FACULTY COUNCIL MEETING

**3:00 p.m., Tuesday, February 10, 2015**

# Council Room, 412 Student Union

**AGENDA:**

1. Roll Call

2. Approval of the January 13, 2015 Minutes

3. Approval of Agenda

4. Special Report:

A. Susan Occhipinti - SGA Recommendation regarding Fall Break (See attached survey results)\*

B. Dr. Sheila Johnson - Library Annex Update

C. Mackenzie Wilfong, J.D., Tanya Lowery – Title IX Training

5. The President – Remarks and Comments

6. Report of Status of Faculty Council Recommendations:

President Hargis, Provost Sandefur, and/or Vice Presidents

7. Reports of Standing Committees:

a. Academic Standards and Policies: Carol Jones – Update

Recommendation: Revisions to OSU UAR 3.4: General Education Requirements\*

b. Athletics: Tom Royer – No Report

c. Budget: Pamela Lloyd – No Report

d. Campus Facilities, Safety, and Security: Nathan Walker – No Report

e. Diversity: Daqing Piao – No Report

f. Faculty: Karen McBee – Update

Recommendation: \*

g. Long-Range Planning and Information Technology: Victor Baeza – Update

h. Research: Gilbert John – Update

i. Retirement & Fringe Benefits: Rita Miller – No Report

k. Student Affairs and Learning Resources: Barney Luttbeg – No Report

8. Reports of Liaison Representatives –

9. Old Business

10. New Business –

j. Rules and Procedures: Ranji Vaidyanathan – Update

11. Adjournment

*Refreshments will be served at 2:45 p.m.*

*\*Attached*

**Oklahoma State University Fall Break Survey Executive Summary**

K. Celeste Campbell, Ph.D., University Registrar, January 8, 2015

The purpose of the OSU Fall Break Survey was to assist with determining the future of fall break by surveying current students, faculty, and staff. The primary objectives were to: (1) determine the importance of having a fall break; (2) assess fall break schedule preference—coincide with homecoming weekend or a weekend with no home football game; and (3) solicit fall break suggestions. A random sample of 2,500 students were invited to participate in the online survey, along with 1,691 faculty and staff members. The student sample was stratified by classification. A total of 1,623 responses were received between November 3 and 18, 2014, yielding a response rate of 38.7%. Of the 1,623 respondents, 44% were students (N = 707) and 56% were faculty/staff (N = 916).

**Summary of Results**

Fall break is more important to students than it is to faculty/staff, with 85% of students indicating very important or somewhat important and 52% of faculty/staff indicating very important or somewhat important.

Importance of Fall Break (All Respondents)

Importance of Fall Break (Students) Importance of Fall Break (Faculty/Staff)

When asked to choose between Friday of homecoming weekend or a non-football Friday, students preferred a non-football Friday (67% non-football; 22% homecoming), but faculty/staff preferred homecoming Friday (46% homecoming; 30% non-football). However, 18% of the respondents preferred break options that were neither of these two choices. The strongest theme in the “other” category was to add one or two days to the Thanksgiving break—mentioned by 100 respondents. Other preferences were to coordinate with public school breaks, include a Monday in the break, and extend the length of fall break beyond one day.

Fall Break Preference (All Respondents)

Fall Break Preference (Students) Fall Break Preference (Faculty/Staff)

Nearly one-half of the respondents (N = 796) provided comments and suggestions regarding fall break in response to an open-ended survey question. The most prominent emerging themes are illustrated below.

Themes: Comments and Suggestions Regarding Fall Break

**Amended by Passed Failed**

**Recommendation No.**  15-02-01-ASP  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Moved by:**  Academic Standards & Policies   2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Seconded by:**  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Passed**         **Tabled**         **Failed**  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Title:**  Revisions to OSU UAR 3.4: General Education Requirements

**The Faculty Council Recommends to President Hargis that:**

The proposed revisions to OSU UAR 3.4: General Education Requirements as presented to Faculty Council on February 10, 2015, be accepted and placed into record.

**Rationale:**

**Proposed Modifications to University Academic Regulation 3.4 General Education Requirements**

**February 3, 2015**

**The proposed modifications to UAR 3.4: General Education Requirements seek to accomplish the following goals:**

1. **Incorporate General Education Task Force Recommendation #1 (“30-10 Plan” and reduce minimums to State Regents’ level for A and S).**
2. **Put the information in a table format to facilitate understanding the policy.**
3. **Add the following clarification:**
   1. **Required mathematics course may have either MATH or STAT prefix;**
   2. **Specify courses considered equivalent to HIST 1103;**
   3. **International Dimension and Diversity are OSU requirements and not required by State Regents.**
4. **Add a paragraph from State Regents policy regarding the effect AA/AS degrees have on general education requirements. Currently this is not included in policy or elsewhere in the Catalog and was one of the recommended action items from the 2012 OSU Degree Requirements and Processes Working Group.**
5. **Shorten the description of the State Regents computer proficiency requirement.**

**Proposed Version**

**3.4 General Education Requirements. In keeping with State Regents policy, every OSU undergraduate degree includes a 40-credit-hour general education core that meets the requirements specified in the following table. Degree requirements may exceed the minimum criteria stated below.** Courses that carry general education designations are identified in the student information system and the Course Descriptions section of the Catalog. Physical education/leisure activity courses may not be used to meet general education requirements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Area** | **General Education Designation** | **Required Minimum  (at least 40 credit  hours total)** | **Courses and Notes**  **(See degree plans for details)** | **Specific Required General Education Courses on Degree Plans** |
| **English Composition** | **--** | **6 credit hours** | **See Academic Regulation 3.5** | **Courses are specified on all degree plans as required by OSRHE and OSU policy** |
| **American History** | **--** | **3 credit hours** | **HIST 1103, 1483, or 1493** |
| **American Government** | **--** | **3 credit hours** | **POLS 1113** |
| **Analytical and Quantitative Thought** | **A** | **3 credit hours of Mathematics** | **MATH or STAT prefix with A designation** | **Course may be specified  on degree plans** |
| **Humanities** | **H** | **6 credit hours** | **Courses with H designation** | **Generally degree plans do not require specific courses (see exception below); Students are allowed to choose any courses that meet the area requirements for these 15 credit hours** |
| **Social and Behavioral Sciences** | **S** | **3 credit hours** | **Course with S designation** |
| **Natural Sciences** | **N** | **6 credit hours** | **Courses with N designation; One course must also carry the L designation** |
| **Scientific Investigation (Laboratory Science)** | **L** | **1 course** | **See Natural Sciences** |
| **Diversity** | **D** | **1 course** | **Course with D designation; No minimum credit hour requirement; Institutional policy, not required by the State Regents; Unless the D course also carries an A, H, S, or N, it is not included in the minimum 40-credit-hour general education total** |
| **International Dimension** | **I** | **1 course** | **Course with I designation; No minimum credit hour requirement; Institutional policy, not required by the State Regents; Unless the I course also carries an A, H, S, or N, it is not included in the minimum 40-credit-hour general education total** |
| **Additional General Education Courses** | **A, H, S, or N** | **10 credit hours to reach total of 40** |  | **Degree plans may specify courses  for these 10 hours** |

OSU degree plans are designed to allow maximum flexibility within general education areas H, S, N, L, D, and I, so students may select the courses they take to fulfill these requirements. No more than 10 general education credit hours should be specific required courses on a degree plan, as indicated in the last row of the table above. Departments/Colleges may request an exception from the Office of Academic Affairs to specify more than 10 hours, but such exceptions would generally be approved only in the case of formal written external accreditation or certification requirements.

Substitution of general education courses is allowed when background for the major demands greater depth in an area in which a general education requirement is stated. Only in the Analytical and Quantitative Thought (A) and Natural Sciences (N) areas is substitution of the more advanced lower-division course permitted. Such a substitution requires the recommendation of the student's academic adviser and dean and the approval of the Office of Academic Affairs. (See also Academic Regulation 3.6.)

For students who earn an Associate of Arts or Associate of Science degree from another college or university within the Oklahoma State System, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified by the State Regents are met. OSU may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree if such additional work is programmed as a part of the upper division requirements of the degree program.

The Oklahoma State Regents for Higher Education require computer proficiency prior to graduation. The use of computers is an integral part of every OSU degree program; hence a student demonstrates proficiency by satisfactorily completing degree requirements.

**Current Version**

**3.4 General Education Requirements.** Although the University has a general education program, each college determines and publishes the general education requirements for its degree programs. College requirements may exceed the minima for general education established by the University, which are 40 semester credit hours (exclusive of physical education activity courses by OSRHE policy):

a. six semester credit hours of English composition;

b.   three semester credit hours of American history (HIST 1103 or equivalent), and three semester credit hours of American government (POLS 1113);

c.   at least six semester credit hours in each of the approved general education designated areas of Analytical and Quantitative Thought (A), Humanities (H), Natural Sciences (N), and Social and Behavioral Sciences (S) (at least three hours of Analytical and Quantitative Thought must be earned in a general education Math course);

d.   at least one course designated as International Dimension and one course in Scientific Investigation and, beginning in Fall 2008, one Diversity course.

Substitution of general education courses is allowed when background for the major demands greater depth in an area in which a general education requirement is stated. Only in the Analytical and Quantitative Thought (A)and Natural Sciences (N) areas is substitution of the more advanced lower-division course permitted. Such a substitution requires the recommendation of the student's academic adviser and dean and the approval of the Office of Academic Affairs.

Courses used to fulfill general education requirements are identified by code letters that appear preceding the course titles listed in the back of the Catalog and in the class schedule. The code letters designate the general education category for which the course may be used:

A   Analytical and Quantitative Thought  
D  Diversity  
H  Humanities  
I    International Dimension  
L   Scientific Investigation  
N  Natural Sciences  
S  Social and Behavioral Sciences

General education courses are also identified in the Student Information System (SIS) and on the Internet site maintained by the Office of the Registrar at [registrar.okstate.edu](http://registrar.okstate.edu/).

 The Oklahoma State Regents for Higher Education require computer science proficiency prior to graduation. This requirement could be met by:

a. successfully completing a high school computer science course that meets State Regents' high school curricular requirements;

b.   satisfying an institution's computer proficiency assessment; or

c.   successfully completing college-level course work that the institution designates.

The method by which a student demonstrates computer science proficiency at OSU varies by major. This requirement does not increase the number of courses required to earn a degree. The use of computers is an integral part of every degree program; hence a student demonstrates proficiency by satisfactorily completing degree requirements.

**Discussion/Approval Record Date**

1. Student Academic Services Directors February 19, 2014
2. Instruction Council November 20, 2014
3. Academic Standards and Policies Committee February 3, 2015
4. Faculty Council
5. Council of Deans and Provost

May 2014 ver. With suggested revisions as of 25 November 2014, recommended changes from Provost (16 January 2015) and consultation with Regents Legal council

**Amended by Passed Failed**

**Recommendation No.**14-05-01-Facutly-Revised  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Moved by:**  Faculty Committee   2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Seconded by:**  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Passed**         **Tabled**         **Failed**  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Title:**  Revisions to P&P 2-0112: Annual Faculty Appraisal and Development Policy

**The Faculty Council Recommends to President Hargis that:**

Revisions to Policy & Procedure 2-0112 as proposed below be accepted:

**Background and Rationale:**

The changes we propose to 2-0112 mainly reinforce that A&Ds are to be conducted for every faculty member annually based on written standards within each unit, specify that the written standards must align with those established for reappointment, promotion, and tenure, and clarify the relationship of 2-0112 with other, established policies.

**Oklahoma State University Policy and Procedures**

|  |  |
| --- | --- |
| **ANNUAL FACULTY APPRAISAL AND DEVELOPMENT**  **PROGRAM** | **2-0112**  **ACADEMIC**  **AFFAIRS**  **November 2008** |

# POLICY

1.01 A review of faculty activities and accomplishments for the preceding calendar year shall be conducted by the unit administrator every spring for every faculty member, regardless of rank or tenure status. A written report of activities and accomplishments shall be submitted by the faculty member. This report shall include a work and professional development plan. Unit administrators are expected to encourage the professional development of each faculty member.

1.02 Unit administrators shall familiarize each faculty member with the written Academic Unit Standards established by the faculty members as prescribed in the Policy Statement *Reappointment, Promotion And Tenure Process For Ranked Faculty* (2-0902). These standards serve as the basis for the evaluation all levels of review and must be consistent with university and college policies, but may exceed them. The unit administrator shall endeavor to provide an environment conducive to the achievement of expected performance. The unit administrator shall submit a written evaluation that provides detailed descriptions of the faculty member’s accomplishments and/or deficiencies specifically as they relate to the written Academic Unit Standards. The faculty member’s written report, together with the unit administrator’s evaluation, shall serve as the supporting documentation for any merit pay raise or other salary adjustment. The completed annual review documentation shall be placed into the permanent record of the faculty member and shall be added to an accumulation of performance documents that shall be used in any further review. A complete set of annual review documents shall be available for any peer committee evaluation, particularly evaluations at the times of reappointment, tenure and promotion. If a major element of professional performance is judged to be unsatisfactory by the unit administrator, the following steps shall be taken:

1. A detailed written plan for corrective action shall be specified by the unit administrator.
2. If requested by the faculty member, the unit administrator shall obtain appropriate faculty counsel to determine whether the appraisal is justified, and if so, what measures to improve performance are warranted. If in faculty counsel judgment, the unsatisfactory performance judgment by the unit administrator is not supported, the matter shall be forwarded to the dean for resolution.

# PROCEDURE

2.01 The faculty of each academic unit shall use the written Academic Unit Standards established by the faculty members of the unit as prescribed in the Policy Statement Reappointment, Promotion and Tenure Process for Ranked Faculty (2-0902) as the basis for the annual faculty appraisal and development. As delineated in Policy 2-0902, Academic Unit Standards serve as the basis for the evaluation all levels of review and must be consistent with university and college policies, but may exceed them. The standards must be approved by a vote of all tenured and tenure track faculty within the unit, by the appropriate college dean, and by the Provost and Senior Vice President, Academic Affairs.

2.02 Each spring semester, unit administrators shall initiate the appraisal and development process by distributing the Annual Faculty Appraisal and Development Program Form (attached) and clearly communicate to each faculty member the procedures, guidelines, timetable, and performance standards to be used.

2.03 Upon receipt of the form and information listed in Section 2.02, each faculty member shall provide to the appropriate administrator(s) a written report of his/her activities and accomplishments for the preceding calendar year, and future objectives.Faculty members with split appointments shall submit their report to the unit administrators of all the units in which they have assigned responsibilities. In preparing this report, the faculty member shall adhere to the following:

1. All significant activities and accomplishments for the current appraisal period shall be listed as specified in the Annual Faculty Appraisal and Development Program Form.

1. Outside professional activities listed should follow OSU Policy and Procedure 2-0111, “Procedures to Govern Overload Assignments, Outside Professional Activities, and Other Outside Activities of Faculty Members.”

1. Documentation of activities in each assigned area should be provided.

1. An updated curriculum vitae shall be included to provide an historical context for activities in the current appraisal period.

1. A listing of objectives and planned professional development activities for the coming year shall be included.

2.04 After receiving the written report described in Section 2.03, the unit administrator shall evaluate the professional performance of the faculty member and develop an initial draft of a written statement which describes and supports his/her appraisal. In preparing this draft statement, the unit administrator shall be guided by the following:

1. The Academic Unit Standards, described in Section 2.01, shall reflect the goals of the unit and the professional standards of excellence common to the unit’s academic discipline. These standards shall detailed the academic qualification standards for each rank, function or specialty within the unit, and must be consistent with university and college policies, but may exceed them. The unit administrator must base the evaluation on these standards and the faculty member’s assigned role in the unit.
2. The appraisal must be a definitive statement of the faculty member’s progress, accomplishments, and/or deficiencies related to objectives and activities during the appraisal period. A restatement of the faculty member’s activities is not adequate. As appropriate, the draft appraisal should include comments on the quality and quantity of performance in the faculty member’s assigned areas of responsibility with respect to the Academic Unit Standards. This appraisal is meant to address professional performance and should not be used as a means to document or evaluate personal misconduct. Such actions are to be addressed as prescribed in the *Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University* (1.13. Disciplinary Actions).
3. The appraisal can comment on the imposition of a written sanction that is not under appeal or the transfer of a sanction record, as described in Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University (1.13 Disciplinary Actions).  The appraisal should not restate the action(s) that lead to the sanction but instead rely on the sanction report for corrective actions on the part of the faculty member and procedures for appeal, review, modification, and removal of the sanction.

1. The unit administrator shall ensure that each faculty member has recommended major objectives for the next appraisal period. The unit administrator may recommend additional objectives and planned development activities to be discussed during the appraisal interview.
2. For tenure-track faculty who are not tenured, the unit administrator shall make a specific statement regarding the faculty member’s progress toward tenure based on the written Academic Unit Standards. Furthermore, the unit administrator should recommend specific modifications in activities, when necessary, that will contribute to a positive tenure decision.
3. If a major element of performance is judged to be unsatisfactory by the unit administrator, a detailed written plan for corrective action shall be provided by the unit administrator.
4. If the faculty member has a split appointment, the draft appraisal statement shall be prepared by the unit administrator of the faculty member’s home department after consulting with unit administrators of other units in which the faculty member has assigned responsibilities. All unit administrators involved shall sign the draft appraisal document. If the involved unit administrators disagree significantly on the evaluation, the matter shall be brought to the attention of the dean of the home department for resolution before the draft is finalized and sent to the faculty member.

2.05 After completion of the initial draft of the written appraisal statement, the unit administrator is to schedule an individual conference to be held in person with each faculty member appraised. The purpose of the conference is to discuss the appraisal and to attempt to resolve any differences between the faculty member and the unit administrator regarding the content and meaning of the written appraisal statement. In scheduling and conducting the conference, the unit administrator and faculty member are to be guided by the following:

1. The unit administrator should provide the faculty member with a copy of the draft of the written appraisal statement at least three (3) working days before the conference is scheduled.

1. If the faculty member wishes to clarify or change any part of the draft statement, he/she should provide the unit administrator with a written statement specifying the requested clarifications or changes at least one (1) working day before the conference is scheduled.

1. During the conference, the unit administrator and faculty member should attempt to make changes in the draft appraisal statement that will make it satisfactory to both parties.

1. Unit administrators shall make special provisions for faculty on leave or otherwise unable to meet in person.

* 1. Following the conference, both the faculty member and unit administrator are to sign the final written appraisal statement including any changes they agreed to make. The faculty member’s signature simply acknowledges that he/she has seen the written statement and has participated in the conference.
  2. If there is a disagreement between the faculty member and the unit administrator over the appraisal statement that is not resolved during the individual conference described in Section 2.05, the faculty member has ten (10) working days after the conference in which to present a written response. The written response shall be included as part of the permanent record of the annual review.

If requested by the faculty member, the unit administrator shall obtain appropriate faculty counsel from the unit’s personnel committee or equivalent. This committee will determine whether the appraisal is justified, and if so, what measures to improve performance are warranted. The committee shall obtain input from both the faculty member and the unit administrator. When deemed necessary, this committee may seek other external assistance to aid in their evaluation. The opinion shall be delivered in writing to the unit administrator and faculty member within ten (10) working days of the initial request from the faculty member. The unit administrator shall provide a written response within five (5) working days to the faculty member that addresses the counsel provided by the unit’s personnel committee or equivalent. This report should include the rationale for any disagreement with counsel provided by the unit’s personnel committee or equivalent unless that requires inappropriate disclosure of confidential information.

If a disagreement between the faculty member and the unit administrator is not resolved subsequent to the faculty member’s written response and/or faculty counsel, the unit administrator must alert the dean within five (5) working days. The dean must resolve the matter and respond in writing within 20 working days to the unit administrator with a copy to the faculty member.

* 1. The faculty member’s written reports of activities and accomplishments together with the written reports, as described in Section 2.03, from the unit administrator shall serve as the supporting documentation for any merit pay raise or other salary adjustment.
  2. All documents and records relating to each faculty member’s annual review are to be placed in that faculty member’s personnel file. These records shall be available to faculty charged with the responsibility of providing appropriate faculty counsel related to reappointment of untenured faculty, promotion of untenured and tenured faculty, granting of tenure, and cumulative review of tenured faculty.

Approved:

Faculty Council, December 12, 2006

Council of Deans, January 11, 2007

Executive Team, December 2007

Form Modified, November 2008

**OKLAHOMA STATE UNIVERSITY**

**ANNUAL FACULTY APPRAISAL AND DEVELOPMENT PROGRAM FORM**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period covered by evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Percent effort for: Teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Research/Scholarship \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Outreach \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Clinical \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Administrative \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please provide on separate sheets an accurate and complete profile of your activities and accomplishments during the appraisal period. Long-term activities should include an indication of progress made during the period for which this appraisal is intended. List objectives for teaching, research, and/or outreach, as well as professional development activities for the next appraisal period. For each major area of responsibility that applies, provide the requested information and add additional comments that are relevant. A current vita should be attached to this document.

**TEACHING ACTIVITIES:**

Describe any of the following in which you were involved; do not list courses taught, since they are listed on another sheet:

1. Course revisions or new course offerings.
2. Instructional materials, textbook, laboratory manual, other publications.
3. Advising students or supervision of laboratory assistants.
4. Involvement in Honors, interdisciplinary academic programs and/or Scholar Development.
5. Participation in assessment of student learning outcomes

**RESEARCH/SCHOLARLY AND OTHER CREATIVE ACTIVITIES:**

List the following in which you were involved:

1. Funded research projects (source, amounts, duration).
2. Proposals submitted (source, amount requested, duration) and status.
3. Publications (give citations for journal articles, books, abstracts).
4. Presentations at professional meetings (title, location, date).
5. Graduate theses for which you were advisor.
6. Technology transfer activities (disclosures, patents, licenses, other entrepreneurial activities).
7. Other creative activities.

**OUTREACH ACTIVITIES:**

Outline your primary duties as assigned for your position, and describe any of the following in which you were involved:

1. Programs developed or revised.
2. Extension grants received.
3. Publications authored (e.g., fact sheets, manuals, AV materials).
4. Courses or conferences organized.
5. Cooperative and other extension activities.
6. International activities.

**CLINICAL ACTIVITIES:**

Outline primary duties as assigned for your position.

**ADMINISTRATIVE ACTIVITIES:**

Outline primary duties as assigned for your position.

**PROFESSIONAL ACTIVITIES:**

List the following in which you were involved:

1. Committees (departmental, college, and university levels).
2. Service in professional organizations (e.g., offices held, committee assignments, papers reviewed).
3. Consulting services.
4. Professional development activities.

**AWARDS AND HONORS:**

**SIGNATURES:**

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_