, yarns, structure, coloration, and finishes relative to performance standards and expectations for intended use
- Lab instructor for six sections of lab courses
- Coached and supported 120 students
- During office hours assured that students understood all materials and advised them on class material, course options and career possibilities
- Assisted in developing, administering, grading and recording assignments, projects and exams
- Directed work-study employees and performed department reception duties

Graduate Teaching Assistant, Apparel, Merchandising, and Interior Design

Washington State University, Pullman, WA

Apparel and Textile Product Development (AMT 211) 2000-2001

- Assisted in teaching students problem solving approach to apparel and textile product assembly with emphasis on product development process
- Assisted in developing, administering, grading and recording projects

Draping and Flat Pattern (311) 2001-2002

- Supported students in introductory draping, drafting, and flat pattern techniques for apparel patternmaking
- Provided individual tutorial assistance to students during class and after hours

Advanced Patternmaking (316) 2001-2002

- Assisted faculty in advanced level exploration of draping and flat pattern techniques; fit; industry and couture practices

Service

Department Service

Family and Consumer Sciences Marketing Committee, 2011-Present

Family and Consumer Sciences Curriculum Committee 2010-Present, 2007-2009

Family and Consumer Sciences Personnel Committee, 2009-2010

University Service

Central Washington University Board of Academic Appeals Council Member, 2012-Present

Central Washington University Wildcat Shop Advisory Board Member, 2010-Present

Eklund, A. (June 2013). *Wanderlust Fashion Show*. Ellensburg, Washington.

Eklund, A. (2012, November 8). Professional development panel discussion and faculty forum panel member.

- Discussed student involvement in SOURCE, personal/professional benefits of participating, difficulties, and other presentation venues.

Boo Central Contributor. October 2008, 2009, 2010, 2011, 2012

- Assisted in creating activities for CWU Boo Central event

Making the Grade Faculty Workshop freshman orientation session. July 2010, 2011, 2012

Eklund, A. (June 2012). *Wild & Free Fashion Show*. Ellensburg, Washington.

Eklund, A. (June 2011). *Revolution Fashion Show*. Ellensburg, Washington.

Student Diversity Center "Inner Beauty week" committee member, 2009, 2010, 2011

Transfer orientation. July 2009 & 2010

Freshman Parents Welcome Reception. July 2008, 2009 & 2010

Eklund, A. (May 2010). *Fashion Oddity Fashion Show*. Ellensburg, Washington.

Advisor on Diversity Education Centers "Parade of Nations International Fashion Show". November 2009, 2010

Central Washington University Student Empowerment Center "Inner Beauty Week" *Beauty and the Media* panel expert, May 2010

Guest speakers Pete Nordstrom and Toni Driver. March 2009

- Mentor Fashion Club members in organizing guest speakers
- Escort and facilitate guest speakers at various meetings and presentations

Altered Disability Services Graduation Gowns. 2010

- Long sleeves of graduation gowns impeding the ASL interpreters during graduation

Regional Service

Washington State Fashion Industry Conference Planning Committee Member, November 2012-Present

Manson Community Leadership Royalty Judge. 2009, 2010, 2011, 2013

- Judge in the selection of the high schools community representatives
- Conducted individual interviews, evaluate candidates presentation and speeches

Merchandise Manager, Rodeo City Rollergirls. May 2011-Present

- Select soft and hard goods for league sales
- Manage inventory
- Place orders
- Visual merchandising of goods

Training Coach, Rodeo City Rollergirls. December 2011-Present

- Create practice plans and organize and run practices

Eklund, A. (2012, 2013, August). *Fashion revue clinic*. 4-h WSU extension event, Ellensburg, WA.

Team voted Disciplinary Committee member, Rodeo City Rollergirls. December 2011-Present

- Facilitate team member issues and resolve formal complaints

4-H Fair Clothing, Knitting, Flags and Crafts Judge. August 2009, 2010, 2011, 2012

Professional consultant and appearance along with students on KAPP Good Morning Northwest News segment on original student designs. May 2010, 2012

Fairy Godmother Program. March 2009, 2010, 2011, 2012, 2013

- Assisted Student Fashion Association in organizing and holding a Fairy Godmother program
- The Fairy Godmother program is to help provide an exceptional prom experience for qualified high school girls whose financial situations are such that they would not attend otherwise

EXCEL School Student senior project mentor. Winter 2012

- Taught student basic sewing techniques along with problem solving approach to apparel and textile product assembly with emphasis on product development process
- Explored pattern techniques and pattern alterations including fitting a sample to final garment completion

Kittitas High School Student senior project mentor. Spring 2011

- Taught student basic sewing techniques along with problem solving approach to apparel and textile product assembly with emphasis on product development process
- Explored the draping, drafting, and flat pattern techniques for apparel patternmaking including fitting a sample to final garment completion

Team voted Co-Captain, Rodeo City Rollergirls Derby Rotten Rebellion. 2011 season

- Assist in running practices, motivating team/players, giving constructive feedback on performance and attitude, address skater issues and assist in disciplinary actions, promote sportswomanship.

CWU GEAR-UP Career Fair Presentation (Through the Northwest Learning and Achievement Group). March 27, 2008.

- Career fair for 8th grade students from six schools around the region with 800 students in attendance
- During four separate sessions presented fashion industry career information which included: description of various fashion industry careers, requirements, rewards, how to get started preparing for those careers and about the Fashion Merchandising program at CWU
- The Dean of Education, Health and Language Skills of Big Bend Community College (host) called the day before the event as the scheduled presenter fell through. With one days notice created a custom presentation for their career fair and drove to Mosses Lake to present.

JUMP (Juvenile Mentoring Program) presentation, for local Kittitas County Juvenile Department of Corrections, court ordered course for girls 14-18 years of age, August 2008

- "Body Image and Self Esteem workshop"
- Interactive workshop discussing: what is body-image & self-esteem, analyze us ideals...are the realistic, role of the media , magazine activity, dove research "what does beauty mean?", talents and strengths activity, finishing sentences activity, strategies to improve body image and self-esteem
- JUMP Background: To support one-to-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse.

"Spectacular, Spectacular!" Clymer Museum fundraiser tie-dye booth advisor and facilitator. May 2008

- Advise pre-event on supplies required, process etc. During the event was primary facilitator of booth including set-up, assisting participants, advising other volunteers and post-clean up

TOPS (Take Off Pounds Sensibly) non-profit organization presentation, Local presentation at meeting location of CMA Church of Ellensburg, Coordinator Marlene Frank. February 2008

- "What to wear pre, during and post weight loss"
- Discussed strategies for adorning the plus size body for target age group of 45-85 years of age. Included styles, colors, prints, accessories, trends and classic styles

International Service

Dress a Girl Around the World Project. 2011, 2012, 2013

- Coordinated, advised and assisted in sewing 110 dresses with the Student Fashion Association.
- Sewed dresses made from donated pillow cases for *Hope 4 Women International* which distributes them around the world, to date the organization has delivered 49,869 dresses to 55 countries

Blanket making for Haitian Orphans. February 2010

- Organized and facilitated students in making thirty blankets for orphans in Haiti

Professional Service

KEI (The Knowledge Exchange Institute) Steering Committee Member. October 2012-Present

International Textiles and Apparel Association (ITAA) Curriculum Development Committee, 2007-Present.

International Textiles and Apparel Association (ITAA) Teaching Innovations and Resources committee, 2011-Present.

ITAA Conference Registration Volunteer. 2010, October

International Textiles and Apparel Association Juror for 43 undergraduate and graduate design submissions. July 2010

FCCLA (Family, Career and Community Leaders of America) STAR (Students Taking Action with Recognition) Evaluator, March 2008

- Evaluated high school state apparel construction competition. Winners of categories qualify for National competition

Professional source, contributor or featured in newspapers and magazines pertaining to scholarship, professional knowledge, program service learning, and service

Scholarship

Author Unknown. (2012, December 7). Professor wins award for dress. *Daily Record*.

Professional

Professor pain and the science of roller derby. (2013, 09). Retrieved from <http://www.cwu.edu/professor-pain-and-science-roller-derby>

Professor pain and the science of roller derby. (2013, Fall). *Connections*, 7(1), 28-29.

Greupner, K. (2012, March 7). Sporting fashion. *Pulse Magazine*, Retrieved from <http://issuu.com/cwupulse/docs/marchissue2012/1>.

Kleckley, T. (2012, February). The cologne zone. *Pulse Magazine*, Retrieved from http://issuu.com/cwupulse/docs/pulse_issue_feb.

Owens, B. (2011, April 29). A royal engagement. *Daily Record*, pp. 1, 3, 9.

Dimmick, I. (2011, January 13). Roller derby. *The Observer*, pp. 1, 12.

James, A. (2010, May 6). Guadino says 10-15 employees to be laid off, 175 to loose hours. *The Observer*, pp. 4-5.

Snelgrove, Erin (2010, May 2). Looking good doesn't have to cost you an arm and a legging. *Yakima Herald*

Miller, A. (October 2009). Flirt goes to the men. *Observer*.

Bryson, Liz (2007, November). Getting Back to Basics. *Daily Record*.

Program Civic Engagement

Crompe, C. (2012, Spring). Fashion statement. *The Hype*, pp. 10-11.

Dodson-Carter, K. (2012, May 18). Straight from the source. *Daily Record*, pp. 1, 5, 8.

Dodson-Carter, K. (2012, May 31). Wild & free. *The Observer*, p. 7.

Snelgrove, E. (2010, June 6). Designs on fashion oddity's success. *Yakima Herald-Republic*, pp. 1, 1d, 6d.

Treiber, L. (2010, May). Fashion Oddity, Bowie-themed fashion show to showcase student designs. *The Observer*.

Guzman, D. (2009, May 28). Fashion students create 'Satisfashion'. *The Observer*, p. 12.

Duff, R. (2009, May 21). Symposium showcases scholarship, creativity. *The Observer*, p. 10.

Fisher, D. (2008, May 8). Fashion show benefits club. *The Observer*, p. 14.

Service

Owens, B. (2012, March 13). Bippity, boppity, boo. *Daily Record*, pp. A1, A9.

Christensen, C. (2011, February 3). Thinking fashion forward is what they do. *The Observer*, p. 13.

Tigges, Katie (2009, April 9). Coffee Hour examines Nordstrom. *Observer*.

Mcdonald, M. (2009, April). Inner beauty exposes raw self. *The Observer*.

Thompson, A. (2009, March 12). Fairy godmother saves prom. *The Observer*, p. 11.

Spalti, E. (2009, March 12). Museum opening attracts many. *The Observer*, p. 12.

Mortensen, B. & Weinherimer, N. (January 2009). Fashion Club Runway to New York. *The Observer*

Professional Affiliations

International Textiles and Apparel Association (ITAA) Member

Fashion Group International (FGI) Member

American Society for Testing and Materials (ASTM) Member 2002-2006

The American Association of Textile Chemists and Colorists (AATCC) Member 2002-2006

Continuing Education & Training

International Textile and Apparel Association (ITAA) annual conference. Workshops, presentations and breakout sessions on design, social and psychological aspects of apparel, sustainability, social responsibility, textiles, teaching and scholarship.

- November 2012, participated in 23 workshops/presentations. Use and application of the Sustainable Apparel Index, Higg Index seminar.

- October 2011, participated 18 workshops/presentations. Teaching textiles online seminar.
- October 2010, participated in 20 workshops/presentations. Haute Couture Fashion Stories: Hands-on draping with the Meme. Gres Technique seminar.
- October 2009, participated in 23 workshops/presentations. Infusing creative thinking in the textiles and clothing classroom seminar.
- November 2008, participated in 33 workshops/presentations. Hartmarx manufacturing and distribution facility tour.
- November 2007, participated in 21 workshops/presentations. Creative scholarship and artistry and Advancement in higher education: working toward full professor seminars.

American Association of Family and Consumer Sciences annual conference, June 2012

- Attended and participated in two workshops on producing a fashion show and submitting scholarship

MAGIC Trade Show, February 2008, 2011

- The industry's premier event for trading design, inspiration and innovation, MAGIC provides a front-row seat at fashion's most exciting showcase. Featuring all the latest trends, most talked-about labels and tens of thousands of retailers from more than 80 countries around the world, MAGIC is the most comprehensive community of brands, buyers and fashion insiders at a single event.
- Attended multiple workshops, interviewed apparel professionals, researched current industry practices and trends

Various Locations, 2002 – Current

- Meeting Expectations in a High Performance Apparel World, AATCC
- T.E.A.M (Textile Education Awareness by Milliken Mills)
- Garment Wet Processing Seminar, Swift Denim
- Teflon® Coated Fabrics Seminar, DuPont
- Interlining Seminar, Fruedenberg
- Cashmere Knowledge, Dawson Forte
- Technology of Embroidery, Coats Embroidery
- Garment Analysis Workshop, A&E Thread
- Printology 101, East West India Agent
- Threaducation/Seamology, A&E Thread
- Basic and Intermediate Social Compliance Training, Bureau Veritas

Professional Experience

Quality Textile Specialist, Quality & Manufacturing June 2003-June 2007

Nordstrom, Seattle, WA

- Manage quality for raw materials testing and compliance for Kids, Mens & Women's. Assign, perform, evaluate and communicate test results
- Assist designers, technical designers, merchandisers, direct suppliers and agents in interpreting test results, government regulations, potential risks of a product and general raw material questions
- Assure labels, care and fiber content are compliant with FTC regulations.
- Identify and resolve quality issues
- Maintain testing archives and database

- Establish procedures for testing
- Keep current on industry standards and practices as well as regulatory agency rulings and/or findings
- Meet with mills, suppliers and agents to review procedures and address any current quality issues
- Attend as committee member of ASTM and AATCC
- Give guided lab tours to high schools, technical and community colleges and universities
- Present educational seminars to Nordstrom employees, agents and suppliers

Laboratory Technician, Quality Assurance, May 2002-June 2003

Nordstrom, Seattle, WA

- Tested development and production fabrics
- Managed and prioritize testing
- Performed all required testing and provide a detailed, accurate and objective test report
- Logged and track all testing
- Generated summary reports from testing as needed for meetings etc
- Processed invoices and archive test reports
- Trained new employees
- Provided answers to questions from Nordstrom staff
- Assisted in correlation studies between test labs
- Maintained all testing equipment and calibrate
- Member of AATCC
- Provided guided lab tours

Clerical Assistant, 1999-2000

Northwest Public Television, Pullman, WA

- Logged airdates and uses for on-air programming, keeping station within the legal rights use for each
- Performed various clerical duties that included copying, faxing, answering viewer questions, ordering supplies, and other general office duties
- Handled fulfillment of program tapes that entailed receiving customer orders, packaging, mailing and tracking the orders to their destination
- Directed work-study employees

Assistant Manager/Manager, 1995-1998

The Pro Image, Auburn, WA

- Managed and directed employees and assured that all employees made their specific daily sales goal
- Assured that customers were taken care of and special orders were received and delivered to customers in a timely manner
- Marketed and merchandised the product once received
- Performed various clerical duties that included copying, faxing, answering customer questions, ordering supplies, assuring inventory was maintained, transferring product between stores and hire and train new employees

SARAH FEENEY, Ph.D.

400 E. University Way, Central Washington University, Ellensburg WA 98926-7565
feeneys@cwu.edu

EDUCATION

Oregon State University Ph.D., Human Development and Family Studies	2011
Oregon State University M.S., Human Development and Family Studies	2008
Western Washington University B.A., Latin American Studies <i>Magna Cum Laude</i>	2002

PROFESSIONAL POSITIONS

Assistant Professor , Department of Family and Consumer Science Central Washington University	2012 - present
Adjunct Instructor , Department of Human Development Washington State University	2011-2012
Adjunct Instructor , Department of Human Development and Family Science Oregon State University	2011

TEACHING EXPERIENCE

Central Washington University, Family Studies

Instruction

<i>FS 101 Skills for Marriage</i>	Winter & Spring 2013
<i>FCSG 502 Statistics</i>	Spring 2013
<i>FS 419 Research in Family Studies</i>	Winter 2013
<i>FS 542 Conflict Management</i>	Winter 2013
<i>FS 433 Family Life Education</i>	Fall 2012
<i>FS 234 Introduction to Family Studies</i>	Fall 2012
<i>FS 305 Junior Seminar</i>	Fall 2012

Course Development

<i>FS 547 Families in Poverty</i>	Approved June 7, 2013
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Washington State University, Human Development

Instruction

<i>HD 310 Research Approaches to Human Development (Online)</i>	Spring 2012
<i>HD 204 Family Systems: Understanding Family Interaction</i>	Fall 2011, Spring 2012
<i>HD 101 Human Development Across the Lifespan</i>	Fall 2011

Oregon State University, Human Development and Family Sciences

Instruction

HDFS 447 <i>Families in Poverty</i> (online)	Spring 2010 – Summer 2011
HDFS 447 <i>Families in Poverty</i>	Fall 2009, Winter 2009, Winter 2008
HDFS 201 <i>Contemporary Families in the United States</i>	Summer 2009
HDFS 341 <i>Family Studies</i>	Fall 2008

Course Development/Revision

HDFS 201 <i>Contemporary Families in the United States</i> (Revision)	Winter 2011
HDFS 341 <i>Family Studies</i> (Development)	Summer 2010
HDFS 447 <i>Families in Poverty</i> (Development)	Winter 2010

Teaching Assistance

HDFS 447 <i>Families in Poverty</i>	Fall 2007
HDFS 240 <i>Human Sexuality</i>	Winter - Spring 2006
HDFS 331 <i>Practicum in Early Childhood Education</i>	Winter 2006

MANUSCRIPTS IN PREPARATION

Feeney, S. L. & Johnson, M. J. (in preparation). *Educational Attainment Among Children of Chinese, Cuban, Filipino, and Mexican Immigrants: What Matters Most?*

Feeney, S.L. (in preparation). *Beyond high hopes: Educational attainment among children of immigrants.*

PRESENTATIONS

Marquardt, K. & Feeney, S. L. (2013, April). *Family dinner, eating regulation, and dietary intake.* Poster presented at the Northwest Council on Family Relations annual meeting, Portland, OR. *Category B*

Gilbert, J. & Feeney, S. L. (2013, April). *Parental perceptions of the barriers to continued participation in extracurricular activities for adolescents with Asperger's Syndrome.* Poster presented at the Northwest Council on Family Relations annual meeting, Portland, OR. *Category B*

Murphy, S., Xagoraris, A., De Monbrun, C., Villalobos, A., & Feeney, S. L. (2013, April). *Adult-teen communication and its effects on sexual behavior in emerging adulthood.* Poster presented at the Northwest Council on Family Relations annual meeting, Portland, OR. *Category B*

Feeney, S. L. (2013, April). *Families and the Great Recession: Impacts across diverse communities.* Presentation given at the Northwest Council on Family Relations annual meeting, Portland, OR. *Category B*

Feeney, S. L. (2012, November). *Beyond high hopes: Educational attainment among children of immigrants.* Poster presented at the National Council on Family Relations annual meeting, Phoenix, AZ. *Category B*

Feeney, S. L. & Johnson, M. J. (2012, October). *Educational attainment among children of Cuban, Filipino, and Mexican immigrants: What matters most?* Poster presented at the Society for

Research on Child Development's Themed Meeting: Transitions to Adulthood, Tampa, FL. **Category B**

- Feeney, S. L., Cancel-Tirado, D. I., & Richards, L. N. (2010, November). "I probably was like six months pregnant when I got my first prenatal care": Access to health care among rural Latina mothers. Paper presented at the National Council on Family Relations annual meeting, Minneapolis, MN. **Category B**
- Feeney, S. L. & Richards, L. N. (2010, March). Mexican immigrant mothers' experiences with parenting in newly settled and established destinations. Poster presented at the Northwest Council on Family Relations annual meeting, Vancouver, WA. **Category B**
- Feeney, S. L. & Richards, L. N. (2008, November). Mexican immigrant mothers' experiences with parenting in distinct community contexts. Paper presented at the National Council on Family Relations annual meeting, Little Rock, AR. **Category B**
- Nikuze, S.; Feeney, S. L.; Bi, X. (2008, October). Creating culturally appropriate educational tools for youth of diverse backgrounds. Paper presented at the Oregon Public Health Association meeting, Corvallis, OR. **Category B**
- Feeney, S. L.; Cancel-Tirado, D. I.; Richards, L. N. (2008, August). Mexican immigrant mothers' experiences with acculturation in distinct community contexts. Poster session presented at the American Psychological Association convention, Boston, MA. **Category B**
- Cancel-Tirado, D. I.; Feeney, S. L.; Minar Driscoll, D. (2007, May). Financial literacy learning experiences for Spanish-speaking clientele. Poster session presented at the Oregon State University Extension conference, Newport, OR. **Category B**
- Feeney, S. L.; Taylor, A.; Washburn, I.; Cancel-Tirado, D.; Manoogian, M. & Richards, L. N., (2006, November). Rural low-income Latino families: Comparing sources of support by nativity. Paper presented at the National Council on Family Relations annual meeting, Minneapolis, MN. **Category B**
- Taylor, A.; Sano, Y.; Feeney, S. L. & Manoogian, M. (2006, August). Is marriage important for relationship longevity? Factors predicting long-term stable relationships in rural low-income families. Poster session presented at the American Psychological Association convention, New Orleans, LA. **Category B**

SCHOLARSHIPS, AWARDS, AND HONORS

Buena Maris Mockmore Scholarship, Oregon State University	2010
Trusty Fellowship, Oregon State University	2010
Best Graduate Student Poster at NWCFR Annual Meeting	2010
Oregon Lottery Graduate Scholarship	2009
Gill-Hammond Fellowship for Involvement in Diverse Communities, Or. State Univ.	2009
Sonin Family Studies Fellowship, Oregon State University	2009
Eric Englund Memorial Scholarship, Oregon State University	2008
National Epsilon Sigma Phi Diversity Team Award	2008
Woods/Foster Fellowship, Oregon State University	2007

PROFESSIONAL AFFILIATIONS

Member, Society for Research on Child Development	2012 – <i>present</i>
Member, Northwest Council on Family Relations	2009 – <i>present</i>
Member, National Council on Family Relations	2006 – <i>present</i>

SERVICE AND PROFESSIONAL ACTIVITIES

Personnel Committee, Dept. of Family and Consumer Science, CWU	Sept 2013 – <i>present</i>
Services & Activities Fee Committee Member, CWU	Sept 2013 – <i>present</i>
Director, Family Resource Center, CWU	2012 – <i>present</i>
Northwest Council on Family Relations Washington State Representative	2012 – <i>present</i>
Manuscript Reviewer: <i>Family Relations</i>	2009 – <i>present</i>

John E. Hudelson

MS7565

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Ellensburg, WA 98926

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PROFESSIONAL BACKGROUND

College Teaching

- | | | |
|---------------|---|---|
| 2008- Present | Associate Professor
Global Wine Studies
Central Washington University
Ellensburg, WA 98926 | Planned and helped implement degree program, design courses and course material. Presently teaches courses in viticulture, enology, wine faults and wine regions. Cultural Anthropology and Anthropology of food and drink. Creates and leads fieldtrips to Europe. |
| 2003–2004 | Visiting Asst. Professor of Communication
Western Connecticut State College
Danbury, CT 06810 | Courses in Cultural Communication, Small Group Communication and Interpersonal Communication. Advised students, took part in college committees and organized academic events. |
| 2000–2002 | Anthropology Lecturer
New Paltz College – SUNY
New Paltz, NY 12561
Middletown, NY 10940 | Full-time and part-time visiting instructor, four-course load for fall semester. Taught Introductory courses plus African cultures. Interacted with Anthropology club. |
| 1993 – 1999 | College Teaching | Various part-time, full-time, temporary teaching positions at Mercy College, Marist College, SUNY Purchase, Mount St. Mary College in the Hudson Valley. Also, taught High School Spanish for two years. |

Viticulture/Winery/Administrative

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| 2008—
--Present | Winery and Vineyard Consultant
HV Vineyard and Winery Consulting
331 McKinstry Rd.
Gardiner, NY, 12525 | Research, advice and design solutions for the grape and wine industry. |
| 2006
– 2008 | Research Support Specialist Viticulture
Cornell University's Hudson Valley Lab
New York State Experimental Station
PO Box 727
Highland, New York 12528 | Two years of grant-funded viticulture work, managing a 100-point temperature study, analyzing data for best vineyard locations, developing and planting test vineyard and analyzing harvest data for AVA. Assisted in editing and publication of quarterly Grape Newsletter. |
| 2004
– Present | Lab Scientist
Royal Kedom Winery (Herzog Wines)
Rt. 9 W
Marlboro, NY 12542 | Run lab tests on TA, alcohol, pH, volatile acids, sulfites (aspiration/oxidation and Ripper) sorbate levels and bench trials. Advise winemakers on corrections. |

HUDELSON - 2

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| 2002
—Present | Vice President of Operations
Hudson Valley Wine & Grape Asso.
331 McKinstry Rd.
Gardiner, NY, 12525
(unpaid) | Planned and managed various educational meetings – new developments in pesticides, berry sensory analysis, pruning workshops, etc.—and conferences: Sparkling Wine Conference. Also directed three AVA wine competitions. |
| 1986–1991 | Program Coordinator/Facilitator
Mercy College, Downstate Cor. Fac.
Dobbs Ferry, N.Y. 10522 | Directed Mercy College's four-year program at Downstate Correctional Facility. Recruited and advised students, recruited instructors, budgeted expenses, developed certificate programs and assisted in transfers and degree completion. |

Additional Research

- | | | |
|-----------|---|---|
| 1991–1992 | Field Researcher
Central Kalahari Game Reserve
Botswana | Collected demographic and environmental information on Central Kalahari Bushman and surrounding ethnic groups for independent study. Researched and wrote a history of Bushman researchers. |
| | Fulbright Scholar
Upper-Amazon Basin
Ecuador and Peru | Researched and wrote doctoral dissertation on the Lowland Quichua as a transitional culture. |

EDUCATION

Ph.D. Cultural Anthropology (and M.A.)
Columbia University, Graduate School of Arts and Sciences
B.A. in Social Anthropology
Columbia University, General Studies

Licenses and Skills

DEC Commercial and Teaching/Demonstration
Pesticide License for NYC.
NYS High School Provisional Teaching Certificate
Fluent in Spanish.

REFERENCES

Mr. Steven McKay
Cornell Cooperative Extension, Columbia Cty.
474 Rt. 66
Hudson, NY 12534
(518) 828-3346
sam44@Cornell.edu

Mr. Peter Jentsch, Entomologist
Cornell University Hudson Valley Lab
New York State Experimental Station
PO Box 727
Highland, New York 12528
(845) 691-6787

Michael Migliori, Owner/Winemaker
Whitecliff Vineyards and Winery
331 McKinstry Rd.
Gardiner, NY, 12525
(845) 255-6765

Dr. Barbara Masberg
Central Washington University
100 Michaelsen Hall
Ellensburg, WA 98926
(509) 963-1969

Barbara A. Masberg, Ph.D.

Central Washington University Department of Family and Consumer Sciences Recreation and Tourism Program 400 East University Way Ellensburg, WA 98926-7565 Phone: (509) 963-1969 FAX: (509) 963-2787 EMAIL: masbergb@cwu.edu	6390 Cove Road Ellensburg, WA 98926 Phone: 509-406-3104 masbergb@gmail.com
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Education

Doctor of Philosophy (Ph.D.) Oregon State University
Major: Adult Education & Training and Development Minor: Tourism Management
Thesis: A Determination of the Value of Incorporating Ecotourist Needs Data into the Interpretive Planning Process □

Master of Science (M.S.) University of Wisconsin-Stout
Major: Hospitality and Tourism
Thesis: Reservation Service Organizations and the Bed and Breakfast Industry

Bachelor of Science (B.S.) St. Cloud State University
Major: Recreation Minor: Business Management

Professional Experience

1999- Present **Associate Professor & Program Director Tenured**
Program Director 2000-2009 & currently
Central Washington University (CWU) Recreation and Tourism Program (RT)
Department of Family and Consumer Sciences (2006 to present)
Department of Health, Human Performance and Recreation (1999-2006)

- Full time tenured faculty member.
- Responsibility for teaching twelve (12) credit hours per quarter
- Advisement of students; currently at 56 students
- Curriculum improvement and preparation
- Coordination of course scheduling, adjunct staffing, and program operations

2009 to 2010 Professor (1 year) Bad Honnef Germany
Internationale Fachhochschule Bad Honnef International University of Applied Sciences

Developed and taught courses in the Hospitality Department including: Rooms Division I, Hotel Development and Facility Management, Meetings and Conferences, Tourism Travel and Trade, Ecology of Tourism, Introduction to Research Methods, Travel, Tourism and Hospitality.

1992 - **Assistant Professor and Program Coordinator (Tourism Management)**
 1999 Indiana University-Bloomington
 Department of Recreation and Park Administration School of HPER

- Full time tenure track faculty member.
- Leader for development of the tourism management curriculum.
- Involved in continuous curriculum development in recreation and park core course work.
- Coordinated all aspects of the specialization in tourism management.
- Advised and mentored undergraduate and graduate students.
- Published research in a number of professional/refereed journals.
- Led or directed industry training/presentations/workshops.
- Supervised and served as a mentor to graduate students as assistants and also as authors of research and other projects.

1987 - **Instructor** Oregon State University
 1992 Hotel, Restaurant and Tourism Management Program
 College of Business Corvallis, Oregon

Created a curriculum, defined goals and objectives for course work, outlined and designed activities for instruction, designed and developed instructional materials for various learning situations, coordinated classroom/training sessions (i.e. directing activities and use of technology), assessed student learning and evaluated course work for a major and minor area in Tourism Management, and other hospitality management area.

1987 **Instructor**
 Chemeketa Community College, Salem, Oregon

Primary responsibility for teaching the course; Introduction to Hotel and Restaurant Management.

1983 - **Graduate Research Assistant**
 1984 Department of Educational Strategies Development
 University of Wisconsin-Stout, Menomonie, Wisconsin

Supervised a computer learning laboratory; Planned, developed, and implemented innovative educational techniques such as role play, demonstrations, use of computers as learning tools and video production for teaching.

Industry Experience

Paoli Peaks Ski Area	Paoli, Indiana
Rustler Lodge	Alta, Utah
Sea Cliff Beach Resort	U.S. Virgin Islands
Glacier Bay Lodge Company	Gustavus, Alaska
Rex Ranch	Amado, Arizona

Construction Associates, Inc.

Denver, Colorado

Directly responsible for supervision and management of personnel, administration of services for visitors and within the construction industry, accounting and human relations/personnel.

High proficiency in the following areas: administration of a \$10 million construction project, marketing, front office operations, computer operations, and professional ski instructor.

Research and Scholarly Activities

Scholarly Activities in Progress

In progress:

Eklund, A., & Masberg, B. (2015). International Analysis: Roller derby participation and the impact of body image. In writing stage

Writing: Meta-analysis of special interest tourism attributes: the wine tourism case.

Peer Reviewed Publications

Eklund, A. & Masberg, B. A. (2014) Participation in Roller Derby, the Effect on Body Image. Accepted Clothing and Textiles Research Journal. Pages, volume etc. TBA.

Masberg, B. A. & Eklund, A. (2012) *Transforming women through leisure: the case of roller derby.* World Leisure Organization XII World Leisure Congress, Rimini, Italy. September 30-October 3, 2012.

Masberg, B. A. Fallshore, M., & Norman, C. (2011). *Birders flock together: Understanding birder preferences for tourism development.* Proceedings of the National Recreation and Park Association, Atlanta, GA November 2011

Recreation and Tourism Assessment Report (2009) Reviewed by Central Washington University

Red Mountain American Viticultural Area Master Planning Visitor Studies. (2008) Published via Internet Reviewed through public comment and professional evaluators

(with Dorothy Chase) (2008) *Partnering for new skill development: Park and recreation agencies and higher education* Managing Leisure 13 April 2008

(with Dorothy Chase) (2007) *Status of the park and recreation profession in Washington state* LARNET Cyber Journal of Applied Leisure and Recreation Research. July 2007

(with L. Silverman) (2007) *Visitor experiences at heritage sites: a phenomenological approach.* In D. J. Timothy. The Heritage Tourism Experience Critical Essays Volume 2. pp. 20-25.

(with D. Chase and M. Madlem) (2004) *Identification of Training and Education Needed in the Tourism Industry in Washington State* Journal of Human Resources in Hospitality and Tourism 2(2) pp. 1-22.

(with L. Jamieson) (2002) *Destination marketing organization visitor information and the representation of Parks* Visions in Leisure and Business 20 (3). pp. 4-23.

(with L. Silverman) (2002) *Through their eyes: The meaning of heritage site experiences of visitors who are blind or visually impaired* Journal of Interpretation Research 6(1) pp. 31-48

(with D. Smith) (2002) *Building problem-based learning into the recreation curriculum: a case study examination of the development, implementation, and evaluation of a three state simulation unit.* LARNET Cyber Journal of Applied Leisure and Recreation Research.

(with S. Aukers) (2000) *Tourist decision process research methodology.* Travel and Tourism Research Association 2000 Annual Conference, Burbank, California (USA) Lights, Camera, Action: Spotlight on Tourism in the New Millennium June 11-14, 2000.

The visibility of public parks and facilities in tourism collateral materials (1999) Journal of Vacation Marketing 5(2) pp. 154-166.

(with N. Morales) (1999) *A case analysis of practices in ecotourism development.* Journal of Aquatic Ecosystem Health and Management 2 pp. 289-300

What is the priority for research in the marketing and promotional efforts of convention and visitors bureaus in the United States (1999) Journal of Travel and Tourism Marketing 8(2) pp. 29-40

Defining the tourist: is it possible? A view from the convention and visitors bureau. (1998) Journal of Travel Research 37(1) pp. 67-70.

(with L. Silverman) (1996) *Visitor experiences at heritage sites: A phenomenological approach* Journal of Travel Research 34(4) pp. 20-34.

(with R. Harris) (1996) *Success factors in vintage trolley operations* Journal of Travel Research 35(1) pp. 72-75.

(With M. Savige) (1996) *Determining the value of incorporating visitor needs data into the interpretive planning process* Journal of Environmental Education 27(3) pp. 34-40.

Using ecotourists to assist in determining the content of interpretation (1996) Journal of Park and Recreation Administration 14 (2) pp. 37-54.

Other Publications-Sample

Masberg, B. (2013). *Kittitas County Tourism Inventory and Analysis*. Kittitas County Chamber Of Commerce.

Eklund, A. & Masberg, B. (2013, Summer). *Size awesome: Participation in rollerderby and the effect on body image.* Fiveonfive Magazine.

Masberg, B. (2013, January 1). *Women and Roller Derby.* *Resource 2013*. Ellensburg, WA: Central Washington University.

Visitor Profile Study of the Spirit of the West Cowboy Gathering (2005) Report to Spirit of the West Cowboy Gathering Event Board

(with A. Mabee) *Guest Services Training Manual (2004) Four training modules with video, audio and other exercises targeting high school and entry level employees*

First Friday Art Walk Impact and Profile (2004) Report to the Ellensburg Art Commission

"What a Doll!" Event Survey Report (2003) Report to Ellensburg Art Commission

Training and Education in the Tourism Industry in Washington State (2001) Report to the Washington State Office of Community, Trade, and Economic Development, Washington State Tourism/

(with D. Smith) *Pajaro Oro: A Three Stage Simulation of Tourism Development Facilitator Manual and Participant Manual.* Pajaro Oro is a fictitious island state in the Caribbean which is contemplating development and students become involved in the political, economic, social, and cultural debate of such a process using several different tools

Communicating With National Forest Visitors in Northern Wisconsin: A Report on Enhancing the Experience of Visitors on the Chequamegon and Nicolet National Forests. A cooperative Challenge-Cost Share study by Region Nine Forest Service - USDA. pp. 1-49.

Funded Grants and Projects

* Kittitas Valley Audubon Grant

*\$25,000 *Red Mountain American Viticultural Area Master Planning Visitor Studies 2006 to 2008*

*\$9,000 *On Line Multi Media Curriculum Development Grant (2003) Central Washington University*

*\$2,500 *College of Education and Professional Studies Faculty Scholarship Incentive Program (2002) Central Washington University*

* \$30,000.00 *Development of the Washington State Travel and Tourism Education and Training Institute.* (2001) Washington State Office of Community, Trade and Economic Development Washington State Tourism

*\$9,000 *Development of an Intensive Freshman Seminar: The Largest Industry in the World Tourism.* (1999) Indiana University

**Railway Heritage Center and Trolley to the Dunes development project;* (1997-1998) ISTE Grant \$698,000. Norfolk-Southern Railway materials grant \$750,000; Board Member of RAIL Foundation directing body of the above project.

*\$5,000 *Heritage Tourism Site Experiences of Visitors who are Blind or Visually Impaired (1997) National Center on Accessibility.* With Lois Silverman.

*\$6,000.00 *Bridging Campus Resources into the Classroom of R160.* (1995) Indiana University Dean of Faculties Office

Sample of Grants Submitted-Not Funded

Conversion Study: TravelTacoma.com (2011) Submitted to Tacoma Regional Convention and Visitors Bureau with D. Chase. \$5,000.00

Senior Collaborative in Kittitas County, Washington (SCKC) (2003) Preproposal submitted with M. Madlem, J. Penick and Aging and Long Term Care \$204,650.00

United States Ageing Well Study □ *Northwest Region. (2002)* Submitted to the Ageing Well Consortium, Indiana University; contribution to grant submitted to the Robert Wood Johnson Foundation \$290,753

A Dispersed Tourism Industry Needs Learning Anytime Anywhere. Submitted to Department of Education □ *Improvement in Post Secondary Education (2000)* \$256,725

Teaching

Course Instruction

Central Washington University 1999-2009; 2010-present.

RT 201 Introduction to Recreation and Tourism	RT 373E Resort Management
RT 271 Introduction to Tourism	RT 377 The Gaming and Casino Industry
RT 272 Lodging Operations I	RT 405 Hospitality Catering
RT 286 International Travel I & II	RT 419 Applied Research
RT 292 Practicum (Field experience)	RT 420 Research Analysis
RT 325 Promotions in Recreation and Tourism	RT/GWS Regional Wine Tourism
RT 350 Recreation/Tourism for Special Groups	RT 471 Tourism Planning and Development
RT 371 Tourism Essentials	RT 474 Lodging Operations II
RT 373B Strategic Marketing in Hospitality	RT 483 Budget and Finance
RT 373C Hospitality Sales and Advertising	RT 490 Cooperative Education (Internship)
RT 373D Convention Management	

Indiana University	R160--Recreation and Leisure
1992-1999	R236/336--Tourism and Commercial Recreation
	R317--Recreation Resort Management
	R340--Leisure in Modern Society
	R351--Convention Management and Meeting Planning
	R402--Senior Seminar in Tourism Management
	R350/450--Tourism Systems Planning
	R399/R499--Practicum and Independent Study (undergraduate)
	R640/R641--Independent Study and Research (graduate)
	R799--Ph.D. Dissertation

Oregon State University	
1987-1991	Introduction to the Travel and Tourism Industry, Hospitality Managerial Accounting, Tourism Marketing,

Principles of Tourism
Tourism Planning and Policy.

Chemeketa
Community College Introduction to Hotel and Restaurant Management

Academic Advisement

Undergraduate students and graduate students. Advisement load includes recreation and tourism majors and minors

Program Direction

Responsibilities include first person contact for students, staff, faculty and others for the Recreation and Tourism Program; scheduling and coordination of curriculum, supervising program marketing and recruitment, and decision making regarding the FCS Department.

Sample of Professional Presentations and other Scholarly Activities

Refereed

Masberg, B. (2014) *Wine Tourism: A Case Study of Red Mountain American Viticultural Area, Washington 3rd INTERNATIONAL CONGRESS UNESCO CHAIR UNITWIN Network "Culture, Tourism, Development" Barcelona, June 2014*

Masberg, B. & Ardovino, A. (2014) *Leisure, Culture, and Food: A Comparison of the Slow Food Movement in Tuscany, Italy and Madison, Wisconsin. 3rd INTERNATIONAL CONGRESS UNESCO CHAIR UNITWIN Network "Culture, Tourism, Development" Barcelona June 2014*

Masberg, B., & Eklund, A. (2012, October). *Transforming Women Through Serious Leisure: The Roller Derby Case. XII World Leisure Congress*. Rimini, Italy: World Leisure Association.

(2011, November). *Birders flock together: Understanding birder preferences for tourism development*. Paper presented at the meeting of the National Recreation and Park Association, Atlanta, GA

Masberg, B. A. & Fallshore, M. (2011, April). *Avi-tourism and its potential for rural areas*. Paper presented at the meeting of the Rural Tourism Conference, 12 Mile House, British Columbia, Canada.

Euro-Chrie 2010 Helsinki, Finland Academic Conference of Hospitality Educators

ProWein 2011 Dusseldorf, Germany International Wine Supplier and Distribution

IMEX-Frankfurt. 2011 International Event Trade Show

Report on in-person Visitor Intercept Surveys (n=400) presented to: The Ellensburg Downtown Association. General intercepts over a month period on the street in downtown Ellensburg WA

Report on Visitor Intercept Surveys (n = 200) presented to: Spirit of the West. In-person intercepts conducted at a three day tourism event in February, Ellensburg WA

Report on Visitor Intercept Surveys (n=150) presented to: Gallery One and the Kittitas County Historical Museum. Visitor intercepts conducted in person at the "What a Doll!" three day tourism event in

Ellensburg WA

Washington Lodging Association Annual Convention and Expo. October 5-7, 2008. Suncadia Resort, Washington.

Washington Recreation and Park Association Annual Convention. April 2008. Kennewick, Washington

Pouring History into the Future: Developing Ag Operations into Tourist Destinations.
Walla Walla, WA March 30, 2007 Planning Association of Washington

(with P. Ardovino) *The Impact of the War in Iraq and Afghanistan on Therapeutic Recreation in the United States* National Recreation and Park Association Congress and Expo. Seattle, Washington. October 10-13, 2006

Wine Tourists in Washington What are their Desires? Resort and Commercial Recreation Association. Paradise Island, The Bahamas. November 2007

Wine Tourism at Resorts Resort and Commercial Recreation Association. Paradise Island, The Bahamas. November 2007

Institutionalizing Civic Engagement – Process and Products American Democracy Project Portland, Oregon June 17-19, 2005

Global Ageing Initiative Research Collaboration. Ancona, Italy. June 13-17, 2004. Collaborator

(with P. Ardovino) *Travel and Recreation for Individuals with Disabilities and the Aging Population* Invited Presentation Mugla University, Mugla, Turkey June 28-30, 2004.

Resort Decision Strategies Revealed and Demonstration of a Tool to Uncover Decision Strategies Resort and Commercial Recreation Association Sunriver, Oregon November 9-12, 2003

Service Learning in Challenging Times: Contexts and Crossroads. Campus Compact 6th Annual Western Regional Conference, Bellevue, Washington April 9-11, 2003

Leisure and Satisfaction with Life: A five country comparison

Authors (in alphabet order): Dr. Anne L. Binkley (Victoria University, Footscray, Australia), Dr. Sui Yin Cheung (Hong Kong Baptist University, Hong Kong, PRC), Dr. Heather Gibson (University of Florida, Gainesville, FL USA), Dr. Yvonne Harahousou (Thrace University, Greece), Dr. Barbara Hawkins (Indiana University, Bloomington, IN USA), Dr. Giovanni Lamura (Italian National Research Centre on Ageing, Italy), Dr. Barbara Masberg (Central Washington University, Ellensburg, WA USA), Dr. C. Ashton-Shaeffer (University of North Carolina Wilmington, NC USA) Gerontological Society of America November 21 - 25, 2003, San Diego, CA

Combining Resources to Institutionalize Academic Service Learning Service Learning in Challenging Times: Contexts and Crossroads. Campus Compact 6th Annual Western Regional conference, Bellevue, Washington April 9-11, 2003

Development of a collaboration matrix for the support of hospitality and tourism industry secondary and post-secondary education. Programs Partnerships Progress WAOE/TECH PREP/WA-ACTE Conference Tacoma, Washington, March 11-12, 2003

An investigation of the relationship between two industries; mining and tourism; a historical perspective. Proceedings of the Travel and Tourism Research Association, 30th Annual Conference: "Navigating the Global Waters "Halifax, Nova Scotia. June 22-26, 1999.

An investigation of recreational vehicle users and their pursuit of a leisure lifestyle. 5th World Leisure Congress of the World Leisure and Recreation Association. Sao Paulo, Brazil October 1998.

Branding the RV: Implications of this exploding market. Proceedings of the Travel and Tourism Research Association. Fort Worth, Texas. 1998. 251-256.

A cross case analysis of practices in ecotourism development focusing on Latin America. Proceedings of the 5th International Conference on Aquatic Ecosystem Health. Linking Science, Education, Politics, and Society. Lake Chapal, Mexico. 1997.

Customer Service and Visitor Behavior (1/2 day Workshop). Executive Development Program, Indiana University, Bloomington, Indiana. April 7, 1995.

Imagining the Eastern Region of Indiana (1/2 day Workshop). Eastern Regional Tourism Organization, Muncie, Indiana. April 21, 1995.

Professional Development

2012 Meeting Planners International Cascadia Educational Conference. March 2-4, 2012. Greater Tacoma Convention and Trade Center, Tacoma, WA

Bargreen Ellingson Washington Foodservice Show. 2011 Spokane, WA

International Festival and Events Association 2011 Webinar series:

“Budgeting for 2012 Events”

“Designing your Eventgoers Experience”

2011 Northwest Event Show, 2011 Washington State Convention Center. Seattle, WA

2011 Washington Lodging Association's Annual Convention and Trade Show. Tulalip Resort, Marysville, WA. Exhibitor

4th Annual CWU Leadership Conference. Fall 2011 Center for Excellence in Leadership. Central Washington University. Ellensburg, WA.

Sample of Professional Contributions

Reviewer Cengage Publishing January 2013

Faculty Reviewer Canvas instruction software January 2013

Central Washington University Tourism Institute-ProStart Training. Planner, Manager, Presenter.
2008=41 attendees

Munson Retreat Center, Central Washington University, Ellensburg, WA. March 4-7 2002.

The Coast Wenatchee Hotel Wenatchee, WA October 18-20, 2003.

The Ridpath Hotel. Spokane, Washington October 23-25, 2004

Bargreen Ellingson, Tacoma, Washington October 1-4, 2005 & September 30 to October 2, 2006

Red Lion Yakima Center, Yakima Washington October 20-22, 2007

Central Washington University, Ellensburg, Washington October 18-22, 2008

The Kitchen Academy, Tukwila, Washington October 17-19, 2009

Board Member Washington Restaurant Association Education Foundation October 2005 to 2011

Washington Restaurant Association Education Foundation Annual Boyd's ProStart Invitational Judge
2002 to 2010, 2012

Kittitas Audubon Society Task Force January 2007 to 2009

Audubon Washington Sage and Sun Birding Loop Development

Reviewer: Journal of Heritage Tourism Current

LARNET: The Cyber Journal of Applied Leisure and Recreation Research

State Heritage Collaborative January 2007 to January 2008

Faculty Fellow and Advisory Committee, Institutionalizing Service Learning, January 2002- 2007

Committee Member *Kittitas County Outdoor Recreation Planning Committee* 2001 to 2004 Report
Completed

Central Washington University World Wine Program Advisory Committee 2004 to Present

Committee Member *Tourism Promotions Committee Ellensburg Chamber of Commerce* September
2000-2004\

Awarded: College of Education and Professional Studies Certificate of Excellence Service to the
Community 2002

Workshop Coordinator and Steering Committee Chair, Bloomington, Indiana

- 1997 Festival and Special Event Expo: Beyond 2000....Planning the Big Event!
- 1996 Festival and Special Event Expo: Winning the Special Event Gamble!

- 1995 Festival and Special Event Expo: "...limits only exist in your mind!!!".

Professional Memberships

National Recreation and Park Association

Council on Hotel, Restaurant, and Institutional Education (CHRIE)-International

Resort and Commercial Recreation Association-International

Washington Lodging Association

Washington Recreation and Park Association

International Festival and Events Association

Jodi C. Musser

221 Trinity Lane | Ellensburg, WA 98926
Phone: 509.304.8953 | Email: mussernj@hotmail.com

CURRENT POSITION

Central Washington University

Family and Consumer Sciences

Lecturer | Business and Marketing Program Coordinator

400 E. University Way MS: 7565 | Ellensburg, WA 98926

Phone: 509.963-2773 | Email: musserj@cwu.edu

EDUCATION

Central Washington University, Ellensburg, WA | 2011

Career and Technical Education Director Certification

City University, Vancouver, WA | 2001

M.A. in Education with an emphasis in Technology

Action Research: The comparison of the on-line classroom to a traditional classroom

Central Washington University, Ellensburg, WA | 1998

B.S. in Business Education

Minors in Administrative Management and Spanish

ADVISING

Student Adviser, CWU, Ellensburg, WA | Fall 2014 - Present

As an adviser to their major, I meet with students to discuss courses to take, documents to prepare, and suggest conferences and workshops for them to attend.

FCSSA Adviser, CWU, Ellensburg, WA | Fall 2014 - Present

Currently, I am working with member in the FCSSA club to plan a spring event. Most of the members are future CTE teachers and are involved with the FCCLA. We are working to coordinate with this organization to be judges for their events and to network with possible future employers.

FBLA Adviser, Kittitas Secondary School, Kittitas, WA | 2008-2014

As the FBLA adviser, I prepare students in various business related competitive events and give students the opportunity to improve their leadership and community service skills. I oversee approximately 25-30 students a year. My students have qualified to compete at the state and national levels. I have had teams place first and third at the national level and have had three state officers.

FBLA Adviser, Heritage High School, Vancouver, WA | 1999-2008

As the FBLA adviser, I prepared students in various business related competitive events and give students the opportunity to improve their leadership and community service skills. My students have qualified to compete at the state and national levels and I had one state officer.

UNIVERSITY LECTURING EXPERIENCE

Central Washington University, Ellensburg, WA: Family and Consumer Science

Professional Development and Internship Planning | Fall 2014 – Present

Teach the budget processes, terminology, and formats along with the preparation of basic budgets for events and programs.

Curriculum in Career and Technical Education for Family and Consumer Sciences | Fall 2014 – Present

Teach how to create, organize, and evaluate curriculum and instruction unique to career and technical educations and specifically to family and consumer sciences.

Program and Event Budgeting | Fall 2014 – Present

Instruct how to create, organize, and evaluate materials for an internship/job search. Students will develop material for an internship/job search, and acquire skills related to professionalism. Students will also have the opportunity to explore career options and network within their industry.

SECONDARY TEACHING EXPERIENCE

Kittitas Secondary School, Kittitas, WA: Business Education

Personal Finance Instructor | 2008-2014

Teach the application of modern financial skills using personalized course materials on topics such as: borrowing, investing, budgeting, calculating gross and net income, and preparing taxes.

Digital Communication Tools Instructor | 2008-2014

Teach essential Microsoft Office program skills. Students become proficient in fundamental formatting skills in Word, Excel, PowerPoint, Access, and Publisher and have the opportunity to earn Microsoft Certification.

International Business and Marketing Instructor | 2008-2014

Teach innovative content to demonstrate contemporary global business issues in marketing, management, law, finance, and human resources. Students critically assess the challenges and opportunities that result from a constantly evolving global system that must accommodate political, economic, cultural, and environmental shifts. They develop ethically sound strategies for approaching and examining a wide range of international business issues.

Business Communications Instructor | 2008-2014

Teach enhancement of communication skills including verbal and non-verbal through writing, speaking, and listening. Topics include: etiquette, written business correspondence, telephone skills, problem solving techniques and conflict resolution, personality styles and traits, basic marketing skills, persuasive writing, and technical writing. Students are introduced to presentation and leadership skills.

Introduction to Business Instructor | 2008-2014

Facilitate career exploration, professional development, and life skills while introducing finance, law, marketing, communication, and computer skills.

Eighth Grade Computer Applications Instructor | 2013-2014

Introduce basic computer skills to middle school students within the Microsoft Office software package. Students learn to write business letters, create brochures, utilize an Access database, and create a budget using Excel, and present using PowerPoint.

Accounting I and II Instructor | 2008-2013

Designed and taught comprehensive curriculum encompassing the entire accounting cycle, both manually and computerized as it related to service, merchandising, corporate and partnership businesses. Students prepare a company's financial statements and complete payroll. Experience was gained in skills such as: international sales, estimating uncollectible accounts, depreciation, inventory, and exploration of the legal atmosphere relating to business.

Keyboarding | 2008-2014

The importance of proper keying technique is stressed to sixth graders while introducing Microsoft Word to the students. An introduction to Internet use is also taught focusing on reliable sources and safety. Students learn to key without looking at their hands while increasing speed.

Heritage High School, Vancouver, WA: Business Education

Digital Communication Tools Instructor | 1999-2008

Taught basic Microsoft Office program skills. Students were taught basic typing and formatting skills. Students learn the proper use of the Internet as a research tool. Students are also given the opportunity to earn MOS Certification.

International Business and Marketing Instructor | 2006-2008

Taught global business issues in marketing, management, law finance, and human resources. Students developed a critical awareness of the challenges and opportunities resulting from the changes taking place in the world such as: political, economic, cultural, environmental and ethical approaches for examining a wide range of international business issues.

Business Communications Instructor | 1999-2008

Taught communication skills including verbal and non-verbal through writing, speaking, and listening. Topics included: etiquette, written business correspondence, telephone skills, problem solving techniques and conflict resolution, and technical writing. Students were introduced to presentation and leadership skills.

Accounting I, II, III Instructor | 1999-2008

Taught how to prepare a company's financial statements and complete payroll. Experience was gained in completing the entire accounting cycle, both manually and computerized as it related to service, merchandising, corporate and partnership businesses. Skills included: international sales, estimating uncollectible accounts, depreciation, inventory, and exploration of the legal atmosphere relating to business.

Introduction to Law Instructor | 1999-2008

Taught the process of our legal system and reflected on the many social and ethical issues of criminal and civil law. Students learned the theory and practices of the legal system including statutory and case law in both the criminal and civil courts. Students were also taught constitutional rights and responsibilities and the basic functions of the court system within the municipal, state, and federal systems. Performance of a mini mock trial was performed at the completion of the course.

Advanced Law (Consumer Law) Instructor | 1999-2003

Taught skills in how to be protected as a citizen and a consumer. Legal contractual issues were covered. Students studied constitutional and case law and focused on the rights and responsibilities of consumers and business owners. Case studies were used to understand and develop contracts, advantages and disadvantages of various forms, business ownership, tort and criminal liability.

Evergreen Internet Academy, Evergreen School District, Vancouver Washington: Business Education

Internet Instructor – Microsoft Computer Applications | 2000-2001

Together, with a teaching partner, we created a course titled Microsoft Computer Applications. Students took the course using the Internet to earn high school credit. All assignments and communication were completed through the use of technology.

RESEARCH EXPERIENCE

City University, Vancouver, WA

Researched the levels of learning of the on-line classroom to a traditional classroom. Paper: *The Comparison of the On-line Classroom to a Traditional Classroom*. 2001.

HONORS AND AWARDS

Teacher of the Month for Responsibility, Integrity and Commitment. 2008.

Education Excellence Award Honorable Mention. 2007.

PUBLICATIONS

Musser, J.C. (Summer 2001) *The Comparison of the On-line Classroom to the Traditional Classroom*
City University

SERVICE

Community Schools Basketball Coach, Ellensburg, WA | 2013 - Present

My coaching experience consists of one season at the kindergarten level. Coaching includes the introduction of fundamentals, the concepts of the game of basketball, teamwork, sportsmanship, communicating with the parents, and working with the players in order to develop a love for the game.

Elementary School Volunteer, Valley View Elementary, Ellensburg, WA | 2010 - Present

As a parent and an educator, I find value in volunteering and being in the school where young children attend. I volunteer two hours a week in Kindergarten – Third Grade, and have done this the last four years.

High School Volleyball Coach, Heritage High School, Vancouver, WA | 2006-2008

My coaching experience consists of one year at the freshman level. Coaching includes organizing and running practices and games, communicating with school officials and parents, assisting the varsity coach, and working with the players on a daily basis to improve physical skills and personal character.

High School Basketball Coach, Heritage High School, Vancouver, WA | 2001-2005

My coaching experience consists of two years at the freshman level and two years at the junior varsity level. Coaching includes organizing and running practices and games, communicating with school officials and parents, assisting the varsity coach, and working with the players on a daily basis to improve physical skills and personal character.

ADMINISTRATION

Department Leader, Heritage High School, Evergreen School District | 2002-2008

As the department leader at Heritage, I managed the budget, assisted and supported instructors, designed and assessed curriculum, and maintained communication between administration and educators. I was the business and marketing department leader for five years and shared the CTE department leader position for the high school.

PROGRAM COORDINATOR

Business and Marketing Teacher Preparation, CWU, Ellensburg, WA | Fall 2014 - Present

As the program coordinator of a new major and CWU, I promote, market, and advertise encouraging students with interest to becoming a Career and Technical Educator in a high school in either the Business and Marketing Program or the Family and Consumer Science Program. I also, oversee the Family and Consumer Science General program.

GRANTS

Musser, J.C. Evergreen Education Association in support of Completer Social/Awards Ceremony

PROFESSIONAL DEVELOPMENT

Participant in the ACTE National Conference (2013)

WSBEA (1999-Present)

WA-ACTE Member (1999-Present)

ACTE Member (1999-Present)

Adviser at the FBLA National Conference (2011 and 2012)

Robert Harold Perkins

120 Wildwind Lane
Ellensburg WA 98926
perkinsr@cwu.edu

TEACHING

Experience

**Co-Chair, Family and Consumer Sciences, Central Washington University,
(2011-Present)**

Full Professor, Central Washington University, (1999-Present)

- ♣ Teach variety of classes in:
 - Recreation & Tourism
 - Business & Marketing Education
 - Leadership
 - Fashion Merchandising
 - Advertising
 - Information Technology & Administrative Management
- ♣ Develop Curriculum Material
- ♣ Assess Student Performance

Associate Professor, Central Washington University, (1993-1999)

Assistant Professor, Central Washington University, (1989-1993)

Non-Teaching Experience

**Director of Housing Management, Macon Housing Authority, Macon GA
(1982-1987)**

Managed Staff of 11 Employees
Created Policy & Procedural Guidelines
Responsible for Budget over \$1.5 million

Education

**Ed.D. in Business Education, University of Georgia,
Athens GA (1987-1989).**

**M.B.A. in Organization Management, Eastern Washington University,
Cheney WA (1980-1982).**

**B.A. in Business Administration, Washington State University,
Pullman WA (1975-1980).**

Major: Marketing; Minor: Economics

Continuing Education

Outdoor Risk Management Certification, NOLS, September 2013

**Wilderness First Responder, Wilderness Medicine Training Center, June
2013**

Active Learner in the Classroom, 2009

Alpine Towers International Training, June 2008

50-Hour Training Session to become a facilitator on the Challenge Course.
This knowledge will be incorporated into the leadership curriculum.

Course Development

Winter Camping, RT 498 (2009).

Designed course; developed course outline; selected textbook; prepared
class lectures and assignments. Elective course in RT program.

Outdoor Experience Practicum, RT 292 (2011)

Co-Designed course; developed course outline; prepared assignments.
Elective course in RT program.

Outdoor Survival, RT 360 (2011)

Designed course; developed course outline; selected textbook; prepared
class lectures and assignments. Elective course in RT program.

Challenge Course Leadership, RT 300 (2009)

Designed course; developed course outline; selected textbook; prepared
class lectures and assignments. Core class in pending leadership minor
and new elective course in RT program.

Human Development & Leadership, FCSG 220 (2009)

Designed course; developed course outline; selected textbook; prepared
class lectures and assignments. New core course in Department.

Program Campaign Marketing, FCSG 420 (2009)

Designed course; developed course outline; selected textbook; prepared class lectures and assignments. New core course in Department.

Program Development, FCSG 320 (2009)

Designed course; developed course outline; selected textbook; prepared class lectures and assignments. New core course in Department.

Outdoor Recreation in National Parks, RT 498 (2008)

Designed course; developed course outline; selected textbook; prepared class lectures and assignments. New elective course in RT program.

Issues in Outdoor Recreation, RT 487 (Revised Course, 2008)

Update course; developed new course outline; selected textbook; prepared class lectures and assignments. New elective course in RT program.

Leadership Theory & Practice, RT 302 (Revised Course, 2008)

Update course; developed new course outline; selected textbook; prepared class lectures and assignments.

Professional Growth

Outdoor Risk Management, 2013

Wilderness First Responder, 2013

Wilderness CPR, 2013

AORE National Conference, 2011-12

Challenge Course Certified Facilitator Training, 2008

WRPA Board Meeting, 2009

WRPA Conference, 2008

SCHOLARLINESS AND PRODUCTIVITY

Grant Writing (Funded)

Department of Housing and Urban Development

2013, Granted

2012, Granted \$65,312

2011, Granted \$83,756

2010, Granted \$110,005
2009, Granted \$115,679

Grant Writing (Not Funded)

AORE Research Grant

2013, Grant Submitted

Master Thesis Committee

Ryan Hopkins, Committee Co-Chair (2013)
Sabrina Enders, Committee Member (2013)
Katrina Maqu , Committee Member (2013)
Mitchel Rhodes, Committee Member (2012)
Heather Robinson, Committee Chair (2010)
Shelley Thomsen, Committee Chair (2010)
Kathi Middlekauff, Committee Member (2009)
Kari Schuh, Committee Member (2009)
Kimberly Gregory, Committee Chair (2008)
Kimberly Saville, Committee Chair (2008)

State Of Washington

Washington Educator Skills Tests - Endorsement (WEST-E) Test Development
Conference, Washington Professional Educators Standards Board and the
Evaluation Systems Group, (2008)

Professional Consulting And Training

Grant Coordinator, AORE (2012-13)

Professional Presentations

ELP-Beyond (2013)

Peer Observation Discussion, Panel Member (2013)
Agent's Toolbox, CWU Leadership Conference (2012)
Wilderness Survival, Experience Leadership Project (2008-2012)

SERVICE

Central Washington University

DEPARTMENTAL

Department of Family and Consumer Science
Co-Chair, (2011-present)
Strategic Planning Committee, (2012-present)
Personnel Committee, Member, (2007-2011)
Curriculum Committee, Member, (2007-2012)
Graduate Committee, Member, (2007-2013)

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

Personnel Committee, (2007-Present)
Chair, 2010-present

UNIVERSITY COMMITTEES

Athletic Compliance Committee, (2011-present)
ADCO, Member, (2011-present)
Chair-elect, (2013-present)
College of Professional Studies Interim Dean Search Committee, (2008)
Career Services Advisory Council, (2008-present)

Public Services For Students

STUDENT CLUB ADVISOR

Recreation & Tourism Club, (2012-present)

STUDENT ADVISING

Advise 15 RT Management Majors, (2013)

Community Public Service

COUNTY & CITY COMMITTEES

Kachess Board Member, (2012-Present)
Community Relations; Fire Wise; Sustainability Focus

American Cancer Society, "Hike to Conquer Cancer," Logistic Chair,
(2008-Present)

Kittitas County Housing Authority Commissioner, Kittitas County
Chairman, (1994-95); (1998-99); (2003-2004);
(2005- Present)
Commissioner, (1992-Present)

COMMUNITY YOUTH

Ellensburg School District
Senior Project Presentation Panel Member, (2008)

Boy Scouts Of America
Merit Badge Counselor, 1996-Present

Professional Membership

AORE, (2011-Present)
WRPA, (2007-Present)
National Eagle Scout Association, (1986-Present)

AWARDS & HONORS

Family & Consumer Science Service Award, (2009, 2011)

Appendix G
FCS and CEPS Performance Standards



College of Education and Professional Studies

Professional Record Guidelines & Faculty Performance Standards for Reappointment, Tenure, Promotion, Post Tenure Review

College of Education and Professional Studies
Faculty Performance Standards
For Reappointment, Tenure, Promotion, and Post-Tenure Review

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards.

Additionally, Section 22.4 of the CWU/UFC 2013-2017 CBA states, "*The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member's teaching, scholarship, or service may be included at the faculty member's discretion (e.g., peer evaluation letters, copies of papers/abstracts).*"

The professional record is submitted to the department chair in compliance with Section 22.6.1 of the CWU/UFC CBA, which states that, "Candidates for any one of these processes [reappointment, promotion, tenure, and post-tenure review] must submit an updated, complete Professional Record, to the department chair, according to the dates specified by the academic calendar. The file will be considered a working file while under review by the department. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file."

The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 22). Department criteria may require a higher (but not lower) standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria by which these department faculty will be evaluated.

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review (PTR)** complies with the university performance standards in that the accumulated record from the last promotion is reviewed. In order to quantify *sustained contributions* and *sustained professional activities* and ensure consistency across programs and departments, the CEPS scholarship policy for Reappointment, Promotion, and Tenure requires that faculty members achieve a minimum of 5 items during the most recent five-year period: at least 2 from Category A and 3 from Category A or B. Category A and B items are defined in this document. Further, at least one item from category A must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU.

The CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review policy (located at <http://www.cwu.edu/education-professional-studies/info-faculty-staff>) requires documentation of the following:

- (a) Effective performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Evidence for teaching includes substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.
- (b) Effective performance in scholarship, with an accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
- (c) Effective performance in service, with a record of substantive, sustained positive contributions to the University and CEPS, as well as to one's profession and the community. Excellence in service exceeds the minimum requirements.

Reappointment Criteria

Section 22.2.1 of the CBA (2013-2017) states, *"Probationary tenure-track faculty shall be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. A third (3rd) or fifth (5th) year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if a faculty member's performance is judged to be substandard or deficient in the second (2nd) or fourth (4th) year review cycle. In exceptional circumstances, a first (1st) year evaluation (to be done in winter or spring quarter) may be requested by the department personnel committee, the department chair, or the dean. Any time an evaluation is judged to be substandard or deficient; the faculty member shall meet with their chair and department personnel committee and develop a plan for rectifying any noted issues. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar."*

Tenure and/or Promotion in Rank

To achieve tenure, which is the right to continuous appointment at the university, and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service.

Only tenure-track faculty who are appointed to the academic rank of assistant professor or higher are eligible for tenure. Eligible faculty members will stand for tenure no later than the sixth (6th) year of full-time employment with the University. Extensions may be approved by the Provost for reasons such as major illness, extenuating circumstances, or situations, which require a faculty member's extended absence from full-time service (CBA 22.3.1).

A positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when effective performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation indicate that the faculty member's performance in the three areas will continue in the individual's on going career at Central Washington University. The expectation is that the

faculty member will continuously contribute to and comply with the missions of the University, Academic and Student Life, and CEPS. The University, Academic and Student Life, and CEPS will support and recognize the faculty member's professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor

Both tenure and promotion to associate professor require that the faculty member demonstrate a positive performance record of: (a) effective teaching; (b) an established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with one's professional organizations, and increasing professional contributions to the community.

Early Tenure and Promotion

Section 22.3.3 of the CWU/UFC CBA states, "A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the University under the following situations:

- (a) Faculty members appointed to the academic rank of assistant professor or higher may serve a probationary period of at least four (4) years if, at the time of appointment, they have completed at least two (2) years of appropriate professional activities as recommended by the Dean and approved by the Provost. Any period of prior service must be specified in the initial appointment letter. The tenure decision will be based on performance at Central Washington University during the probationary period.
- (b) Faculty who demonstrate exceptional achievements in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for tenure and promotion [to associate professor] as early as the fourth (4th) year of a six (6) year probationary period, or the third (3rd) year of a four (4) year probationary period, if supported by the department chair and department personnel committee in consultation with the Dean. Faculty may only pursue early tenure and promotion once pursuant to this subsection. In the event that a faculty member is not granted early tenure and promotion, he/she will be considered for tenure and promotion again at the conclusion of his/her probationary period. Refusal to consider or award early promotion and tenure may not be appealed through the grievance procedure or any other review procedures established in this Agreement."

Promotion to Professor

Promotion to the rank of Professor is aligned with Section 22.3.4 the CBA (2013-2017), which states, "*Faculty who demonstrate excellent performance in all three (3) elements of professional responsibility (teaching scholarship/creative activities and service) may be considered for promotion to full professor in their fifth (5th) year in rank as an associate professor at Central Washington University.*" The CEPS promotion policy is also aligned with the university performance standards (updated March 2014), which state (emphasis added):

"Promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an *accumulated record* of superior peer-reviewed scholarship since the previous promotion; and *sustained contributions* to university life, and increasing service to professional organizations and/or the community"
(<http://www.cwu.edu/hr/faculty> click on Faculty Review Standards).

Post-Tenure Review (PTR)

Post-tenure review assesses the faculty member's sustained level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member's work must reflect the University, Academic and Student Life, and CEPS missions, as well as the University, CEPS, and program accreditation standards. For PTR, performance in the three areas of professional responsibility is typically expected unless otherwise outlined in accumulated workload plans. Tenured faculty will be reviewed every five years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least four items from Category A or B during the previous five year review period, unless otherwise outlined in the approved accumulated workload plans.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers OR to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*" Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers AND to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

Excellence for PTR is defined as evidence of the following occurring in the previous five years:

- 1) **Teaching:** Self-reflection based on feedback from SEOI's and peer observations that discusses what the faculty member has specifically done in courses to move toward "excellence;" class averages for at least 50% of SEOI's for all courses taught during the evaluation period are 4.0 or higher; a minimum of one observation per year that is completed by at least 3 different people; and, other evidence, such as state, national, international external recognition awards (ex. Professor of the Year), syllabi that are complete (according to university requirements) and detailed, and evidence the faculty member has shared his/her teaching expertise with others.
- 2) **Scholarship:** Minimum of eight scholarship activities with at least two Category A's
- 3) **Service:** Consistently on three or more committees at the University, College, and/or Department levels **AND** developed and sustained at least one professional partnership within the community for three of the last five years or served on one state or national professional board or committee.

Department Chairs

Section 16.6.3 of the CBA (2013-2017 states, "*Those chairs who are judged at the conclusion of their Post-TR review to be excellent in chairpersonship will receive a three percent (3.0%) increase in their base salary. Chairs who are full professors will also be eligible for the merit increases described paragraphs (a) and (b) above as follows: an additional three percent (3%) increase (for a total of 6%) for those chairs judged to be excellent in either teaching or scholarship in addition to their excellence as a chair; an additional five percent (5%) increase (for a total of 8%) for those chairs judged to be excellent in teaching and scholarship in addition to their excellence as a chair.*" Department faculty and staff and the dean will evaluate department chairs on ten responsibilities, nine of which are identified in section 12.4 of the CBA (rubric is included in this document).

Workload

Section 15.5.2 of the CBA (2013-2017) states, "*Workload components of individual faculty within a department may vary from quarter to quarter and/or academic year to academic year to permit variations in emphasis across teaching, scholarship, and service.*" This means that, in collaboration with an individual's department chair and approval by the dean, a faculty member can opt to not include scholarly activities in his/her workload plan and to do more teaching and/or service. This option should only be used by full professors since scholarly activities are expected for reappointment, promotion, and tenure.

Additionally, with administrative approval, a provision may be included in the area of scholarly activities for full professors who have been moved to a new department unrelated to that in which they were hired and tenured. This provision will allow for course preparation and general research (not leading to a product) to be included in the teaching portion of an individual's work plan.

Further, section 15.5.3 of the CBA (2013-2017) states, "*Faculty workload shall be determined with the expectation that tenure and tenure-track faculty will have the opportunity to meet the established criteria for reappointment, promotion, tenure, and post-tenure review. Tenure-track faculty will be provided a minimum of six (6) workload units of scholarship per year. Any exceptions to this requirement must be approved by the faculty member, the chair, and the Dean and recorded, along with an explanation for the exception, in the faculty member's workload plan.*" Tenure-track faculty are to receive six (6) workloads of scholarship each year.

CEPS Personnel Committee:

- Use this document to objectively check areas of teaching, scholarship, and service
- Compare evidence to the CEPS standard and verify evidence meets CEPS standards
- Provide concurrence, when appropriate, for Reappointment, Tenure, Promotion, and Post-Tenure Review

Performance Criteria:

- The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

TEACHING EVALUATION STANDARDS

Introduction

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

Preamble

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When students learn with enthusiasm and are enticed by our teaching, the faculty member's work in discovery, integration, and application is significant and far-reaching.

Reappointment, Tenure, Promotion and Post-Tenure Review

Objective consideration of teaching will be minimally based on the following:

1. Self-reflective and self-evaluative statement
2. Syllabi that contain required elements and meet university criteria
3. Peer observation that include quantitative and/or qualitative measures
4. Student Evaluations of Instruction (SEOI)

Additional evidence can be provided, such as:

1. Supervisor observation/evaluation
2. Formal professional development activities related to pedagogy
3. Student feedback
4. Other measures appropriate to the content area

Post Tenure-Review

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*" Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

To meet the standard for merit salary increases, excellence in teaching includes:

- 1) Self-reflection based on feedback from SEOI's and peer observations that discusses what the faculty member has specifically done in courses to move toward "excellence";
- 2) Class averages for at least 50% of SEOI's for all courses taught during the evaluation period are 4.0 or higher;

- 3) Minimum of one observation per year; during the review period, observations completed by at least 3 different people; and,
- 4) Other evidence, such as state, national, international external recognition awards (ex. Professor of the Year), syllabi that are complete (according to university requirements) and detailed, and evidence the faculty member has shared his/her teaching expertise with others.

SCHOLARSHIP EVALUATION STANDARDS

Introduction

We believe that the Teacher/Scholar balance is adaptable to our scholarly activities and pursuits.

Preamble

Scholarship encompasses a broad range of study, has deliberate focus, and makes a contribution in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

Dissemination of Scholarship

Scholarship is characterized by external peer review and dissemination outside the university. Section 15.3.1(c) of the Collective Bargaining Agreement speaks to scholarship and states, "...all professional activities leading to publication, performance, or formal presentation in the faculty member's field, or leading to external funding recognizing the faculty member's current or potential contribution to his/her field. Such activities include: manuscript submission, grant proposal submission; supervision of externally funded research projects; development of patentable inventions; and other original contributions, performances, exhibitions, or concerts appropriate to the faculty member's field."

Certain scholarship dissemination methods listed below may be more highly valued than others. The categories are ranked in order of relative significance (beginning with the most important) in the consideration for reappointment, tenure, and promotion. A teacher/scholar is encouraged to demonstrate scholarship dissemination in a variety of categories.

Qualitative Assessment of Scholarship

Qualitative assessments include:

- Dissemination medium: print, presentation, electronic, other;
- Review process: peer; non-peer; invited; and
- Audience: international/national; regional/state; local (generally considered service; if the teacher/scholar considers the local audience dissemination as scholarship, he/ she must provide a rationale to the departmental personnel committee for approval).

Categories of Dissemination

- Publications (books, monographs, book chapters, peer-reviewed journals, non-peer-reviewed journals, technical reports) [may include traditional print media, electronic media, other means as noted above under Dissemination of Scholarship]
- Presentations (international, national, regional, state, local professional conferences)
Curriculum products for K-12 school districts and/or local/state/national curriculum development
- External Funding
- Creative Endeavors

Scholarship Activities

Category A includes discipline-recognized products that are formally peer-reviewed and disseminated outside the university.

1. Refereed professional journal articles

2. Research monographs
3. Refereed scholarly books and chapters
4. Refereed textbooks
5. Juried exhibitions and performances
6. Published, peer-reviewed conference articles and proceedings.
7. Other peer refereed works may be considered by individual departments such as, such as:
 - Funded large-scale (monetary, national organization, and/or complexity of application), peer-reviewed external grant from a major agency, (e.g. NSF, NIH, DOE, ILMS, NEH, NEA) if the faculty member is the principal investigator, the co-investigator, or co-principal investigator
 - State/national adopted curricula
 - State/national adopted accreditation standards
 - Peer reviewed software applications
 - Editor of peer reviewed journal
 - Editor of a book

Category B or other categories specified by the departments, include formal activities that lead to or support Category A products or scholarly contributions.

1. Regional, national, or international peer-reviewed conference proceedings
2. Proposal submission for large scale, peer-reviewed external grant (for the principle or co-investigator).
3. Funded smaller-scale (monetary, national organization, and/or complexity of application), peer-reviewed external grant from a major agency, (e.g. NSF, NIH, DOE, ILMS, NEH, NEA) that are underway and results have proceeded to accumulate and the faculty member is the principal investigator, the co-investigator, or co-principal investigator.
4. Other grants and contracts (for the principle or co-investigator) that are underway and results have proceeded to accumulate
5. Publicly available research and technical papers and reports
6. Conference presentations (international, national, regional, state, local)
7. Textbook chapters
8. Externally published study guides that have a process for external review
9. Published book reviews
10. Encyclopedia entries
11. Contract reports
12. Other works may be considered by individual departments, such as:
 - Manuscript available through National Clearinghouse (e.g., ERIC or other electronic publications that are peer-reviewed)
 - Large-scale peer-reviewed external grants that are not funded (only one accepted as a Category B per review cycle).
 - Editor of book or special issue of journal
 - Book/magazine article for juvenile audience
 - Instructional/professional software
 - Editor of published conference proceedings
 - Reviewer/discussant/chair conference symposium
 - Editorially reviewed publications
 - CEPS Symposium, SOURCE, or other university-wide research dissemination events
 - Major technical reports (grant-related reports, accreditation self-studies, etc.)

- Other peer reviewed works

Reappointment, Promotion, and Tenure

During the most recent five-year period, faculty members are expected to achieve a minimum of 5 items: at least 2 from Category A above and 3 from Category A or B. At least one item from category A must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU. Department criteria may require additional items.

Post Tenure-Review.

Beginning with the most recent substantive review (tenure, promotion, and post tenure review), tenured faculty will be reviewed every five years. To meet the PTR scholarship standard, tenured faculty will produce at least four items from Category A or B during the previous five year review period, unless otherwise outlined in the approved accumulated workload plans. Scholarship standards for PTR will compare workload plans to accomplishments.

To be considered *excellent*, professors are expected to complete a minimum of eight scholarship activities with at least two Category A's.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*"

Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

SERVICE EVALUATION STANDARDS

Introduction

Service includes faculty contributions to the public, the university, and the profession (UFC/CWU, CBA, Section 14.3.3), as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests. See Appendix A of the CBA for greater detail of service expectations.

Preamble

Service focuses on the application of one's expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

Merits of Service

Faculty service contributes academic and professional expertise and effort to the university community, profession of scholars and to the citizenry. Section 15.3.2 of the Collective Bargaining Agreement speaks to public, university, and professional service. Samples of service include service to the department, college, university, profession, and community and involving service to/with students, colleagues, communities, and professional societies.

Post Tenure-Review.

For service, tenured faculty are expected to serve at the university, college, and/or department levels.

To be considered *excellent*, professors are to serve consistently on three or more committees at the University, College, and/or Department levels **AND** have develop and sustained at least one professional partnership within the community for three of the last five years or served on one state or national professional board or committee.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*"

Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

Reappointment/Tenure/Promotion

Place the following coversheet at the front of Dossier Part 1.

Identify tabs in each portion of the dossier using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

College of Education and Professional Studies
Reappointment/Tenure/Promotion Professional Record Coversheet

Candidate _____ Rank _____
Department _____ Years in Rank _____
Date of last CWU promotion _____ First quarter of tenure-track at CWU _____

This application is for: Reappointment, Promotion, or Tenure

Your promotion and tenure materials must be in the following order in your dossier. Check off each item included. When you submit your dossier to the Department Chair, ask the Chair to sign at the bottom of this form. Make a copy of this form with the Department Chair's signature to retain for your files.

Organization. Identify tabs in each portion of your dossier using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

Dossier Part 1

- Tab 1. This coversheet
- Tab 2. Copy of original signed contract letter (letter of hire)
- Tab 3. Current vita
- Tab 4. Current Activities Report (Professional Service Record) for this review period
- Tab 5. Chair recommendation letter
- Tab 6. Department personnel committee recommendation letter
- Tab 7. Recommendation letters or ballots from individual faculty members
- Tab 8. Copies of recommendation letters from Chair, personnel committee, and Dean from all prior reviews
- Tab 9. Copies of Workload Plans and Annual Activities Reports from all prior years

In the front of the dossier, include a copy of the current departmental Tenure and Promotion guidelines.

Dossier Part 2

- Tab 10. Material documenting teaching effectiveness (must include SEOI summary sheets for all classes taught since last review)
- Tab 11. Scholarship (research and creative activity) documentation in the following order:
- Tab 12. Service documentation in the following order:
- Tab 13. Professional development documentation
- Tab 14. Honors and Awards documentation
- Tab 15. Letters of support from outside of CWU, or your department, if any

Department Chair's Signature

Date evaluation discussed with faculty

Post-Tenure Review

Place the following coversheet at the front of Dossier Part 1.

Only one dossier portion is needed as noted in the following list. Identify tabs in each part using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

Professional Record

The following document lists specific documentation that is to be included in the professional record. Complete the tables included for teaching, scholarship, and service and place the corresponding table at the beginning of the appropriate section.

Professional Record Requirements
College of Education and Professional Studies
Reappointment, Promotion, Tenure, Post-Tenure Review

TAB 10 (TAB 8 for PTR): Teaching

1.1. Course-related

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What went well in your classes
 - What needs improvement in your classes
 - What changes were made toward continuous improvement
- 1.1.1. List all courses taught during this evaluation period. Include only the most recent syllabus for each different course. Include a copy of all SEOI for courses taught over this period, organized by class.
- 1.1.2. List new courses you developed during this review period or courses that you substantially revised.
- 1.1.3. Briefly describe new course materials you developed, such as manuals, course packs, videos, Blackboard, Canvas, web-based, DE via two-way video-audio.

- 1.2. Graduate theses, graduate projects, and undergraduate research. Only LIST THE TOTAL NUMBER of field experiences or internships that you have directed per academic year.

1.2.1 Complete a table similar to the following:

Course Prefix and Number	Student Name Class Status (jr, sr, grad, etc)	Topic Your Role (Committee Chair, Com Mem, Mentor, etc.)

1.3. Student advising or mentoring

Include year, type of advising/mentoring (undergraduate, graduate, thesis, etc.), and number of students

1.4. List workshops or seminars you have attended on teaching effectiveness.

1.5. List teaching awards and include the documentation.

1.6. Peer evaluation of teaching (Effective Fall 2013)

Faculty are to have a minimum of one peer observation each academic year. This is to provide feedback of their teaching in the classroom; this feedback should be discussed in their self reflective statement. The department should develop a consistent form/ rubric for this observation.

For PTR: Minimum of one observation per year that is completed by at least 3 different people.

1.7. List other professional activities which enhanced your teaching performance and your students' learning.

- 1.7.1 Briefly describe your activities
- 1.7.2 Include documentation

TAB 11 (TAB 9 for PTR): Scholarship (Research and Creative Activities)

2.1 Self Reflective Statement

Per department guidelines or at minimum shall include:

- How well have you achieved your goals for scholarly activities
- If any scholarly activities were attempted but were unsuccessful, explain why they were unsuccessful and what changes might you make to your scholarly activities to ensure future success

2.2. List manuscripts that have been published or accepted for publication.

Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.

All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individual's unit of assignment (field or related field).

Evidence in the following table is to be listed chronologically with the most recent listed last. The column titled "evidence tab" indicates the tab in your dossier that includes the evidence for your scholarship item. Evidence behind the tab is to be arranged chronologically so it matches the order identified on the tables.

Number	Date	Scholarship Citation in the Appropriate Discipline Style (MLA, APA,	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the table of contents and title page, but does not need to include the entire article.

2.2. List Creative Activities.

Use the following table to provide contents for your endeavors, list most recent last.

Number	Date	Activity	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

2.2.1. Include documentation from the conference (title page of conference program and page on which your name and presentation is listed, etc).

2.3. List grants

2.3.1. List Grants that have been submitted, funded, not funded, or working on.

Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation.

By adding most recent last, faculty only need to add to their portfolio each year.

Number	Date	Grant, \$, Funding Agency	Status	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the proposal summary, does not need to include the entire proposal.

2.4. List on-going research, writing projects, or creative activities. Include topic and schedule for completion.

2.5. List other scholarship (research or creative activity) may be better suited under service.

2.6. List research, writing, or creative activity awards you received.

TAB 12 (TAB 10 for PTR): Service to the University, Profession, and Public

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's mission and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests.

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What was the impact or your level of involvement of your service

Service Table

Evidence includes letters of appointment, lists of membership that includes your name, thank you cards, printed web sites, meeting minutes, etc.

Evidence is to be listed chronologically with the most recent listed last. The column titled "evidence tab" indicates the tab in your dossier that includes the evidence for your service item. Items behind the tab are to be arranged chronologically so they match the order identified on the table.

Use the following table to guide and summarize your service contributions, add rows as needed.

Service Type and Name (Such as Committee Name)	Dates	Position and activity	Evidence tab
Program			
Department Committee(s)			
College Committee(s)			
University Committee(s)			
Local Community			
State			
Regional			
National			
International			
Professional Societies/Groups: local			
Professional Societies/Groups: state			
Professional Societies/Groups: regional			
Professional Societies/Groups: national			
Professional Societies/Groups: International			
Reviewer or Editor to Professional Publications			
Other service activities Peer teaching feedback			

4. Professional Development not included in other sections of your dossier.

Describe or list activities, which contributed to your professional development. Briefly describe how the activities contributed to your development.

5. Honors and Awards.

List honors and awards you received, including the year.

Merit for Department Chairs

Effective with a post-tenure review (PTR) conducted during the 2014-2015 academic year, department chairs will be eligible for merit salary increases associated with their PTR.

According to Article 16.6.3, “those chairs who are judged at the conclusion of their Post-TR review to be excellent in chairpersonship will receive a three percent (3.0%) increase in their base salary.” CBA Article 12.5 on the evaluation of department chairs states: “The appropriate dean shall periodically evaluate the chair and meet with the chair to discuss the results of the evaluation. Department faculty shall provide input into the evaluation through the process described in the college evaluation plans.”

The Dean will conduct an evaluation of a department chair every two years in either winter or spring quarters, or upon request. The evaluation will be conducted using the Performance Appraisal: Department Chair form for soliciting faculty and staff input. Additionally, the Dean’s letter will include evaluating the chair in each of the 10 items listed on the Department Chair & PTR Evaluation Rating form.

Excellence in chairpersonship will mean that a chair receives:

- *Exceeds* expectations on 5 or more items
- *Meets* expectations in at least 23 of the remaining 26 items
- No more than 3 *unmet* ratings across the 30 items and no more than 1 *unmet* rating in each of the 10 evaluated elements categories.

The Dean’s letter will be included in the chair’s PTR file.



College of Education & Professional Studies
 Department Chair & PTR
 Evaluation Rating

Dept. Chair: _____ Yr _____

Dean/Immediate Supervisor: _____

Excellence in chairpersonship will mean that a chair receives:

- ✓ **Exceeds** expectations in 5 or more items
- ✓ **Meets** expectations in at least 23 of the remaining 26 items
- ✓ No more than 3 **unmet** ratings across the 31 items and no more than 1 **unmet** rating in each of the 10 evaluated elements categories.

The Dean's letter will be included in the chair's PTR file.

Observer's Report: Perceptions and Comments

Evaluated Element	Check appropriate box			Comments and suggestions
	Exceeds	Meets	Unmet	
1. Budget Management				
Department maximizes resources with efficient scheduling of classes and judicious spending				
Resources are allocated fairly and according to agreed upon principles				
Budget paperwork is done accurately and on time				
Chair works to enhance revenues whenever possible, especially with summer scheduling				
2. Management and efficiency of department office, facilities, and day-to-day business				
Department office is well organized and responsive to faculty and student needs				
Facilities are kept safe and as up-to-date as resources will allow				
Meets deadlines				
3. Procedural Oversight: development of clear, accessible, and codified procedures and policies				
Department has clear and transparent policies and procedures for basic operations.				
Policies and procedures are used as a basis for decision making				
Evaluated Element	Exceeds	Meets	Unmet	Comments and suggestions

Chair ensures that all members of the department are aware of policies and procedures and that they have input in creation and revision of policies and procedures				
4. Accessibility and collegiality				
Chair is responsive to student, faculty and staff needs, both in person and on email				
Chair has sufficient regular open-door office time to address department members' needs				
Chair works to foster a friendly and supportive work environment and takes a genuine interest in faculty, staff and student work				
5. Handling of matters related to students				
Chair is knowledgeable about policies and procedures relating to students and where to refer students for specific issues				
6. Support for faculty and staff				
Chair is aware of and acknowledges work of faculty and staff				
Chair attends faculty events whenever possible				
Chair engages in active mentoring of faculty and staff				
7. Fairness and even-handedness				
Faculty and staff perceive chair as fair				
Chair is consistent in following policies and procedures				
Chair makes decisions based on agreed upon policies and procedures				
8. Development and maintenance of interactions with CWU departments and individuals external to his/her department				
Chair is active in service outside her/his department.				
Chair seeks to collaborate with others to maximize resources and to enhance curricular and program offerings				
Chair informs department of college level initiatives, and relates important news discussed at Chairs Council				

Evaluated Element	Exceeds	Meets	Unmet	Comments and suggestions
9. Leadership, vision, and direction				

Chair maintains an updated Strategic Plan with goals for what s/he wishes to accomplish each year				
Chair is active and effective at working with the department to create and progress towards realizing collective goals				
Chair and department have a vision of where they want to be in 5 years, with strategies for getting there				
Chair mobilizes faculty to recruit and retain students				
Chair gets the balance right between direction and collaboration				
10. Curriculum planning, delivery, assessment, accreditation, improvement and development				
Chair helps faculty stay on top of latest trends in curriculum				
Chair ensures that the department has meaningful assessment plans and reports that are submitted on-time, when requested				
Chair is committed to continuous improvement, as evident by active and continuous follow up with regard to assessment report and strategic plan report findings				

Strengths and areas of need observed during this time period are:

[Responsibility: Dean, College of Education and Professional Studies; Approved by: Marilyn A. Levine, Provost/VP for Academic & Student Life; June 2014]

Effective Fall 2012

<http://www.missouribusiness.net/sbtdc/docs/marketing.pdf>



CENTRAL WASHINGTON UNIVERSITY

Your future is Central.

College of Education and Professional Studies

**Reappointment/Tenure/Promotion/Post Tenure
Professional Record Guidelines
and
Faculty Performance Standards**

**College of Education and Professional Studies
Faculty Performance Standard
For Reappointment, Tenure, Promotion, and Post-Tenure Review**

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and the CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards.

Additionally, Section 21.4 of the CWU/UFC CBA states, “The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member’s teaching, scholarship, or service may be included at the faculty member’s discretion (e.g., peer evaluation letters, copies of papers/abstracts).”

The professional record is submitted to the department chair in compliance with Section 21.6.1 of the CWU/UFC CBA, which states that, “Candidates for any one of these processes [reappointment, promotion, tenure, and post-tenure review] must submit an updated, complete Professional Record, to the department chair, according to the dates specified by the academic calendar. The file will be considered a working file while under review by the department. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file.”

The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 21). Department criteria may require a higher but not lower standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria these department faculty will be evaluated by.

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review (PTR)** policy (<http://www.cwu.edu/~ceps/pol-pro-form.html>) complies with the university performance standards in that the accumulated record from the last

promotion is reviewed. In order to quantify *sustained contributions* and *sustained professional activities* and ensure consistency across programs and departments, the CEPS scholarship policy for Reappointment, Promotion, and Tenure requires that faculty members achieve a minimum of 5 items during the most recent five-year period: at least 2 from Category A and 3 from Category A or B. Category A and B items are defined in this document. Further, at least one item from category A must be a peer-reviewed publication in a professional journal related to ones teaching assignment at CWU.

For PTR, performance in the three areas of professional responsibility is typically expected unless otherwise outlined in accumulated work load plans. Tenured faculty will be reviewed every **five** years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least four items from Category A or B during the previous **five** year review period, unless otherwise outlined in the approved accumulated workload plans.

Section 14.4.7 of the CBA (2009-2013) states, "*Faculty workload shall be determined with the expectation that tenure and tenure-track faculty will have the opportunity to meet the established criteria for reappointment, promotion, tenure, and post-tenure review. Unless otherwise requested by the faculty member and approved by the chair and dean, tenure-track faculty will be provided a minimum of six (6) workload units of scholarship per year.*" This means that, in collaboration with an individual's department chair and approval by the dean, a faculty member can opt to not include scholarly activities in his/her workload plan and to do more teaching and/or service. This option should only be used by full professors since scholarly activities are expected for reappointment, promotion, and tenure.

Additionally, with administrative approval, a provision may be included in the area of scholarly activities for full professors who have been moved to a new department unrelated to that in which they were hired and tenured. This provision will allow for course preparation and general research (not leading to a product) to be included in the teaching portion of an individual's work plan.

Reappointment Criteria:

21.2.1 Probationary tenure-track faculty shall be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. A third (3rd) or fifth (5th) year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if a faculty member's performance is judged to be substandard or deficient in the second (2nd) or fourth (4th) year review cycle. Any time an evaluation is judged to be substandard or deficient; the faculty member shall meet with their chair and department personnel committee and develop a plan for rectifying any noted issues. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar (CWU/UFC CBA).

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review** policy requires documentation of the following:

- (a) Exemplary performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Exemplars in teaching include substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.
- (b) Exemplary performance in scholarship, with an exemplary accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
- (c) Exemplary performance in service, with a record of sustained positive contributions to the University and CEPS, as well as to ones profession and the community. Performance well exceeds the minimum requirements.

Tenure and/or Promotion in Rank:

To achieve tenure, which is the right to continuous appointment at the university, and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service.

Only tenure-track faculty who are appointed to the academic rank of assistant professor or higher are eligible for tenure. Eligible faculty members will stand for tenure no later than the sixth (6th) year of full-time employment with the University. Extensions may be approved by the Provost for reasons such as major illness, extenuating circumstances, or situations, which require a faculty member's extended absence from full-time service. (CBA 21.3.1).

A positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when a pattern of expected performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation indicate that the faculty member's performance in the three areas will continue in the individual's on-going career at Central Washington University. The expectation is that the faculty member will continuously positively contribute to and comply with the missions of the University, Academic and Student Life, and CEPS. The University, Academic and Student Life, and CEPS will support and recognize the faculty member's professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor. Tenure and promotion to associate professor occur at the same time. Both tenure and promotion to associate professor require that the faculty member demonstrate a positive performance record of: (a) effective teaching; (b) an

established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with ones professional organizations, and increasing professional contributions to the community.

Early Tenure and Promotion: Section 21.3.3 of the CWU/UFC CBA states, “A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the University under the following situations:

- (a) Faculty members appointed to the academic rank of assistant professor or higher may serve a probationary period of at least four (4) years if, at the time of appointment, they have completed at least two (2) years of appropriate professional activities as recommended by the Dean and approved by the Provost. Any period of prior service must be specified in the initial appointment letter. The tenure decision will be based on performance at Central Washington University.
- (b) Faculty who demonstrate exceptional achievements in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for tenure and promotion [to associate professor] as early as the fourth (4th) year of a six (6) year probationary period, or the third (3rd) year of a four (4) year probationary period, if supported by the department chair and department personnel committee in consultation with the Dean. Faculty may only pursue early tenure and promotion once pursuant to this subsection. In the event that a faculty member is not granted early tenure and promotion, he/she will be considered for tenure and promotion again at the conclusion of his/her probationary period. Refusal to consider or award early promotion and tenure may not be appealed through the grievance procedure or any other review procedures established in this Agreement.

Promotion to Professor: Promotion to the rank of Professor is aligned with Section 21.3.4 of the Central Washington University/United Faculty of Central Collective Bargaining Agreement for 2009-2013, which states, “Faculty who demonstrate exemplary performance in all three (3) elements of professional responsibility (teaching scholarship/creative activities and service) may be considered for promotion to full professor in their fifth (5th) year in rank as an associate professor at Central Washington University.” The CEPS promotion policy is also aligned with the university performance standards, which state (emphasis added):

“Promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an *accumulated record* of superior peer-reviewed scholarship since the previous promotion; and *sustained contributions* to university life, and increasing service to professional organizations and/or the community... It includes *sustained professional activities* leading to regular publication, performance, formal presentation, or external funding in the field of the faculty member’s academic assignment. Scholarship is characterized by external peer review and dissemination outside the

university” (<http://www.cwu.edu/~avpfa/promotion.html>).

Post-tenure Review

Section 21.2.3 of the CWU/UFC CBA states, “In the fifth (5th) year following the granting of tenure, faculty, including those in phased retirement, will submit their Professional Records for Post-TR during the fall quarter, and every fifth (5th) year thereafter, as established in the Academic Calendar. Promotion in rank shall be considered the equivalent of Post-TR, and a subsequent Post-TR will occur five (5) years following the promotion.”

Post-tenure review assesses if the faculty member is sustaining a level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member’s work must reflect the University, Academic and Student Life, and CEPS missions, as well as the University, CEPS, and program accreditation standards.

CEPS Personnel Committee:

- Use this document to objectively check areas of teaching, scholarship, and service
- Compare evidence to the CEPS standard and verify evidence meets CEPS standard
- Provide concurrence when appropriate for Reappointment, Tenure, Promotion, and Post-Tenure Review

Performance Criteria:

- The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

**College of Education and Professional Studies
Post Tenure Review Professional Record Coversheet**

Faculty Member _____ Rank _____
 Department _____ Years in Rank _____
 Date of last CWU review _____
 This application is for: Post-tenure Review

Your post tenure materials must be in the following order in your binder. Check off each item included. When you submit your binder to the Department Chair, ask the Chair to sign at the bottom of this form.

Only one binder is needed as noted in the following list. Identify tabs in each binder using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab. **NOTE: Your Professional Record may be on a CD rather than in notebooks. However an electronic version is not preferred unless it is extremely well organized.**

In pocket at the binder, include a copy of the current departmental performance guidelines.

Binder 1

- Tab 1. This coversheet
 - Tab 2. Current vita
 - Tab 3. Current Activities Report for this review period
 - Tab 4. Chair recommendation letter
 - Tab 5. Department personnel committee recommendation letter
 - Tab 6. Recommendation letters from individual faculty members
 - Tab 7. Copies of Workload Plans and Annual Activities Reports from prior five years
- With the following table completed

Academic Year	Workload units taken		
	Teaching	Scholarship	Service

- Tab 8. Material documenting teaching effectiveness
- Tab 9. Scholarship (research and creative activity) documentation
- Tab 10. Service documentation

 Department Chair's Signature Date evaluation discussed with faculty

**Professional Record Requirements
College of Education and Professional Studies
Reappointment, Promotion, Tenure, Post-Tenure Review**

TAB 10 (8 for PTR): Instruction (Teaching Effectiveness)

1.1. Course-related

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What went well in your classes
 - What needs improvement in your classes
 - What changes were made toward continuous improvement
- 1.1.1. List all courses taught during this evaluation period. Include only the most recent syllabus for each different course. Include a copy of all SEOI for courses taught over this period, organized by class.
- 1.1.2. List new courses you developed during this review period or courses that you substantially revised.
- 1.1.3. Briefly describe new course materials you developed, such as manuals, course packs, videos, Blackboard, web-based, DE via two-way video-audio.

- 1.2. Graduate theses, graduate projects, and undergraduate research. Only LIST THE TOTAL NUMBER of field experiences or internships that you have directed per academic year.

1.2.1 Complete a table similar to the following:

Course Prefix and Number	Student Name Class Status (jr, sr, grad, etc)	Topic Your Role (Committee Chair, Com Mem, Mentor, etc.)

1.3. Student advising or mentoring

Include year, type of advising/mentoring (undergraduate, graduate, thesis, etc.), and number of students

1.4. List workshops or seminars you have attended on teaching effectiveness.

1.5. List teaching awards and include the documentation.

1.6. Peer evaluation of teaching (Effective Fall 2013)

Faculty are to have a minimum of one peer observation each academic year. This is to provide feedback of their teaching in the classroom; this feedback should be discussed in their self reflective statement. Peer observations may be conducted by the department chair, personnel committee member or neutral faculty member. The department should develop a consistent form/ rubric for this observation.

1.7. List other professional activities which enhanced your teaching performance and your students' learning.

- 1.7.1 Briefly describe your activities
- 1.7.2 Include documentation

TAB 11 (9 for PTR): Scholarship (Research and Creative Activities)

2.1 Self Reflective Statement

Per department guidelines or at minimum shall include:

- How well have you achieved you goals for scholarly activities
- If any scholarly activities were attempted but were unsuccessful, explain why they were unsuccessful and what changes might you make to your scholarly activities to ensure future success

2.2. List manuscripts that have been published or accepted for publication.

Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.

All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individual’s unit of assignment (field or related field).

Evidence in the following table is to be listed chronologically with the most recent listed last. The column titled “evidence tab” indicates the tab in your binder that includes the evidence for your scholarship item. Evidence behind the tab is to be arranged chronologically so it matches the order identified on the tables.

Number	Date	Scholarship Citation in the Appropriate Discipline Style (MLA, APA,	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the table of contents and title page, but does not need to include the entire article.

2.2. List Creative Activities.

Use the following table to provide contents for your endeavors, list most recent last.

Number	Date	Activity	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

2.2.1. Include documentation from the conference (title page of conference program and page on which your name and presentation is listed, etc).

2.3. List grants

2.3.1. List Grants that have been submitted, funded, not funded, or working on. Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.

Number	Date	Grant, \$, Funding Agency	Status	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the proposal summary, does not need to include the entire proposal.

2.4. List on-going research, writing projects, or creative activities. Include topic and schedule for completion.

2.5. List other scholarship (research or creative activity) may be better suited under service.

2.6. List research, writing, or creative activity awards you received.

TAB 12 (10 for PTR): Service to the University, Profession, and Public

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests.

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What was the impact or your level of involvement of your service

Service Table

Evidence includes letters of appointment, lists of membership that includes your name, thank you cards, printed web sites, meeting minutes, etc.

Evidence is to be listed chronologically with the most recent listed last. The column titled "evidence tab" indicates the tab in your binder that includes the evidence for your service item. Items behind the tab are to be arranged chronologically so they match the order identified on the table.

Use the following table to guide and summarize your service contributions, add rows as needed.

Service Type and Name (Such as Committee Name)	Dates	Position and activity	Evidence tab
Program			
Department Committee(s)			
College Committee(s)			
University Committee(s)			
Local Community			
State			
Regional			
National			
International			
Professional Societies/Groups: local			
Professional Societies/Groups: state			
Professional Societies/Groups: regional			
Professional Societies/Groups: national			
Professional Societies/Groups: International			
Reviewer or Editor to Professional Publications			
Other service activities Peer teaching feedback			

4. Professional Development not included in other sections of your dossier.

Describe or list activities, which contributed to your professional development. Briefly describe how the activities contributed to your development.

5. Honors and Awards.

List honors and awards you received, including the year.

Notes for March 3, 2008 AS-L Seminar Discussion

1) Faculty Fellows should encourage students to do out of class activities related to service and becoming participating citizens.

- Observe course related issues and principles out in the community.
- Interview what various agencies do
- Research, write and frame issues related to public policies
- Research and question why “things are they way they are”
- Assist and involve themselves directly in activities that offers them more information and knowledge about societal issues
- Help bring about positive change in health, environmental, educational, political, governmental, community and other related societal challenges/issues.
- Encourage students to become more sensitive to how complex issues are and make an effort to raise their awareness and learn more the big issues impacting our lives.
- Extend opportunities for students to help people, research issues and discover the reasons for things noting that generally there are two (or multiple) sides to every situation or issue.
- Work at and assist non for profit agencies including museums, art galleries chambers of commerce, historical preservation agencies, community musical and theatrical organizations etc.
- Actively and constructively help to solve problems in our society.
- Write and implement lesson plans for schools and junior achievement.
- Work at recreational and public health organizations.
- Tutor elementary school and high school students.
- Spend time with international students and become more globally aware.
- Assist senior citizens who need social interaction and help.
- Assist people who have disabilities.
- Connect related issues to public policies for example transportation, land use, housing.
- Promote national and international service.
- Learn about social justice issues related to low income, impoverished and disenfranchised people.
- Help transform lives by working at ASPEN, HopeSource, Adult Activity Center, Children’s Activity Museum etc.

2. Another thought is to think of AS-L as the Science of Inquiry

- For example explore the earth and plant bulbs and then investigate
- Check out migrations of whales, butterflies, birds etc
- English classes and students can listen, observe and investigate almost anything with structured directions. Writing reflective commentaries and then sharing them in class is an excellent way to get students civically engaged and learn outside the class. Students can learn about community organizations, landfills, food waste, impact of recycling programs, shelters

for the homeless, juvenile justice programs, victim assistance, Head Start, literacy problems, hospice, conflict resolution, drugs and alcohol issues

- In fact any issue can benefit and civically engage students as long as they watch, read, do and or experience key issues in the community and implement or use what was learned in class.
- Case studies on topics discussed in class by the instructor and/or students.
- Write proposals for grants for subjects that relate to any issues mentioned above.
- Do consultations for non profit organizations and a government agencies such as PR assistance, technology, marketing, human resources etc.
- Investigations of humanity and human cultures
- Observe and gain perspectives on major societal issues and draw conclusions.

3. When faculty collaborate on topics they bring students into cross disciplinary projects and all this becomes very exciting.

4. Be aware that faculty differ in motivation, hail from different disciplines, have various and different expertise and abilities and to adapt there teaching to AS-L instruction.

5. We need to network with campus partners.

6. Listen to students discussing their projects.

7. Listen to faculty discussing their strategies

JGP 11-9-05. Revised on 3-3-08

C content
I intellectual
A affective - social, civic

Dorothy Chase

From: Laura Milner
Sent: Wednesday, December 10, 2014 1:23 PM
To: Tom Henderson; Dorothy Chase
Subject: RE: 2013/14 SEOIs by college

Well they are very close. Wow!!!

From: Tom Henderson
Sent: Wednesday, December 10, 2014 8:37 AM
To: Laura Milner; Dorothy Chase
Subject: 2013/14 SEOIs by college

Hello Dr. Milner,

Dr. Dorothy Chase recently asked me the same question. Whenever I look at college SEOI averages they are very close.

Form A - Lecture
CWU SEOI Averages for the 2013/14 Academic Year
on a scale of 1 to 5

	Fall 2013	Winter '14	Spring '14
College of Business			
Student Learning Environment	4.4	4.4	4.4
Teaching for Student Learning	4.2	4.2	4.4

	Fall 2013	Winter '14	Spring '14
CAH			
Student Learning Environment	4.5	4.5	4.5
Teaching for Student Learning	4.3	4.3	4.3

	Fall 2013	Winter '14	Spring '14
CEPS			
Student Learning Environment	4.5	4.5	4.4
Teaching for Student Learning	4.3	4.5	4.3

	Fall 2013	Winter '14	Spring '14
COTS			
Student Learning Environment	4.4	4.4	4.4
Teaching for Student Learning	4.2	4.2	4.3

	Fall 2013	Winter '14	Spring '14
CWU			

Student Learning Environment	4.5	4.5	4.4
Teaching for Student Learning	4.3	4.3	4.3

V/R

Tom

Tom Henderson, Ph.D. Director of Institutional Assessment
Office of the Associate Provost
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7517
Office: Hogue 331B
Phone: 509-963-2046
Email: HendersT@cwu.edu

Appendix H
Enterprise Facilities Business Case

ENTERPRISE FACILITIES BUSINESS CASE

A business case is required whenever a facilities project request involves developing new space or remodeling enterprise space to meet a new need. The requirement to develop a business case will be determined when a project request form has been received by the Facilities Management Department.

COVER SHEET

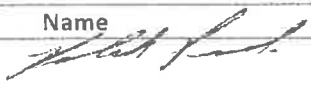

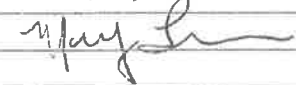
1. **PROJECT TITLE (required, as shown on the project request form):**

Michaelsen 108 Classroom Dedication

2. **PROJECT FUNDING (required):**

Project request number (located on project request form):	1538
PID	32475000-1
Estimate submitted: Yes/No	Yes
Name of Project Contact:	FCS Summer Session
Name of Budget Authority:	Robert Perkins

3. **APPROVALS (required, department, division, stakeholders, or partners)**

Title	Name	Date
Sponsoring Department Head/Chair	Dr. Robert Perkins 	1-16-15
Dean/Division Head Vice President	Dr. Connie Lambert 	1-16-15
Stakeholder	Dr. Marilyn Levine 	1-20-15
Stakeholder		
Stakeholder		

4. **RECOMMENDATION OF ENTERPRISE FACILITIES COMMITTEE**

(leave blank, to be filled in by chair of EFC):

EFC Meeting Date	Recommendation

5. **APPROVAL OF VICE PRESIDENT OF OPERATIONS**

Signature	Date

Upon recommendation by the Enterprise Facilities Committee and approval by the Vice President of Operations, CWU Capital Planning & Projects (CPP) will oversee the subsequent phases of developing the project through planning, design, construction, to final completion and acceptance. Please contact the CPP office at 963.3110 with any questions regarding the project development process.

If you have any questions, please contact Bill Yarwood 963.1466 or Sandy Colson 963.1013.



ENTERPRISE FACILITIES BUSINESS CASE

MICHAELSEN 108 CLASSROOM DEDICATION Department of Family and Consumer Sciences

EXECUTIVE SUMMARY

The Department of Family and Consumer Sciences seeks a dedicated classroom within Michaelsen Hall to meet the increasing space needs of the department due to two new programs being offered (BS/MkED & Global Wine Studies). In addition, the department has experienced growth in other departmental programs. This fall, several department courses are being offered outside Michaelsen Hall because there is no available space. Ellensburg School District ended their rental contact for Michaelsen 108, June, 2013. Since that time, Michaelsen 108 has been vacant. In order to meet department needs, fulfill strategic initiatives, and improve student learning, Michaelsen 108 should become a dedicated classroom for Family and Consumer Sciences department.

Sponsoring Department(s): Department of Family & Consumer Sciences

Date of Business Case Preparation: August 5, 2014

Contact Person Name/Phone: Dr. Robert Perkins, 963-2766
Mr. Bill Yarwood, 963-1120

1. Problem Definition

Due to limited (no) classroom availability within Michaelsen Hall, several courses have been resigned across campus. This creates scheduling issues, organizational problems, and teaching complications.

The growth of several programs and the addition of two additional programs within the department precipitated this problem.

2. Addressing Problem with CWU

A potential solution to address the problems identified above is to obtain an available classroom in Michaelsen Hall. Ellensburg School District ended their contract June 2013 for Michaelsen 108. This classroom has sat vacant since that time. This classroom would solve all the problems listed above.

3. Organizational Impact

The accommodation plan proposal was discussed with the Dean, Facilities, And Department Personnel. This solution benefits students because it provides convenient access for the students to meet all their classes within one building. A dedicated classroom provides an experiential learning environment that cannot be duplicated in non-dedicated classrooms classroom. Provides a dedicated classroom for our education-related programs (BSED, FCSE, and CTE). The faculty of these programs will have a classroom within the building where their office resides. Faculty can more easily bring needed supplies to this classroom, rather than carrying them other buildings.

4. Benefits

The proposed solution will allow the following:

- 1) Meet the needs of department growth (More classes, more students, and additional programs).
- 2) Provide ability to schedule all our classes within Michaelsen.
- 3) Schedule all CTE programs into one classroom.
- 4) Faculty can teach experiential teaching techniques in a dedicated classroom.
- 5) Faculty can easily bring needed supplies to a classroom that is located in the same building as their office.

Overall –

- 1) Students will benefit
- 2) Faculty will benefit
- 3) Department programs will benefit

5. Strategic Alignment

This business case supports several goals of the CWU Strategic Plan.

<http://www.cwu.edu/resources-reports/sites/cts.cwu.edu/resources-reports/files/documents/2012%20CWU%20Strategic%20Plan.pdf>

Some of the specific goals and outcomes supported by this proposal include:

Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

Outcome 5.4.3: Strategically operate, preserve, and improve the functionality and values of state physical assets, buildings, and infrastructure.

This business case supports an element within the Family and Consumer Sciences Department Strategic Plan. The Department, Dean of Education and Professional Studies, and Provost, approved this element.

6. Cost

The cost of the proposed solution will be very limited. The Department of Family and Consumer Sciences will cover any moving expense

7. Alternatives (add lines as necessary)

Due to the problem identified earlier, there is no other alternative, except maintaining the status quo. However, there is no logic behind doing nothing. The identified classroom (Michaelsen 108):

- 1) Is not scheduled for use
- 2) Is located in the building where our students attend their classes (unless scheduled in another building due to no available space in Michaelsen)
- 3) Is located in the building where our faculty reside.

8. Timing / Schedule (add lines as necessary)

Task	Target Date
Assign Michaelsen 108 as a dedicated classroom to Family and Consumer Sciences Department	End of Summer Quarter 2014
Assign Classes to Michaelsen 108	Fall, 2014

9. Approval to Submit Request

Signature of Dean/Vice President/Provost

Date of Approval

10. Support from Stakeholders or Partners:

11. Recommendation of Enterprise Facilities Committee:

12. Approval of Vice President of Operations:

The Enterprise Facilities Committee and the Vice President of Operations have taken the following actions:

Date	Action	By

Upon recommendation by the Enterprise Facilities Committee and approval by the Vice President of Operations, CWU Capital Planning & Projects (CPP) will oversee the subsequent phases of developing the project through planning, design, construction, to final completion and acceptance. Please contact the CPP office at 963.3110 with any questions regarding the project development process.

If you have any questions, please contact Bill Yarwood 963.1466 or LeighAnn Yocom 963.2938.