

Overarching Conclusions Day 1

- thriving programs
 - o Jack's list
 - o Students communities list
 - o Happy faculty list
 - o Geoff's list

Perspective on what is success varies substantially with institution and dictates evaluation metrics and strategies

No magic bullets

Similarities across thriving departments are striking

- Student focus
- focus on improvement
- ability to change

Taking control, anticipating change, no whining, principled leadership are aspects of leadership and strong departments

Importance of leadership—do we do enough to foster strong effective leadership?
Leadership is a responsibility of the department –not just of chair.

Role of chair is more profound than not screwing things up—new chairs might not have this perspective. Old chairs don't have all the skills they need sometimes. Need more help with pitfalls.

Affect (dispositions) is important—we can learn more about this from schools of ed/psychology/counselors/education leadership people.

Happiness and productivity are an integrated assessment.
Geoscience departments are very different from place to place.

We can't blame absence of Earth Science for lack of students-need to focus on what we have. Focus on biology may be something we want to turn to an asset.

We have sold geoscience as training for a profession—thus we are challenged when there is a shortage of jobs. Geology can also be viewed as a liberal arts major—good preparation for a number of things. These approaches can be in conflict and require different criteria for success and assessment as well as can need different curricular approaches.

What lessons can we learn from physics and chemistry. WE should be thinking in part as losing students as a science and engineering problem.

Enrollments are declining—but, geoscience moving past whining, administrators can be sources of support, need to work with other people. Thus we have a good chance of reinventing ourselves and moving forward.

Commonality among departments of different types is going to get stronger as assessments, mandates and standards take hold.

Discussions

Why sacred cows exist?—Geoff lessons to learn here.

Absence of gender and ethnic diversity.—possibilities of discussion with the relevant players

Student recruiting

Working with other departments – teaching and collaborating

Balancing quantity of students with quality of experience –

What is the job outlook? Where is the science going? Where is the discipline going?

Scaling up these discussions to other departments

Do we need standards for geoscience—more definition of core?—joint effort of GSA, AGU, NAGT

Activities

What skills do chairs need that they don't have? How could we help them get them?

Defining bullets as to why geoscience is important and needed.

Advantages of being small to counter numbers game – right sizing—variables that might help determine this.

Defining bullets as to why we are important is needed.

Where do students take geoscience in k-12 –associated recommendations.