Graduate Program Review
Texas Tech University

Program Reviewed: Department of Community, Family, and Addiction Service

Onsite Review Dates: March 9-10, 2015

Name of Reviewers

Internal:
Jerome R. Koch, Professor of Sociology
Erin Collopy, Associate Professor and Chair, Classical and Modern Languages and Linguistics
Lucy Barnard-Brak, Associate Professor of Educational Psychology and Learning

I. Academic Unit Description and Strategic Plan

Please evaluate the following by marking an X in one of the blanks for each item:

Vision, Mission and Goals
_X_ Excellent     __ Very Good     ___ Good     ___ Needs Improvement

Strategic Plan
___ Excellent     _X_ Very Good     ___ Good     ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement.
In view of the external reviewers' comments and our own experiences in reviewing the program, we consider CFAS to have a clear mission that appears to be consistently supported by the program faculty and all levels of administration, which lends to the effectiveness of the program. The program’s focus on addictions is especially relevant and commendable. We were particularly impressed by the efforts toward collegiate recovery. Moreover, we find the department’s engagement in the community, and commitment toward providing addiction recovery services especially commendable in light of their research and teaching mission.

II. Program Curriculum

Please evaluate the following:

Alignment of program with stated program and institutional goals and purposes
_X Excellent     ___ Very Good     ___ Good     ___ Needs Improvement

Curriculum development coordination and delivery
___ Excellent     _X_ Very Good     ___ Good     ___ Needs Improvement

Program learning outcomes assessment
___ Excellent     _X_ Very Good     ___ Good     ___ Needs Improvement

Program curriculum compared to peer programs
___ Excellent     _X_ Very Good     ___ Good     ___ Needs Improvement
Please evaluate the following by marking an X in one of the blanks for each item:

III. Faculty Productivity

Please evaluate the following by marking an X in one of the blanks for each item:

**Qualifications**

_X_ Excellent ___ Very Good ___ Good ___ Needs Improvement

**Publications**

___ Excellent _ _ Very Good _X_ Good ___ Needs Improvement

**Teaching Load**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement

**External Grants**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement

**Teaching Evaluations**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement

**Professional Service**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement

**Community Service**

_X_ Excellent ___ Very Good ___ Good ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement.
The number of publications appears to be consistent with a program with a heavy service component entailed. We would encourage the program faculty to re-examine the balance of research with service as Texas Tech strives to be an AAU-like university. Additionally, there appears to be heightened expectation of continued donor support in the CFAS program as compared to other programs on campus. We understand that addiction recovery is an issue that touches many people’s hearts thus would elicit donor support. However, we consider that this strategy may not be the best in the long term for two reasons: 1) research grants elevate the profile of the program and university towards AAU-like status and 2) donor support can wane thus more diversification in the pursuit of external funds is recommended.

IV. Students and Graduates

Please evaluate the following by marking an X in one of the blanks for each item:

**Time to degree**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement

**Retention**

___ Excellent _X_ Very Good ___ Good ___ Needs Improvement
Graduate rates
___ Excellent  X_ Very Good  ___ Good  ___ Needs Improvement

Enrollment
___ Excellent  X_ Very Good  ___ Good  ___ Needs Improvement

Demographics
___ Excellent  ___ Very Good  _X_ Good  __ Needs Improvement

Number of degrees conferred annually
___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

Support Services
___ Excellent  X_ Very Good  ___ Good  ___ Needs Improvement

Job Placement
___ Excellent  _X__ Very Good  __ Good  ___ Needs Improvement

Student/ Faculty Ratio
___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement
We met with more than 20 students who appeared to be highly engaged in the program. Students reported feeling connected and mentored in their program of study. Students suggested more formalized processes to accelerate their involvement with research, especially for those students pursuing a Master’s degree with a thesis option. Students also indicated a desire for more formalized training or mentorship of teaching for those teaching classes. The program would benefit from increased diversity of students that represent the communities that they serve, which is an issue of importance across Texas Tech.

V. Facilities and Resources
Please evaluate the following by marking an X in one of the blanks for each item:

Facilities
_X Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Facility Support Resources
X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Financial Resources
___ Excellent  X_ Very Good  ___ Good  ___ Needs Improvement

Staff Resources
X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement
Please comment on the positive components and suggested areas of improvement
The facilities were enviable but deserved given the important work that the CFAS program does in our community.

VI. Overall Ranking

Please provide summative conclusions based on the overall review.
The program faculty are deeply engaged in their work with the community, which has contributed to the development of a strong program that produces exceptional practitioners. The achievements of the CFAS program are laudable. With the development of the PhD in Addiction Recovery Sciences, we believe that will supplement its strong record of producing practitioners with researchers as well.

Overall, the space available is excellent. I hope that the faculty are getting sufficient support from OVPR to gain funding for necessary technology.

Please provide summative recommendations based on the overall review.
It is our recommendation that the CFAS program:

1) Continue to diversify sources of external support by emphasizing federal grant writing
2) Work on balancing research and service commitments of faculty in ways that are equitable to the demands of junior faculty
3) Develop more formalized ways of engaging students in research
4) Increase diversity at all levels, if at all possible. Work with the Spanish program to develop a stream of bilingual graduate students. While the newly hired faculty are very strong, don’t hire any more of your own students.
5) We strongly encourage the administrative team in the Dean’s and Provost’s offices to consider the overall mission of the department – research, teaching, AND clinical engagement - when making final decisions regarding evaluation, tenure, and promotion of faculty.
Graduate Program Review
Texas Tech University

Program Reviewed: Department of Community, Family, and Addiction Service

Onsite Review Dates: March 9-10, 2015

Name of Reviewers

External:
Denise C. Lewis, PhD
Associate Professor and Graduate Coordinator
Department of Human Development and Family Science
University of Georgia

VII. Academic Unit Description and Strategic Plan

Please evaluate the following by marking an X in one of the blanks for each item:

**Vision, Mission and Goals**

___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

**Strategic Plan**

___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement.
The first point of the mission statement seems to define the overall mission of the unit. The collaboration across disciplines brings a systemic perspective and fosters collaboration. The department adheres to each bulleted point in its mission statement with a growth oriented path. The conversations with various stakeholders; however, seemed to focus almost exclusively on addressing addiction and recovery. The Master’s program in MFT aligns very well with the focus on addiction. However, it is less clear that the MFT program is not based on addiction studies but is a more traditional focus across domains traditional to an MFT program.

VIII. Program Curriculum

Please evaluate the following:

**Alignment of program with stated program and institutional goals and purposes**

_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

**Curriculum development coordination and delivery**

___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

**Program learning outcomes assessment**

___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

**Program curriculum compared to peer programs**

___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement
Please evaluate the following by marking an X in one of the blanks for each item:

IX. Faculty Productivity

Please evaluate the following by marking an X in one of the blanks for each item:

- **Qualifications**
  - X Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

- **Publications**
  - ___ Excellent  _ _ Very Good  _X_ Good  ___ Needs Improvement

- **Teaching Load**
  - ___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

- **External Grants**
  - ___ Excellent  X Very Good  ___ Good  ___ Needs Improvement

- **Teaching Evaluations**
  - ___ Excellent  _X_ Very Good  ___ Good  ___ Needs Improvement

- **Professional Service**
  - ___ Excellent  X Very Good  ___ Good  ___ Needs Improvement

- **Community Service**
  - _X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement.
The publication numbers seem low for a department with 12 faculty members, especially considering that the majority of the faculty is at the associate professor level. However the overall trend in publications has increased significantly over the past three years. The number of publications with students also seems quite low. Faculty members could be encouraged to bring students into the publication process earlier in the students’ career with TTU. Grant submissions are at an expected level with some faculty members having several large grants and the majority having a few, smaller funded projects. One suggestion is to engage early career faculty (including more recently promoted associate professors) in a grants mentoring partnership with more productive faculty members. A suggestion for assistant professors in particular is to create a tenure-mentoring team approach with a formal meeting of department heads/directors with assistant professors. Assistant professors could be given a notebook/binder with sections marked for materials that are important to save (i.e., samples of student evaluations for each class, statement of teaching philosophy, statement of research philosophy, copies of publications, copies of awards letters, letters of appreciation for service on committees, roles in community service, etc.).

X. Students and Graduates

Please evaluate the following by marking an X in one of the blanks for each item:
<table>
<thead>
<tr>
<th>Metric</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to degree</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate rates</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of degrees conferred annually</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Placement</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student/ Faculty Ratio</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment on the positive components and suggested areas of improvement

The students report feeling very supported in their studies and in their professionalization. Suggestions for improvement include greater involvement in professionalization by the student organization, for example, organize research talks by faculty and/or graduate students, hold brainstorming sessions for conceptualizing research projects, practice sessions prior to conferences, etc. Students discussed difficulty in learning about funding opportunities. One solution might be use of the (not yet installed) electronic board for notifying students of assistantship or research opportunities, deadlines for conference submissions, grants, special seminars, or other relevant announcements. Students voiced appreciation over opportunities to teach. Preparation for teaching, though, seemed to rely on individual faculty members and a brief orientation at the beginning of the academic year. One suggestion is to create, in collaboration with the Graduate School, a formal teaching class that covers topics such as andragogy, teaching philosophies, online learning, large and small classroom management, understanding student feedback, providing students with feedback, and other similar topics in addition to general pedagogy. Students were not clear on ways to carve areas of specialization into their program (this could be an artifact of having a majority of master’s degree students in the audience). A seminar for all incoming students that focuses on opportunities for specialization might address this issue. Finally, students would like earlier clarity on thesis versus non-thesis options. This may also be an appropriate topic for an incoming-class seminar or workshop series.
XI. Facilities and Resources

*Please evaluate the following by marking an X in one of the blanks for each item:*

**Facilities**

- X Excellent ___ Very Good ___ Good ___ Needs Improvement

**Facility Support Resources**

- X Excellent ___ Very Good ___ Good ___ Needs Improvement

**Financial Resources**

- ___ Excellent X Very Good ___ Good ___ Needs Improvement

**Staff Resources**

- X Excellent ___ Very Good ___ Good ___ Needs Improvement

*Please comment on the positive components and suggested areas of improvement*

The facilities were adequate for the number of faculty, staff, and students. The recent, and ongoing, renovations provide an adequate and attractive space for the program.

XII. Overall Ranking

*Please provide summative conclusions based on the overall review.*

This is a strong and impressive program. Faculty and students are engaged in research, teaching, scholarship, and outreach. The engagement with community is extremely beneficial for all stakeholders. Plans for accreditation of the master’s program in MFT will further strengthen the department, as will adding the PhD in Addictive Studies and an online certificate. The areas where improvements are suggested will simply make an already very good program even better.

*Please provide summative recommendations based on the overall review.*

Improving communication was a theme across most stakeholder conversations. Communicating to young faculty the requirements for tenure and promotion, communicating to students the opportunities for research, funding, thesis versus non-thesis options, ways to carve areas of specialization, and finding ways to increase professionalization opportunities are all addressable in low-resource ways.
Graduate Program Review
Texas Tech University

Program Reviewed: Community, Family, and Addiction Services Department (CFAS)

Onsite Review Dates: March 8 – 10, 2015

Name of Reviewers

External:
Virginia Solis Zuiker, Associate Professor, Family Social Science, University of Minnesota

XIII. Academic Unit Description and Strategic Plan

Please evaluate the following by marking an X in one of the blanks for each item:

Vision, Mission and Goals
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Strategic Plan
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Please comment on the positive components and suggested areas of improvement.

The vision, mission, and goal statements for this department for Community, Family, and Addiction Services (CFAS) Department and Marriage and Family Therapy (MFT) program are congruent with the mission statement of Texas Tech University. These statements are clearly stated and include elements of research, instruction, and service with an emphasis on excellence and diversity. Also, these statements are clearly stated in the graduate student handbook.

XIV. Program Curriculum

Please evaluate the following:

Alignment of program with stated program and institutional goals and purposes
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Curriculum development coordination and delivery
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Program learning outcomes assessment
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement

Program curriculum compared to peer programs
_X_ Excellent  ___ Very Good  ___ Good  ___ Needs Improvement
Both the documents provided by the department to the review team and the comments shared by the leaders in the department and the faculty are in alignment. The Marriage and Family Therapy (MFT) Ph.D. graduate program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the program curriculum aligns with the COAMFTE guidelines of what needs to be in an accredited MFT graduate program. The program learning outcome statements are clearly written and provide much detail in what the expectations are for graduate students graduating from either the masters or the doctoral graduate programs. Additionally, the document details the expectations of faculty in contributing to the graduate program and to the profession. Members of this community will contribute to scholarship, provide professional clinical services, provide instruction, and give service to the university, and to the profession. It is clearly stated that these will be carried out in an environment that is respectful of diversity in others.

Since the doctoral graduate program is accredited by COAMFTE, the program curriculum is comparable to their peer programs. Also, COAMFTE requires these institutions to have their program curriculum be stated in student learning outcomes as a way to measure their achievement of each of the learning outcomes. This program has stated their program curriculum in this manner. The MFT master’s graduate program is not yet accredited, but the faculties are working towards having the master’s program accredited in the near future. The MFT master’s graduate program is clinically focused and also has an addiction focus in its curriculum. In essence, the MFT master’s graduate program can be considered as a pipeline into the MFT Ph.D. graduate program.

The niche for this graduate program is its focus on addictive disorders and recovery studies (ADRS). The MFT graduate program at both the masters and doctoral level are required to take ADRS courses as part of their graduate program curriculum. Very few MFT programs offer this focus ADRS in their graduate programs.

XV. Faculty Productivity

Please evaluate the following by marking an X in one of the blanks for each item:

**Qualifications**

_X__ Excellent  ____Very Good  ____Good  ____Needs Improvement

**Publications**

_X__ Excellent  ____Very Good  ____Good  ____Needs Improvement

**Teaching Load**

_X__ Excellent  ____Very Good  ____Good  ____Needs Improvement

**External Grants**

_X__ Excellent  ____Very Good  ____Good  ____Needs Improvement

**Teaching Evaluations**

_X__ Excellent  ____Very Good  ____Good  ____Needs Improvement
Please comment on the positive components and suggested areas of improvement.

This academic unit is unique compared to many academic units at Texas Tech University, since their faculties are expected to be leaders in research, instruction, and outreach which includes a clinical component; however it is similar to other COAMFTE accredited graduate programs, since these programs are required to have a clinical component or access to clinical sites for their graduate students to gain clinical experience.

Faculties feel very supportive from the dean’s office and the college. A challenge for faculty with clinical appointments is the clinical requirement along with the research and instruction mandates as one goes through the tenure process.

Currently, this department has few senior faculty members, at least 2 at the full professor level, with the others being at the associate and assistant professor level. Faculties commented on potential for collaboration with each other, integration of research and clinical aspects, working across departments in the college and the university, and good community relations due to the Family Therapy Clinic which housed in this department. Start-up funds for new faculty have been good once they have been awarded, but the process has often times been finalized late in the hiring process.

The MFT faculties are actively engaged in scholarship each year. On average about 6 peer review publications per year have been published since 2011 by the 12 MFT faculties collectively for a total of 72 publications in this time period. Collectively, this department has produced at least 8 presentations/posters each year by the 12 MFT faculties since 2011 totally around 95 presentations/posters in this time period. Graduate faculty are publishing and presenting their research with their current and former graduate students. The graduate faculty have been sought out to be keynote speakers, by media representatives, content experts, to serve as editor/editorial, to serve on executive boards, and to serve as officers for their professional organizations. As well as being asked to serve in administrative roles within the department and the college. Three of the faculties are members of the Texas Tech Teaching Academy.

A barrier expressed amongst faculty was balancing clinical and research training and having it recognized and acknowledge as part of their tenure process.

XVI. Students and Graduates

Please evaluate the following by marking an X in one of the blanks for each item:

*Time to degree*

| X | Excellent | ___ Very Good | ___ Good | ___ Needs Improvement |

*Retention*
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Graduate rates</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
</tr>
<tr>
<td>___ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Number of degrees conferred annually</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Support Services</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Job Placement</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
<tr>
<td><strong>Student/ Faculty Ratio</strong></td>
<td></td>
</tr>
<tr>
<td><em>X</em>_ Excellent</td>
<td>___ Very Good</td>
</tr>
</tbody>
</table>

*Please comment on the positive components and suggested areas of improvement*

When meeting with the graduate students, there were at least 20+ graduate students who showed up to voice their support of the MFT graduate program. These graduate students were mainly master’s students and at least 5 Ph.D. level graduate students who were mainly in their first or second year of their doctoral program. These students voiced that they felt the graduate program was a collaborative program, it was engaged with the community and held in high esteem due to the Family Therapy Clinic, and they appreciated the mentoring and training of the graduate program. They felt that they were supported both financially and emotionally. It was also expressed that the department was welcoming to international students. They came to this graduate program at Texas Tech due to its national reputation and they felt that the program helped them to be successful and felt supportive by the graduate faculty. Both the masters and doctoral students expressed that these two groups were allowed and felt comfortable interacting with each other and treated as one group versus separate programs (masters and Ph.D.). One graduate student expressed that she felt that faculty took their concerns seriously and helped her to problem solve when she had issues. It was expressed that faculty helped the students to network especially when they were attending their national conferences. They felt the program was preparing them to do research and train clinically in MFT. Also, that there were many research opportunities for them. In sum, these graduate students felt that there was a community of collaboration, collegiality, a sense of mentorship, cooperation, and teamwork between and amongst graduate students and the faculty.

These graduate students had many positive comments about the graduate program. When asked if there were barriers to the graduate program, the master’s students expressed the issue with lack of funding to support master’s students. It was expressed that the priority of student funding was given first to Ph.D. students and then to master’s students.
Another concern was voiced by the master’s graduate students that they did not feel that they understood what it took to do a thesis option for their master’s graduate program. MFT master’s graduate student can either choose to write a thesis or take additional clinical hours for a clinical master’s degree. These students felt that when they finally got the research interest that it was in essence too late to switch over to earn a master’s degree with a thesis option and wished that there had been more discussion of this option earlier in their graduate program so that they could switch over to that degree plan.

Students felt very supportive in this graduate program. At the end of our meeting with the graduate students, one of the graduate students of color came up to me to express that in the area of diversity that she had felt supportive by the faculty when it was expressed that some clients coming to the Family Therapy Clinic might not feel comfortable being in a session with a student therapist of color. She felt that they had discussed the issue should one arise and helped her prepare for this if it actually happened. She felt that she was being supported as a student of color with regards to diversity.

We asked the Ph.D. students if they were going into academia did they feel prepared to be an instructor and to do research. They expressed that they were getting preparation for doing research, but that they weren’t too sure about the teaching aspect. They expressed that the university offers a 2 day workshop on teaching and the department also had a short training, but that they felt their training was more a learning by doing approach with regards to teaching versus being taught how to teach.

The graduate program appears to be comparable to its peers with regards to enrollment, degrees conferred, number of graduate students admitted into the program, and time to degree. MFT graduates of this department have been successful in locating and obtaining both clinical positions and academic positions. Along with their master’s graduate students have also been able to find careers as clinicians and many have gone on to pursue doctorate educations. Graduate students are encouraged and have been publishing with their faculty members and amongst graduate students. In reviewing the materials sent to the reviewers, it appears that the average time to completing a MFT master’s degree and a MFT Ph.D. degree is comparable to other peer institutions.

In reviewing the materials sent to the reviewers, it appears that MFT graduate program at Texas Tech and its peer institution are not doing well in recruiting and retaining students of color. In a state/region that has so much diversity with respect to the Latino/Hispanic and African American populations, it would make sense to try to recruit more students of color to this graduate program.

XVII. Facilities and Resources

Please evaluate the following by marking an X in one of the blanks for each item:

Facilities

_X_ Excellent     ___Very Good     ___ Good     ___ Needs Improvement

Facility Support Resources

_X_ Excellent     ___Very Good     ___ Good     ___ Needs Improvement

Financial Resources

_X_ Excellent     ___Very Good     ___ Good     ___ Needs Improvement
Please comment on the positive components and suggested areas of improvement

On our onsite campus visit, one could see that there is much renovation occurring in the College of Human Sciences at Texas Tech University. Specifically, in the Community, Family, and Addiction Services Department there was construction taking place. For example, a new site was being added for the Neuroimaging and Violence research and remodeling of the Family Therapy Clinic. We toured the Center for Collegiate Recovery Communities and were impressed by the facilities and programing that is going on in this center.

XVIII. Overall Ranking

Please provide summative conclusions based on the overall review.

The Institute and Center structure offers a unique competitive advantage to its peers across the nation since it gives graduate students and faculty the opportunity to hone their clinical skills along with integrating research and instruction opportunities through each of their centers: Center for Family Systems Research & Intervention; Center for Collegiate Recovery Communities, and the Center for Addiction Recovery Research.

Considerations for this department for the near future are to add an Addiction and Recovery Ph.D. graduate program. Only one other Ph.D. graduate program is offered in the U.S. and Texas Tech would be the second graduate program to be available for those graduate students who are interested in this field.

The MFT master’s graduate program is considering accrediting its master’s degree program with COAMFTE so that both the master’s and doctoral graduate programs would be accredited. Currently, only the Ph.D. program is accredited. This change could potentially increase both their out of state and in state graduate student enrollment at the master’s level once the MFT master’s program has been approved for accreditation. Additionally, the MFT master’s degree program will serve and continue to serve as a pipeline into the MFT Ph.D. graduate program.

Faculty in the past have been cautious with online learning, however currently there are several classes that are being developed as online courses.

It was apparent from our meeting with the dean that she was supportive of this department and saw great potential from this department. It was also apparent that faculty felt supportive from their dean. The Dean also used the term collaboration in her conversation with the review team. She sees the MFT graduate program being involved with Recovery Service and Addiction Science and sees links to collaboration within the department, the college, and across the university. She expressed that there could be a link with obesity and addiction and financial planning with addiction specifically with its impact to retirement planning.

Please provide summative recommendations based on the overall review.
During our onsite campus visit, we heard several terms mentioned by the leaders in the department, the faculty, the graduate students, and the dean of the college. The terms we heard either directly mentioned and/or alluded to were community of collaboration, collegiality, and sense of being supported.

This department is composed with many faculties who are at the associate and assistant professor levels. It would be helpful to have a mentor committee that would support the faculty member who is going through the tenure process with ideas and suggestions on how to improve their tenure dossier and make them a stronger candidate for promotion and tenure. For example, if you had an assistant professor, the committee membership would include the assistant professor, a senior faculty member in the department, and a senior faculty member in the college. This committee could meet twice a year with the assistant professor to discuss his/her goals for that academic year and also have the faculty member write their teaching, research, and outreach philosophies so that when it is the year to come up for tenure these documents have been written and reviewed before they are sent out. This committee would be a mentoring committee to give feedback to the assistant professor and let he/she know if they were on track for promotion i.e. it would act as a support group for the faculty member. This process should carry over when the assistant professor is tenured and promoted to associate professor and be completed when the faculty member is a full professor.

It was apparent that student priority funding was given first to Ph.D. students and then to Master’s students. When the MFT master’s graduate program becomes accredited with COAMFTE and the graduate program starts to draw both in state and out of state master’s graduate students, funding sources will be needed to attract these students and to retain them. Along this line, more awareness of where graduate students specifically master’s students can apply for scholarships, grants, and assistantships is needed. The master’s graduate students did not feel confident that they knew where there were sources; perhaps covering this in one of the graduate classes that is specifically for master’s students, sending out emails on a listserv when funding opportunities come available, and posting such announcements on a bulletin board in the department or an announcement monitor screen for those in the department to view.

As the potential for the graduate student population to increase and the potential to bring in more diverse graduate students, having targeted faculty searches for faculty of color would be beneficial. So, that graduate students of color can see and be mentored by faculty of color. One way to recruit students of color would be to have faculty and/or graduate students visit regions of the state where there are large numbers of Latino/Hispanic undergraduate students and African American undergraduate students to entice them to apply to this program. Another idea is to reach out to the Lubbock Hispanic/Latino community and West Texas Hispanic/Latino community and recruit undergraduate students from this region to apply to this graduate program.

With regards to the MFT master’s graduate students, being more explicit with the students early on what the thesis option entails so that if they find that they are interested in doing research that they can switch to this option sooner. This could be done in a class with master’s students and/or at one of the graduate student association meetings.

Somewhere within the university system, there could be a semester and/or yearlong training of becoming a future faculty member and what that entails so that Ph.D. graduate students will feel more prepared for the teaching aspect of academia.