

FACULTY STATEMENT OF EXPECTATIONS

COLLEGE:	COANR
DEPARTMENT/SCHOOL:	Animal Science
PRIMARY LOCATION:	Stephenville
ACADEMIC YEAR:	2024-2025
FACULTY MEMBER:	Click or tap here to enter text
FACULTY TITLE:	Click or tap here to enter text
T&P CRITERIA VERSION:	Click or tap here to enter text
DATE FOR T&P OR NEXT PTR:	Click or tap here to enter text

INTRODUCTION

Our faculty are responsible for the fundamental educational mission of Tarleton State University, continuously demonstrating our values of excellence, integrity, and respect, and ultimately shaping the student learning experience through their primary duties of teaching, scholarly activities, and service.

The purpose of this document is to outline the faculty member's anticipated contributions to institutional teaching; research and/or creative scholarship; service to the institution and profession; administrative reassignment; as well as to institutional goals. It is expected to be finalized through collaborative conversations between the faculty member and department head, and to be updated before the end of the preceding academic year. It may also be used to indicate areas of needed improvement identified in previous evaluations.

Workload assignments should be consistent with threshold expectations in the following documents:

- Texas A&M System Policy Summary 12.03 Faculty Academic Workload and Reporting Requirements
- Tarleton State University Rule 12.03.99.T1 Faculty Academic Workload and Reporting Requirements
- Department, School, and/or College criteria for tenure and promotion, post-tenure review, and accreditation.

TEACHING AND INSTRUCTION-RELATED SERVICE (Click or tap here to enter text.%)

Faculty are expected to teach classes assigned to them, which may vary in delivery mode, location, and course level; supervise internships as needed; supervise thesis/dissertations as required; provide instruction in directed studies as needed following University and College policies; provide course-related consultation with students as required; maintain posted office hours following University and College policy; perform

duties usually associated with instruction, such as regular class preparation, necessary development, revision of course content and materials to maintain the professional currency, appropriate testing and evaluation of learner performance, prompt and informative exchange of graded materials, maintenance of class records, fulfillment of responsibilities for academic assessment and accreditation, and (when needed) development of new courses and course documentation. Faculty are encouraged to document measures to be taken to gather evidence of continuous improvement and effectiveness of teaching.

Teaching expectations for the upcoming academic year are as follows:

I intend or expect to continue on the teaching path that I have been on since January, 1985 according to the position announcement that I responded to in fall 1984 and which I agreed to in my letter of acceptance in response to the official letter of offer extended by Tarleton State Universityt at that time. The BIG exceptions have been over the last 30 years (since fall 1994) during which most of that time period I have not known or did not know what I would teach because so often it has been dictated to me what courses I will or would teach. This has often a been totally different from what formal contracts were mutually agreed upon when I was hired as a faculty member. Usually such manipulation was conspired in secret behind my back, on the sly, so that I am (have been) ambushed, bushwacked, way-laid. For instance, I was hired to teach freshman Agronomy, but the semester that my mentor aned colleague Dr. Frank Gilman (who taught the other section of freshman) died (while in teaching harness) that course was taken from me (in secret) by then department head Roger Wittie and assigned to Dr. Kattes. Kattes was not hired to teach that course but he was not making teaching load in the courses he was hired to teach. Similar actions were done with other courses including Range Hydrology and Watershed Management, Conservation of Natural Resources, and a gradutate seminar in Conservation and Ecology of Natural Resources. In these instances, this was done in secret and usually in private consultation with the secretly arranged replacement teachers who were of lower academic rank. Later, department head Frank Owsley pulled the same stunt with Principles of Range Management.

Thus in effect, I just teach what I am ordered to teach. I have publicly stated that at Tarleton State University there is next to no shared governance and that faculty do not have the academic freedom to give grades that they feel reflect the actual merit ol students. The last time I publicly stated this I was subjected to an investigation and banned from the Tarleton campus for seven months. Then I was given a written reprimand by Dean of Agriculture & Natural Resources Barry Lambert—without having had a hearing. (The letter announcing the investigation was handed to me by Dean Lambert and it stated that the investigation was "non- disciplinary".)

I have given up on any consistent program in my field of Range Management. I just teach on a per-chance, ad-hoc, opportunistic basis. At this pont in my career at Tarleton it does not make any meaningful difference anyway. I have lost more that I could ever recover plus the teaching-learning environment at Tarleton has changed so drastically—even before CoVid 19—that I am just content to enjoy and dwell on the good students that I was blessed to teach (and that taught me). I realize that most professors have not served in the classroom nearly as long as I have. I give thanks to God, good students, and selfless, brave faculty who permitted me to accomplish whatever I (and they) did.

By the way, much the same thing can be said for many things at Tarleton. In some regards,

this university has lost more than it can conceiveably regain. Hunewell Ranch.

Spring smester is the busy one for me (and several other Tarleton professors) because we have contest season in spring semester. This is on top of a regular teaching load. For those of us who have three of these events this constitutes, in reality, a one-fourth Extension appointment. Specifically the three FFA range contests are direct products of Smith-Lever and Smith Hughes Acts. Rules for the range contest are 4-H rules.

Historically in spring semester I have taught three structured upper division undergraduate courses: Range Ecology, Range Improvement & Development, and Grazing Management.

On numerous occasions there was only one to three students in these courses, but such students had to have the courses to graduate. Usually these students were majors in Range & Ranch Management. Range Ecology and Improvement & Development courses are required for the United States Office of Personnel & Management General Schedule 454 (Range Conservationist/Specialist). GS 454 is required for admission/entry into range conservation careers in the USDA Natural Resources Conservation and Forest Service and in Interior's Bureau of Land Management, National Park Service, etc. Thes courses are also required for certification as Rangeland Specialist by the Society for Range Management.

I expect this situation to continue, in regardes to both student numbers and courses being taught to whatever that number happens to be.

"Endeavor to persevere" (originally a disingenuous statement to American Indians; speaker, apparent not known).

RESEARCH AND/OR CREATIVE SCHOLARSHIP (Click or tap here to enter text.%)

In research, creative, and scholarly activities, faculty are expected to enhance their academic and professional status and contribute to their profession. This may be accomplished through publications, grants, contracts, papers presented at professional meetings, formal creative or scholarly work in service to the public, or other activities described in the College's approved criteria for tenure and promotion, post-tenure review, or accreditation documents.

Research expectations for the upcoming academic year are as follows:

I expect to continue to do scholarly activities whch include personal study and learning in knowledge regarding grazing lands and related subjects, attendance at conferences (both in person and remotely), revision of teaching materials (a hybrid of teaching and scholarly/creative activities).

In the area of research, I anticipate editorial revision for publication of a paper dealing with

morphology and ecology of Juniperus pinchotii that was co-authored with Allan Nelson (Department of Biological Sciences) and Taylor Kennedy (Department of Agricultural Education and Communication) and that was submitted this year to the Texas Journal of Agriculture & Natural Resources.

I slso expect to make revisions, corrections, and additions to my web publication, Range Types of North America.

INSTITUTIONAL OR PROFESSIONAL SERVICE

Service may include activities beyond teaching and scholarship through which faculty utilize their skills and expertise to benefit Tarleton, their academic discipline/profession, and their community. Where appropriate, faculty may lend their expertise to the university, their profession, or the community; however, for service activities to be applied to tenure, promotion, and post-tenure review, this work should be directly related to the individual's disciplinary expertise.

Institutional or professional service expectations for the upcoming academic year are as follows: I anticipate that as superintendent and in-the-field worker of three FFA range contests I will continue with these service outreach (again, Smith-Lever and Smith-Hughes legislation) endeavors as I have since becoming a faculty member and in fulfillment of duties advertised in the original position agreement and mutually assigned to me at entry as a member of Tarleton State University.

There is also a component of service in the web publication, Range Types of North America. In effect this is partly an Agricultural Extension publication.

ADMINISTRATIVE DUTIES (Click or tap here to enter text.%)

Faculty members may receive academic workload credit for administrative assignments. Positions in which a faculty member is given an administrative, supervisory, or coordinative assignment directly related to the instructional programs and purposes of the university include assistant/associate dean; department head/assistant department head; director or coordinator of a center or a program; or coordinator of a disciplinary area.

Administrative duties for the upcoming academic year are as follows: Click or tap here to enter text.

SIGNATURES

The faculty member's annual performance will be evaluated based on the above-mentioned assignments. The faculty member is expected to report completed activities as part of the Annual Faculty Evaluation. Eligibility for any available merit raises will be contingent on the completion and outcome of the annual evaluation.

Faculty Member Signature Click or tap here to enter text.	Date	
Department Head Signature Click or tap here to enter text.	Date	
School Dean, if applicable Signature Click or tap here to enter text.	Date	
College Dean Signature Click or tap here to enter text.	Date	