

## **UCC Program Review Committee Summary of Review**

**Program:** Civil Engineering

**Date of last review:** AY 2012-2013

**Date of this review:** AY 2020-2021

The program offers the following degrees, minors, and certificates:

- Ph.D. in Civil Engineering
- Master of Science in Civil Engineering
- Bachelor of Science in Civil Engineering
- Undergraduate Certificate in Construction Management

**Recommendation:** This program is found to be viable.

See report for commendations, concerns, and recommendations.

The report was forwarded to the chair of the department and the college dean. Their joint response is attached.

The report was also sent to the Graduate Council. Their comments are attached.

# Ohio University Department of Civil Engineering 7-year review, 2021

Determination: Program is **viable**

## Overview

The seven-year program review of the Department of Civil Engineering (“CE”) in the Russ College of Engineering and Technology at Ohio University was conducted in February 2021 as a virtual site visit on Feb. 9 with multiple different sessions held between 8 a.m. and 3:30 p.m. The review committee then collaborated on the report via remote file sharing through Feb. 18. The review committee consisted of Prof. Zhiqiang Hu from the College of Engineering at the University of Missouri (external reviewer) and Ohio University professors Brian Hoyt (College of Business/Lancaster Campus), Mary Rogus (School of Journalism/Athens Campus) and Bill Reader (School of Journalism/Athens Campus). The site visit was held remotely via Teams due to the COVID-19 pandemic and related restrictions on travel/campus access. The committee determined that the Civil Engineering program is **viable** and plays an important role in the Russ College as well as Ohio University overall.

The committee was provided with the CE Department’s seven-year self study in November 2020. The self study (pp. 364) provided the essential information needed for the review; additional documents provided to the committee on Feb. 9 included the slide deck of the overview presentation by Dept. Chair Guy Riefler and Asst. Chair Terry Masada; the review report from the previous review period (2004-2011, review submitted September 2014); the Russ College Safety Plan (regarding inspection and maintenance protocols for the labs used by the CE department); the most recent accreditation report (August 2017) of the Applied Science Accreditation Commission’s Engineering Accreditation Commission (covering the entire Russ College, but including evaluation of the CE department); and the CE department’s self-study for the ABET/EAC from the 2016-2017 review.

The department offers three degrees: Bachelor of Science (BS) in CE (with eight areas of emphasis), a Master of Science (MS) in CE, and a Doctor of Philosophy (Ph.D.) in CE. The MS degree has two tracks – a research-based track for on-campus students and a newer (since 2013) coursework-based track offered online (mostly as a continuing education option for practitioners). The department also has a certificate in Construction Management and a land surveying program that prepares students for the Fundamentals of Surveying licensure exam.

The review period is 2012-13 through 2018-19, and does not formally included significant reductions in faculty, enrollment, and resources at Ohio University overall, and within the CE department, since the 2019-20 academic year. However, the review committee noted more recent developments in the department related to deep budget cuts/enrollment declines across Ohio University since 2019-20 that have been compounded by the COVID-19 crisis, which struck Ohio University in February 2020 (just before spring break).

## **1. Evaluation of the program as a whole**

The undergraduate-level CE program has maintained Accreditation Board for Engineering and Technology (ABET) accreditation continuously since 1952. The CE undergraduate program continues with multiple areas of specialization including Structures, Construction Management,

Geotechnical, Transportation, Environmental, Water Resources, and Surveying. According to the recent seven-year self study, the average tenure track faculty number is 13 from the academic year of 2012-2013 to 2018-2019. That number of faculty, along with that of instructional faculty, appears to be sufficient to carry out the broad overall mission of the CE Department (Teaching; Research, Scholarship and Creative Activity; Service). It is noted, however, that there are currently (spring 2021) only 11 tenured and tenure track faculty. The reported tenure-track faculty distribution includes two professors in Structural Engineering, three professors in Geotechnical Engineering, three professors in Environmental Engineering and Water Resources Engineering, and three professors in Transportation Engineering.

The level of the CE Department's research, scholarship and creative activity is appropriate for the program given the size of the faculty and the resources available to the Department. The CE Department's level of external funding is appropriate. According to the seven-year self study, the average external funding per tenure-track faculty was approximately \$154,000 per year. The tenured and tenure-track faculty published an average of close to two peer-reviewed journal articles annually.

The CE Department continues to fulfill its service mission. CE faculty reported involvement in interdisciplinary work within the department, within Russ College and across the university. The faculty provided appropriate services outside the Department and played an important role in the University and broader communities. Examples of such services include: a faculty member serving as an associate editor for the American Society of Civil Engineers (ASCE) *Journal of Pipeline Systems Engineering & Practice*; faculty serving on ASCE Department Heads Executive Council; and a professor serving as an ABET evaluator and ABET commissioner for the Engineering Accreditation Council (EAC). For Ohio University, the CE faculty includes a member of Faculty Senate, a member of UCC, a member on the Graduate Council, and several who served as judges at OU Student Expo events.

The Department appears to have an appropriate level of financial resources, staff, physical facilities, library resources, and technology during the most recent seven-year self study period (from AY 2012-2013 to AY 2018-2019) to fulfill its mission. More recent developments in the department related to deep budget cuts may negatively affect the sustainability of the CE Department's current levels of contribution to Ohio University's mission.

## **2. Evaluation of the CE undergraduate program:**

The CE department faculty and administration recognize the responsibility they have to offer courses that non majors in CE within the College of Engineering and non-engineering students can enroll and benefit from the expertise of CE faculty.

The CE department offers a Junior Writing Course that meets the university "junior composition" requirement for all OU undergraduate majors. The department also developed its Construction Management certificate for CE majors, majors in other departments of the College of Engineering, and majors outside the College of Engineering. The Construction Management certificate has strong potential to attract other engineering majors and majors outside of the college.

With regard to CE majors, the CE program is attractive to students who desire to enter the workplace with BSCE or continue into MSCE (to enter workplace or research-based employment). While the enrollment has been relatively flat for the last five years of the review period, the

enrollment levels are appropriate for an independent department. The difficulty in recruiting international students due to U.S. immigration restrictions from 2017-2020 has put some pressure on the program to recruit more diverse students from within Ohio and nationally. An increase in remedial work (calculus and chemistry) has increased in recent years and extends time to graduate and starts majors off track for graduation.

To help majors navigate the CE degree requirements, the Department has developed a curriculum map that shows the sequence of course requirements to complete the degree as well as concentration and certificate options. The Department demonstrates commitment to student success with assigned faculty advisors, college and department advising, optimal access to dedicated labs, competitive teams and support for student association participation that develop cohort groups and informal learning communities (approximately 33% student participation in student association and competitive teams). The CE Department has an average major-retention rate of 84% — higher than the College of Engineering and Ohio University averages.

The CE program has a solid core curriculum and concentration opportunities in several relevant workplace niches that provide graduates with skills and knowledge to be successful in an array of industry sectors and types of organizations.

The Department aligns learning outcomes with ABET accreditation guidelines for curriculum, delivery, and quality (assessment). ABET accreditation was renewed in 2017 with no negative ratings.

An array of concentration areas provide specialization for students including construction management, graphics, hydraulics, and surveying. Industry sectors/types of organization placements of graduates demonstrate CE majors get appropriate preparation across curriculum specialization areas (according to an alumni survey).

Discussions are taking place within the department concerning highlighting the environmental/sustainability aspect of CE to help recruit/retain majors, as well as enhancing the Department's portfolio of co-op partnerships, internship opportunities, and student-run competitive teams. About a third of students are members of the American Society of Civil Engineers and/or related team competitions. About 80% of students complete at least one co-op or internship before graduation. CE majors have an average 78% passing rate on the Fundamentals of Engineering Exam (which is above the national rate and the average for ABET programs).

A vital component of the CE program is its lab facilities. The CE department has seven dedicated labs, including the environmental lab; experimental methods lab; fluids/hydraulics lab; materials lab; asphalt lab; soils lab; surveying lab; and a student project lab. The labs are supervised and maintained by a dedicated CE lab coordinator as well as safety-trained faculty and graduate students. Faculty expertise is distributed evenly across four areas including structural and construction management; geotechnical and materials; environmental and water resources; and transportation.

Per the 2017 ABET accreditation report the CE faculty have updated professional licensures. The lab coordinator and student project teams work on repair and maintenance of lab equipment following industry-standard safety and testing protocols enhanced by a College-level safety training and practice policy.

Lab facilities provide optimal access for faculty teaching and research as well as student access. Faculty grant procurements help to fund equipment purchases/maintenance and research.

Teaching evaluations indicate students find the program to offer an effective balance of theory and application. Interviews with students (undergraduate and graduate) indicated a high level of student satisfaction with faculty expertise, access to lab facilities, academic and professional advising, and availability of faculty and lab coordinator.

Assessment in the Civil Engineering Department follows a curriculum and assessment plan that meets the national accreditation requirements (ABET). The Department has produced a mapping table of student outcomes to required CE courses. The department has a published assessment plan with a user-friendly table that identifies each assessment location (course and credit status), assessment tools, assessment schedule by semester, assessment performance criteria, and risk-management triggers. For any assessments that do not meet performance criteria, the Department launches continuous improvement efforts: The Department's EAC/ABET Committee examines performance data for triggered outcome and reviews possible response options; the committee then brings a proposed course of action to the full CE faculty for discussion and approval; one implemented, the correction is monitored for changes over a two-year assessment cycle.

Senior exit surveys consistently report graduating undergraduates have strong confidence in the curriculum, lab experience, co-op experiences, internships, and engineering-team competitions to prepare them for employment in their fields or in preparing students for graduate studies.

#### **4. Evaluation of graduate program:**

The Civil Engineering department offers on-campus and eCampus Master of Science programs and a Ph.D. program. The on-campus MS program has six areas of specialization, including structural engineering; construction engineering and management; geotechnical engineering; transportation engineering; environmental engineering; and water resources engineering. Graduates are prepared to enter a Ph.D. program in CE or professional practice in their recognized specialties. Since the last review cycle, the Department has launched the online MS degree (starting 2013-14) in partnership with Pearson Education Inc., with focus areas in structural engineering, construction engineering and management, environmental engineering, and transportation engineering. The online MS program enhances professional skills in the specialty areas and prepares graduates for potential project management roles. The Ph.D. program offers focus areas in structural engineering, geotechnical engineering, transportation engineering, environmental engineering, and water resources engineering, and concentrates on applied and field research in those specializations.

The CE graduate programs attract students who can succeed not only academically, but also in the profession and academe. The percentage of graduate degrees granted has continued to increase, despite a drop in headcount since 2016. Graduate students attribute their success to a strong commitment of faculty and multiple opportunities for field work, practical projects, and grant work.

The number of CE graduate students increased significantly over the last seven years because of the addition of the online MS program, which started with five students in 2013, peaked at 86 in 2016 and 66 in 2019, the end of the review period. The on-campus programs' headcounts have dropped by more than a quarter from a high of 53 in 2014 and 2015 to a low of 39 in 2018 and then took a

significant drop to 27 in 2019. Faculty members and the graduate director noted that the loss of three faculty positions and a significant decline in financial support from the College severely limited the resources for tuition waivers and grant-funded stipends. Because MS and Ph.D. students work primarily with faculty in their specialty area, the loss of even one faculty member from any of the six areas of concentration can cut in half the availability of thesis and dissertation advisors, as well as faculty-run grant projects for students to work on. Another issue impacting enrollment in the on-campus graduate programs is external limitations on international recruitment. While the large number of international students contributes significantly to the diversity of the programs, since 2017, tightened visa restrictions have made U.S. graduate programs less attractive internationally. The international composition of the graduate student body has also meant more women in the programs. In the years before 2018 most, if not all, the women graduate students in CE were international students.

Because of the specialty nature of the curriculum, a wide range of career paths is available to graduates of the MS programs. The list of jobs from recent graduates shows extensive employment in private firms as structural or geotechnical engineers, construction contractors, and project managers. Others have found opportunities in government agencies as transportation or environmental engineers, county engineers, and working with NASA, the U.S. military, or international organizations such as the United Nations. In addition, the programs' strong research track record allowed other MS graduates to pursue Ph.D. degrees in civil engineering related programs available throughout the U.S. and internationally. The doctoral curriculum, focused primarily on field and grant research, prepared students for high-profile research positions in private, government or academic labs, as well as professorships.

Both Ph.D. and on-campus MS students the site team met with spoke very highly of the mentoring and thesis/dissertation advising they received from faculty. They noted the emphasis on field research in the programs instead of an abundance of classes prepared them well for internships, co-ops and eventually jobs. Online MS students receive advising through the program management team at Pearson Education, Inc., which includes help to navigate the program, technology assistance, and class participation monitoring. The Ph.D. students reported that involvement with faculty grant-funded research not only provided opportunities for publications, but also gave them experience in writing proposals and final-results reports to funding sources.

Staff reductions since the end of the review period (especially over the past year) was an area concern expressed by faculty and department administrators. With the loss of three full-time tenured faculty members over the last three years, there are now only 11 to supervise theses and dissertations and develop grant projects to fund current and incoming graduate students. The addition and growth of the online MS program has put an added strain on a smaller faculty, particularly with recent cuts to adjunct teaching dollars and increased class-size requirements. Faculty members noted that initially, many of the online courses were taught separately by professionals on adjunct contracts. However, as funds from the College were cut to departmental graduate programs, and requirements for minimum enrollments in classes were increased, dual listed on-campus course sections were merged with eCampus graduate sections. Because the online courses were geared toward professionals and online only, eCampus MS students did not engage in the same research-lab work that on-campus MS students performed. That major difference required faculty to essentially teach two separate courses, while getting workload credit for only one. That unaccounted "doubling" of teaching load was not counterbalanced with any reduction in expected research/grant productivity.

Graduate students in CE are supported primarily through grants obtained by faculty members for research projects. The students told us they were satisfied with their support and noted that in some difficult situations for international students, faculty and administrators found additional appropriate funding sources when needed. Graduate students also noted that the grant projects typically provided summer funding. However, multiple faculty members pointed out the high expectations for generating grant dollars set by the College has created a great deal of anxiety, especially as teaching and service needs increase in the department with fewer faculty and support staff.

Learning outcomes for the CE graduate programs are adequately assessed through individual assignments in MS classes and presentations of project/research work in two graduate seminars, and with a comprehensive exam for Ph.D. students at the end of their classwork.

## **5. Areas of concern**

No concerns were identified after the review of the CE program seven-year self study through 2018-19. A few concerns came up during the site visit in February 2021 that had developed mostly since the self-study was submitted.

- **Changes in teaching workload not acknowledged:** Faculty members expressed concerns over merging sections of on-campus and online MS courses to meet increased enrollment requirements for courses. Because of fundamental differences in the two programs based on access to on-campus labs (or lack of access for online-only students), the result was faculty often had to develop and teach two different preparations for a single course, creating an unacknowledged increase in teaching load. With the loss of three full-time faculty lines, compounded by cost constraints and lower enrollment forecasts for Ohio University overall, the College needs a reasonable plan to help CE (and other departments) address short term and long term coverage of classes balanced against research/grant and service expectations of a smaller faculty.

- **Cuts to graduate program undermine faculty research productivity:** Budget cuts to graduate programs in the College of Engineering may be creating a negative feedback loop affecting both graduate-student recruitment/retention and faculty research/grant productivity. Faculty need on-campus graduate research assistants to qualify for and successfully complete grant-funded projects, which in turn provide funding for current and prospective graduate students. Along with increased teaching loads with a reduced staff, the CE Department faculty may be at a serious disadvantage in both graduate-student recruitment and faculty research productivity (which may, in turn, negatively affect faculty retention).

- **Promotion and Tenure policy and procedures needs clear guidelines for promotion to full rank:** Although probationary and recently-tenure associate professors indicated satisfaction with the P&T process, discussion with associate professors revealed a murkier, less explicit process for advancement to the rank of professor. The Department should update its P&T guidelines to make criteria for advancement to full rank comparable in clarity and rigor to the criteria used for advancement from assistant to associate/tenure rank.

## **6. Recommendations**

- The CE program at Ohio University is a leading source of employees for county engineer offices in Ohio, which require certifications that CE graduates achieve for graduation. The rural nature of

Ohio University's footprint also creates opportunities for students that are not easily available to students at urban/suburban universities. The CE program would benefit from an assertive marketing campaign via University Communication and Marketing, both alone and in collaboration with other CoE and Ohio University departments, to enhance recruitment overall and to CE in particular. Collect data on work placements and graduate school placements each year for stronger documentation and use in communication and marketing efforts.

- One potential, low-cost way to enhance the statewide/national reputation of the CE program would be to move forward with discussions to change the name of the Department to emphasize its environmental engineering strengths, such as Department of Civil and Environmental Engineering (CEE). Many other universities in the United States use the "CEE" name for many reasons, including recruiting perspective students who are interested in environmental engineering and water resources engineering and encouraging interdisciplinary projects focused on environmental protection and sustainability.
- Also related to the environmental engineering aspects of the CE Department, there may be opportunities for the CE Department to create university-wide general education courses, such as technical-report writing and grant writing, to serve non-majors within and beyond the College of Engineering. Existing CE offerings might also contribute to non-major certificates related to environmental studies/sustainability.
- Startup research funding for new faculty hires is considerably lower than funding at many other top programs, creating both a recruitment hurdle as well as a disadvantage for probationary faculty in grant-seeking and research productivity. If additional startup funds are not available, it might be wise to consider reducing the teaching load of probationary tenure-track faculty during their first three years to help them develop their research programs.
- The CE undergraduate program currently requires 126 credit hours, six more than the university requirement of 120. The CE Department should ensure that the additional six credit hours does not create a hurdle for students to complete their degrees in four years, which could be a hindrance in recruitment/retention of undergraduate students.
- Review diversity numbers and establish tracking metrics and contingency flags/triggers that initiate additional efforts to build a more diverse body of students compared to benchmark schools, state and national statistics, and trends.
- Provide support and incentives for students to sit for Professional Surveyor Exam. Only 9% responded they planned to take the exam from senior exit survey as compared to 89% planning on taking the Professional Engineer Exam.

## **7. Commendations**

- The CE undergraduate program is versatile by offering multiple areas of specialization, including Structures, Construction Management, Geotechnical, Transportation, Environmental, Water Resources, and Surveying.
- The online MS in Civil Engineering Program is one of the first successful programs in the U.S. and enhances the CE Department's national reputation.

- Nearly a third of undergraduate students are engaged in outside engineering competitions and organizations, and have lab and workspace to pursue these projects. Graduate students praise the level of engagement in field and applied research. The faculty, support staff, and department leadership work well together to provide an exceptional education for undergraduate and graduates students alike.

**8. Overall judgment:** The review committee finds the Civil Engineering Department to be **viable**.



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March 22, 2021

Dr. Bärbel Such  
University Curriculum Committee, Chair

Dear Dr. Such,

On February 18, 2021, I received the site visit report from 7-year review team which was conducted on February 9, 2021. I thank the reviewers' for their diligence in the assessment, and their flexibility to conduct the visit virtually during COVID restrictions. I agree with their recommendation that the Civil Engineering (CE) Program is viable and plays an important role in the Russ College and Ohio University overall. The number of faculty, research productivity, service provided, resources available and enrollment were all assessed to be sufficient for us to fulfill our mission. I think the points made in the text of the review were very accurate and germane, except for a few minor points I wish to comment on:

1. pg 5 "a significant decline in financial support from the College severely limited the resources for tuition waivers and grant-funded stipends" Actually, the College has maintained its financial support for graduate students to CE through these difficult recent years. CE did lose funding for a number of PhD student graduate contracts at one point during the review period, but that was granted to us as a start-up fund for the new PhD program and was never intended to be permanent. The College continues to provide funding for teaching assistants (TA). During the first round of University-wide budget cuts, the TA fund was cut 10% for the whole College, but no further cuts were made since then. We have never been denied tuition-waiver funding by the College. In the College and our peer Universities, the expectation is that individual faculty must win external grants to support their graduate student funding.
2. pg 5 "In the years before 2018 most, if not all, the woman graduate students in CE were international students" Many of the US-born undergraduate students we recruit are women. In Table C-16, of all of the thesis and dissertations completed during the assessment period, 13 were from women and 6 of those were US-born, or 46%. I expect the percentage of US-born women in the online MS program is even higher.

The review team identified no concerns from the self-study report for the review period (2012-2019) however several concerns were identified for the period after the self-study and before the visit.

*1. Changes in teaching workload not acknowledged: Faculty members expressed concerns over merging sections of on-campus and online MS courses to meet increased enrollment requirements for courses. Because of fundamental differences in the two programs based on access to on-campus labs (or lack of access for online-only students), the result was faculty often had to develop and teach two different preparations for a single course, creating an unacknowledged increase in teaching load. With the loss of three full-time faculty lines, compounded by cost constraints and lower enrollment forecasts for Ohio University overall, the College needs a reasonable plan to help CE (and other departments) address short term and long term coverage of classes balanced against research/grant and service expectations of a smaller faculty.*

With decreasing enrollments and resources, our options are limited for maintaining the educational breadth that is important for CE students. Teaching multiple cohorts at once is one way to increase teaching efficiency and continue offering the same curriculum under the constraints. Admittedly, it has increased the teaching workload on faculty at least in the short-term. However, this has been implemented in CE for only the past few semesters and only once in each of those courses (including one of my current classes). I expect with some course development, we will be able to better deliver the common course content and provide slightly different learning modules to the different cohorts with minimal additional work. Our colleagues in Electrical and Computer Science have been operating with this approach for some time, and I believe the interaction amongst cohorts will eventually increase learning for all the cohorts. This approach does deserve reassessment in a year or two.

*2. Cuts to graduate program undermine faculty research productivity: Budget cuts to graduate programs in the College of Engineering may be creating a negative feedback loop affecting both graduate-student recruitment/retention and faculty research/grant productivity. Faculty need on-campus graduate research assistants to qualify for and successfully complete grant-funded projects, which in turn provide funding for current and prospective graduate students. Along with increased teaching loads with a reduced staff, the CE Department faculty may be at a serious disadvantage in both graduate-student recruitment and faculty research productivity (which may, in turn, negatively affect faculty retention).*

I am also concerned. These are clearly difficulty times. In particular, the loss of two faculty members in recent years has caused a strain on all faculty in CE to maintain research productivity and graduate student recruitment while still meeting our teaching requirements. By teaching to multiple cohorts at once, we have increased our efficiency and cover the same number of courses with fewer faculty, but it has consumed faculty time in additional course development. The drop in overall research dollars awarded to the department with fewer faculty has also been apparent. External factors have further increased the challenges and frustrations faced by faculty in CE including declining University enrollments, VISA restrictions, University-wide budget cuts, decreased state and national research funding, and increased work associated with COVID adaptation.

*3. Promotion and Tenure policy and procedures needs clear guidelines for promotion to full rank: Although probationary and recently-tenure associate professors indicated satisfaction with the P&T process, discussion with associate professors revealed a murkier, less explicit process for advancement to the rank of professor. The Department should update its P&T guidelines to make criteria for advancement to full rank comparable in clarity and rigor to the criteria used for advancement from assistant to associate/tenure rank.*

This is an excellent observation which I had not considered. We will work on the department P&T guidelines to address this.

The review committee also listed six recommendations that were both accurate and insightful which I will summarize and address below:

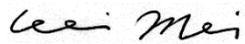
- 1. Increase recruitment by changing the name from CE to Civil and Environmental Engineering.* We have considered this in the past and will revisit it.
- 2. Develop university-wide courses and integrate with Environmental Studies/Sustainability.* Given our already high teaching loads we have limited flexibility here. The Environmental Sustainability Certificate lists one of our classes in their curriculum, but it might be worth trying to add more.
- 3. Faculty start-up funding is low and consider reducing the teaching load of probationary faculty.* All new hires teach one class a semester their first year. The College workload policy proposed in 2020 also recommends that teaching loads should not exceed 9 credits per year for the first three years.
- 4. The high requirement of 126 credit hours for a BS might limit 4-year completion and retention.* This high level of credits is necessary to maintain ABET accreditation and is a challenge for all CE curricula. We are actually on the low-side, compared to other CE programs in the state. Nevertheless, we are aware of the problem and are always trying to reduce the total credits required.
- 5. Track diversity numbers and establish metrics, triggers, and benchmarks.* This is a good recommendation that we will implement.
- 6. Support students to sit for the Profession Surveying Exam.* We do expend considerable effort and resources in support of this. Much of our discretionary Department budget pays to hire licensed surveyors to teach the surveying courses in our curriculum. Through their encouragement and reminders during every advising session, we advocate for that career path. Regardless of the benefits of becoming a licensed surveyor (PS), it is difficult to become both a PS and a professional engineer (PE), and most undergraduates will choose a PE over a PS, so I am not surprised only 9% pursue the PS. We will continue to provide the path and advocate, but I doubt we will increase that number.

Again, I thank the reviewer's for their diligence in the assessment, and their flexibility to conduct the visit virtually during COVID restrictions.

Sincerely,

A handwritten signature in cursive script that reads "R. Guy Riefler".

R. Guy Riefler  
Professor and Chair of Civil Engineering

A handwritten signature in cursive script that reads "Mei Wei".

Mei Wei  
Dean, Russ College of Engineering and Technology

**From:** [Yang, Lijing](#)  
**To:** [Such, Barbel](#)  
**Subject:** Grad Council comments on Civil Engineering and Linguistics  
**Date:** Friday, April 9, 2021 5:52:53 PM

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Barbel,

The Grad Council has reviewed two program review reports, Civil Engineering and Linguistics and summarized our comments below.

**Civil Engineering:**

We concurred with the program review team that the Civil Engineering program is viable. We also found the Dean and Department Chair's joint responses have addressed the main concerns and recommendations raised by the review team. We have no additional comments.

[The comments pertaining to the Linguistics review have been deleted from this document.]

Thank you!

Lijing

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