MCNICHOLS FACULTY ANNUAL REPORT GUIDANCE DOCUMENT

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WHY

Within the last two years, the McNichols Faculty Annual Report form has been edited and updated. Based on faculty feedback concerning the version used in the Fall of 2019, the Provost convened a workgroup to reflect on the feedback and to review and revise the document.

WHAT

Since February of 2020, the workgroup has met and worked on the McNichols Faculty Annual Report Form. Throughout the revision process, representatives consulted constituents to inform the process. The form was also reviewed by the Deans and the leadership of the UDMPU and MFA. Additional modifications were made from this feedback.

GUIDING PRINCIPLES DURING DELIBERATIONS

The form should:
• provide information on the report's intent
• facilitate an opportunity for conversation about workload, faculty accomplishments, contributions, and development
• incorporate prompts that are open-ended to provide opportunity for depth and breadth of response
• clarify and expand the definition of creative/scholarly works
• offer opportunities to reflect on mission integration in teaching, research, and service
• include appendices that provide clarification, examples and allow for flexibility to integrate college/school obligations or requirements, e.g., accreditation standards

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About the Annual Report Form Appendices

The appendices are intended to provide some examples and clarify questions that arise when attempting to complete the Faculty Annual Report Form. It is a living document which will evolve over time. Feedback is encouraged and necessary for improving this document! Colleges/School/Department may add or modify as appropriate.

If unclear about where to put a particular activity that you wish to report, make your best determination of where it best fits. (There isn't a wrong answer*)* Please consult your Dean if you wish further clarifications of their expectations.

Further revision of this Guidance document will be informed by faculty questions. Please reach out to your Dean!

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APPENDIX I
TEACHING ACTIVITIES

General comments:

You may attach documentation such as information from accreditation reports, URLs of sites that pertain to your activities, departmental forms or observations, etc. as you see fit to this section of the Annual Report.

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Appendix I: Teaching Activities

Section A: TEACHING ASSIGNMENTS

For the 3rd column of the table, please indicate the credit hours for the course and the contact hours per week as indicated in the schedule of classes. For asynchronous online classes, please indicate this and estimate the expected student contact hours for the course.

Note in the last column of the table, indicate whether a course is a new preparation and/or an overload assignment. You can use the shorthand "NEW" for a new prep and "O" for overload.

Course subject and number (indicate cross-listed)	Course title	Credits and Contact hours	Students Enrolled*	Delivery method (face-to-face, online, hybrid)	Indicate whether new prep (New) or overload (OL)

Appendix I: Teaching Activities

Section B: TEACHING PRACTICES AND LEARNING ENVIRONMENT

What did you do to support student learning?

This section provides an opportunity to communicate and reflect on teaching practices that you have engaged in to enhance student learning and create environments of inclusive excellence*. For How did you meet students where they are? How did you identify and address obstacle that left some students behind?

You may attach documentation or include URLs as evidence of teaching effectiveness and/or application of discipline-specific teaching-learning principles.

*Inclusive Excellence: The Inclusive Excellence (IE) initiative nationally focuses on college students and aims at four principal goals:
1. Achieving academic equity in inclusive, welcoming settings.
2. Teaching and learning the skills, knowledge, and mindsets students need in order to make constructive contributions in an increasingly diverse society.
3. Creating a climate in classrooms and on campus that supports all students.
4. Developing learning opportunities that assume difference is an asset to problem-solving.

Appendix I: Teaching Activities

Section B: TEACHING PRACTICES AND LEARNING ENVIRONMENT - continued

IE originated within the American Association of Colleges and Universities (AAC&U). It presents colleges and universities with an opportunity to engage with a growing literature on diversity issues for students in higher education and research on strategies to address common systemic inequalities for historically underserved populations.
Making Excellence Inclusive | Association of American Colleges & Universities (aacu.org).

In thinking about teaching strategies and your efforts to create effective and inclusive learning environments, you might want to consider any of the following general areas of teaching excellence:

- Organization of subject matter and course
- Communication
- Knowledge of the subject matter
- Enthusiasm for the subject and for teaching
- Attitude toward students
- Processes for testing and grading
- Flexibility in approaches
- Appropriateness of student learning outcomes
- Assessment of student learning outcomes

Appendix I: Teaching Activities

Section B: TEACHING PRACTICES AND LEARNING ENVIRONMENT - continued

In responding to this section, you can also note practices you followed in teaching to improve student achievement of course learning outcomes. Some more specific examples of teaching strategies that contribute to success include the following (note that this list is provided to help focus your reflections and should not be interpreted as a to-do list):

1. New or improved method(s) of delivering content (e.g., creation of online/hybrid course materials)
2. Implementation of high-impact practices (e.g., experiential/active learning, mentoring, etc.).
3. Curriculum planning, implementation, development, and/or evaluation:
    a. Organizing subject matter and course sequencing
    b. Communicating with students
    c. Syllabus revisions and course development activities
    d. Working with course in consultation with reviews such as changing departmental or accreditation needs
    e. Updating content for currency in the field

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Appendix I: Teaching Activities

Section B: TEACHING PRACTICES AND LEARNING ENVIRONMENT - continued

4. Service related to teaching excellence (e.g., mentoring, serving on related committees etc.).
5. Engagement in teaching-related personal development (e.g., learning new software, improving online communication strategies, etc.).
6. Activities that contribute to maintaining currency in the field
7. Instructional practices that contribute to student retention and engagement
8. Inclusive teaching practices (inclusive teaching — the practice of embracing student diversity and designing courses in ways that reach all students)
   Inclusive Teaching in the Online Classroom (webinar)
9. Review and reflection on evaluations from students, peers, external reviewers, and/or administrators
10. Participation in faculty development activities
11. Self-reflection, analysis, and evaluation

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Appendix I: Teaching Activities

Section C: CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING

What are you going to do to improve student learning?

This section provides an opportunity to communicate and reflect on improvements you plan to make to your teaching and student learning. Consider the list in Section B above, with a focus on the future.

In addition, this is the appropriate place to discuss your participation in assessment activities (e.g., Core assessment, University assessment, accreditation-related assessments, and class surveys). You could also add narrative regarding how these assessment activities will affect future teaching efforts, if that is relevant.
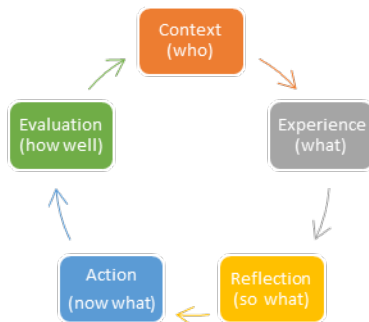
Appendix I: Teaching Activities

Section D: MISSION INTEGRATION

Here are some suggestions for what to reflect and comment on about how you are integrating mission into teaching and student learning. (Feel free to <u>pick one</u> of these to reflect on or comment on some other way you are integrating the mission into your teaching.)

Note, a variety of examples will be provided in future versions of this document.

Mission & Vision | University of Detroit Mercy (udmercy.edu)

Ignatian Pedagogical Paradigm

Appendix I: Teaching Activities

Section D: MISSION INTEGRATION - continued

For example, your narrative **may** include reflections on any of the following:

- How did you get to know who your students are, what they care about, and their lived experience as a vital element of learning your subject?
- What experiences/assignments/activities did you provide your students to invite them to move from content to reflection to action (what? so what? now what?)
- How did you call your students to engage community as partners and collaborators in ways relevant to learning outcomes of your courses?
- How did you help students explore issues of disparity relevant to your discipline?
- How did you invite students to reflect on their learning and how they are growing as learners?
- How did you invite students to a sense of awe, meaning, or purpose through the lens of your discipline?
- Did you make any changes to your teaching after attending faculty development opportunities around mission?
- How did you help students develop holistically? Develop a growth mindset?
- Did you engage students in topics consistent with the (Jesuit) Apostolic Preferences and/or the (Mercy) Critical Concerns?

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Appendix I: Teaching Activities

Section E: SUPPORT AND DEVELOPMENT

Is there anything your Department, the College/School, or the University could do to provide additional support that you would need to be a more effective teacher or that would enhance student learning? This section is intended to provide a basis of conversation with your Director/Department Chair and/or Dean.

APPENDIX II
ADVISING

General comments:

You may attach documentation such as reports, URLs of sites that pertain to your activities, departmental forms or observations, etc. as you see fit to this section of the Annual Report.

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Appendix II: Advising

Section A: STUDENT ADVISING
This section is used to report on your approximate advising load. It is understood that this will not be exact count of each and every student that you have advised. Do your best to estimate the number of students that you have advised.

Student Population	Number of advisees in Fall semester	Number of advisees in Winter semester	Number of advisees in in Summer (including SOAR)
Undergraduate advisees assigned (if applicable)			
Graduate advisees assigned (if applicable)			
Other advisees (if applicable, please describe)			

Assigned advisees are available in TitanConnect (Banner).

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Appendix II: Advising

Section B: ADVISING PRACTICES

What did you do when advising students?

This section provides an opportunity to communicate and reflect on advising practices you engaged in to enhance advisees' progress through their program.

For example, your narrative **may** include any of the following:
1. What new or improved method(s) of advising practices did you employ (e.g. techniques, communications, technologies)?
2. What documentation/materials did you provide to assist your advisees (e.g. flow chart, list of classes, list of university services, Plan of Work)?
3. How do you engage new advisees (differently than more experienced advisees)?
4. How do you document your interaction with your advisee (e.g. advisor notes, TEAMS, email)?
5. How do you help advisees feel part of the Detroit Mercy community?
6. How do you empower your advisees?
7. How do you troubleshoot issues/problems?

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Appendix II: Advising

Section B: ADVISING PRACTICES - continued

In thinking about your advising, feel free to focus on any of the following qualities of advising[*]:

- Establishing a genuine, supportive relationship
- Showing interest, helpful intent, and involvement
- Being a good listener
- Remembering personal information
- Keeping appointments, being available
- Making referrals for areas outside expertise (e.g. student counseling, Dean of Students, scheduling)

- Being familiar with referral sources
- Taking initiative in contacting advisees
- Supporting students in making their own decisions
- Being objective, balance support and accountability
- Modeling professional behavior and communication
- Keeping information confidential when appropriate
- Being knowledgeable about career opportunities

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Appendix II: Advising

Section C: CONTINUOUS IMPROVEMENT OF ADVISING

What do you plan to do to improve your advising of students?

For example, your narrative **may** include any of the following:

- Attended workshop on improving advising or technology to support early warning (e.g. Accucampus)
- Read articles on improving advising, creating a sense of belonging, etc.
- Created materials to better support/communicate with advising

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Appendix II: Advising

Section D: MISSION INTEGRATION

What was your approach to support the holistic development of your advisees?

For example, your narrative **may** include any of the following:
- An example of empowering an advise and meeting them where they were.
- An example of drawing out an advisees gifts, passions, talents, or interests.

Appendix II: Advising

Section E: SUPPORT AND DEVELOPMENT

Is there anything your Department, the College/School, or the University could do to provide additional support that you would need to be a more effective teacher or that would enhance student learning? This section is intended to provide a basis of conversation with your Director/Department Chair and/or Dean.

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APPENDIX III
MENTORING

Appendix III: MENTORING

Mentoring is a longer term, trust-based relationship based on a concern for a student's growth and development personally and professionally. In an academic setting, this relationship often leads to advocacy for the mentee, publications, creative works, or community and leadership engagement.

If you have developed a more significant long-term deep guidance relationship with an advisee they may appear in the ADVISING section as well as this MENTORING section.

For example, your narrative **may** include comments pertaining to any of the following:
- In what role did you mentor students? (e.g. research mentor, career/personal mentor)
- How did you empower your mentee to explore their unique strengths, interests, passions?

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APPENDIX IV
SCHOLARLY WORK AND CREATIVE ACTIVITY

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Appendix IV:
Scholarly Work and Creative Activities

Section A: PUBLICATIONS/MANUSCRIPTS

Please complete the tables in the Annual Report form (one for refereed and another for non-refereed).

| Citation | Provide dates for those that apply | | | |
	Submitted	Revising for resubmission	Accepted	Published

Some Deans would like copies/links of publications included with the Annual Report. Please reach out to your Dean for clarification.

Feel free to add comments about characteristics of a particular journals/conference such as impact factor, acceptance rates, etc. to provide context for your scholarship.

You may also wish to indicate publications/manuscripts not accepted with narrative about this, if so desired.

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Appendix IV:
Scholarly Work and Creative Activities

Section B: PRESENTATIONS

Please complete the table in the Annual Report form.

Citation	Indicate any of the pertinent characteristics of the presentation			
	Invited/keynote/ informational	Refereed/ non-refereed	Poster/ Podium	Local/regional/ national/intern'l

(Please reach out to your Dean with questions. This section may be populated as a result of those questions.)

Appendix IV:
Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS

What follows are more detailed definitions of scholarship as related creative endeavors, aesthetic works, and practice in the discipline. These have been developed by the colleges and schools to support the many ways scholarly productivity is represented.

Appendix IV:
Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS - Architecture

In support of the advancement of the mission of the SOA, the faculty engages in an inclusive model of research that may include applied research such as professional practice, critical or research-based practice, or technical research, and may also include scholarly research such as the authoring of papers and journal articles and the development of other creative activities such as installations or "un-built" and/or speculative work. The pursuit of un-built work such as competition entries, gallery exhibitions, etc. represents a hybrid form of research that is both scholarly and applied in some sense and is therefore a meaningful form of research for the discipline. The quality of the abovementioned activities will be shown to have been achieved through a peer selection process, professional competition, committee selection or otherwise approved form of external verification. A post-factum publication of projects or artistic activity in professional media is also allowed.

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Appendix IV: Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS - Architecture

Documentation of scholarly or applied research and creative activities should be demonstrated with copies of relevant texts or visual documentation of the work and may include a wide variety of any of the following forms of evidence:

- Documentation of built or un-built work executed as part of ongoing professional critical or research-based practice, which demonstrates professional competence.
- Documentation of speculative work or other creative activities that may be unbuilt such as competition entries or other forms of public dissemination, which might or might not be peer reviewed.
- Technical forms of research such as material investigations or environmental technology studies supported by grants or published in a peer-reviewed venue.
- The completion of additional professional certifications during the probationary period such as attaining an Architecture or Interior Design license or LEED accreditation.
- Design, representation, or exploratory work exhibited in a gallery, juried festival or other public forum.
- Peer reviewed scholarly papers presented at conferences and/or published in professional or academic journals.
- Lectures presented publicly by invitation on research topics or current work. Certain invited lectures may count as peer reviewed if evidence of a rigorous selection process occurred prior to the invitation. For example: Keynote address to a national convention.
- Books or chapters from books on relevant research topics.
- Documentation of an award given to a project, research or other creative activity is considered peer reviewed.
- Documentation of an award given to the individual or firm that the individual plays a primary role will be considered peer reviewed.

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Appendix IV: Scholarly Work and Creative Activities SOA

Section C: PROJECTS AND INNOVATIONS - Architecture

Characteristics pertinent to architecture activities:

- Client-based work: private individual or company, public agency, institution or non-profit.
- Work/project solicited or awarded
- Awarded work/projects: competitive, RFI, RFQ
- Speculative or intended for implementation
- Status of work intended for implementation-begun or completed.
- Status of work intended for construction-commenced or completed.
- Completed work or design process recognition by award or publication.

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Appendix IV: Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS – Practice Scholarship, College of Health Professions

<u>Scholarship</u> is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform healthcare. Scholarship is the communication of knowledge generated through multiple forms of inquiry that informs practice, education, policy and healthcare delivery. The hallmark attribute of scholarship is the cumulative impact of the scholar's work on their specific area of expertise and on health care (AACN, 2018). Scholarship is inclusive of discovery, teaching, integration, and application (Boyer, 1990).

The *scholarship of practice* incorporates application and integration. It is a critical component in bridging the theory to practice gap. The scholarship of practice interprets, draws together and brings new insight to original research. This interconnection of ideas is used to change practice and solve problems. The practice scholar applies evidence to practice, incorporating implementation and translation science. Scholarship is guided by a multitude of innovative methods of inquiry that are informed through practice with an aim of improving and transforming healthcare delivery and outcomes. Practice scholars apply and integrate evidence to and from practice.

Appendix IV: Scholarly Work and Creative Activities CHP

Section C: PROJECTS AND INNOVATIONS – Practice Scholarship, College of Health Professions

The ***scholarship of application*** is directly related to the need to address and resolve specific issues within practice – related to individual patients, organizations, systems and social problems. Development of clinical knowledge is created by practice scholars who question why certain methods are used and work to make improvements in practice. Internal evidence is generated through outcomes management, quality improvement, and evidence-based practice projects that translate evidence into practice and policy to improve care and outcomes. The implementation of evidence-based practices generates local knowledge related to how best to improve healthcare processes and outcomes that may be transferable as best practices. Velasquez, McArthur, and Johnson describe application and integration in terms of engagement and optimization. Engagement refers to the meshing and integration of knowledge into practice: whereas, optimization is the phase in which knowledge and theory generation is viewed as dynamic and ongoing, continuously inspiring new questions and innovations.

The ***scholarship of integration*** emphasizes the interconnection of ideas and brings about new insights on original research and interfaces between multiple disciplines. Integration combines knowledge in new creative applications that change paradigms and offer keen insights to solve problems. It has a collaborative and outcome focus. An example of integration includes healthcare policy, which is critical to generating support for healthcare innovation and improvement in the public domain. The scholarship of healthcare policy includes problem identification, problem analysis, stakeholder engagement, policy development, policy enactment (designing programs, influencing rules and regulations), policy implementation, policy/program evaluation, and the dissemination of evidence-based best practices (AACN, 2018).

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Appendix IV: Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS – Practice Scholarship, College of Health Professions

<u>Assumptions for Scholarship in CHP</u>

1. Scholarship will be progressive in nature demonstrating performance, impact or significance, and/or recognition.
2. Scholarly work must be continuous, organized, and conducted with a stated purpose.
3. The scholarship will be based in the area of the faculty's expertise.
4. Practice informs teaching, service and scholarship and as such, may be incorporated into the dossier as a demonstration of expertise that contributes to practice scholarship.
5. All faculty members are expected to participate in scholarly activities appropriate to their appointment, position and rank.
6. It is the responsibility of the faculty member through the assembly of their dossier and application for promotion and tenure, to demonstrate the manner in which their body of scholarly work meets the criteria.
7. Publications in predatory journals will not be considered when determining if faculty have met CHP standards for scholarly productivity for each rank.
8. When preparing the dossier, faculty should list active presentations to substantiate scholarly productivity, however, continuing education sessions attended should be listed separately as faculty development.

Appendix IV: Scholarly Work and Creative Activities

Section C: PROJECTS AND INNOVATIONS – Practice Scholarship, College of Health Professions

<u>Examples of Evidence Related to the Scholarship of Practice</u>

Application of competencies that promote the evaluation of clinical knowledge, new practice strategies, and systems of care that facilitate utilization of evidence-based processes.

Strategies such as information technology and research are often used to evaluate and improve care. The development of quality indicators and innovative healthcare delivery models are critical to the scholarship of practice. In order to support the use of these competencies, new practice-based roles within health systems must be developed and implemented.

Establishment of academic-practice partnerships that leverage the expertise of nursing faculty and clinicians to integrate systems of health care, improve health outcomes, and foster development of financially viable new models of care leveraging the talents and expertise of nursing faculty with clinical staff through academic-practice partnerships, new questions may emerge requiring research that generates evidence to inform new best practices as a result of such partnerships.

Measuring patient, organizational, and administrative outcomes that includes metrics relevant to patients, organizations, systems, and policymakers (e.g., cost, care outcomes, patient and provider satisfaction) facilitates data-driven decisions, and allows for impact analysis of outcomes in all arenas.

Appendix IV: Scholarly Work and Creative Activities CHP

Section C: PROJECTS AND INNOVATIONS – Practice Scholarship, College of Health Professions

Evaluating interprofessional team outcomes is imperative for the delivery of team-based care. The development of the interprofessional healthcare team effectiveness and team science is evolving to produce optimal safety and quality outcomes. Components of team evaluation may include organizational context, task design, team process, team psychosocial traits, and team effectiveness, which are defined by patient/provider outcomes. Potential outcomes may incorporate use of guidelines or standards, patient and provider satisfaction, clinical process improvement, collaborative behavior, and error rates.

- Peer-reviewed publications of research, case studies, technical applications, or other practice issues
- Presentations (podium or poster) related to practice
- Consultation reports
- Integrative reviews of the literature related to practice
- Studies of systems in healthcare, original interdisciplinary research and integrative models of paradigms across disciplines
- Evaluation of systems of care and the analysis of innovative healthcare delivery models, program evaluation and QI projects
- Reports of meta-analyses related to practice problems
- Policy papers designed to influence stakeholders, organizations or governments

- Reports compiling and analyzing patient or health services outcomes
- Development and refinement of practice protocols and strategies
- Products, patents, license copyrights
- Reports of interdisciplinary programs
- Interdisciplinary grant awards
- Grant awards (internal/external) in support of practice
- Peer reviews of practice
- State, regional, national, or international recognition as a master practitioner
- Maintains professional certifications, degrees, and other specialty credentials
- Establishing academic practice partnerships
- Dissemination of research findings for public knowledge
- Model program implementation
- Leads teams and disseminates results within organization(s)

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Appendix IV: Scholarly Work and Creative Activities

Section D: CREATIVE AND AESTHETIC WORKS– Performing Arts/Theater

Research leading to creative work and scholarship is traditional to any aesthetically-based academic discipline, and any activity within these disciplines that leads to the creation and dissemination of new knowledge is considered valid research and scholarship activity. Examples of such activity may include—but are not limited to—the following: any aspect of theatrical, musical, architectural, audio/visual, artistic, or literary production; devised work; interdisciplinary work/projects; community work/projects; design areas; or any variation of theory, writing, or performance. Research leading to creative work and scholarship, in any academic discipline, requires substantial historical and technical investigation, analysis, and expertise; as well as a synthesis of information, collaboration, imagination, creativity, skill, talent, and professional experience—all leading to public presentation validated by professional peer review. Therefore, creative activity must be regarded as being equivalent to scholarly efforts and publication.

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Appendix IV: Scholarly Work and Creative Activities

Section E: OTHER CREATIVE/SCHOLARLY WORKS

Please reach out to your Dean with questions. This section may be populated as a result of those questions.

Appendix IV: Scholarly Work and Creative Activities

Section F: GRANTS/FUNDING

Please complete the tables in the Annual report form.

			Indicate items that apply		
Externally Funded Grants (include funding source)	Amount Awarded	Date Awarded	Under Review	Revising for resubmission	Implementation

			Indicate items that apply		
Internally Funded Grants (include funding source)	Amount Awarded	Date Awarded	Under Review	Revising for resubmission	Implementation

Please reach out to your Dean with questions. This section may be populated as a result of those questions.

Appendix IV: Scholarly Work and Creative Activities

Section G: PROFESSIONAL / CONSULTING ACTIVITIES RELATED TO SCHOLARSHIP

For example, your narrative **may** include any of the following:

- Reviewer for journal/grants
- Consulting with relevant industry partners
- Consulting with other educational institutions
- Serving on doctoral/masters committees elsewhere
- External reviews of programs, faculty, etc.

Appendix IV: Scholarly Work and Creative Activities

Section H: PLANNED WORKS

Please reach out to your Dean with questions. This section may be populated as a result of those questions.

Section I: AWARDS AND RECOGNITION

For example, your narrative **may** include any of the following:
- Best paper/poster award
- Fulbright
- Scholarship acknowledgement

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Appendix IV: Scholarly Work and Creative Activities

Section J: MISSION INTEGRATION OF SCHOLARLY ACTIVITY

For example, your narrative **may** include any of the following:

- Community engaged scholarship
- Scholarship on teaching and learning that is student-centered
- Scholarship that engages social issues
- What internal movements drive your interest in your research?
- How has your research increased your/your students' sense of awe?
- How has your research advanced/improved social issues?
- Example: https://perspectives.ahima.org/an-exploration-of-global-leadership-behavior-and-job-satisfaction-in-health-information-management/

Section K: SUPPORT AND DEVELOPMENT

Please reach out to your Dean with questions. This section may be populated as a result of those questions.

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APPENDIX V
PROFESSIONAL DEVELOPMENT

For example, your narrative **may** include any professional development activities you engaged in at conferences, workshops, seminars, webinars, licensing/credentialing continuing education courses, etc.

APPENDIX VI
SERVICE AND LEADERSHIP ACTIVITIES

Appendix VI: Service and Leadership Activities

Section A: COLLEGE/SCHOOL, DEPARTMENT AND UNIVERSITY-LEVEL SERVICE, COMMITTEES AND TEAMS

Section B: STUDENT-RELATED SERVICE

Section C: PROFESSIONAL SERVICE

Section D: COMMUNITY CONSULTING OR SERVICE
Section E: OTHER SERVICE

For the following sections, please reach out to your Dean with questions. This section may be populated as a result of those questions:

Section F: ADMINISTRATIVE ASSIGNMENTS / SPECIAL PROJECTS

- For example, your narrative **may** any of the following:
- Chair/Director role
- Assisting with HLC accreditation writing
- Accreditation coordinator

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