

May 19, 2017

Search Committee, Vice President for Academic Affairs and Student Success
Attention: Ashlie Czyz
Director of HR Services and Executive Recruiter
The University of Tennessee Human Resources
105 Student Services Building
1331 Circle Park Drive
Knoxville, TN 37996-0213

Search Committee:

It is with great interest and enthusiasm that I submit application materials for the position of Vice President for Academic Affairs and Student Success for the University of Tennessee System; the scope of the responsibilities outlined in the position specifications is both interesting and exciting. I believe that my educational background; administrative experience; strong grounding in Academic Affairs and Student Life; experience with learning outcomes assessment and program review; written and oral communication skills; ability to work effectively, both independently and collaboratively; as well as demonstrated ability to work across academic departments, colleges, university offices and campuses with faculty, staff, department chairs, school directors, deans, and university leadership, provide me with a unique combination of qualifications to successfully fulfill the responsibilities associated with this position.

During my academic career, I have been fortunate to have been exposed to a wide variety of land-grant institutions and administrative philosophies; leadership styles and organizational structures; and unique university missions and visions. After earning an undergraduate degree at The Ohio State University, and MS and PhD degrees at Virginia Polytechnic Institute & State University and Colorado State University, respectively, I began my career as a faculty member at Kansas State University. During my 15 years at Kansas State, I became increasingly more involved in teaching and learning initiatives both at the college and university levels, assumed a number of leadership roles related to academic affairs and student support services, and became increasingly more interested in academic administration.

In 2002, I accepted a position as the Assistant Dean for Academic Programs in the College of Agricultural Sciences & Natural Resources (CASNR) at Oklahoma State University. In this role, I worked with the Associate Dean in the development, implementation, administration, and operation of college academic programs and activities; provided leadership for faculty development; coordinated academic advising across the college; monitored student academic progress; coordinated transfer and articulation agreements; provided leadership for the college scholarship process; and served as the primary interface between the university and CASNR academic departments regarding academic affairs, academic advising and student success. During this time I helped to establish the *CASNR Student Success Center*, directed and coordinated student retention programs; provided oversight for the Freshmen In Transition (FIT), CASNR Living-Learning Community (CLLC), Transfer Zone, Student Academic Mentors (SAMs), Career Liaisons, and Agricultural Ambassadors programs; coordinated recruitment, prospective student visits, Summer Freshman Enrollment, and Transfer Days; and provided leadership for First Year Experience (FYE) and taught CASNR Orientation courses for all incoming freshmen.

In addition to college-level responsibilities, I was actively engaged in a number of university-level initiatives related to academic affairs and student success and was a founding member of the university's *Institute for Teaching and Learning Excellence (ITLE)*. The ITLE provided leadership to the university with regard to enhancing teaching and learning effectiveness and was responsible for

planning, organizing and hosting teaching-related workshops; providing guidance for new faculty development programs; promoting the scholarship of teaching and learning; and identifying opportunities for recognizing and rewarding exceptional teaching. Other university-level responsibilities included serving as an Academic Integrity Facilitator; Director of Student Academic Services; and as a member of the University Assessment Council, Independent and Correspondence Study Committee, University Late Drop Review Panel, University Reinstatement Appeals Board, OSU First-Year Experience Committee and the University Commencement Committee.

Throughout my career, I have remained dedicated to pursuing personal and professional development opportunities associated with positions held and responsibilities assumed. While at Oklahoma State University, I participated in both the *ACOP-ESCOP National Leadership Development Program* (now LEAD21) and the *Food Systems Leadership Institute (FSLI)*. As a part of the two-year Food Systems Leadership Institute, Fellows are required to develop a project at their home institution in collaboration with college and/or university leadership. My project involved the creation of a comprehensive faculty development program for CASNR (none previously existed) which included the establishment of the CASNR Effective Teaching Committee, Brown Bag Teaching Discussions, Teaching Effectiveness Workshops, CASNR Teaching & Learning Reading/Study Group, CASNR Teaching & Learning Resource Center, Peer Observation of Teaching, CASNR Teaching & Advising Newsletter, and CASNR Exemplary Faculty Awards. The success of this program helped to more purposefully support the teaching mission of the college and served a model for the development the university's *Institute for Teaching and Learning Excellence (ITLE)*. In addition, FSLI Fellows worked closely with an identified mentor to gain additional experience; engage in new opportunities and initiatives; and develop greater breadth and depth of understanding of university central administration, interaction with governing boards and stakeholders, university budget, advancement and development, interaction with the state legislature, strategic planning, enrollment management, system-wide leadership, and accreditation. My mentor for this two-year program was the University Provost (she served as both Provost and Interim President during my second year of mentorship); this was an extraordinary opportunity and provided experience and insight that would have been difficult to otherwise acquire.

Following five years at Oklahoma State as Assistant Dean, I accepted a position as the Associate Dean and Director of Academic Programs in the College of Food, Agricultural, and Environmental Sciences (CFAES) at The Ohio State University. In this role, I provide leadership for academic affairs, assessment, recruitment and retention, student success, academic advising, FYE, undergraduate research, Diversity and Inclusion, Honors, Education Abroad, eLearning, scholarships, student development, CFAES living-learning communities, career development, alumni relations, teaching and learning, and faculty development. I am responsible for providing leadership to all academic programs in the college including those at The Ohio State University Agricultural Technical Institute (OSU-ATI) in Wooster, OH and manage and administer the General Funds budget to CFAES academic units; oversee student fee accounts; and engage in long-range planning for curriculum and enrollment. In addition, I work closely with the Vice President for Agricultural Administration and Dean (in collaboration with the CFAES Senior Associate Dean, Associate Dean for Research, and Associate Dean for Extension) in the development, implementation, administration, and operation of college initiatives and strategic goals, and in supporting the tripartite mission of the college.

Since returning to The Ohio State University in 2007, I have provided leadership for the reorganization of two different CFAES academic units (move of Entomology from the College of Arts & Sciences to CFAES as well as the move of Rural Sociology from one CFAES academic unit to another); Quarter-to-Semester (Q2S) Conversion; and ATI Re-Envisioning. I have worked together with the CFAES Director of eLearning to develop a college-wide strategic vision for technology-based course delivery, invested in over 30 technology-enhanced CFAES classrooms, and was intimately involved in creating the *CFAES Library and Student Success Center*. I have successfully addressed academic program challenges across the college's two campuses (Columbus and Wooster) and have fully embraced the "one college" philosophy in extending CFAES student services to all CFAES students, regardless of location. Over the past 10 years, undergraduate enrollment in the college has grown nearly 50%; the

percentage of first-generation students by over 30% (from 2012-16; data not available prior to 2012 for the Columbus campus); the percentage of international students by 390%; the percentage of domestic minority students by 126%; the percentage of students participating in Education Abroad has grown to over 40%; and 4-year and 6-year graduation rates have averaged over 67% and 83%, respectively.

During that same time, I have been intimately engaged in learning outcomes assessment as well as program review and accreditation. In addition, to serving as a Higher Learning Commission (HLC) Peer Reviewer, I have been involved with accreditation visits and program reviews for CFAES academic units, interacted with review teams, participated in exit interviews, and worked with individual academic units to implement suggested changes and/or enhancements. Not unrelated has been my work in collaboration with the CFAES Assessment Coordinator and CFAES academic units to develop and refine assessment plans for all 2-year and 4-year undergraduate degrees in the college (52) and work with the Graduate School and CFAES academic units to develop assessment plans for all CFAES graduate programs. In support of assessment, the college established the CFAES Assessment Team and has provided support for members to participate in HLC Training for Assessment of Academic Programs as well as attend other assessment-related conferences. In addition, I assisted with the university's 2017 HLC Reaffirmation of Accreditation, provided leadership for the HLC Change of Control for OSU-ATI, and currently serve on the university's Assessment Planning Committee.

In 2010, I was appointed as the *Sanford G Price & Isabelle P. Barbee Endowed Chair for Teaching, Advising & Learning*. Associated funding provided support for the development of *Price Chair Teaching, Learning and Advising Grants* to support CFAES faculty to attend and participate in workshops, seminars, symposia, and/or conferences related to teaching, advising, assessment, and/or instructional excellence; CFAES Lunch and Learn faculty-led discussions; CFAES Advising and Mentoring Workshops; Price Chair Teaching, Advising and Learning Symposia; faculty recognition; and support for graduate student stipends. These Price Chair initiatives have created greater visibility for the college's teaching mission, provided opportunities for faculty to engage in the scholarship of teaching and learning, and have helped the college to enhance its already strong reputation for teaching and learning excellence.

As indicated in the enclosed materials, my work with academic programs has extended far beyond the boundaries of CFAES. In addition to my college responsibilities, I have been actively engaged in university-level committees and taskforces including the University Quarter-to-Semester Conversion Workgroup, Assessment Planning Committee, BuckeyeLearn Task Force, eLearning Task Force, Institute for Teaching and Learning Planning Group, Leadership Taskforce Committee, President and Provost's Teaching Summit, Students Success Intervention Team, Service Learning Task Force, and the Academic Program Advisory Committee (past co-chair). At the national level, I have served as a member of the AG*IDEA Distance Learning Consortium Executive Board of Directors; National Planning Committee for Continuing the Dialogue: Promoting Change in Higher Education; American Society of Animal Science/American Dairy Science Association/Poultry Science Association Teaching, Undergraduate and Graduate Education Joint Program Committee (National Chair); and served as the North American Colleges and Teachers of Agriculture (NACTA) National President, the North Central Regional Director for the Academic Programs Section (APS) of the Board on Agriculture Assembly as a part of the Association of Public & Land-Grant Universities (APLU), and was elected for two terms to represent APS on the Board on Agriculture Assembly Policy Board of Directors.

In June 2014, I was asked to provide leadership to the university's newly-developed comprehensive Second-year Transformational Experience Program (STEP) with a 40% appointment in the Office of Academic Affairs. A partnership between the Office of Academic Affairs and the Office of Student Life, STEP focuses on both student engagement and student development in an effort to enhance second-year success. Through interaction with faculty mentors, students have the opportunity to engage in high-impact practices and participate in activities designed to enhance personal, professional and academic growth. Building upon key components of second-year success, students live on campus, participate in professional development co-curricular programs and activities, learn through peer

interaction, and are guided by faculty mentors. Through collaboration with faculty mentors, students develop proposals for up to \$2000 to complete a STEP Signature Project in one of six core areas (internships, leadership, study abroad, service-learning, undergraduate research, or artistic and creative endeavors). As a result, students gain greater self-awareness, explore educational interests and further develop career goals and aspirations. STEP has grown from 900 students in 2013-14 to over 3000 students for 2017-18 and has been recognized with the *2017 American College Personnel Association (ACPA) College Student Educators International Collaborative Excellence Award* and a *2017 National Association of Student Personnel Administrators (NASPA) Excellence Award*.

As STEP Director, I have had the opportunity to interact with the campus community in very new and different ways. Because there is only one fulltime STEP staff member, my success as Director as well as the success of STEP has been heavily dependent upon collaborations and partnerships across campus. Not only have I actively engaged with the Office of Student Life and Office of Academic Affairs, I have worked closely with the Office of Strategic Enrollment Planning; Office of Undergraduate Admissions, University Orientation and FYE; University Housing and Dining; Office of International Affairs; Office of Service Learning; Undergraduate Research Office; Honors and Scholars; Ohio Union Service and Leadership Programs; Center for the Study of Student Life; Buck-I-Serve; JobReady; Scarlet and Gray Financial; Student Wellness Center; The STEAM Factory; Center for the Study of Writing; and University Center for the Advancement of Teaching (UCAT).

In conclusion, I believe that my background in administration, strong grounding in Academic Affairs and Student Life, experience with academic programs and assessment, strong record of academic leadership, and demonstrated commitment to excellence will allow me to successfully fulfill the responsibilities of the Vice President for Academic Affairs and Student Success position. I appreciate being invited to apply and look forward to visiting with you in greater depth to discuss how I could contribute to the continued success of the University of Tennessee System.

Sincerely,



Linda C. Martin

Associate Dean & Director, Academic Programs
Price Chair in Teaching, Learning & Advising
College of Food, Agricultural, and Environmental Sciences
The Ohio State University

Director of Second-Year Transformational Experience Program (STEP)
Office of Academic Affairs
The Ohio State University

Linda C. Martin

General Background Information

Education:

Colorado State University, Fort Collins, CO

PhD; Animal Science (Animal Breeding & Genetics)

Graduation: May 1988

Virginia Polytechnic Institute and State University, Blacksburg, VA

MS; Animal Science (Animal Breeding & Genetics)

Graduation: January 1985

The Ohio State University, Columbus, OH

BS; Animal Science (Animal Breeding & Genetics)

Graduation: June 1982

Professional Experience:

The Ohio State University; Columbus, OH

Director, Second-year Transformational Experience Program (STEP)

2014-present

40% Appointment

Office of Academic Affairs (OAA)

Sanford G Price & Isabelle P. Barbee Endowed Chair for Teaching, Advising & Learning

2010-present

College of Food, Agricultural, and Environmental Sciences (CFAES)

Associate Dean & Director for Academic Programs

2007-present

60% Appointment (2014-present); 100% Appointment (2007-14)

College of Food, Agricultural, and Environmental Sciences (CFAES)

Oklahoma State University; Stillwater, OK

Assistant Dean for Academic Programs

2002-07

College of Agricultural Sciences and Natural Resources

(CASNR)

Kansas State University; Manhattan, KS

Professor (2001-02); Associate Professor (1994-01); Assistant Professor (1988-94)

1988-02

100% Teaching Appointment

Department of Animal Sciences & Industry

Career-Related & Leadership Education:

Center for Creative Leadership Women's Leadership Program

Completion: 2016

Food Systems Leadership Institute (FSLI) Fellow

Cohort I

Completion: 2007

ACOP/ESCAP Leadership Development Program

Class XII

Completion: March 2003

ACOP/ESCAP New Directors/Administrators Orientation

Class XII

Completion: December 2002

Project Learning Enhancement Action/Resources Network (Project LEA/RN)

Learning-Based Methodologies to Enhance Teaching and Learning

Completion: Spring 2002

Kansas Agricultural Rural Leadership (KARL) Program

Class III

Completion: April 1997

Additional Training & Credentials:

Higher Learning Commission (HLC) Peer Reviewer

Training Completion: 2007

Additional Training: In progress

High Impact Presentations®

Dale Carnegie and Associates

Completion: November 2006

Seven Habits of Highly Effective People® Training

Completion: June 2005

Leadership Training for Managers® Dale Carnegie and Associates

Completion: March 2001

Instructor Certification: March 2001

The Dale Carnegie Course® in Effective Speaking and Human Relations

Completion: October 1990

Instructor Certification: November 1991

Additional Certification: February 2005

Kansas-Oklahoma Director of Instruction: 2001-07

Professional Affiliations:

Alpha Zeta (Associate Member)

American Society of Animal Sciences (ASAS)

Gamma Sigma Delta

Global Consortium of Higher Education and Research for Agriculture

Kansas Association of Colleges and Teachers of Agriculture (1988-02)

National Agricultural Alumni and Development Association (NAADA)
North American Colleges and Teachers of Agriculture NACTA - Life Member
Mortar Board - Honorary Member
Sigma Xi

National Leadership Roles & Selected Professional Service Activities:

Board on Agriculture Assembly (BAA) Policy Board of Directors - National Elected Position (served two terms; 2011-15; one term as Vice Chair)

Academic Programs Section - Board on Agriculture Assembly APLU - North Central Regional Chair (2007-08); ***ACOP; APS Re-Envisioning Team***

American Society of Animal Science Board of Directors - National Elected Position (2010-14) AG*IDEA Distance Learning Consortium Executive Board of Directors - National Elected Position (2007-11)

Food Systems Leadership Institute (FSLI) Leadership Team and Residential Session II Site Director (2007-present)

LEAD21 Board of Directors (2006-08) National Program Chair (2007-08)

National Planning Committee for Continuing the Dialogue: Promoting Change in Higher Education after the Leadership Summit Conference - National Academies (2006-07)

American Society of Animal Science-American Dairy Science Association-Poultry Science Association Teaching/Undergraduate & Graduate Education Joint Program Committee (2004-07) National Chair (2005-07)

North American Colleges and Teachers of Agriculture (NACTA) - National President (2004-05) National Vice President (2003-04)

National e-Extension Think Tank (Fall 2002)

Awards & Recognition:

Virginia Polytechnic Institute & State University Distinguished Alumna Award; College of Agriculture & Life Sciences (2015)

The Ohio State University College of Food, Agricultural, and Environmental Sciences Recognition Banquet Honoree - CFAES Academic Programs Office (2010)

National Association of Colleges and Teachers of Agriculture (NACTA) Distinguished Educator Award (2007)

Celebrating First-Year Student Advocates National Resource Center for The First-Year Experience & Students in Transition - National Semi Finalist (2007)

American Society of Animal Science Distinguished Teaching Award (2006)

Distinguished Alumna in the College of Food, Agricultural, and Environmental Sciences - The Ohio State University Agricultural Alumni Society (2006)

The Ohio State University Animal Science Hall of Fame - Inductee (2005)

Mortar Board Senior Honorary Award of Excellence (2003)

Gamma Sigma Delta Outstanding Faculty Teaching Award of Merit (2002)

Kansas State University Little American Royal Dedicattee (2002)

Kansas State University "Faculty of the Week" (2001)

National Association of Colleges and Teachers of Agriculture (NACTA) National Teaching Award of Excellence (formerly Ensminger-Interstate Distinguished Educator Award) (2001)

National Award for Excellence in College and University Teaching in the Food and Agricultural Sciences - United States Department of Agriculture Higher Education Programs and National Association of State Universities and Land Grant Colleges (1998)

Kansas State University Presidential Award for Teaching Excellence (1997)

Commerce Bank Outstanding Undergraduate Teaching Award in Agriculture (1997)

Mortar Board Senior Honor Society Outstanding KSU Instructor and Advisor (1997)

Kansas State University College of Agriculture Faculty of the Semester (Fall 1999; Spring 1997; Fall 1994; Fall 1992; Spring 1990)

Kansas State University "Extraordinary Teacher" (Spring 1999; Spring 1996; Spring 1992)

Kansas Agricultural and Rural Leadership (KARL) Program - Class III (1995-97)

Virginia Polytechnic Institute and State University Outstanding Female Alumna (1995)

The Ohio State University Agricultural Alumni Society Young Professional Achievement Award (1994)

American Society of Animal Science (ASAS) Outstanding Teacher-Midwest Section (1994)

National Association of Colleges and Teachers of Agriculture (NACTA) 1993 Central Regional Outstanding Teacher

National Association of Colleges and Teachers of Agriculture (NACTA) Teaching Fellow (1993)

Kansas State University College of Agriculture Advisor of the Year (1991-92)

Mortar Board Senior Honor Society Outstanding Professor in the College of Agriculture (1991-92)

AES/CES Annual Conference - Outstanding Extension-Research Poster (Fall 1989)

Program Recognition:

2017 American College Personnel Association (ACPA) College Student Educators International Collaborative Excellence Award - The Ohio State University STEP Program

2017 National Association of Student Personnel Administrators (NASPA) Excellence Award - The Ohio State University STEP Program

The Ohio State University - Associate Dean & Director of Academic Programs (2001-present)

General Administrative Responsibilities:

- Provide leadership for academic affairs and academic programs; assessment; student services; recruitment and retention; student success; FYE; undergraduate research; Honors; Education Abroad; eLearning; scholarships and financial aid; living-learning communities; Diversity & Inclusion; Career Development; teaching and learning; student development; faculty development; and academic advising in the College of Food, Agricultural, and Environmental Sciences (CFAES) at The Ohio State University.
- Work with CFAES Dean and Vice President to support the tripartite mission of the College and work collaboratively in the development, implementation, administration, and operation of College initiatives and strategic goals. Work in collaboration with CFAES Senior Associate Dean, Associate Dean for Research, and Associate Dean for Extension to provide leadership in the College. Participate as a member of the *CFAES Administrative Cabinet*.
- Actively engage in College strategic planning; responsible for tracking and reporting progress on all academic-related metrics.

- Serve as the immediate supervisor to CFAES Assistant Deans; provide leadership for *CFAES Academic Programs Team*. Serve as the CFAES representative to university and external stakeholders for all academic matters, and as the representative to the *Academic Programs Advisory Committee (APAC)* at the university level.
- Manage and administer the General Funds budget for the College; coordinate and oversee student fee accounts; technology fee accounts; work with CFAES academic units to meet emerging academic financial needs and engage academic units in long-range planning.
- Provide leadership for teaching, learning and advising for all CFAES academic units including the School of Environment and Natural Resources (SENR) and The Ohio State Agricultural Technical Institute (OSU-ATI). Work collaboratively with Academic Programs staff in SENR and at OSU-ATI to coordinate curriculum, assessment, recruitment, FYE, undergraduate research, Education Abroad, scholarships, multicultural student services, career development, alumni relations, teaching and learning, and faculty development.
- Work collaboratively with CFAES Director of eLearning to identify opportunities for student access through eLearning; prioritize CFAES eLearning initiatives (both for-credit and not-for-credit); identify current and future needs; provide instructional, technology and classroom support; and provide support for assessment of eLearning offerings.
- Provide oversight of all undergraduate student recruitment for the College including enrollment management, prospective student visits, and marketing. Work collaboratively with CFAES academic units to develop enrollment plans and marketing strategies.
- Oversee graduate and undergraduate student learning outcomes assessment for the College (Columbus and Wooster campuses). Coordinate interaction with CFAES academic units and provide opportunities for assessment activities and professional development. Monitor progress of academic units and facilitate the use of assessment data to enhance the curriculum.
- Collaborate with CFAES Education Abroad staff and the Office of International Affairs (OIA) to enhance international opportunities for undergraduate and graduate students in the College. Work to establish priorities, enforce policies, and manage budget for CFAES Education Abroad.
- Work in collaboration with staff on college-level student leadership, life skills and career development programs including the *CFAES Living-Learning Community*, *Peer Mentoring Program*, *Voyagers* and *CFAES Ambassadors*.
- Coordinate student retention programs and work with CFAES Assistant Deans to monitor student academic progress; develop and implement college-level policies; and collaborate on academic issues including probation, suspension and readmission. Provide coordination for undergraduate academic advising across the College and work to ensure CFAES students have access to high quality academic advising and mentoring.
- Work collaboratively with *CFAES Academic Programs Team* to ensure diversity and inclusion as well as access and affordability. Actively engage in enhancing cultural awareness and providing opportunities for personal and professional development associated with identified needs.
- Coordinate faculty development for teaching, learning, assessment, and academic advising.
- Work in collaboration with *CFAES Administrative Cabinet* to provide opportunities for leadership development for faculty across the full spectrum of faculty ranks (Instructors, Adjunct Faculty, Professional Practice Faculty, Assistant Professors, Associate Professors, Professors, and Administrators).
- Coordinate all classroom and learning spaces in the College; work to meet current and future needs; provide leadership for renovation of spaces to meet teaching, learning and technology needs across the College.

- Provide leadership for CFAES Library and Student Success Center; work collaboratively with OSU Libraries to ensure student needs are being met and facilities are being maintained and updated as needed.
- Serve as the primary contact for the CFAES Café; work with OSU Dining Services to ensure both parties are working together to ensure dining needs are addressed. Provide oversight for expenditures of revenue generated to provide quality spaces for students to work collaboratively.
- Work with CFAES Advancement Office with regard to development and stewardship of scholarships and endowments to support student programming. Coordinate with CFAES Assistant Dean in the management of scholarship accounts at the college level.
- Work with *CFAES Staff Advisory Council (SAC)*; serve as a liaison between SAC and *CFAES Administrative Cabinet*.
- Participate as a member of regional and national organizations and initiatives focusing on teaching, learning and higher education.

CFAES Academic Affairs:

- Led academic restructuring of two different CFAES academic units.
- Provided leadership for Quarter-to-Semester (Q2S) conversion for CFAES. Embarked on a two-year undertaking with faculty from all CFAES academic units, to establish learning outcomes for all graduate degrees as well as all 2-year and 4-year undergraduate degrees and built semester-based degree programs constructed on established student learning outcomes.
- Restructured the *College Committee on Academic Affairs* to include representation from all CFAES academic units (including SENR and OSU-ATI) as well as the CFAES Assessment Coordinator. Expanded the roles and responsibilities of this committee to include review of academic policies, concurrence, and college curricular requirements.
- Led OSU-ATI Re-Envisioning. Provided leadership; established core re-envisioning team; worked with facilitator; coordinated re-envisioning retreats and stakeholder meetings; conducted listening sessions; participated in data collection and preparation of final document; and worked with implementation team to develop a roadmap for implementation.
- Work with accreditation and program review for CFAES academic units to provide academic-related information necessary for the review; engaged with all accreditation and academic review teams; participate in exit interviews; work with individual academic units to implement suggested changes and/or enhancements.
- Provided leadership for focused site visit associated with the “Change of Control” request OSU-ATI made of the Higher Learning Commission (HLC). Work collaboratively with CFAES Assistant Dean in review of curricular revisions. Worked to streamline existing academic curricular-related processes and developed a more effective model for matriculating transitioning and transfer students.
- Worked in collaboration with CFAES Assessment Coordinator and CFAES academic units to develop and refine assessment plans for all 2-year and 4-year undergraduate degrees in the College (52); developed plan for collecting and reporting; worked in cooperation with CFAES academic units to use assessment data to inform departmental academic program decisions; and worked with Graduate School and CFAES academic units on assessment plans for graduate programs. Support the CFAES Assessment Coordinator and the *CFAES Assessment Team* to participate in HLC Training for Assessment of Academic Programs and attend other assessment-related conferences.
- Work with CFAES Director of eLearning to develop a college-wide strategic vision for technology-based course delivery in the College and work together with OSU-ATI to develop a plan for expanding opportunities associated with College Credit Plus. Provided technology

upgrades for CFAES classrooms as to better accommodate a more aggressive distance education presence. Partnered with academic units to upgrade classroom technology and support technology-based educational initiatives.

- Established *CFAES Study Abroad Funding Taskforce* to provide recommendations in response to changes in university funding model for Education Abroad. The committee proposed recommendations for the allocation of Education Abroad tuition revenue as well as established guiding principles for partially underwriting program costs for students. The report was reviewed by CFAES unit leaders and was implemented in 2015-16. An *Education Abroad Advisory Committee* was formed to provide important input and/or feedback with regard to Education Abroad priorities, curricular requirements, assessment, and strategic planning. Over 40% of all CFAES 4-year students study abroad before graduating from the College.
- Worked with *OCAGE* (Ohio Collegiate AG Education) a consortium of two-year and four-year institutions offering agricultural- and natural resource-related degree programs in Ohio to enhance communication, establish course equivalencies and improve articulation agreements.

CFAES Recruitment & Enrollment Planning:

- Coordinate enrollment planning for the College. Work in collaboration with CFAES Prospective Student Services Coordinator and all CFAES academic units (including SENR and OSU-ATI) in the creation of a comprehensive enrollment plan for the College (reviewed and updated annually). Work with all CFAES academic units to develop unit-specific undergraduate enrollment plans.
- Interface with Office of Enrollment Services at the university level to ensure CFAES enrollment opportunities and challenges are clearly understood and can be addressed; work to create greater awareness of CFAES degree programs and academic opportunities; work collaboratively to ensure awareness of opportunities across both campuses (Columbus and Wooster).
- Coordinate recruitment efforts between OSU-ATI and Columbus to leverage resources and deliver a more unified message in marketing the full range of academic opportunities available (each CFAES academic unit has a representative on the committee).
- Together with CFAES Prospective Student Services Coordinator developed and currently host a scholarship competition for high-ability prospective CFAES students (both in-state and out-of-state). Students (already accepted at Ohio State) are invited to campus to participate in a multifaceted scholarship competition. All invitees are awarded a minimum \$500 scholarship for participating should they enroll at The Ohio State University and pursue an undergraduate major in CFAES; yield for students participating in this competition exceeds 80%.
- Establish marketing campaigns for CFAES in collaboration with University initiatives (new campaign launched every-5 years). Prior to implementation, CFAES does a comprehensive scan of peer institutions and test markets messages, materials and mediums.
- Worked collaboratively to develop marketing and recruitment materials to align with current university recruitment campaign. Develop print materials, social media, advertising strategies, media displays, website content and design, radio messaging, iPhone apps, recruitment initiatives and programing (led by CFAES Prospective Student Services Coordinator).
- Collect data on the impact of all recruitment initiatives in the CFAES and evaluate yield verses expenditures; recruitment initiatives are evaluated based on these metrics.
- *Experience OSU for a Day (EFOD)* visits (college-level campus visit program) are organized through the CFAES Academic Programs Office. CFAES Prospective Student Services Coordinator provides the lead; all members of the Academic Programs staff provide support for the program. Yield for *EFOD* visits exceeds 40% for admitted Columbus undergraduate students and 70% for admitted Wooster undergraduates.

- Host an annual *CFAES Campus Transition Day* for all students transitioning (or planning to transition) from Ohio State Regional Campuses and OSU-ATI. Participants interact with faculty, staff and students; tour departmental facilities; explore the Columbus Campus; and meet with CFAES student organizations.
- Provide support to CFAES Prospective Student Services Coordinator with regard to the *CFAES Ambassador Program*; work collaboratively to provide leadership training and professional development opportunities. *CFAES Ambassadors* are the “face of the College” for undergraduate recruitment. Ambassadors visit with prospective students and families, present to and host stakeholder groups and make high school visits. *CFAES Ambassadors* attend recruitment events around the state, regionally and nationally to present opportunities available to students through CFAES and The Ohio State University.
- Work with CFAES Assistant Dean and College counselors to coordinate summer orientation programming, transfer enrollment and FYE initiatives.
- Actively engage in the *Summer Research Opportunity Program (SROP)* for underrepresented undergraduate students many of whom are interested in pursuing graduate studies at The Ohio State University.
- Meet with prospective students, families and stakeholders with regard to academic opportunities in CFAES.

CFAES Teaching, Learning, Advising and Student Success:

- Provide leadership for the creation of the CFAES Library and Student Success Center from concept to design and from ground breaking to ribbon cutting. Dedicated in February 2015, this facility provides student space that supports the academic mission of the College and contributes to an environment that supports student academic success.
- Oversee all CFAES FYE initiatives including, Welcome Week Activities, Freshman Survey Course, *CFAES Peer Mentors*, FYE Education Abroad, Academic Advising, and CFAES Living-Learning Community.
- Work with CFAES Assistant Dean to provide leadership to the CFAES Freshman Survey Course (and equivalent transfer course); work collaboratively to develop content and coordinate delivery; engage with *CFAES Peer Mentors* and provide lectures to all sections. *CFAES Peer Mentors* are assigned to all first-year students in CFAES; *Peer Mentors* assist with Freshman Survey Course and mentor students throughout their first year on campus.
- Provide leadership for enhancing the quality of academic advising efforts in the College; work with Chairs to strengthen student services in CFAES academic units. Extend student services (prospective student services, multicultural student services, Education Abroad, and career development to all CFAES students (including OSU-ATI and SENR); partner with CFAES academic units to address specific student needs.
- Implemented a plan for mentoring transition and transfer students; revised the CFAES Transfer Survey Course; and work with CFAES Academic units to more quickly integrate these students into their respective academic departments. Strategies implemented are based on national research associated with student success.
- Provide college-level support for Veterans, first-generation college students as well as underrepresented minorities and international students..
- Provide opportunity for student development through attending conferences and workshops and/or hosting speakers. The College makes a significant investment in the personal, professional and leadership development of CFAES students.
- Work with CFAES academic units to develop support for career development (particularly with regard to serving students in new and emerging academic majors).

- Complete routine audits of teaching and learning spaces in the College; work with the University and CFAES academic units to identify needs and establish priorities for further enhancing these spaces.
- Continually assess and address specific staffing needs relative to identified “bottlenecks” and/or “gaps” in academic and student services.

CFAES Scholarships:

- CFAES is dedicated to access and affordability through the awarding of CFAES Scholarships based on need, academic performance, and student leadership. The application for and awarding of CFAES Scholarships is coordinated through the CFAES Academic Programs Office under the leadership of CFAES Assistant Dean. Scholarships are awarded for tuition, fees, books, Education Abroad, and leadership development. CFAES awarded in excess of \$2.5 million in scholarships for 2016-17.
- CFAES Prospective Student Services Coordinator serves as the lead for visiting with prospective students and families to address questions and provide resources related to affordability.
- Work with CFAES Assistant Dean with regard to donor stewardship and with the CFAES Advancement Office to identify needs, interact with current and future donors, and match donors with potential scholarship opportunities.

CFAES Student Organization Advising:

- *Alpha Zeta Partners* - Supported at the college level
- *CFAES Ambassadors* - Supported at the college level; advised by *CFAES Prospective Student Services Coordinator*
- *CFAES Student Council* - Faculty Advisor (2007-11); Provide support for CFAES Student Council including Back-2-School Bash and Annual CFAES Student Recognition Banquet. Currently advised by *CFAES Career Development Coordinator*
- *CFAES Voyagers* - Supported at the college level; advised by *CFAES Education Abroad Coordinator*
- *MANNRS* (Minorities in Agriculture and Natural Related Sciences) - Supported at the college level; advised by *CFAES Diversity, Inclusion and Student Success Coordinator*
- *Towers Honorary* - Faculty Advisor (2007-14); Supported at the college level; advised by *CFAES Assistant Dean*

CFAES Career Development:

- CFAES Career Development maintains Hire-a-Buckeye, the College’s online site for posting resumes and scheduling interviews.
- Through leadership of CFAES Career Development Coordinator, CFAES has continued to increase the number of companies attending CFAES Career Expos and campus interviews; partnered with SENR and ATI to implement Hire-a-Buckeye college-wide. Based on exit interview data, over 90% of CFAES students have jobs or have been accepted into professional school within six months of graduation.
- Engage with industry representatives and relevant stakeholders related to career development.
- Expanded career services to OSU-ATI and continue to provide additional services to Columbus-based students.

CFAES Faculty Development:

- Developed *Price Chair Teaching, Learning & Advising Grants*. Grants are designed to encourage CFAES faculty to attend and participate in workshops, seminars, symposia, and/or conferences related to teaching, advising and/or instructional excellence. Recipients receive support toward travel, lodging and conference registration. In return, each recipient is expected to make a quality presentation in the form of a *Price Chair Teaching, Learning & Advising Enhancement Grant Roundtables* (autumn)
- Initiated *Reisch Brown Bag Teaching Discussions* (spring). Book is selected and the College purchases a copy for all participants; the group meets at regularly scheduled times for discussion; faculty members have the opportunity to lead discussion on individual book chapters.
- Support *CFAES Advising Workshops* to enhance the quality of advising and mentoring college wide.
- Provide support for various teaching-related workshops in the College. Encourage and continue to provide support for CFAES faculty to participate in appropriate professional development activities, workshops and/or conferences related to teaching, learning and advising.
- Identify and expand opportunities for faculty recognition for excellence in teaching and advising; nominate deserving faculty and staff for regional and national awards.
- Developed plan to increase the number of faculty receiving regional and national level teaching recognition. Program included identifying opportunities, working with faculty in preparing materials and submitting nomination packets.

The Ohio State University Institutional-Level Responsibilities:

- **Academic Programs Advisory Committee (APAC):** (Past Co-Chair) Academic Associate Deans (and others from central administration engaged in academic affairs and academic programs) meet monthly to address academic issues including, but not limited to: curriculum, academic policies, articulation, eLearning, assessment, accreditation, enrollment planning, academic calendar, and General Education.
- **BuckeyeLearn Task Force:** Taskforce to educate, pilot and launch *BuckeyeLearn*, an online learning and training tool accessed by the campus community. *BuckeyeLearn* provides an opportunity for faculty and staff to engage in online professional learning and development.
- **eLearning Task Force:** Committee convened by *Office of Academic Affairs* to review the breath of eLearning offerings, discuss strategic direction and campus culture, identify challenges and opportunities associated with eLearning and consider support services and incentives needed.
- **Institute for Teaching & Learning:** Invited to participate in ongoing campus-wide dialogue regarding the structure and scope of the proposed *Institute for Teaching & Learning* (launched in 2016). The *Institute for Teaching & Learning* reaffirms the University's commitment to teaching and learning and ensures the University is as highly regarded for teaching as it is for research. The Institute focuses upon instructional support; inquiry and scholarship; policy; and communication.
- **Leadership Taskforce Committee:** Committee convened by *Office of Academic Affairs* to discuss the breath of leadership-related education and student life initiatives focusing upon leadership. This taskforce provided guidance and made recommendations on curricular and co-curricular components of leadership campus wide.
- **President and Provost's Teaching Summit** (100 participants campus wide): Held in May 2015,

a group was convened to discuss a university initiative to promote excellence in teaching and learning including policy, the scholarship of teaching and learning, and teaching professional development needs. Recommendations led to university-wide *Institute for Teaching & Learning*.

- **Students Success Intervention Team:** Committee convened by Office of Enrollment Services and the Office of Student Life to review success intervention initiatives across campus and provide guidance and recommendations for more coordinate efforts for student success intervention.
- **Quarter-to-Semester (Q2S) Conversion Workgroup:** Committee convened by Office of Academic Affairs to provide leadership for all aspects of Q2S conversion for The Ohio State University.
- **Service Learning Task Force:** Committee convened by Office of Academic Affairs and the Office of Student Life to provide a framework for a more unified service learning, community engagement, and community service effort on campus.

The Ohio State University - Director of Second-year Experience Program (2014-present)

General:

Serve as the Director for The Ohio State University Second-year Transformational Experience Program (STEP). A partnership between the Office of Academic Affairs and the Office of Student Life, Open to all second-year students, STEP focuses on both student engagement and student development in an effort to enhance second-year success. Through interaction with faculty mentors, students have the opportunity to engage in a transformational experience and are exposed to activities designed to enhance personal, professional and academic success. Building upon key components of second-year success, students live on campus, participate in key co-curricular programs and activities, learn through peer interaction, and are guided by faculty mentors.

STEP provides an opportunity for education beyond the classroom. Through collaboration with faculty mentors, students develop proposals to engage in a transformational experience in one of six core areas (internships, leadership, study abroad, service-learning, undergraduate research, or artistic and creative endeavors). As a result, students gain greater self-awareness, explore educational interests and further develop career goals and aspirations.

STEP Committees & Workgroups:

- **STEP Executive Steering Committee** - The STEP Executive Steering Committee meets biweekly and consists of administrators from across the university. This committee provides support to the STEP Director and serves as the executive team for setting future direction and establishing policy. Responsible for helping to establish the agenda and for identifying discussion topics and raising issues of concern.
- **STEP Implementation Team** - The STEP Implementation Team consists of the STEP Director, STEP Senior Program Manager, and staff from Residence Life, Housing Assignments, First Year Experience, the Student Wellness Center, Student Life Marketing, and the Center for the Study of Student Life. This team meets bi-weekly and is responsible for the day-to-day operations of STEP. The STEP Implementation Team carefully and critically thinks through all aspects of STEP to ensure decisions made are in the best interest of STEP students and faculty. The STEP Implementation Team is responsible for recruitment, events, outreach, and program implementation.
- **STEP Student Advisory Committee** - In March 2016, we created the *STEP Student Advisory*

Committee. This committee is comprised of student representatives from across campus and serves as a mechanism for gathering student feedback about STEP. The *STEP Student Advisory Committee* has provided valuable suggestions to the *STEP Implementation Team* in their efforts to expand recruitment networks. This committee meets monthly.

- **STEP Ambassador Program** - The STEP Ambassador Program was created to provide an opportunity for students who had completed STEP to stay involved with the program beyond their second year. STEP Ambassadors assist with the program in a variety of ways including: visits to cohort meetings to share personal STEP experiences; presenting at STEP information sessions; and helping with STEP events and other marketing and recruitment efforts. Enhanced professional development opportunities are provided to STEP Ambassadors; sessions focus upon self-discovery, communication skills, professional etiquette, and servant-leadership (Beth Fines and Vicki Pitstick provide leadership).

STEP Recruitment Events & Activities:

- **STEP Recruitment Receptions** - Work to coordinate and assist in providing leadership for *STEP Faculty Recruitment Receptions* held each December. Prospective STEP Faculty Mentors are invited to attend. This program provides additional details about STEP and highlights the STEP student experiences via digital stories.
- **STEP Recruitment Lunches** - During spring semester, STEP (Director and STEP Senior Program Manager) hosts 1-2 lunches per week to recruit new STEP Faculty Mentors (2-5 faculty per lunch meeting). Current STEP Faculty Mentors participate to answer questions and share personal experiences (Office of Student Life provides "Dining Dollars").
- **Lunches with Department/Unit Chairs & Directors** - Together with Randy Smith, Vice Provost for Academic Programs, we began hosting "STEP 101" luncheons for all Department/Unit Chairs and Directors (5-10 per lunch). Sessions are designed to provide an overview of STEP, clarify faculty expectations, answer questions, collect feedback, and listen to unit-level concerns. A similar meeting was organized for Regional Campus Deans.

STEP Student Events & Activities:

- **STEP Kick-off Event** - Work collaboratively with the Office of Student Life to host the STEP Kick-off Event in the Spring as a way introduce students to STEP and establish expectations for the upcoming year. Administrators from the Offices of Academic Affairs and Student Life, participate.
- **STEP Welcome Week Event** - STEP students meet to get acquainted with their STEP Faculty Mentor and review expectations for the academic year. All students are required to attend.
- **STEP Expos** - Two STEP Expos (autumn and spring semesters) are held to showcase completed Signature Projects; coordinate by the *Office of Student Life*. All current STEP students are required to attend.
- **STEP Signature Projects Fair** - Units/organizations across campus present experiences and/or projects in which STEP students could participate as part of their STEP Signature Project. To date, over 50 experiences have been developed by various departments and offices; experiences are highlighted year-round on the STEP website.

STEP Faculty Events & Activities:

- **STEP Faculty Spring Orientation & Training** - This training is required for both new and returning STEP Faculty Mentors. STEP Director provides leadership for planning and works collaboratively in presenting.

- **STEP Faculty Autumn Retreat** - This retreat serves to welcome and orient new STEP Faculty; update returning STEP Faculty on changes; highlight available resources; and provide work time for STEP Houses to plan for autumn semester. STEP Director provides leadership for planning and works collaboratively in presenting.
- **STEP Faculty Feedback Lunches** - STEP (Director and STEP Senior Program Manager) hosts 10-12 lunches per year to solicit feedback from first-time STEP Faculty Mentors, veteran STEP Faculty Mentors (STEP Faculty Mentors returning for the second, third or fourth time), and Scholars STEP Faculty Mentors. Feedback was used to inform changes for the next academic year.
- **STEP House Facilitator Training** - In 2015-16, STEP introduced the concept of House Facilitators to foster and encourage positive interaction among STEP Faculty Mentors. Over the past three years, STEP Faculty Mentors have found the interaction among fellow faculty to be extraordinarily beneficial; while some houses interacted regularly, others rarely met. After meeting with the University Center for the Advancement of Teaching (UCAT), the idea of modifying the Faculty Learning Community concept to fit the STEP House model was envisioned. One STEP Faculty Mentor was identified for each STEP House (four STEP Faculty Mentors per house) to serve as the House Facilitator. House Facilitators attended a training facilitated by UCAT and developed in collaboration with the STEP Director and STEP Senior Program Manager.
- **STEP Scholars Faculty Mentor & Scholars Coordinator Joint Training** - STEP conducted a pilot of STEP Cohorts nested within Scholars Programs at The Ohio State University. Experienced STEP Faculty Mentors were identified to take part in this pilot. STEP (Director and Senior Program Manager) hosts a joint training for Scholars Coordinators and STEP Scholars Faculty Mentors to provide a preview of the upcoming year and to establish shared expectations.
- **STEP Faculty Recognition Reception** - Current STEP Faculty, Department Chairs, and Academic Deans are invited to a reception each spring to recognize the commitment and dedication of STEP Faculty Mentors and their home academic unit. Graduating STEP Ambassadors are also recognized for their service to the program.

Campus Partners and STEP Stakeholders:

- **Office of International Affairs/Education Abroad (OIA)** - STEP remains in constant communication with OIA to ensure students are traveling to countries that meet the standards and requirements associated with Ohio State Education Abroad Programs. Students are restricted to participating in OIA-approved international experiences when completing an International Signature Project of any kind. STEP has continued to work with various university offices and academic units to ensure more affordable study abroad opportunities are available.
- **Office of Service Learning** - STEP works with the Office of Service Learning to ensure all STEP community service and service learning experiences include a solid relationship with a community partner; a core academic component for each project; and purposeful reflection. The Office of Service Learning has been proactive in encouraging community partners to create possible “pre-packaged” STEP Signature Projects for STEP students. In addition, the Office of Service Learning has been working with STEP and the Office of International Affairs to develop additional service-learning education abroad trips that meet the requirement for STEP Signature Projects.

STEP partnered with the Office of Service Learning to provide a Reflection Workshop Series for STEP students choosing to complete a STEP Signature Project in the community service and service-learning category. STEP Ambassadors were trained to facilitate this three-part workshop series; numerous sessions were held during both autumn and spring semesters.

- **Undergraduate Research Office (URO)** - Together with STEP, the Undergraduate Research Office assists in ensuring students interested in undergraduate research have a quality undergraduate research experience.
- **JobReady** - STEP continues to maintain a partnership with JobReady to make certain both STEP Faculty Mentors and students are aware of internships available throughout Ohio as a part of this program.
- **Ohio Union Service & Leadership Programs** - Leadership and service programs through the Ohio Union partner with STEP to create “pre-packaged” STEP Signature Projects for students in the areas of leadership and service. STEP will continue to work with *Ohio Union Service & Leadership Programs* to identify additional opportunities for STEP Students.
- **The Ohio State University Scholars Programs** - In 2015-16 STEP piloted cohorts nested within 11 of the 17 Scholars Programs. STEP Faculty Mentors worked closely with Scholars Coordinators to ensure the objectives of STEP were being met, while still meeting the needs of the students in the Scholars programs (28 STEP Scholars Cohorts were piloted in 2015-16; 38 STEP Scholars Cohorts in 2016-17).
- **Center for the Study of Student Life** - Regular meetings (monthly) are held between STEP (Director and STEP Senior Program Manager) and the *Center for the Study of Student Life* to discuss on-going assessment initiatives. STEP students are assessed three times each year (October, April, and 6 months from the end of their STEP year) and STEP Faculty Mentors are assessed two times each year (October and April). In addition, students are asked to provide feedback with regard to their experience with their STEP Faculty Mentor.
- **First-Year Experience (FYE)** - STEP meets regularly with staff from *First-Year Experience (FYE)* to ensure second-year initiatives and activities provide a developmental natural progression from the first year to the second.
- **Scarlet and Gray Financial** - Consistent with the vision of senior university leadership to support students holistically with their finances, an innovative two-part financial wellness intervention was created to be included as a student requirement of STEP. This intervention was designed to help STEP participants become more aware of their financial situation, prepare them to make wise financial decisions, and help them to better manage their finances as a student and beyond. Financial wellness requirement consisted of two parts:

Part One - The first part of the financial-wellness component of STEP requires students to complete an online module that guides them through several fundamental financial concepts, including financial goal setting, budgeting, interest rates, loan basics, repayment options and an overview of personal credit.

Part Two - The second part of the financial wellness experience allows participants to engage in an individual, face-to-face, one-hour session with a trained financial wellness coach. These sessions allow students to demonstrate awareness of core financial concepts, understand their personal goals and how they relate to their financial situation, and leave with a clearer picture of their current financial situation.
- **Group Wellness Coaching via the Student Wellness Center** - STEP Faculty Mentors are given the opportunity to participate in a three-part wellness coaching experience with their cohorts. *Group Wellness Coaching* consists of three sessions (1.5 hours each) sessions focusing on Strengths, Wellness, Goals, and Motivational Interviewing.
- **The STEAM Factory** - STEP continues to work with The STEAM Factory and encourages the faculty who are a part of this initiative to create potential STEP Signature Projects. Many STEP Faculty Mentors have subsequently joined The STEAM Factory as a result of learning about their activities during this event.
- **The Center for the Study of Writing** - STEP continues to partner with the *Center for the Study*

of Writing to create workshops and provide other resources that can assist STEP Faculty Mentors in providing helpful writing tips and activities as STEP students prepare their proposals. The Center hosts "Writing Groups" throughout the academic year.

- **University Center for the Advancement of Teaching (UCAT)** - STEP continues to partner with UCAT to enhance the teaching and learning mission of Ohio State. UCAT has provided training and has been an important partner in helping to establish the philosophical framework and roles and responsibilities of the STEP House Facilitators.
- **Additional Partnerships** - Other partners have collaborated with STEP to create STEP Signature Project experiences for students. Partners include: Stone Lab; The Outdoor Adventure Center; Arts & Humanities Discovery Theme Group; The Columbus Metropolitan Library; The Girls Scouts of America; University Libraries; The John Glenn School of Public Affairs; Buck-I-Serve; and LeaderShape.

Oklahoma State University – Assistant Dean of Academic Programs (2014-present)

General Administrative Responsibilities:

- Worked with CASNR Associate Dean for Academic Programs in the College of Agricultural Sciences and Natural Resources (CASNR) in the development, implementation, administration, and operation of College programs and activities.
- Coordinated faculty development for the College.
- Coordinated academic advising across the College through departmental Advising Coordinators. Served as the primary interface between University and CASNR academic departments regarding academic advisement. Served as academic advisor to students at the College level (as needed) for College-based programs such as pre-veterinary science and general agriculture.
- Coordinated and provided leadership to the *CASNR Student Success Center*; provided oversight for the *CASNR Student Success Center* budget.
- Served as the immediate supervisor to *CASNR Student Success Center* staff (Coordinator, Prospective Student Services; Coordinator, Student Development; Coordinator, Career Services; graduate and undergraduate student workers).
- Worked in cooperation with *Student Success Center* staff on College-level student leadership, life skills and career development programs including *Freshmen In Transition (FIT)*, *CASNR Living-Learning Community (CLLC)*; *Transfer Zone*; Student Academic Mentors (SAMs); *Career Liaisons* and *Agricultural Ambassadors* programs.
- Served as the Director of Student Academic Services for CASNR and participated as a member of the university-wide Council of Student Academic Services Directors.
- Directed and coordinated student retention programs (including CASNR Living-Learning Communities) and monitored student academic progress; worked with Associate Dean on College policy development, implementation and operation; worked with students on academic issues including probation, suspension and readmission.
- Worked with CASNR Associate Dean on the development of scholarships and management of scholarship accounts at the College level; coordinated annual College awards banquet.
- Assisted with scholar development program in identifying and mentoring student candidates through coordination with the University Office for Scholar Development and Recognition.
- Served as the Executive Director of the *OSU Ag Alumni Association*. Responsible for

coordinating and managing alumni programs; served on the OSU Alumni Coordinating Board.

- Worked with Unit Administrators, faculty, and staff across all areas of responsibility; served as the CASNR representative to standing and ad hoc university-level committees; and served as a liaison to the academic offices of other OSU Colleges.
- Collaborated with Director for International Programs in the Division of Agricultural Sciences and Natural Resources to enhance international opportunities for undergraduate and graduate students in the College.
- Collaborated with Associate and Assistant Directors of the Oklahoma Agricultural Experiment Station and Oklahoma Cooperative Extension Service. Participated as a member of regional and national organizations focusing on higher education.

CASNR Recruitment & Enrollment:

- Coordinated *Freshman Enrollment* (approximately 20-23 days each summer) for the College. Provided input to the summer freshman enrollment process via participation on the *Freshman Enrollment Task Force*.
- Coordinated College program for *Transfer Days*.
- Interfaced with *Office of High School and College Relations* to provide recruitment information relating to majors, programs and opportunities in the College.
- Prospective student visits were organized through the Academic Programs Office. Met with prospective students and families before directing them to respective academic department to speak with an academic advisor representing the student's intended academic major.

CASNR Teaching-Related Responsibilities:

- **AG 1011-Freshman Orientation:** Responsible for teaching 5-6 sections/fall semester (50-100 students/section) of AG 1011-Freshman Orientation (required course for all incoming first-year students).
- **Student Academic Mentors (SAMs):** SAMs assisted with AG 1011-Freshman Orientation each fall (total of 30-55 SAMs/semester). Mentored and provided supervision to SAMs, organized and conducted SAM training, lead SAM meetings, coordinated teaching resources for SAMs, and developed the Student Academic Mentor (SAM) Handbook.
- **AGLE 1511-Introduction to Leadership in Agricultural Sciences & Natural Resources:** Responsible for teaching one section of AG 1511-Introduction to Leadership in Agricultural Sciences & Natural Resources during spring semester.
- **Veterinary Teaching Hospital Internships:** Coordinated OSU Veterinary Teaching Hospital Internship Program.
- **Off-Campus Veterinary Internships:** Coordinated all *Off-Campus Veterinary Internships*.
- **Ag Legislative Intern Program:** Coordinated selection of the *Ag Legislative Intern* (one/year). Intern had the opportunity to gain a working knowledge of the structure and operational procedures of the state government in Oklahoma with emphasis on legislative process and the role of the Oklahoma Senate and House Committees on Agriculture.
- **Farm Credit Student Board of Directors:** Worked with *Farm Credit of East Central Oklahoma* to coordinate the *Farm Credit Student Board of Directors Program*.

CASNR Advising-Related Responsibilities:

- **Readmissions to the College:** Students who attended Oklahoma State University in the past, but who were not enrolled during the immediate past semester were required to apply for readmission. Students were required to file an Application for Readmission; all applications for readmission were reviewed by the Assistant Dean.
- **Admissions via 90-Hour Rule:** Students who had completed 90 or more hours (toward their declared major); had been suspended; and failed to meet the retention grade-point average of 2.00 or the semester GPA of 2.00, could request immediate reinstatement to continue toward degree completion and attempt to meet the retention standard using the 90-Hour Rule. Eligibility for and recommendation of the 90-Hour Rule was determined by the Assistant Dean.
- **Bachelor of University Studies Degrees:** The Bachelor of University Studies (BUS) Degree allowed a student to design a degree program to accommodate unique educational goals that may not have been satisfied by one of the existing degree programs offered through the University. The Assistant Dean worked with the student to determine whether his/her educational objectives could be met through a BUS Degree. All CASNR BUS Degrees were administered through the College's Academic Programs Office.
- **CASNR Student Counseling, Advisement and Retention Committee:** Provided leadership to this committee (2002-04) before being disbanded in 2004.
- **CASNR Academic Advising Coordinators:** Established monthly meetings of and provided leadership to CASNR Academic Advising Coordinators. Worked to enhance communication between the College, Advising Coordinators and faculty; addressed advising issues; and provided feedback to the College relative to teaching and advising.
- **Coordination with College of Veterinary Medicine:** Worked with the College of Veterinary Medicine to ensure Pre-Vet students and Academic Advisors were aware of changes in required coursework and in the application process. Provided input to pre-professional curricular issues and admissions policies.
- **Commencements and College Receptions:** Fall and Spring Commencement ceremonies and College Receptions were coordinated with the University through participation on the University Commencement Committee.
- **Two-Year and Four-Year College/University Meetings:** Each spring, CASNR hosted the Two-Year and Four-Year College/University Meeting to discuss topics such as transfer enrollment, curricular changes, articulation of agriculture courses, and distance education opportunities. This meeting was coordinated by the Academic Programs Office.

CASNR Scholarships:

- Coordinated College scholarship program; provided leadership to the *CASNR Scholarship and Awards Committee*; made final assignments of all College scholarships; coordinated awards process; and organized the *CASNR Scholarship and Awards Banquet*. Represented the College on the University Scholarship Committee. Responsible for awarding approximately \$500,000 in College-level scholarships.
- Coordinated the application, selection and award processes in cooperation with the *CASNR Scholarship and Awards Committee*.

CASNR Student Organization Advising:

- **Ag Student Council:** Faculty Advisor (2002-07); *Ag Student Council* had three faculty advisors (Junior Advisor; Senior Advisor and CASNR Assistant Dean). Advisors attended all

meetings (weekly); participated in all *Ag Student Council* events; and provided guidance relative to policies, procedures and expenditures.

- **Pre-Vet Club:** Faculty Advisor (2002-07); *Pre-Vet Club* had only one advisor. The advisor attended all meetings; participated in all events; assisted in arranging educational, fund-raising and community service activities; coordinated travel to the National Pre-Vet Symposium; assisted with campus activities and events; and provided guidance relative to policies, procedures and expenditures.
- **Ag Ambassadors:** Faculty Advisor (2005); Co-Advised *Ag Ambassadors* with CASNR Associate Dean. Advisors attended all meetings (weekly); participated in all *Ag Ambassador* activities and events; provided guidance and leadership; and assisted in coordinating activities and responsibilities.

CASNR Faculty Development Initiatives:

- **Teaching & Advising Newsletter:** Developed the *CASNR Teaching and Advising Newsletter* (monthly publication) in an effort to communicate teaching and advising-related information to CASNR faculty; increased awareness of programs and opportunities available to both faculty and students; and enhanced communication among those involved in teaching and advising.
- **CASNR Effective Teaching Committee:** Worked with the CASNR Effective Teaching Committee to provide leadership to the College for matters concerning improvement of teaching and advising. Worked with committee to plan Brown Bag Teaching Discussions and Teaching Effectiveness Workshops; identified teaching needs; and make recommendations to enhance teaching and advising effectiveness in the College.
- **Brown Bag Teaching Discussions:** Initiated Brown Bag Teaching Discussions in the College. Discussions provided an opportunity for faculty and graduate students to interact with regard to teaching-related topics. Worked with CASNR Effective Teaching Committee to identify potential presenters and topics; scheduled discussions; and coordinated presentations.
- **Teaching Effectiveness Workshops:** Established *Teaching Effectiveness Workshops* in the College. Workshops were offered prior to the beginning of fall and spring semesters. Nationally recognized presenters were invited to campus to address teaching-related topics. Worked with the *CASNR Effective Teaching Committee* to provide leadership.
- **CASNR Teaching & Learning Reading/Study Group:** Formed CASNR Teaching & Learning Reading/Study Group. Book was selected and the College purchased a copy for all participants; the group met at regularly scheduled times to discuss the book. Faculty members had the opportunity to lead discussion on individual book chapters.
- **CASNR Teaching Enhancement Grants:** Established CASNR Teaching Enhancement Grant program. Grants were designed to encourage CASNR faculty to attend and participate in workshops, seminars, symposia, and/or conferences related to teaching, advising and/or instructional excellence. Recipient received support toward travel, lodging and conference registration. In return, each recipient was expected to make a quality presentation in the form of a Teaching Effectiveness Workshop or Brown Bag Teaching Discussion. Worked with the Effective Teaching Committee to provide leadership for this program.
- **CASNR Teaching & Learning Resource Center:** Established CASNR Teaching & Learning Resource Center. Resources (books, CDs...) suggested by faculty, graduate students and presenters, were reviewed by the CASNR Effective Teaching Committee.
- **Peer Observation of Teaching:** Mentored CASNR faculty members to further enhance teaching effectiveness through peer coaching and peer observation of teaching.

- **CASNR Exemplary Faculty Awards:** Established CASNR Exemplary Faculty Awards based on information obtained from the OSU Alumni Survey.
- **Regional & National Faculty Recognition:** Developed plan to increase the number of faculty receiving regional and national level teaching recognition. Program included identifying opportunities, working with faculty in preparing materials and submitting nomination packets.

CASNR Ag Alumni Association:

- **Ag Alumni Board:** Served as Executive Director of the Ag Alumni Association and coordinated efforts of the Ag Alumni Board and Ag Alumni Association. Coordinated alumni publications (Ag Alum News and the Ag Alum Newsletter); established a partnership with the Cowboy Journal to provide this publication to all paid alumni members; coordinated alumni participation in Ag Roundup; enhanced alumni participation in the annual Ag Alumni BBQ; assisted in organizing the first Ag Alumni Access Tour; established award recognizing outstanding CASNR faculty (CASNR Exemplary Faculty award); and worked with alumni association to enhance efforts to support the College and CASNR students.
- **Ag Alum BBQ:** Ag Alumni BBQ (held in conjunction with Homecoming) recognized 50-year, 25-year and 10-year graduates. Worked with the Ag Alumni Board to coordinate this event.
- **Ag Roundup:** Ag Roundup was an annual event, organized by Ag Student Council and supported by the Ag Alumni Association, to welcome new freshmen and transfer students to the College. The Ag Alumni Board was involved in planning and hosting Ag Roundup.
- **Ag Alumni Access Tour:** Worked with Ag Alumni Association to organize and implement the annual Ag Alumni Access Tour. Division of Agricultural Sciences and Natural Resources administrators, faculty and staff travel by bus to several locations around the state to interact with alumni and to provide an update of Division efforts.
- **Coordinating Council:** Participation on Coordinating Council provided a connection between college alumni associations and the OSU Alumni Association. The Council coordinated alumni membership, activities and events for alumni, university wide.
- **Distinguished Ag Alumni:** Coordinated application process, selection and recognition of Distinguished Ag Alumni Awards.
- **CASNR Exemplary Faculty Award:** Established and coordinated CASNR Exemplary Faculty Award based on information obtained from OSU Alumni Survey.

Institutional-Level Responsibilities:

- **Academic Integrity Facilitator:** Academic Integrity Facilitators were nominated by their respective colleges and completed training at the university level. Facilitators provided information about the University's academic integrity policies and procedures, and served as impartial observers during the initial meeting between instructor and student. Facilitators provided information about the academic integrity process and encouraged the instructor and student to reach a resolution; facilitators provided information about policies, procedures and the appeals process.
- **Assessment Council:** *Assessment Council* responsibilities included implementing and developing assessment policies and guidelines, reviewing and providing feedback to academic units about program outcomes assessment, monitored the use of assessment fee money, and advised the *Office of University Assessment*.
- **Director of Student Academic Services:** Student Academic Services Directors (one/college) worked together to address issues related to recruitment, admissions, freshman orientation, transfer days, University Academic Services, advising, correspondence courses, remedial coursework, enrollment, commencement, and all other

student services related issues through the Council of Student Academic Services Directors.

- **Independent & Correspondence Study Committee:** Committee gathered input relative to independent and correspondence study, and helped to establish related policies and procedures.
- **Late Drop Review Panel:** The Late Drop Review Panel was responsible for reviewing all Late Drop Petitions at the university level.
- **OSU First-Year Experience Committee:** The OSU First-Year Experience Committee was responsible for coordinating and assessing first-year experience efforts on campus.
- **OSU Institute for Teaching & Learning Excellence (ITLE) Advisory Committee:** OSU Institute for Teaching & Learning Excellence provided leadership to the university in the areas of enhancing teaching and learning effectiveness. The Institute was responsible for planning, organizing and hosting teaching-related workshops; providing guidance for new faculty development programs; and identifying opportunities for recognition of exceptional teaching efforts.
- **Reinstatement Appeals Board:** The Reinstatement Appeals Board reviewed all petitions for reinstatement (prior to the beginning of each semester).
- **University Commencement Committee:** This committee planned and organized fall and spring Commencement ceremonies. Participation on this committee provided an opportunity to make input; propose changes and/or enhancements; and provide feedback on behalf of the College.

College & University Committees:

OSU Pandemic Planning Task Force (2006-07)

NCAA-Mandated Review of Academic Services for Student Athletes Committee (2006-07)

New Student Orientation Advisory Committee (2006-07)

OSU-NOC Classroom New Building Committee (2006-07)

Oklahoma Agricultural Leadership Program (OALP) Class XIII Selection Committee (2006)

OSU Advising Workshop Committee (2005-07)

Freshman Enrollment Committee (2005-07)

Gamma Sigma Delta Awards Committee (2005-07)

Early Career Faculty Development Task Force (2005-06)

First Year Experience Task Force (2004-07)

Higher Learning Commission (HLC) Accreditation Writing Team (2004-05)

Student Travel Policy Committee (2004-05)

Advising Enhancement Workshop Task Force (2004-05)

Commencement Task Force (2003)

Freshman Enrollment Task Force (2003)

Workshop Series - Diversity in Higher Education Steering Committee (2003)

Independent and Correspondence Study Advisory Committee (2002-07)

Classroom Utilization Task Force (2002)

Teaching & Advising:

Taught multiple sections of Freshman Orientation every Fall Semester. The following provides *Student Evaluation of Instruction* scores from 2002-07; scores are defined as follows: 4.00=**very high**; 3.00=**high**; 2.00=**medium**; 1.00=**low**; 0.00=**very low**.

Semester & Section	Preparation Organization	Teaching Effort	Presentation of Material	Explains Subject	Attitude of Instructor	Overall Evaluation
Fall 2005						
201	3.85	3.83	3.65	3.73	3.89	3.84
202	3.85	3.91	3.60	3.72	3.98	3.85
203	3.87	3.93	3.65	3.78	3.93	3.87
204	3.92	3.98	3.77	3.83	3.93	3.87
205	3.91	3.87	3.68	3.79	3.98	3.91
Fall 2004						
201	3.79	3.79	3.46	3.61	3.83	3.65
202	3.93	3.85	3.54	3.74	3.87	3.76
203	3.91	3.91	3.78	3.78	3.93	3.83
204	3.98	3.94	3.77	3.85	3.98	3.85
205	3.98	3.84	3.70	3.80	3.91	3.86
Fall 2003						
201	3.88	3.66	3.66	3.68	3.89	3.91
202	3.86	3.80	3.57	3.67	3.85	3.80
203	3.75	3.80	3.43	3.70	3.77	3.77
204	3.85	3.89	3.70	3.75	3.91	3.86
Fall 2002						
201	3.80	3.70	3.43	3.43	3.82	3.68
202	3.86	3.69	3.79	3.74	3.91	3.71
203	3.92	3.89	3.64	3.65	3.88	3.79
204	3.70	3.70	3.21	3.28	3.66	3.53

Presentations:

Martin, L.C., 2006. The Role of Faculty Advising in Student Engagement; Keynote Address, Faculty Advising Awards Luncheon; University of Nebraska-Lincoln; October 24, 2006

Martin, L. C., 2006. Faculty Who have Succeeded at Various Places Along the Continuum; OSU Institute of Teaching & Learning Excellence Workshop; Oklahoma State University, Stillwater; October 11, 2006

Weir, S., **L.C. Martin** and M.A. Harris, 2006. Transfer Transition: Two Approaches; National Academic Advising Association (NACADA) 2006 National Conference; Diverse Advising for a Diverse World; Indianapolis, IN; October 18-21, 2006

Martin, L.C., 2006. Academic Advising as Teaching. American Society of Animal Science (ASAS) Annual Meetings - Teaching Symposium; Minneapolis, MN; July 9-13, 2006

Martin, L.C., 2006. Responsibility of Professional Societies in Promoting the Scholarship of Teaching. Midwest Section American Society of Animal Science (ASAS) Annual Meetings; Des Moines, IA; March 21-22

Martin, L.C., 2006. Effective College Teaching; Career Skills & Professionalism Class; Plant Pathology; September 26, 2006

Martin, L.C., 2006. Making Connections with Faculty and Academic Advisors; College 101; Oklahoma Youth Expo; Oklahoma City, OK; June 12, 2006

Martin, L.C., 2006. Advising: Enrollment verses Mentoring; Department of Agricultural Economics; Oklahoma State University, Stillwater, OK; January 20, 2006

Martin, L.C., 2005. The Future Role of Faculty Advising?; Keynote Address, Fall Teaching Symposium; University of Florida, Gainesville; August 17, 2005.

Martin, L.C., 2005. Student-Centered Academic Advising ... course scheduling and beyond; Fall Teaching Workshop; University of Florida, Gainesville; August 17, 2005.

Martin, L.C., 2005. Making Connections with Faculty and Academic Advisors; College 101; Oklahoma Youth Expo; Oklahoma City, OK; June 2, 2005

Martin, L.C., 2005. The Beef Cattle Industry ... Reflections and Projections; Beef Production Course; The Ohio State University, Columbus; May 18, 2005

Martin, L.C., 2005. The Job Search ...Creating a Winning Game Plan; Animal Science Capstone Course; The Ohio State University, Columbus; May 18, 2005

Martin, L.C., 2005. Scholarly Teaching and Recognition ... In Colleges of Agricultural; Keynote Address, Spring Teaching Workshop; North Carolina State University, Raleigh-Durham; April 27, 2005

Martin, L.C., 2004. Effective College Teaching; Career Skills & Professionalism Class; Plant Pathology; September 21, 2004

Martin L.C., 2004. Teaching Matters...Teaching Strategies that Enhance Student Learning; Keynote Address, Fall Teaching Workshop; The Ohio State University, Columbus; September 17, 2004

Martin, L.C., 2004. Group Learning Activities...A Strategy for Promoting Teamwork While Maintaining Individual Accountability; Breakout Session, Fall Teaching Workshop; The Ohio State University, Columbus; September 17, 2004

Martin, L.C., 2004. Group Learning Activities...A Strategy for Promoting Teamwork While Maintaining Individual Accountability; Fall Teaching Workshop; University of Illinois, Champaign-Urbana; August 20, 2004

Martin, L.C., 2004. OSU & CASNR Faculty Development. Oklahoma Faculty Development Consortium; Rose State College, Midwest City, OK; April 9, 2004

Martin, L.C., 2004. Keynote Address; Alpha Zeta Prayer Breakfast; March 25, 2004

Martin, L.C., 2004. Life Lessons; C.L.A.S.S. Conference; February, 7, 2004

Martin, L.C., 2004. Teaching Matters; Department of Animal Science; January 30, 2004

Martin, L.C., 2003. Making the Most of College; Advanced Livestock Judging Class; December 2, 2003

Martin, L.C., 2003. Experience a College Class; Future Ag Leaders Conference; November 22, 2003

Martin, L.C., 2003. Teaching Matters; Biosystems and Agricultural Engineering Seminar; November 5, 2003

Martin, L.C., 2003. Administrative Philosophy in Practice; Educational Administration Class; October 21, 2003

Martin, L.C., 2003. Effective College Teaching; Career Skills & Professionalism Class; Plant Pathology; October 21, 2003

Martin, L.C., 2003. High Impact Teaching; Fall Teaching Workshop; University of Missouri, Columbia; August 15, 2003

Martin, L.C., 2003. Group-Learning Activities...A Strategy for Promoting Teamwork While Maintaining Individual Accountability; North American College and Teachers of Agriculture (NACTA) Annual Meeting; Cal Poly San Luis Obispo, CA; June 17-20, 2003

Martin, L.C., 2003. Effective Group Work; Spring Teaching Workshop; College of Human and Environmental Sciences; January 10, 2003

Martin, L.C., 2002. Experience a College Class; Future Ag Leaders Conference; November 16, 2002

Martin, L.C., 2002. Effective College Teaching; Career Skills & Professionalism Class; Plant Pathology; October 23, 2002

Martin, L.C., 2002. College Directions; Department of Plant and Soil Sciences Faculty Meeting; September 13, 2002

Martin, L.C., 2002. Keynote Address; North American College and Teachers of Agriculture (NACTA) Annual Meeting; The Future of Faculty Advising; Lincoln, Nebraska; June 19-22, 2002

Kansas State University - Animal Sciences & Industry Faculty Member (100% Teaching)

Teaching & Advising:

Faculty appointment (100% teaching); advised 125 undergraduates students/year. Course taught included: *ASI 105-Introductory Animal Science & Industry; ASI 500-Genetics; ASI 510 - Animal Breeding Principles; ASI 661-Applied Animal Breeding* (enrollments ranged from 20-200 students per class)

The following provides *Student Evaluation of Instruction* scores from 1991-2002; scores are defined as follows: 5.00=**very high**; 4.00=**high**; 3.00=**medium**; 2.00=**low**; 1.00=**very low**.

Course	Semester	Responding	Amount Learned		Increased Desire		Teacher Effectiveness	
			raw	adjusted	raw	adjusted	raw	adjusted
ASI 105	Spring 1993	92%	4.73	4.44	*	*	4.78	4.92
	Spring 1992	82%	4.52	4.30	*	*	4.91	5.00
	Spring 1991	100%	4.43	*	*	*	4.78	*

	Spring 1990	95%	4.39	*	*	*	4.71	*
	Spring 1989	83%	4.67	*	*	*	4.83	*
ASI 500	Spring 2002	100%	4.4	4.7	4.3	4.5	4.7	4.9
	Fall 2001	91%	4.2	4.5	4.2	4.5	4.7	4.9
	Spring 2001	100%	4.2	4.4	4.1	4.2	4.5	4.6
	Fall 2000	95%	4.6	4.8	4.3	4.5	4.3	4.5
	Spring 2000	95%	4.4	4.6	4.4	4.6	4.7	4.8
	Fall 1999	86%	4.3	4.5	4.3	4.4	4.8	4.9
	Spring 1999	92%	4.3	4.3	4.3	4.3	4.7	4.7
	Fall 1998	92%	4.50	4.35	*	*	4.82	5.00
	Spring 1998	90%	4.45	4.32	*	*	4.84	5.00
	Fall 1997	92%	4.43	4.33	*	*	4.81	5.00
	Spring 1997	94%	4.21	4.18	*	*	4.65	4.98
	Fall 1996	89%	4.44	4.30	*	*	4.81	5.00
	Spring 1996	96%	4.39	4.27	*	*	4.83	5.00
	Fall 1995	87%	4.31	4.31	*	*	4.71	5.00
	Spring 1995	94%	4.21	4.17	*	*	4.62	4.97
	Fall 1994	91%	4.37	4.30	*	*	4.81	5.00
	Summer 1994	100%	4.55	4.34	*	*	4.90	5.00
	Spring 1994	94%	4.51	4.36	*	*	4.87	5.00
	Fall 1993	93%	4.54	4.38	*	*	4.89	5.00
	Summer 1993	100%	4.60	4.40	*	*	5.00	5.00
	Spring 1993	96%	4.27	4.26	*	*	4.55	4.90
	Fall 1992	100%	4.20	4.21	*	*	4.61	5.00
	Spring 1992	88%	4.48	4.37	*	*	4.79	5.00
	Fall 1991	100%	4.45	4.36	*	*	4.85	5.00
	Summer 1991	94%	4.40	*	*	*	4.73	*
ASI 510	Spring 2002	100%	4.7	4.7	4.7	4.5	4.9	4.8
	Fall 2001	91%	4.5	4.5	4.5	3.9	4.4	4.3
	Spring 2001	100%	4.1	4.1	4.1	4.2	4.5	4.4
	Fall 2000	100%	4.8	4.6	4.5	4.2	4.7	4.7
	Spring 2000	100%	4.1	4.1	4.2	4.5	4.7	4.7
	Fall 1999	89%	4.4	4.5	4.5	4.1	4.6	4.7

	Spring 1999	84%	4.2	4.3	4.1	4.2	4.6	4.7
	Fall 1998	96%	4.38	4.23	*	*	4.71	4.99
	Spring 1998	94%	4.58	4.37	*	*	4.70	4.98
	Fall 1997	96%	4.31	4.23	*	*	4.62	4.89
	Spring 1997	91%	4.37	4.28	*	*	4.60	4.87
	Fall 1996	76%	4.29	4.15	*	*	4.60	4.90
	Spring 1996	87%	4.23	4.19	*	*	4.71	5.00
	Fall 1995	85%	4.49	4.31	*	*	4.80	5.00
	Spring 1995	87%	4.19	4.11	*	*	4.52	4.78
	Fall 1994	92%	4.38	4.26	*	*	4.78	5.00
	Spring 1994	86%	4.47	4.33	*	*	4.78	5.00
	Fall 1993	88%	4.07	4.05	*	*	4.48	4.75
	Spring 1993	100%	3.85	3.92	*	*	4.31	4.59
	Fall 1992	96%	3.96	3.96	*	*	4.31	4.50
	Spring 1992	86%	4.12	4.08	*	*	4.70	5.00
	Fall 1991	97%	4.32	4.20	*	*	4.71	4.89
	Spring 1991	94%	4.09	*	*	*	4.50	*
	Fall 1990	86%	4.42	*	*	*	4.61	*
	Spring 1990	93%	4.23	*	*	*	4.63	*
	Fall 1989	93%	4.23	*	*	*	4.77	*
	Spring 1989	84%	3.55	*	*	*	4.10	*
ASI 661	Spring 2002	100%	4.9	4.5	4.9	4.2	5.0	4.4
	Spring 2001	100%	5.0	4.2	5.0	4.0	4.9	4.2
	Spring 2000	100%	4.9	4.6	5.0	4.4	5.0	4.5
	Spring 1999	**	**	**	**	**	**	**
	Spring 1998	92%	4.67	4.14	*	*	4.75	4.62
	Spring 1997	95%	4.17	3.83	*	*	4.44	4.31
	Spring 1996	100%	4.67	4.14	*	*	5.00	4.94
	Spring 1995	48%	4.70	4.17	*	*	4.90	4.96
	Spring 1994	100%	4.88	4.31	*	*	5.00	4.89
	Spring 1993	100%	4.33	4.00	*	*	4.78	4.50

*not reported in the analysis of student evaluations
** course not evaluated; too few students enrolled

Student-Related Activities and(or) Responsibilities:

KSU Sexual Violence Adjudication Panel (1999-2002)
American Pre-Veterinary Medical Association - National Advisor (1996-97;1995-96)
FAST Tracks - Faculty Advisor (1994-95)
National Block & Bridle Club - National Editor (1993-95)
KSU Student Tribunal (1992-98)
Alpha of Clovia - Faculty Advisor (1991-2002)
Kansas State University Pre-Vet Club - Faculty Advisor (1991-2002)
Kansas Junior Livestock Show Board of Directors - Member (1990-95)
Kansas Junior Livestock Show - Beef Cattle Superintendent (1990-95)
Kansas State University Block and Bridle Club - Faculty Advisor (1989-92)

University & College Committees and(or) Responsibilities:

Learn Anytime, Anyplace Partnerships (LAAP) Project Advisory Group (2000-02)
KSU Assessment and Program Review Faculty Advisory Committee (2000-02)
KSU Educational Objectives Review Committee (2000-2002)
Faculty Representative to Sexual Violence Adjudication Panel (1999-2002)
College of Agriculture Professional Development Advisory Committee (1999-02)
Faculty Exchange for Teaching Excellence (1998-2002)
University General Education Senior Interview Committee (1998-00)
Advisory Committee for University Teaching Scholar (1997-99)
College of Agriculture Mentoring Advisory Committee (1996-99)
College of Agriculture Recruitment Advisory Committee (1996-02)
KSU Task Force for Academic Honesty (1994-96)
KSU Faculty Senator for College of Agriculture (1994-2000)
Faculty Affairs Committee (1994-1999)
Faculty Representative to Student Tribunal (1993-1998)
College of Agriculture Committee on Effective Instruction (1993-2002); Chair (1996-2000)
Gamma Sigma Delta - Chapter President
Gamma Sigma Delta Freshman Scholarship Committee (1990-2002)

Departmental Committees and(or) Responsibilities:

ASI Teaching Advisory Council (1999-2002)
Senior Exit Interview Committee (1995-2002)
ASI Graduation Reception Chair (1993-2002)
ASI Recruitment Committee (1990-2002)
ASI Scholarship Committee (1990-2002)
ASI Student Activities Committee (1990-2002)
Sheep Teaching and Research Unit Coordinator
Sheep Day Program Committee
Cattlemen's Day Program Committee
Academic Quadrathlon Quiz Bowl Committee

Teaching Technology and Equipment Coordinator
University Open House/Ag Science Day - Department Coordinator

Articles and Abstracts:

Weir, S., **L.C. Martin** and M.A. Harris , 2006. Transfer Transition: Two Approaches; National Academic Advising Association (NACADA) 2006 National Conference; Diverse Advising for a Diverse World; October 18-21, 2006, Proceedings.

L.C. Martin, 2006. Academic Advising as Teaching. American Society of Animal Science (ASAS) Annual Meetings; Minneapolis, MN; July 9-13, 2006 Proceedings.

L.C. Martin, 2006. Responsibility of Professional Societies in Promoting the Scholarship of Teaching. Midwest Section American Society of Animal Science (ASAS) Annual Meetings; Des Moines, IA; Proceedings; March 21-22, 2006 Proceedings.

Martin, L.C., J.S. Brinks, R.M. Bourdon, and L.V. Cundiff, 1992. Genetic effects on beef heifer puberty and subsequent reproduction. *J. Anim. Sci.* 70:4006

Martin, L.C., J.S. Brinks, R.M. Bourdon, and L.V. Cundiff, 1991. Genetic effects on beef heifer puberty and subsequent reproduction. *J. Anim. Sci.* 69(Suppl. 1):486.

Marston, T.T., D.D. Simms, R.R. Schalles, K.O. Zoellner, **L.C. Martin**, and G.M. Fink, Expected progeny differences to total milk production and calf weaning weight in Angus and Simmental cows. *J. Anim. Sci.* 68(Suppl. 1):488.

Schwultz, F.J., and **L.C. Martin**, 1991. Factors affecting the hour of birth of lambs. *J. Anim. Sci.* 69(Suppl. 1):230.

Schwultz, F.J., **L.C. Martin**, 1993. A 4 year summary of preweaning death loss. Kansas Sheep Research 1993 Report of Progress, No. 679, pp. 1-6.

Johnson, M.Z., R.R. Schalles, M.E. Dikeman, and **L.C. Martin**, 1992. Genetic parameter estimates of ultrasound-measured ribeye area, twelfth-rib fat thickness and growth traits in Brangus cattle. *J. Anim. Sci.* 70(Suppl. 1):38.

Marston, T.T., D.D. Simms, R.R. Schalles, K.O. Zoellner, **L.C. Martin**, and G.M. Fink, 1992. Relationship of milk production, milk expected progeny difference, and calf weaning weight in Angus and Simmental cow-calf pairs. *J. Anim. Sci.* 70:3304.

Marston, T.T., D.D. Simms, R.R. Schalles, K.O. Zoellner, **L.C. Martin** and G.M. Fink, 1990. Relationship of milk production in Angus and Simmental cows with milk expected progeny differences (EPDs) and calf weaning weight. *Kansas Agric. Exp. Sta. Rep. of Progress* 592.

Marston, T.T., D.D. Simms, R.R. Schalles and **L.C. Martin**, 1990. Relationship of milk expected

Schalles, R.R., K.O. Zoellner, and **L.S. Clarke**, 1989. Influence of milk levels of beef cows on returns: a simulation approach. 1989 Kansas State Univ. Cattlemen's Day Rep., *Rep. of Progress* 567.

Schalles, R.R., B.J. Ward, K.O. Zoellner and **L.C. Martin**, 1990. Seventeen years of Kansas central bull tests. *Kansas Agric. Exp. Sta. Rep. of Progress* 592.

Schalles, R.R., **L.C. Martin** and K.O. Zoellner, 1990. Managing beef genotypes for profit: a computer simulation. *Kansas Agric. Exp. Sta. Rep. of Progress* 592.

Minton, J.E., T.R. Coppinger, C.W. Spaeth, and **L.C. Martin**, Poor reproductive response of anestrus Suffolk ewes to ram exposure is not due to failure to secrete luteinizing hormone acutely. *J. Anim. Sci.* 69:3314.

Schwultz, F.J., and **L.C. Martin**, 1990. Factors affecting lamb death loss. *J. Anim. Sci.* 68(Suppl. 1):158.

Schwultz, F.J., and **L.C. Martin**, 1990. Factors influencing lamb survival from crossbred ewes. *Proc. Western Sec.*

Clarke, L.S., J.S. Brinks, and R.M. Bourdon, 1989. Effect of inbreeding on performance traits in Hereford cattle. 40th Annual Beef Cattle Improvement Report. Colorado State Univ. Agric. Exp. Sta. Rep. TR89-6.

Eilert, Scott J., David E. Schafer and **Linda S. Clarke**, 1989. The dark cutting beef dilemma. Coop. Ext. Service, Kansas State University Factsheet L-791.

Marston, T.T., D.D. Simms, R.R. Schalles, **L.S. Clarke**, and K.O. Zoellner, 1989. Relationship of milk Expected Progeny Differences (EPD's) to milk production and calf weaning weight. *J. Anim. Sci.* 67(Suppl. 1):466.

Marston, T.T., D.D. Simms, R.R. Schalles, K.O. Zoellner, **L.S. Clarke**, and G.M. Fink, 1989. Relationship of milk Expected Progeny Differences (EPD's) to milk production and calf weaning weight. 1989 Kansas State Univ. Cattlemen's Day Rep., Rep. of Progress 567.

Clarke, L.S., 1988. Effect of Inbreeding on Performance Traits in Hereford Cattle. Ph.D. Dissertation. Colorado State Univ., Fort Collins.

Clarke, L.S., 1985. Breed Group Effects on Pregnancy Rate and Ewe Performance in Different Seasons of the Year. Masters Thesis. Virginia Polytechnic Inst. and State Univ., Blacksburg.

Clarke, L.S. D.R. Notter and J.S. Copenhaver, 1984. Effect of breed group and season on conception rate in the ewe. *J. Anim. Sci.* 59 (Suppl. 1):155.

Textbooks:

Martin, L.C., R.H. Hines, S.L. Schaake, J.A. Unruh. *Laboratory Exercises for Animal Sciences and Industry*. Kendall/Hunt Publishing Company, 1993.

Martin, L.C., *Study Guide for Animal Breeding Principles*. Copyright© 1990.

Posters:

Martin, L.C., "Computer Technologies for Enhanced Learning". Presented at KACTA Meeting, Manhattan, KS, January 1993.

Schwultz, F.J., and **L.C. Martin**, "Factors affecting the hour of birth of lambs". Presented at Animal Science meetings, Laramie, WY, 1993.

Schalles, R.R., K.O. Zoellner, and **L.C. Martin**, "Managing Beef Genotypes for Profit: a computer simulation." Presented at AES/CES Annual Conference. 1989.

Presentations:

Martin, L.C., 2000. International Opportunities for Faculty. Round Table Discussion; NACTA Annual Meeting, Saskatoon, Saskatchewan; June 2001.

Martin, L.C., 2000. Some Things to Consider for Your First Year on the Job. Presented at KSU

New Faculty Orientation, Manhattan, KS; September 2000.

Martin, L.C., 2000. Meeting Your Potential in the Classroom - Invited Presentation; American Society of Animal Science Annual Meeting, Baltimore, MD; July 2000

Martin, L.C., 2000. Making the Transition from a Small Town to University Life. Presented at KSU Scholarship Day, Manhattan Kansas; February 2000.

Martin, L.C., 1999. College Teaching in Agriculture: The Future. - Keynote Address. Southern Regional Teaching Improvement Workshop, Blacksburg VA; October 1999.

Martin, L.C., 1999. Technology to Enhance Learning. Round Table Discussion; NACTA Annual Meeting, Blacksburg VA; June 1999.

Martin, L.C., 1999. Making the Transition from a Small Town to University Life. Presented at KSU Scholarship Day, Manhattan Kansas; February 1999.

Martin, L.C., 1999. Motivating Students to Learn. - Invited Presentation; KACTA Annual Meeting, Hays, KS; January 1999.

Martin, L.C., 1998. Graduation Address. Kansas State University College of Agriculture Commencement; December 1998.

Martin, L.C., 1998. Making the Transition from High School to College. Presented at KSU Scholarship Day; February 1998.

Martin, L.C., 1997. College Life from an Advisor's Perspective. Presented at KSU Ag Experience, Manhattan, KS, November 1997.

Martin, L.C., 1997. Teamwork and Leadership. Presented at the Kansas FHA/HERO Convention, Manhattan, KS, August 1997.

Martin, L.C., 1997. Leadership and Success. Presented at the Academic Honors Banquet for Russell High School, Russell, KS, April 1997.

Martin, L.C., 1997. Enhancing our Potential for Leadership. Presented at Alpha of Clovia National Meeting, Manhattan, KS, April 1997.

Martin, L.C., 1997. Making the Transition from a Small Town to University Life. Presented at KSU Scholarship Day, Manhattan, KS, February 1997.

Martin, L.C., 1995. Academic Honesty in the Classroom. College of Agriculture Workshop Series on Enhancing Teaching Effectiveness in Agriculture; August 1995.

Martin, L.C., 1995. Don't Put Your Potential on Probation. KSU Scholarship Day; January 1995.

Martin, L.C., 1995. Social Skills, Etiquette, and Self Presentation. KSU High School Leadership Conference; January 1995.

Martin, L.C., 1995. Creating More Effective Meetings. Kansas Social Rehabilitation Services Annual Meeting; March 1995.

Martin, L.C., 1995. Making a Difference through Mentoring. Presented at Mentoring Workshop, Manhattan, KS, April 1995.

Martin, L.C., 1995. Developing a Winning Attitude. Presented at KSU Classified Staff Workshop, Manhattan, KS, October 1995.

Martin, L.C., 1995. Science and Humanity. Presented at Phi Kappa Phi Leadership Workshop, Manhattan, KS, March 1995.

Martin, L.C., 1994. Strategies for More Effective Teaching and Advising. Presented at The Ohio State University Teaching Workshop, Columbus, OH, November 1994.

Martin, L.C., 1994. Leadership in Agriculture. Presented to College of Agriculture Seniors at The Ohio State University, Columbus, OH, November 1994.

Martin, L.C., 1994. Successfully Completing Pre-enrollment...What It Takes! Goodnow Hall; November 1994.

Martin, L.C., 1994. The Importance of an Academic Advisor. Ag Orientation Class; October 1994.

Martin, L.C., 1994. Opportunities for Students at K-State. KSU Ag Experience; October 1994.

Martin, L.C., 1994. Learning to Lead by Example. Presented to Department of Animal Science Seniors at The Ohio State University, Columbus, OH, November 1994.

Martin, L.C., 1994. Responsibilities of Leadership. Presented at Kansas State University Student Government Association Leadership Retreat, Emporia, KS, September 1994.

Martin, L.C., 1994. Improving Teaching and Advising Effectiveness. Presented at the Gamma Sigma Delta National Conclave, Manhattan, KS, June 1994.

Martin, L.C., 1994. Living and Working With Others More Effectively. Gamma Sigma Delta National Conclave; June 1994.

Martin, L.C., 1994. Opportunities for Women in the Beef Industry. Beef Empire Days; June 1994.

Martin, L.C., 1994. Leadership Among Women in Agriculture. Presented at Beef Empire Days, Dodge City, KS, June 1994.

Martin, L.C., 1994. Developing Leadership Skills. KSU Band Leadership Conference; April 1994.

Martin, L.C., 1994. Social Skills, Etiquette and Self Presentation. KSU High School Leadership Conference; February 1994.

Martin, L.C., 1994. Current Happenings in Animal Science. Kansas Vocational Agriculture Teachers Conference; January 1994.

Martin, L.C., 1994. The First Day of Class. College of Agriculture Workshop Series on Enhancing Teaching Effectiveness in Agriculture; January 1994.

Martin, L.C., 1994. Teaching Strategies for the Animal Sciences. Presented at the Kansas Vocational Agriculture Teachers Conference, Salina, KS, January 1994.

Martin, L.C., 1993. The Impact of EPDs on Genetic Change in the Suffolk Breed. Presented at the. Presented at the Kansas Vocational Agriculture Teachers Conference, Salina, KS, January 1994.

Martin, L.C. and J.V. Martin. 1993. Enhancing Leadership Skills. Presented at Kansas FFA

District Officers Meeting, Manhattan, KS, October 1993.

Martin, L.C., 1993. Identifying Students Who Need Assistance. College of Agriculture Advisors Meeting; October 1993.

Martin, L.C., 1993. The Importance of an Academic Advisor. Ag Orientation Class; September 1993.

Martin, L.C., 1993. What's New in Animal Genetics. Presented at the Kansas Vocational Agriculture Teachers Conference; August 1993.

Martin, L.C., 1993. Integrating Performance Data with Visual Appraisal. Presented at the 1993 Fair Judges Clinic, Manhattan, KS, April 1993.

Martin, L.C., 1992. Current Status of Carcass and Across Breed EPDs. Presented at the Kansas Livestock Association Summer Conference, Wichita, KS, August 1992.

Martin, L.C., 1993. Advances in the Genetic Evaluation of Beef Cattle. Presented at the Vocational Agriculture Teachers Summer Conference, Wichita, KS, August 1993.

Martin, L.C., 1991. Genetic Defects in Sheep Populations. Presented at Sheep Day, Manhattan, KS, March 1991.

Martin, L.C., 1991. Advancements in the Genetic Evaluation of Beef Cattle. Presented at the Purebred Beef Seminars, Topeka, KS, February 1990.

Martin, L.C., 1991. Advancements in the Genetic Evaluation of Beef Cattle. Presented at the Purebred Beef Seminars, Hays, KS, February 1990.

Martin, L.C., 1990. Inherited Defects in Sheep. Presented at Kansas State University Sheep Day, Manhattan, KS; March 1990.

Clarke, L.S., 1989. Use of EPDs in Sire Selection. Presented at Kansas Gelbvieh Association Meeting, Dodge City, KS, 1989.