

Report of the External Evaluation
Department of Language and Communication
December 3, 2007

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Laredo, Texas

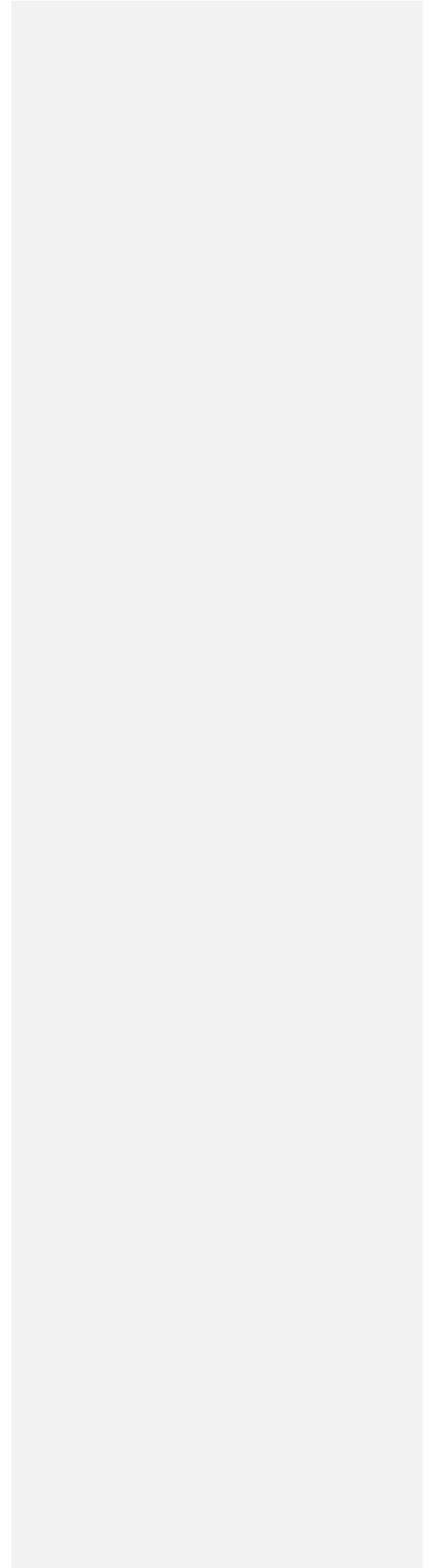


Table of Contents

I. Introduction	2
II. Findings	3
III. Conclusions and Recommendations	10
IV. Next Steps	14
V. Interview Schedule	16

I. Introduction

Periodic program reviews are an integral component of the overall plan for quality assurance of Northwestern State University. These reviews provide students, faculty, staff, and administrators the opportunity to engage in focused conversations about the definition and pursuit of excellence in their academic lives. Such reviews can yield important insights about such fundamental issues as mission and purpose, and can help participants understand how best to focus their efforts and resources in order to achieve shared goals.

On September 10, 2007, Dr. Lisa Abney, chair of the Department of Language and Communication at NSU, presented the department's self-study to Dr. Thomas Hanson, provost and vice president for academic and student affairs. Approximately one month later, Dr. Dan R. Jones, provost and vice president for academic affairs at Texas A&M International University, accepted the invitation to serve as external evaluator for the department. His site visit, conducted October 28-30, 2007, and this report comprise the final phase of the program review.

During the site visit, Dr. Jones visited with a wide range of constituents, including undergraduate and graduate students; faculty, by discipline and rank; the director of University Libraries; university administrators, including the president; and others. A list of interviewees is included as an appendix to this report.

This report presents findings and observations gathered during a review of the self-study and the site visit, followed by conclusions and recommendations. The report closes with a list of recommended "Next Steps" which may serve as immediate action items.

I am grateful for the opportunity to have served as external evaluator for this project, and for the acquaintances I made during my all-too-brief visit to Natchitoches. I stand ready to provide any additional assistance that the university may request.

Dan R. Jones
Provost and Vice President for Academic Affairs
Texas A&M International University
Laredo, Texas

II. Findings

The Findings section is divided into two broad categories: observations related to departmental strengths and challenges, and observations related to university-wide issues that impact departmental effectiveness.

A. *Departmental Considerations*

Strengths

- 1. Collegial environment.** The Department of Language and Communication is composed of dedicated, well-qualified faculty members who support one another and demonstrate high professional regard for the work of their colleagues. They consult on matters of shared concern and work together to meet common challenges.
- 2. High regard for the Northwestern State University mission.** When asked to comment on the mission of the university, faculty members were united in their support of the institution's focus on student success. While they fully recognize the challenges that are inherent in delivering a mission that emphasizes access and participation, they are nonetheless committed to providing students every opportunity for academic success. An important example of this commitment is the department's program for training faculty to serve as advisors and mentors, an activity that could be further strengthened.
- 3. Positive, supportive learning environment.** Both students and faculty praise the sense of community that pervades the academic environment for undergraduate majors and graduate students. Small class sizes allow faculty to become closely acquainted with their students over successive semesters, and students express genuine gratitude for the faculty's generosity with their time. One senior student remarked wistfully that while she is eagerly anticipating her graduation, she will miss the feeling of companionship that has developed with her fellow students and faculty members during the course of her studies.
- 4. Academic programs.** The Department of Language and Communication offers majors and minors that prepare students well for their chosen careers. Within the traditional English major, students may choose either a literature or a professional writing track; at the graduate level, the program offers tracks in writing and linguistics, literature, and folklife/Southern culture. Minors are also available in [English](#), communication, and foreign languages, and a proposed degree in professional communication will further enhance academic options for students. While offering tangible choices to students, the department has not over-extended itself by creating too many tracks and degrees.

Nonetheless, the department should be vigilant in monitoring the growth of its curriculum to ensure that it maintains the ability to fully support the majors and minors it offers.

5. **Use of instructional technology.** Although both faculty and students are concerned about what they perceive to be inadequate support of campus technology (see Finding 3 under “University Considerations,” below), faculty have nonetheless embraced the use of technology in the classroom. Many use Blackboard to supplement their face-to-face classes, and students ~~appear to~~ have responded enthusiastically to online courses and other forms of distance education. In fact, ~~it appears that~~ faculty would likely make even more extensive use of technology if additional resources were to be provided to them.
6. **Student recruiting and outreach activities.** Both students and faculty display an unusually high level of interest and involvement in outreach and recruiting activities. During the site visit, several were making preparations to participate in an upcoming book festival; others spoke with pride of the fact that the Louisiana Boys and Girls State had ~~moved to~~returned to Natchitoches ~~after an absence of many years~~, and that the statewide high school debate tournament would be coming to campus in the spring. The Louisiana Folklife Center also provides many opportunities for students and faculty to reach out into the community and carry the NSU message to prospective students.
7. **Student organizations.** There are a number of very active student organizations in the department, including Sigma Tau Delta, the Society of English Scholars, and Kappa Delta Pi; in addition, the student government association appears to be healthy and involved. These organizations enhance students’ academic experience while at NSU, thereby contributing to improved retention and graduation rates.
8. **Administrative commitment to achieving salary equity.** As noted in the self-study faculty salaries are an ongoing concern. Without offering competitive salaries to prospective faculty members, recruiting efforts will be stymied; without committing resources to address the problem of salary compression, existing faculty will be punished for their service to the institution. While this evaluation did not include a detailed analysis of salary levels in the Department of Language and Communication, conversations with the provost and president indicated that significant progress has been made within the last year in bringing salaries up to SREB averages. This initiative was made possible by the fact that the university had received funding at its full formula level for the first time in many years. The methodology for distributing these funds was based on a sliding scale tied to years in rank; faculty with five or more years in rank were brought to 100 percent of the SREB average, while those with fewer years in rank were assigned a percentage of the gap between their salaries and the SREB averages based on years of service. While no system is completely fair, it appears that the NSU administration has acknowledged the importance of maintaining competitive faculty salaries, and has put resources into the effort to achieve salary equity.

- 9. Increased support for graduate assistants.** Awards for graduate assistants increased from \$6,000 per year to \$10,000 per year. This increase will have an immediate and positive impact on the graduate program by enhancing its ability to recruit highly qualified prospective students.

Challenges and areas for improvement

- 1. Section sizes.** Like many humanities departments, the NSU Language and Communication Department provides a large number of service courses for students in all disciplines, and relatively few upper-division and graduate courses for a limited number of undergraduate majors and master's-level students. The department chair is therefore continually challenged to maintain a high-quality learning environment in a fiscally sustainable manner. Dr. Lisa Abney is to be commended for her continuing efforts to lower the size of freshman composition sections. However, it has proven more difficult to reduce the size of service courses in speech communication, Spanish, and French, most of which tend to be 30 or more. Equally problematic from the perspective of fiscal sustainability is the ~~very~~-smaller size of upper-division and graduate sections, some of which ~~routinely enroll~~ ~~enroll ten or fewer~~ ~~five~~ or fewer students. Faculty teaching loads are actually fairly light if viewed strictly in terms of numbers of students taught, but the imbalance between large, writing-intensive service courses and under-subscribed courses in the major creates substantial scheduling challenges and opens the possibility to inequitable workload distribution among faculty.
- 2. Workload issues.** Faculty workloads in writing and literature are typically twelve hours per semester with the possibility of release time for other assignments. This workload is typical for regional universities. However, workloads can swell with the addition of independent studies students and overload teaching assignments. Workloads in foreign languages and professional communications are routinely fifteen hours, which is more characteristic of a community college than a university and raises questions about quality. This concern is, of course, directly related to resources: faculty in these areas teach five sections because the demand for sections exceeds the supply of faculty. Fifteen-hour teaching loads also create an inequitable distribution of workload and therefore have the potential to degrade faculty morale.
- 3. Staffing.** While student-faculty ratios appear to be relatively low in the department, the result of small sections in the major and an intentional effort to bring down class sizes in freshman composition, this fact masks an underlying shortage of faculty in three critical areas: composition and rhetoric, communication, and foreign languages. At least ~~one~~ ~~two~~ additional faculty members ~~are~~ ~~is~~ needed in composition/rhetoric, both to teach and to provide leadership in this very important service area. In communication, two faculty positions are needed. Adding these lines will bring down teaching loads to a minimally

Comment [a1]: Dan, I checked—we actually only have one upper-level course which has fewer than ten enrolled. While there are semesters in which certain faculty members have fewer than ten, this doesn't happen in large numbers, nor does it happen every semester. I generally cancel a course if it has fewer than 8 or 10 unless a graduating sr. has to have the course and there is no available substitution.

acceptable level of twelve credit hours per semester. In addition, the lines are needed to support the enrollment growth that is anticipated to come with the new degree in professional communication. In foreign language, at least one new line is needed in Spanish, both to bring teaching loads in this area to the standard twelve credit hours per semester and to respond to existing demand. Teaching loads and section sizes are also unacceptably high in French. The department needs to make a strategic decision of whether to respond by advocating for an additional FTE in French, or by limiting enrollment to what the existing staff can support. A third alternative might to seek a faculty member who can teach both Spanish and French, which would provide flexibility in responding to student demand.

4. Curriculum. As noted in the “Strengths” section above, the curriculum of the Department of Language and Literature is of generally high quality, and offers students a number of attractive options in crafting their academic career at NSU. However, ~~two concerns emerged from a review of the curriculum. First, there there appears to be an excessive number of is an excessive number of~~ courses that may be offered for credit at both the undergraduate and graduate levels. ~~The chair reported that progress was being made to reduce this number, which is a positive development and should continue. While it may be unavoidable to offer a few cross-listed courses, such a large number raises questions about the integrity of the graduate curriculum. Second, the fact that upper division and graduate sections are routinely under-enrolled would suggest that students are being offered too many options in the major. One faculty member remarked that the course rotation posted on the website is not actually followed, which would exacerbate the problem of under enrollment. While this evaluation did not include a detailed analysis of enrollment trends, such an analysis would help determine whether a detailed curriculum review is warranted.~~ Given the relatively small number of students in majors and graduate programs, it is important to monitor enrollments semester-to-semester and ensure that the optimal number of sections is offered – enough to meet student demand, but not so many as to dilute enrollment. The chair, supported by faculty coordinators, is doing a good job in this regard. Adhering as closely as possible to the published course rotation is of great value, given the understanding that adjustments still must be made in particular semesters to address particular circumstances.

~~5.4.~~

6.5. Use of assessment data. Like all SACS-accredited institutions, NSU gathers a tremendous amount of data related to key performance indicators. While this evaluation did not include an in-depth examination of how such data is collected and used, the chair reported that information from the institutional effectiveness office is shared with the department, and she in turn conducts meetings and workshops to review the data and determine how it might be used to improve the department’s programs. A recent meeting on how to establish grading norms is an excellent example of this process. Nonetheless, a number of faculty did not appear to be closely engaged in assessment, indicating the need to provide additional structure and clearer expectations to faculty in how to interpret and use relevant data.

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Comment [a2]: Dan, we are moving toward stopping this. We have gradually separated a good many of the Grad/UG crosslisted courses, but the catalog still shows them as cross-listed. I need to be sure that this is clarified. However, I agree, we must move away from cross-listing grad courses.

Comment [a3]: This is not true. We follow the rotation as much as possible; however, since we don't have another rhet-comp person, we have to change the rotation from time to time bc. Rocky can't teach all the courses in the rotation. We do sometimes allow one of the new faculty members to teach a course in his or her interest area when a less popular one might be listed—for instance, sometimes, we have years in which we have no folks who are in the Brit Lit track (early period) ; hence, it would not make sense to offer a course in Medieval lit. In that case, we adjust the rotation to include something that students prefer, have need of.

Comment [a4]: Allen and I study this very carefully—in years in which we have bumper crops of students in Am Lit or Folklife, we offer more courses in those tracks. We didn't say that in the self-study, though☺

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7.6. Lack of support for professional development. The departmental allocation for professional travel is \$700, an amount that would barely cover the cost of a single out-of-state trip for a single faculty member to attend a regional conference. Other sources of funding for professional travel do exist, such as the NSU Foundation and a special fund administered by the provost’s office. These funds do of course help supplement the negligible amount of funding available in the departmental account. However, the necessity of applying for these funds by making a special appeal to an administrative authority that is external to the department can have a depressing effect in terms of motivation and morale. Without supplying additional resources for professional development, and placing the administrative responsibility for allocating these resources at the departmental level, recruiting of new faculty will be challenging, development of existing faculty will be stunted, and standards for promotion and tenure will remain low.

Comment [a5]: THANK YOU, THANK YOU, THANK YOU :) I AM EVER IN YOUR DEBT FOR SAYING THIS.

8.7. Facilities. Both faculty members and students complain about cramped, uncomfortable, and unclean surroundings in Kyser Hall. In particular, an obsolete and poorly designed HVAC system creates wide variations in room temperatures. Faculty members report using space heaters in their offices in the summer to overcome the chill caused by an overactive air conditioning system, while classrooms and offices are often overheated during the winter months. Discussions with members of the upper administration revealed that there is no disagreement about the need to improve facilities. Unfortunately, funding for capital improvements is scarce, and other projects have been given higher priority by university regents.

Comment [a6]: AMEN, THANKS AGAIN.

B. University-wide Considerations

- 1. Competition for academic enhancement funds.** NSU receives funding through fees that are earmarked for “academic enhancement.” These funds can be used in a variety of ways to support the academic mission of the institution. Ideally, they could be used to address documented needs in instructional technology, facilities, and academic support. However, the university is having to devote a major portion of these funds to the purchase and installation of Banner, an integrated software system for managing student records, financial affairs, and human resources. While the university has no choice but to proceed with this project, it will mean that other important improvements will have to be delayed. Faculty have a limited awareness of the nature of these budgetary pressures, leading to conclusions that their needs are being ignored when in fact, there is little flexibility in the way in which academic enhancement funds must be spent at the current time.
- 2. Communication.** The Department of Language and Communication Self-Study notes that communication between the department and key administrators is a particular

strength: “Because the Department Head and members of the Department feel that they can share their opinions and needs with the administration, communication between administrators and faculty is strong” (22-23). Despite this acknowledged strength, faculty indicate a lack of awareness of major issues facing the university as a whole, such as the factors surrounding the prioritization of capital renovation and construction projects, issues relating the university budget as a whole, whether their concerns about the bookstore have been heard, and so forth. It appears that while informal communication is both pervasive and effective – administrators at even the highest levels are approachable and responsive – formal communication tends to be somewhat sporadic and perhaps less effective.

- 3. Technology.** Both faculty and students complain that technology resources are not equitably distributed across the university, and that support is unreliable and difficult to access. Since this assessment did not include a comprehensive audit of the university’s technology area, these observations were not explored in depth. However, a number of problems were described which indicate the need for improved service in this area. These ranged from unreasonably long response times, to cumbersome procedures for faculty to log on to computers in student labs, to lack of accountability for bad decisions about technology acquisitions made on the basis of incorrect information provided by the IT area. While the centralized IT function may produce certain economies, it appears not to have produced high-quality, consistent levels of support and service.
- 4. Bookstore.** Both students and faculty complained about poor service by the campus bookstore. While these concerns were not independently investigated, the frequency of complaints from a variety of interviewees indicates the presence of problems. Examples include lost orders that had to be resubmitted multiple times; mixing of orders; a capricious policy on returns; incorrect processing of financial aid vouchers; books coming in late; and too few books being order to serve all students’ needs. Faculty complaints about bookstore service are common at many, if not most, universities; however, given that even students were outspoken about the issue, there is indication of a cause for concern.
- 5. Library support.** While this evaluation did not include an evaluation of library resources, it is important to report that both students and faculty have ongoing concerns about the level of funding for the library. The director of the library indicated that he was now in his second budget cycle without funds for book acquisitions; any discretionary funds that might have been available for books were being diverted to cover escalating costs for journal subscriptions, which are increasing at a rate of approximately ten percent per year. Funds for databases appear to be healthier, although there is a question as to whether electronic resources are being acquired at the expense of print media. Again, this evaluation did not examine this question in detail, but it merits further consideration by the administration. The curtailment of book acquisitions has placed undue pressure on interlibrary loan services, which faculty and students report using heavily.

6. General education and core curriculum. The Department of Language and Communication plays a vital role in delivering service courses that are required of all majors. While freshman and sophomore English courses continue to be essential elements of all degree programs, courses in communication and foreign languages have been reduced or, in some cases, eliminated from majors. This move is understandable, given statewide mandates to limit academic programs in all majors to no more than 124 hours. In the move to lower the total number of hours in their degrees, many departments have decided to preserve courses in the major while reducing the number of hours available for general education and electives. While this movement may be inevitable, it should also be intentional. University faculty as a whole should decide whether these disciplines form an integral component of general education.

III. Conclusions and Recommendations

1. Collegiality and the Academic Environment

The faculty and administrative leadership of the Department of Language and Communication take pride in the mission of their university, the educational opportunities they extend to students, and their own professionalism. This pride is reflected in innumerable ways: faculty members' generous sharing of their time and wisdom with students, their mutual respect for one another, their willingness to work together to combat common challenges, and their openness to experimentation. The collegiality of the department is one of its greatest strengths, and should be celebrated on a regular basis in both formal and informal ways. Dr. Lisa Abney has set a positive tone in this respect, and it is abundantly clear that departmental faculty have responded positively to her leadership.

2. Technology

Faculty are generally supportive of using technology to enhance teaching, and several report great successes both with distance education and with the incorporation of online resources into their face-to-face courses. Counterbalancing these successes is a general dissatisfaction with both the quality of hardware and software available to support academic activities, and the usefulness and accessibility of technical support. While improving service in the IT areas is beyond the department's control, the chair should nonetheless establish a departmental Technology Advisory Committee. This committee should be charged with: 1) defining baseline standards for technology, both to support the faculty's professional activities and to enhance teaching effectiveness; 2) articulating departmental expectations of faculty with regard to the use of technology in their teaching, research, and service; 3) exploring funding issues related to technology; 4) serving as the advocate for departmental faculty and students with support issues.

Comment [a7]: Good idea! We'll do this 😊

3. Faculty Development

Perhaps no issue emerged during the site visit as having greater significance to the life of the faculty than the negligible amount of support they receive for travel and related professional activities. Indeed, the department travel budget of \$700 is insignificant; while faculty have been able to secure funds through the NSU Foundation and the Provost's office, accessing these sources of support requires faculty members to justify their activities in ways they find inconvenient and even a bit demeaning. Nothing would do more to boost the morale of the faculty of the Department of Language and Communication than to provide some measure of funding to support travel and

professional development for faculty. To provide 37 full-time a travel allowance of \$750 each per year would cost the university \$27,750, a modest investment that would return enormous dividends. The department is urged to include this item as a priority in its annual strategic plan, and the university administration is encouraged to identify the funds necessary to support this investment.

4. Assessment

Northwestern State University has clearly made a strong commitment to continuous improvement through data-driven decision making. This commitment is evidenced in many ways, including the commissioning of this study. The decision to seek accreditation of all programs that have accrediting agencies is another very important example of the administration's commitment to achieving and validating the quality of the university's academic programs. The creation of a culture of assessment demands both time and resources. Faculty need to be educated in the collection and use of data, and resources must be devoted to that end. Furthermore, these processes need to be integrated into the life of programs and departments, and not be viewed merely as compliance activities that are undertaken to satisfy external agencies. Much has been accomplished toward these ends within the Department of Language and Communication. A logical next step would be the establishment of a departmental Assessment Committee. This standing committee would be responsible for coordinating all activities related to continuous improvement and effectiveness, and would devise strategies for validating academic quality, leveraging resources, and advocating departmental goals through the judicious use of data.

5. Freshman English

In addition to the high-quality programs it provides for majors and graduate students, the Department of Language and Literature has an enormously important obligation to students in all disciplines through its service courses; the most important of these are its freshman English courses. Faculty recognize the significance of this responsibility and take it seriously. During the site visit, the evaluator witnessed a spirited and productive discussion about grading standards, class sizes, and persistence and success rates for freshman English students. A number of important questions were asked: how important is class size in predicting student success? how is it possible for students to pass their freshman and sophomore English classes and still not be able to compose a paragraph? how can technology improve learning outcomes? what common performance standards are observed?

Building on this shared commitment to quality, it is recommended that the charge of the Freshman English Committee be expanded to include the clear articulation of common, measurable learning outcomes for students completing the freshman English sequence. Mechanisms for gathering data on student performance should be devised, and the

analysis of the data should be used as the basis for improving the program. During the site visit, it was observed that much of this data is already being collected, although there were questions as to how widely it was being shared. The goal of the recommended process is to ensure that faculty have the information they need to continuously improve the quality of curriculum and pedagogy in response to changing student needs.

6. Staffing

As observed in “Department Considerations, Finding 3,” above, the need for new faculty lines is obscured somewhat by the fact that faculty teaching loads do not appear to be overly burdensome, when measured solely by semester credit hour production. However, given that much of the teaching load consists of writing-intensive courses and other service courses, there is in fact a need for additional faculty in key areas. It is recommended that at least ~~one~~two new lines be added in rhetoric and composition, to teach and provide leadership in writing pedagogy and assessment. In addition, one line should be added in communication, and one line in Spanish. The need for an additional line in French should be further evaluated. At present, the demand for French appears to exceed departmental capacity, which would indicate the need for another line. However, this need might be met by someone who is able to teach both French and Spanish, at least at the introductory level. It is also noted that there is a degree of uncertainty about foreign language requirements throughout the university, and if the current trend of reducing or even eliminating this requirement continues, the need for an additional faculty member may be reduced.

7. Library

While this evaluation did not include an assessment of the library collection or funding patterns, widespread concerns were voiced about the declining quality of the print collection, and the fact that there appeared to be no funding for book acquisitions. In response to these concerns, it is recommended that the library budget be reassessed with an eye toward possibly increasing funding for book acquisitions. It is further recommended that the university institute a practice, common at many universities, of allocating a certain portion of library funding to departments, colleges, or programs, to be spent on resources recommended by the faculty.

8. Curriculum

The curriculum of departmental majors and minors is of high quality and offers ample opportunities for students to craft degree programs suited to their own interests and career objectives. The number of courses listed for dual undergraduate-graduate credit appears to be excessive, and it is therefore recommended that the department explore options for reducing the number of these courses. Given the relatively small enrollments in some

upper-division and graduate sections, the department may also wish to consider reducing its course inventory, thereby allowing it to focus its resources on those courses considered most essential to a high-quality academic program. It should be careful, however, not to reduce options to the point that students' progress toward graduation is threatened.

Comment [a8]: Our graduate/UG courses generally average 20 to 25 students or more. We have deleted many courses, but we will be more vigilant in not offering too many in one semester. We really do pay attention to this, and generally, there is only one faculty member or two who have this problem.

9. Facilities

Given the clear consensus that Kyser Hall provides a suboptimal environment for learning, its renovation should be made a high priority. However, it is important for faculty to understand that giving a project a high priority does not mean that it will be carried out in a manner they consider timely, given the multitude of factors that affect project planning and funding, many of which lie beyond the university's control. Regular communication, both formal and informal, between faculty and administrators on this issue will help alleviate some of the frustration that was sensed during the site visit.

IV. Next Steps

For the Department of Language and Communication:

1. Establish a departmental Assessment Committee.
2. Establish a departmental Technology Advisory Committee.
3. Charge the Freshman English Committee to develop common, measurable learning outcomes for the freshman English sequence. The Texas A&M International University Quality Enhancement Plan, available at <http://www.tamui.edu/sacs/pdf/QEP-Final.pdf>, offers a rubric which may provide a starting point for discussion. Develop appropriate means of assessment for measuring the program's success in achieving these outcomes. Review the common course syllabus currently in use for 1010 and 1020 to determine how well it is being adhered to. Develop a set of resource materials for new faculty teaching these courses.
4. Include funding for faculty development as a high priority in the department's strategic plan, and develop a compelling rationale related to the university's mission and strategic goals.
5. Include funding for library book acquisitions in the department's strategic plan, and develop a compelling rationale related to the university's mission and strategic goals.
6. Develop both qualitative and quantitative justifications for new faculty lines in composition and rhetoric, communication, and Spanish. Assess the need for a new faculty line in French in terms of key departmental and university objectives.
7. Review the curriculum and course inventory of the department with an eye toward reducing the number of options offered in any one semester. Reduce the number of courses cross-listed for undergraduate and graduate credit. These tasks should be performed by a Curriculum Review Task Force rather than a standing committee.

For the NSU administration:

1. Evaluate funding patterns for the library to determine whether the current budget is sufficient to sustain the quality of the collection. Consider appointing a special faculty task force to examine these issues.
2. Survey faculty and students about the quality of the campus bookstore service to determine the extent and validity of concerns expressed during the site visit. Should the survey indicate problems in this area, consider appointing a task force composed of students and faculty to advise the bookstore and the administration on solutions.
3. Continue to make the renovation of Kyser Hall a high priority in the planning and budgeting process. Communicate frequently with the university community, in both formal and informal ways, about the obstacles that the university faces in funding capital improvements.
4. Consider allocating additional funds to support the professional development of faculty in the Department of Language and Communication.
5. Consider funding new faculty lines in composition/rhetoric, communication, and Spanish. Provide the faculty clear guidelines on how to justify their case for additional lines.

Schedule for Dr. Dan Jones
External Review of Language and Communication Programs

Date	Time	Activity	Location
October 28		Dr. Jones Arrives/Lodging	SHV/Church Street Inn
		Dinner/Tour - Dr. Abney	To be determined
October 29	8:15-9:15	Breakfast with Faculty Group I	Natchitoches Room Russell Hall (Confirmed)
	9:15-10:15	Meeting with Faculty Group I	Natchitoches Room Russell Hall (Confirmed)
	10:30-11:30	Meeting with Faculty Group II	Room 329 Kyser Hall
	12:00-1:00	Lunch with Faculty Group II	SU President's Room(Confirmed)
	1:15-1:45	Meeting with undergraduate students	Room 337 Kyser Hall
	2:00-3:00	Meeting with Dr. Randall Webb President	President's Office (Confirmed-Pam)
	3:00-3:30	Meeting with Graduate Students	Room 337 Kyser Hall
	3:30-4:30	Meeting with Dr. Abney	
	4:30	Return to Church Street Inn	

6:30	Dinner with Faculty Group III (6-8 faculty)	Mariner Restaurant (Confirmed-Lance-Bill the University)
October 30	Breakfast with Student (10)	Library – 2nd Floor
8:15-9:15	Organization Leaders	(Confirmed)
9:15-10:15	Tour of Library – Fleming Thomas, Director of University Libraries	Watson Library (Confirmed-Fleming)
10:15-11:15	Meeting with Foreign Language and Communication Faculty	Room 337 Kyser Hall
11:15-12:00	Meeting with NSU Writing Project Staff and Louisiana Folklife Center Staff	Room 213 Kyser Hall
12:00-1:30	Lunch-Discussion Dr. Tom Hanson, Provost and VP Academic and Student Affairs Dr. Steve Horton Associate Provost and Dean of Graduate School	Merci Beaucoup Restaurant (Confirmed- Johnny-Bill the University)
1:45-3:00	Working Session	President’s Conference Room (Confirmed)
3:00-4:00	Exit Interview with Dr. Hanson; Horton; Abney; Crossno and Roni Ramirez	President’s Conference Room(Confirmed-Pam)

10/25/07