**External Program Review Self-Study Report Template**

**Michigan Technological University**

**This is the self-study template for external reviews of academic programs. It includes instructions for participation of interdisciplinary graduate programs that have been linked to a departmental self study.**

**Use for external review visits occurring fall 2020**

*The external review self study presents to the external review team a complete picture of the programs under review. The self study interprets and puts into context the more detailed documentation that is included in the appendices. Every section is a narrative section and may include limited tables and graphics; additional tables and graphics may be included in the appendices. The intended audience for this document is the external review team.*

*This external review self-study template is to be used by academic units that administer graduate and/or undergraduate programs that are not otherwise periodically reviewed by an accrediting body. This template is also to be used by the steering committees for interdisciplinary programs that are not housed within academic departments or schools at Michigan Tech. For the purposes of external review, interdisciplinary programs are linked to an academic department, and a single self study is produced for the academic department’s programs and the linked interdisciplinary program(s). The descriptive information pertaining to interdisciplinary programs is presented in its own separate section within Chapter IV (Undergraduate Degree Programs) or Chapter V (Graduate Degree Programs) as is appropriate for the academic level of the programs; in addition, for each interdisciplinary program, a separate set of answers to the synoptic questions in Chapter VI should be provided as well as separate appendices. Other than in these three places, the self study pertains to programs in the named academic department.*

*Items in green in the template are specifically mentioned in the* [*Michigan Tech Procedure for Periodic External Review of Academic Programs*](http://www.mtu.edu/provost/curriculum/degree-programs/periodic-review/)*. This template is under continuous review; please supply constructive feedback to the provost’s office and the Graduate School.*

**Self-Study Template**

1. Background and Overview of the Review
	1. Structure of the review – Identify and list the following:
		* The department (whose programs are under review)
		* The coordinating office and contact information: Identify the coordinating office and provide mailing address, telephone number, and e-mail address. *The coordinating office is the primary Michigan Tech contact for the review team*.
		* The departmental degree programs being reviewed
		* Any interdisciplinary programs included in the review and hence in the self-study

*When interdisciplinary programs are involved*, provide a narrative paragraph that explains that these programs are not housed in the department but that they are part of the review. Explain that all the materials in the self study concerning the interdisciplinary programs may be found in the following locations:

* + - Chapter IV: Each interdisciplinary undergraduate program will have a section in Chapter IV and a dedicated appendix describing the essential aspects of that program.
		- Chapter V: Each interdisciplinary graduate program will have a section in Chapter V and a dedicated appendix describing the essential aspects of that program.
		- Chapter VI: For each interdisciplinary program under review, the synoptic questions in Chapter VI will be addressed/answered separately and solely in a section for the interdisciplinary program.

The interdisciplinary sections may reference material in the department sections when it is relevant and helpful to do so.

* 1. Program history (**for each** departmental degree program being reviewed, complete items 1 and 2 as a set).
1. List the degree program to be reviewed:
	1. State the official name and Michigan Tech program code of the degree awarded.
	2. List any options, tracks, concentrations, and in-unit minors available to students enrolled in the degree program.
	3. List the year the program was implemented.
	4. List the date of the program’s last external review. If this is an initial (first-time) external review, it should be so indicated.
2. Major program changes: In a narrative paragraph, describe the major program changes with an emphasis on changes occurring since the last external review.
	1. Departmental program delivery modes: Describe the delivery modes used by the department for the reviewed degree programs, e.g., days, evenings, weekends, cooperative education, traditional lecture/recitation/laboratory, off-campus, distance education, online, etc. Please emphasize any unique, innovative, or challenging delivery modes.
	2. Departmental program locations: Include all locations where each program or a portion of a program is regularly offered, e.g., dual degrees, international partnerships, etc. Articulation agreements do not apply here (see instead chapter IV, section B.3).
	3. Public disclosure: For each departmental program, provide all locations/modes where the program’s learning goals/objectives/outcomes are posted or made accessible to the public. Do the same for annual student enrollments and for graduation data. Include the associated URLs for websites or webpages.
	4. Results of prior reviews: In narrative, and for each departmental program, describe the deficiencies, weaknesses, concerns, and issues from previous reviews or evaluations, and the actions taken to address them, including effective dates of actions if applicable. If this is an initial (first-time) external review, it should be so indicated (again) here.
3. University Overview: Mission, Vision, Strategic plan. (Suggested text in file: 2018-19\_Boilerplate Section\_II.docx. Modify as desired.)
4. Departmental Overview: Provide the department’s mission, vision, and strategic plan and information on where/how these are made available to the public. Include website URLs. Describe any substantial service loads the department carries for the university (e.g., core General Education courses, HASS Communication/Composition list courses, foundational STEM-program courses, or management of any shared facilities) or for the college.
	1. Governance
		1. Leadership: Describe chair, associate chair, and any other leadership roles relevant to the degree program.
		2. Charter: Summarize key standing committees and other charter highlights; provide full unit charter in an appendix.
5. Finances: Summarize main revenues and expenses for the department, including service contracts for major equipment/facilities.
6. Faculty/Staff: Provide two-page faculty CVs in an appendix.
	* 1. Faculty and staff number, ranks, demographics, qualifications/credentials: For current faculty complete Table III-1 (format supplied; see the end of this Word file), and provide a narrative summary of changes since the last review, reporting any trends in retention of faculty across all ranks. For staff members, provide a list or table that, for each staff person, includes complete job title, indicates whether the position support is hard or soft monies, and describes duties. Also include a summary of staff changes since last review, reporting any trends.
		2. Faculty workload: for the year preceding the visit, complete Table III-2 (format supplied; see the end of this Word file) which records courses taught/supervised by semester and an activity distribution across teaching, research/scholarship, service, and other (e.g., administration, sabbatical). Provide a brief narrative summary noting trends and changes since the last review.
		3. Professional development and training: For faculty and staff, describe professional development (PD) opportunities and any PD policies; also provide participation data and policy-compliance information covering the past four to five years. Describe current requirements for safety training, diversity training, and any other mandatory training expected by the department or by the university.
7. Facilities (particularly departmental but also including computing, the library, and any shared facilities that the unit faculty and/or staff regularly use): Give summary; describe maintenance and upgrading schedules, point to more in an appendix if desired. (Suggested text in file: 2018-19\_Boilerplate Section\_III-D.docx. Modify as desired.).
8. Evidence of scholarly activity and impact of the program: Summarize research expenditures, publications, presentations, performances, editorships, review activities, leadership in professional societies, fellowships, national prominence, etc. that faculty have engaged in over the past five years.
9. Undergraduate Degree Programs (including interdisciplinary programs linked to the unit for review purposes)
10. Overview: For each degree program, and as a set, provide items 1 and 2 below.
	1. Program educational goals/objectives/outcomes: Provide a **list** (not narrative text) of the program learning goals that starts with the eight university-wide Undergraduate Student Learning Goals (USLGs) and includes any others that the program faculty have defined—which may be inserted within the eight USLGs as subgoals or as the interpretation of the USLG for the program, or may be added as additional goals (e.g., #9, #10, etc.). Describe how the program learning goals align with the mission, vision, and strategic plans for the unit and for the institution. Describe the processes in place for revision of these goals. Degree-program goals/objectives/outcomes should reflect the expected abilities and attitudes of program graduates upon graduation, and the eight USLGs are common to all undergraduate degree programs and should be evident (i.e., numbered 1-8) within the list of program learning goals/objectives/outcomes.
	2. Program constituencies: Identify all the program constituencies (which normally goes beyond the students enrolled in the program) and describe how the learning goals of the degree program serve these constituencies. Program constituencies may include graduate programs of other universities, employers, alumni, faculty, the professional community, etc.
11. Students
	1. Admission: For each degree program, summarize any *special* admission requirements for the program beyond those generally used by the university to admit first-time, first-year undergraduate students. Describe any special processes or requirements for accepting new students into the program through internal transfers.
	2. Performance and progress evaluation: For each program, summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the program ensures and documents that students are meeting prerequisites and how it handles the situation when a course prerequisite has not been met.
	3. External transfer students and transfer course equivalencies: Summarize the requirements and process for accepting external transfer students and transfer credit. List and describe any program articulation agreements with other institutions that are associated with the degree programs under review.
	4. Advising and career guidance: Summarize the process for academic advising and providing career guidance to students. Include information on how often students are advised, on who provides the advising (program faculty; professional advisors; or departmental, college, or university advisor), and on how students are able to manage/monitor their progress to degree on their own. Provide the advising loads (i.e., the number of students served by the advisor).
	5. Work in lieu of courses: Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, military experience, options for testing out of courses, etc.
	6. Graduation requirements: Summarize all graduation requirements for each degree program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. This should include a degree audit sheet, any GPA requirements, the residency requirement, and any other requirements not evident in the degree audit sheet (e.g., a portfolio built over the length of the program and not associated with just one or two specific courses).
12. Curriculum: For each undergraduate degree program, and as a set, provide the sections listed.
	1. Bachelors-1 (one for each degree)
		1. Typical program of study: Use a table to present all courses in the program by term starting with the first term of the first year and ending with the last term of the final year. Indicate whether each course is a required course, an elective, or a selected elective (from limited options), and whether the course fulfills major requirements, general education requirements, or free elective requirements. In an appendix, provide a syllabus for each required course, and be sure that course learning objectives are evident in each syllabus. Usually an abbreviated syllabus (a two-page version) is sufficient for the reviewers and would be preferred to lessen their reading.
		2. Curriculum mapping: Provide a mapping of program learning goals/objectives/outcomes listed in IV.A.1 to the courses that compose the program curriculum. In the mapping, indicate the contribution level each course makes toward the goal/objective/outcome (1 = introductory contribution; 2 = moderate contribution; and 3 = substantial contribution) and indicate where each goal is assessed.
		3. Student data: Provide a summary that covers the past five years on student numbers including demographics, degree completion, retention, and placement in employment or graduate program. Career Services may be able to provide placement data for each degree program.
		4. History of continuous improvement of program through assessment and evaluation: Provide the items (a-d) below for the time span since the last program review or for the past six years.
			1. Direct measures of student performance. Assessment results and evaluation/reflection of student achievement for **each** program educational goal/objective/outcome (i.e., USLGs 1-8 and any additional goals established for the degree program). Provide performance indicators for each goal/objective/outcome and threshold achievement targets for each performance indicator.
			2. Indirect measures: Results of surveys of graduates and employers on student achievement of program goals/objectives/outcomes.
			3. Curricular interventions and improvements made based on assessment results and evaluation, along with reassessment/re-evaluation.
			4. Closing the loop: Provide reflection on how items C.1.iv.a-c above lead to continuous improvement of student learning and of student achievement of program goals/objectives/outcomes, and hence to continuous improvement of the program.
	2. Bachelors-2 …Repeat # 1 above for each bachelor degree under review.
13. Undergraduate summary: Summarize the highlights from item C above, the results from recent initiatives and their effects, and the degree program(s)’ future directions as aligned to the department’s and the university's strategic plans. Be *prepared* to produce the transcripts of six recent graduates, **as may be stipulated by the external team lead**; do not include transcripts, any student work, or any student names in the self-study document.
14. Graduate Degree Programs
15. Overview of Departmental Graduate Programs. Provide a narrative overview of graduate study in the department including a brief history of graduate programs offered; point to appendix for longer documents. Include a section “Response to concerns from previous review.”
	1. Governance: Include brief descriptions of the following:
16. Functioning of the unit’s Graduate Programs Committee.
17. Graduate School Administration: The Graduate School will provide text describing the workings of the Graduate School. (Text provided in file: 2018-19\_Boilerplate Section\_V-A-1-ii.docx. Do not modify.)
18. Departmental advising of graduate students, including process for assigning/selecting/changing graduate advisor(s).
19. Describe the practice of obtaining student feedback. Student Surveys: Current Student Satisfaction Survey results, Grad School Exit Survey results, etc. Describe any departmental surveys conducted to gain insight into student experiences in the department.
20. Graduate Student Outcomes Assessment. Summarize the graduate assessment plan: Include degree program learning goals for each graduate program (include plan in appendix), provide seminar series history, describe practices that affect all graduate students.
	1. Marketing and Recruitment: Describe efforts and degree of success in recruiting high quality graduate students and underrepresented minorities and women. Indicate obstacles.
	2. Admission: Evaluation of student progress and mentoring, provide the sections listed.
21. Orientation of graduate students by the Graduate School and by the unit. (Text provided in file: 2018-19\_Boilerplate Section\_V-A-3-i.docx. Should be preceded by text describing unit’s orientation activities.)
22. Grades offered, graduate student advising, including advising practices before and after designating a research advisor. (Include text on research credit grades, including the Q grade; text on research grades provided in file 2018-19 Boilerplate Section V-A-3-ii.docx.)
23. Process for providing periodic written evaluation of and feedback to graduate students to keep them on track: Describe.
24. Work accepted in lieu of courses: Describe student teaching, internships, etc.
25. Graduation requirements at Graduate School level (Text provided in file 2018-19 Boilerplate Section V-A-3-v.docx. Do not modify.)
26. Departmental Masters Program-1: Provide introductory narrative; point to appendix for longer documents.
	1. Admissions/Enrollment/Retention/Financial Support: Provide an overview narrative of student numbers, based on the data and discussion during the most recent *Internal Review of Graduate Program Outcomes* (B1). Include your latest *Internal Review of Graduate Programs Outcomes* (B1) report and the dataset in the appendix. The Graduate School can provide updates to your dataset, upon request.
	2. Typical Student Path/Courses: Thesis, report, professional paths differences, required courses (include syllabi in appendix), summarize required exams/submissions, timeline to completion.
	3. Student Learning Assessment and Closing the Loop: Provide an overview narrative of your assessment efforts and activities for continuous improvement. Refer to annual reports to the Graduate School here (actual annual reports included in appendix); the reports describe assessment of student learning outcomes, analyses of results, and evidence that results are used for continuous improvement.
	4. Strategic Plans for Growth and Enhancement for Masters Programs: Summarize your plans for growth and enhancement of your Master’s programs, based on the plans described in the *Internal Review of Graduate Program Outcomes*, the *Graduate Dean's response to the Internal Review*, *Graduate Student Learning Assessment Results and Summary reports*, and other departmental discussions. Connect your discussion to the department’s and the University’s strategic plans.
27. Departmental Masters Program-2 (repeat section V.B for all departmental masters programs)
28. Interdisciplinary Masters-3: See separate template at the end of this document for what to include here for interdisciplinary masters, when needed.
29. Departmental PhD Program-1: Provide narrative and summaries for each degree offered; point to appendix for longer documents.
	1. Admissions/Enrollment/Retention/Financial Support: Provide an overview narrative of student numbers here, and base it on the data and discussion during the most recent *Internal Review of Graduate Program Outcomes (B1)* process. Include your latest Internal Review of Graduate Programs Outcomes report and the dataset in the appendix. The Graduate School can provide updates to your dataset, upon request.
	2. Typical Student Path/Courses/Path to Candidacy: Provide an overview narrative that shows a typical student path and the path to candidacy. Include in the appendix your graduate student handbook or other materials that detail the qualifying examination process, course syllabi, samples of qualifying examination, research proposals, dissertation, etc.
	3. Student Learning Assessment and Closing the Loop: Provide an overview narrative of your assessment efforts and activities for continuous improvement. Refer to annual reports to the Graduate School here (actual annual reports included in appendix); the reports describe assessment of student learning outcomes, analyses of results, and evidence that results are used for continuous improvement.
	4. Strategic Plans for Growth and Enhancement of PhD programs. Summarize your plans for growth and enhancement of your PhD programs, based on the plans described in the *Internal Review of Graduate Program Outcomes (B1)* report, the *Graduate Dean's response to the Internal Review (B1)*, *Graduate Student Learning Assessment Results and Summary reports*, and other departmental discussions. Connect your discussion to the department’s and the University’s strategic plans.
30. Departmental PhD Program-2 (repeat section V.E for all departmental PhD programs)
31. Interdisciplinary PhD program-3: See separate template at the end of this document for what to include here for interdisciplinary PhD programs, when needed.
32. Certificates. Provide introductory narratives for each graduate certificate (departmental or interdisciplinary) offered; point to an appendix for longer documents you decide to append (optional). This is all that is requested for graduate certificates at this time; graduate certificate student outcomes assessment programs are under development.
33. Departmental Graduate Summary: Highlights from departmental items above, results from recent initiatives and their effects, SWOT (strengths, weaknesses, opportunities, threats), goals for the future as aligned to the University's strategic plan.
34. Overall Summary and Answers to Synoptic Questions: Answer questions from University and Graduate School (the questions follow the sections listed below).
	1. Departmental Responses
	2. Interdisciplinary 1 Program Responses
	3. Interdisciplinary 2 Program Responses

***University Synoptic Questions:***

* 1. *In what ways does the program support both the University’s and your college’s/school’s mission and vision statements?*
	2. *In what ways does the academic program align with the University’s strategic plan?*
	3. *In what ways is the program, or are the students, faculty, and staff associated with the program, contributing to an increase in state, national, and international awareness of the quality of Michigan Tech’s educational offerings and research capabilities?*
	4. *How do the research and scholarly activities of faculty (and staff as appropriate) enhance the learning experiences for students in the program?*
	5. *What are the principles that guide decisions regarding the allocation of resources for the program?*
	6. *Additional questions may be added by the cognizant academic dean, the dean of the Graduate School (for reviews of graduate programs), or the provost to gain information from reviewers that will support the University’s ongoing continual improvement processes.*

***Graduate School Synoptic Questions:***

1. *Portrait 2045 outlines the goals of graduate education at Michigan Tech. In what ways is your program(s) contributing to the Portrait 2045 graduate education goals?*
2. *There have been national discussions on the future of graduate education in US and ways to enhance graduate education. In what ways is your program addressing the issues and keeping up with the advances in graduate education in your discipline?*

APPENDICES

**Departmental Appendices**

* 1. Departmental Charter
	2. Departmental Strategic Plan
	3. Faculty CVs. *These should be two-page CVs that summarize the credentials and major aspects of experience, research/scholarship, and service (particularly for the past five to six years) of the faculty. A two-page CV template is available; ABET-formatted CVs are acceptable and are able to be generated by Digital Measures.*
	4. Student Learning Assessment Plans
1. Undergraduate Assessment Plan
2. Departmental Graduate Assessment Plan (part of the Graduate School’s “A” process)
	1. Student Assessment Outcome Data
3. Undergraduate Assessment Summary Reports
4. Graduate Assessment Annual Summary Reports ("green reports" as submitted to the Graduate School; part of the Graduate School’s “A” process)
	1. Internal Graduate Program Review Results (the Graduate School’s “B1” process): Department's Report on its most recent Internal Review of Graduate Program Outcomes and Graduate Dean's response to the Internal Review.
	2. Departmental Degree Requirements
5. Undergraduate Students
	* 1. Syllabi for required courses – these should be abbreviated versions (two-page versions) that contain essential information including course learning objectives.
6. Graduate Students
7. Graduate Student Handbook(s)
8. Other materials as pertinent: required-course syllabi, documents that detail the qualifying examination process, sample qualifying exams, etc.

**Interdisciplinary 1 Appendix**

1. Interdisciplinary Program Charter
2. Faculty CVs (those not included in the departmental appendix)
3. Graduate Student Learning Assessment Plan
4. Graduate Assessment Annual Summary Reports
5. Internal Graduate Program Review Results ( “B1” report and graduate dean's response).
6. Graduate Student Handbook(s)
7. Other materials as pertinent: required-course syllabi, documents that detail the qualifying examination process, sample qualifying exams, etc.

**Interdisciplinary 2 Appendix (see above)**

1. Interdisciplinary Program Charter
2. Faculty CVs (those not included in the departmental appendix)
3. Graduate Student Learning Assessment Plan
4. Graduate Assessment Annual Summary Reports
5. Internal Graduate Program Review Results ( “B1” report and graduate dean's response).
6. Graduate Student Handbook(s)
7. Other materials as pertinent: required-course syllabi, documents that detail the qualifying examination process, sample qualifying exams, etc.

**Template Insert for Interdisciplinary Masters or PhD**

1. Program History
	1. State the official name and Michigan Tech program code for the interdisciplinary degree program under review.
	2. Provide the year the program was implemented and the date of the program's last external review. If this is an initial (first-time) external review it should be so indicated.
	3. Results from prior external review, if available.
	4. Major program changes: describe these with an emphasis on changes occurring since the last external review.
2. Governance
	1. Leadership: Describe steering committee, its chair, and its functioning.
	2. Charter: Provide charter for interdisciplinary program.
	3. Faculty/Staff: List all associated faculty here (including those in the department) and their affiliations, and provide two-page CVs in an appendix only for those faculty not in the department; i.e., do not duplicate CVs present in the departmental appendix.
	4. Facilities: Describe; as much as is possible, refer to the main sections of the self-study; avoid duplication.
	5. Evidence of scholarly activity and impact of the program: Describe.
3. Students
	1. Marketing and Recruitment: Describe efforts and degree of success in recruiting high quality graduate students and underrepresented minorities and women. Indicate obstacles.
	2. Admission: Evaluation of student progress and mentoring, provide the sections listed.
		1. Program orientation: Describe program orientation activities; do not duplicate information already in departmental sections.
		2. Advising of graduate students (including advising practices before and after designating a research advisor): Describe the process for assigning/selecting/changing graduate advisor(s).
		3. Providing periodic written evaluation of and feedback to graduate students to keep them on track: Describe.
	3. Describe the practice of obtaining student feedback. Student Surveys: Current Student Satisfaction Survey results, Grad School Exit Survey results, etc. Describe any departmental surveys conducted to gain insight into student experiences in the department.
	4. Graduate Program Outcomes: Admissions/Enrollment/Retention/Financial Support: Provide an overview narrative of student numbers, based on the data and discussion in *Internal Review of Graduate Program Outcomes (B1)*. Include your latest *Internal Review of Graduate Programs Outcomes (B1)* report and the dataset in the appendix.
4. Typical Student Path (select masters or PhD)

Masters: Thesis, report, professional paths differences, required courses (include syllabi in appendix), summarize required exams/submissions, timeline to completion, OR.

PhD: Typical Student Path/Courses/Path to Candidacy: Provide an overview narrative that shows a typical student path and the path to candidacy. Include in the appendix your graduate student handbook or other materials that detail the qualifying examination process, course syllabi, samples of qualifying examination, research proposals, dissertation, etc.

1. Graduate Student Outcomes Assessment. Summarize the graduate student assessment plan (include plan in appendix): Include degree program learning goals for each graduate program, provide seminar series history, describe practices that affect all graduate students.
2. Closing the Loop: Provide an overview narrative of your activities for continuous improvement. Provide evidence that results are used for continuous improvement.
3. Strategic Plans for Growth and Enhancement for Masters Programs: Summarize your plans for growth and enhancement of your Master’s programs, based on the plans described in the *Internal Review of Graduate Program Outcomes (B1)*, the *Graduate Dean's response to the Internal Review*, *Graduate Student Learning Assessment Results and Summary reports*, and other departmental discussions. Connect your discussion to the Graduate School's and University’s strategic plans.
4. Summary for Interdisciplinary Program. Summarize all discussions of this program. Also, point the reader to the interdisciplinary program's answers to the University and Graduate School's synoptic questions in the self-study (chapter VI).

Table III-1. Faculty information

Name of degree program:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name(Department) | Rank | Type of Academic Appointment TT, T, NTT | FT or PT | Highest Degree and Field | Institutions from which Highest Degree Earned & Year | Years of Experience | Professional Registration/ Certification | Level of Activity (high, med, low, none) in: |
| Govt./Industry | Total Faculty | This Institution | Professional Society | Research | Consulting/ Summer Work in Industry |
|  Blizzard T. Husky (MSE) |  |  |  |  |  |  |  |  |  |  |  |  |
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Table III-2. Faculty Workload Summary

Name of degree program(s):

|  |  |  |  |
| --- | --- | --- | --- |
| Faculty Member(name) | FT or PT4 | Classes Taught (Course No./Credit Hrs.)Term and Year1 | Total Activity Distribution2 |
| Teaching | Research/Scholarly Activity | Service | Other3 |
|  |  |  |  |  |  |  |
| Blizzard T. Husky | FT |  | 15 | 5 | 5 | 75 |
|  | FT |  |  |  |  |  |
|  | FT |  |  |  |  |  |
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1 Indicate Term and Year for which data apply (the academic year preceding the visit).

2 Activity distribution should be in percent of effort. Members’ activities should total to 100%.

3 Indicate administrative, sabbatical leave, etc., under “Other.”

4 FT = Full Time Faculty; PT = Part Time Faculty