EHA Leadership Team Minutes  
Wednesday, October 11, 2017, 9:00-11:00  
333 Willard, Stillwater/ 2403 MCB, Tulsa

### Present Leadership Team members and guests

<table>
<thead>
<tr>
<th>Julie Koch, HCCP School Head</th>
<th>Jason DeFreitas, KAHR Faculty Rep</th>
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<tbody>
<tr>
<td>Hugh Crethar, HCCP Faculty Rep</td>
<td>Valerie McGaha, Tulsa Faculty Rep</td>
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<td>Susan Stansberry, SEFLA School Head</td>
<td>Ed Harris, FDRC Chair</td>
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<td>Ben Bindewald, SEFLA School Representative</td>
<td>Donna Lindenmeier, P&amp;P Chair</td>
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<tr>
<td>Adrienne Sanogo, Interim STLES School Head</td>
<td>Bert Jacobson, Associate Dean for Research, Engagement and Administration</td>
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<td>Shelbie Witte, STLES Faculty Rep</td>
<td>John Romans, EHA Dean</td>
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<tr>
<td>Doug Smith, KAHR School Head</td>
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### Review and approve previous meeting minutes

- Dr. Jacobson motioned to approve the minutes with edits and Dr. Sanogo seconded. The minutes were approved.

### Julie Koch, HCCP School Head report

- The nursing launch was great.
- The CPSY faculty line has 12 applicants. The search committee is meeting and reviewing applicants.
- The HEP faculty line had approximately 40 applicants.
- The HCCP ARPT committee is discussing an electronic submission process.
- HCCP is interviewing for their Administrative Assistant position and will make a decision by Friday.

### Adrienne Sanogo, Interim STLES School Head report

- The Literacy faculty line search has six applicants and the Foreign Language search has five applicants. Both searches are posted in the Chronical for Higher Education.
- Dr. Sanogo attended an interim study and a Secondary Ed student was asked to speak at the event. Teachers attend these externships for the summer and they are paid a good wage. This is a way for teachers to learn about career paths to share with students.
- STLES is working on visioning activities
- STLES suggested hiring help for Tim Schlais.

### Susan Stansberry, SEFLA School Head report

- SEFLA purchased two new planes and their searches are going well.
- SEFLA student, Cates Schwark, placed 3rd in the EHA 3MT.

### Doug Smith, KAHR School Head report

- The KAHR search had 37 applicants. They will skype with ten applicants.
- KAHAR student Masoud Moghaddam, placed 1st and received People’s Choice in the [EHA 3MT](https://example.com) and Alejandra Barrera Curiel placed 2nd.
• KAHR program review drafts are complete
• Dr. Smith is on the committee for the Regents Distinguished Teacher’s Award.

Ed Harris, FDRC Chair report
 • FDRC is discussing shared governance. On October 25, they will gather input from a subcommittee and then present information to Leadership Team.
• FDRC split the International Education & Outreach Excellence Award into two separate awards: the EHA International Education Faculty Excellence Award and the EHA Outreach Faculty Excellence Award. This is parallel to the University awards.
• FDRC is drafting their document of responsibilities.
• FDRC reviewed three EHA nominees for the Presidents Faculty Research Award: Steve Wanger, Tonya Hammer and Julie Croff. Dr. Croff will represent EHA at the university level.

Donna Lindenmeier, P&P Chair
 • Please get changes through the school committees before the November 16 P&P meeting.

Valerie McGaha, Tulsa Faculty Rep
 • Dean Romans will visit the Tulsa campus on October 24.
• The 23rd Annual Zarrow Mental Health Symposium — Challenging Injustice and Discrimination had over 850 registrants. There was great feedback.
• The John Hope Franklin Center for Reconciliation is having a docent training for anyone that wanting to learn about the 1921 Tulsa Race Riot. Dr. McGaha has encouraged students to attend.
• Dr. McGaha is working with disability services on the Tulsa campus for Disability Awareness Month. She will soon send more information.
• Tulsa staff, students and faculty are participating in the United Way Drive.

Bert Jacobson, Associate Dean for Research, Engagement and Administration report
• NSF has early career grants for tenured track faculty and targets non tenured faculty up to 5 years. Deadline is in July. (see attachment)
• The EHA International Advisory Council is working on inclusion and developing a Visiting Scholar document.
• Donna Nightengale will discuss banner at the October 11 Staff Development Meeting.
• The EHA Diversity Hire meeting went well. Dr. Stansberry requested that new hire packets include Diversity Highlights. See attachments.
• Dr. Stansberry also suggested that these meetings take place every year for faculty that have never served on search committees.

John Romans, Dean Report
• Undergrad enrollment is down in the college
• We working for stronger student and faculty recruitment and we are always open to more ideas. We are also looking at how to best implement the EHA alumni group.
• The RN to BSN launch event prompted more interest and Dean Romans will spend time to talk to health centers and other universities
• The college received strong applications for the Senior Communications Specialist position. Candidates will present a 20 minute presentation on their strategy for communication across all platforms. All faculty and staff are invited to attend.
• Friday is the EHA Alumni Society Meeting, the Associates Meeting and the Homecoming picnic. School Heads will ask a faculty member and a student to attend the Alumni Society Meeting and the Associates Meeting to represent their programs and school.
• RMRT students will lead games and crafts at the picnic.

**ARPT documents and submission process discussion**

• While schools are revising their ARPT document, they should look at the most current draft of the college ARPT document. There should also be a separate section for clinical, teaching, and research positions within school ARPT documents.
• The university is moving towards an electronic ARPT process but there is no recommended method. Leadership Team agreed that EHA should also move towards an electronic submission process and discuss different methods. EHA must adopt a digital process and schools should discuss different methods.
• STLES will share their electronic process with the schools and school ARPT reps should discuss other methods and take this discussion back to their school meetings.
• For the 2017-2018 ARPT process, faculty will have the option to submit materials electronically or hard copy.
• For the 2018-2019 ARPT process, EHA will select a method and require electronic submissions.

**Charter School discussion**

• Leadership Team discussed a letter of intent from Briscoe Latham Genesis Charter School. See attachment.
• Dean Romans will share the most recent draft of the college charter school committee.
• Dr. Ed Harris offered to serve on the committee.

**HCCP Faculty Line discussion**

• Leadership Team discussed the following HCCP faculty line requests:
  ✓ HEP, Advanced Assistant/Associate Professor, OSU-Stillwater
  ✓ HEP, Clinical faculty, OSU-Tulsa
  ✓ HEP, Tenure Track, Assistant Professor, OSU-Tulsa
• Dr. Harris made the following motion: Programs with unexpected resignations after the spring faculty line request deadline, can submit new faculty line requests in the fall semester by October 1. Faculty line requests not chosen will be moved to the regular spring deadline. Dr. Stansberry seconded.
• Dr. Harris moved that the HEP faculty request be approved at the assistant professor rank. Dr. Stansberry seconded the motion. The vote was in favor. Dean Romans approved the search to begin.
**Program Data Sheets & Program Planning discussion**

- October 10, program data sheets with three-year enrollment trends and overall credit hour production for undergrad and graduate courses for the program just went out to school heads and program coordinators.
- This data comes from IRIM (Institutional Research and Information Management) and Banner reports. Judy Nalon and Dr. Sanders worked with school heads to identify which courses belong to which programs, to credit the enrollment and data correctly.
- Dr. Sanders requested that program coordinators make additions or changes by October 23rd.
- Leadership Team discussed this deadline and the following request was made: Judy Nalon will request corrections by October 30 and Dean Roman’s deadline will be November 21 at 5:00.

**EHA Diversity Initiatives Committee discussion**

- The September 29 Diversity Initiative Committee meeting had about 10 Stillwater and Tulsa faculty members in attendance. They proposed to FDRC that the Diversity Committee be the fourth standing committee for EHA faculty governance and be represented on Leadership Team. Dean Romans suggested developing a proposal and presenting it to Leadership Team.
- They selected three guest speakers to invite to the college and Dr. Sanders will work on contacting them.
- The committee was in favor of creating a college diversity graduation cord. Students could earn points by participating in diversity activities or engagements to earn the cord. Details will be fleshed out at the November 3rd meeting.

**Learning Management System (LMS) Committee discussion**

- Chris Ormsbee is forming a campus-wide committee to review new LMS proposals (ex: Brightspace, Canvas, etc) that will be solicited. The Brightspace contract expires in the summer of 2018 (with an option for a one-year extension). So this is the time to consider other options.
- We need two faculty from each college, one who primarily teaches graduate students and one who primarily teaches undergrad, to serve on the committee.
- We also need two students from the college, one graduate and one undergrad, who are strong students and available to attend meetings.
- The committee will have approximately 6-8 meetings between the end of October and February (about once every two weeks). Each LMS that puts in a bid/proposal will have the opportunity to present to the committee. The meetings will be on Fridays from 1-3pm.
- Please submit nominees/volunteers to Brenda Brown by Friday, October 13th.

**Bachelor’s of University Studies discussion**

The BUS (Bachelor’s of University Studies) degree modifications were approved by Instruction Council.
Changes:
  - We added the wording “minimum” to the 120-credit hour requirement for the two options (Multidisciplinary and General). Students will now be able to take more than 120-credit hours and have it count on their plan of study. Previously, anything taken above that 120 hours was considered “fall through” and not applicable on the plan of study.
  - There is also a reduction of the upper division credit hour requirement to 40 for both plans.

<table>
<thead>
<tr>
<th>2017-2018 Leadership Team meeting dates</th>
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<tr>
<td>Wednesday, August 30, 2017</td>
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<td>Wednesday, September 13, 2017</td>
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<td>Wednesday, September 27, 2017</td>
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<td>Wednesday, October 11, 2017</td>
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<td>Wednesday, October 25, 2017</td>
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<td>Wednesday, November 8, 2017</td>
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<td>Wednesday, November 29, 2017</td>
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<td>Wednesday, December 13, 2017</td>
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DIVERSITY HIGHLIGHTS 2009 - 2017

ENROLLMENT TRENDS
- 136% increase in new first-year undergraduate students of color from fall 2009 to fall 2016
- 96% increase in undergraduate students of color from fall 2009 to fall 2016
- 30% of fall 2016 incoming first-year undergraduate students were of color
- 22% increase in graduate students of color from fall 2009 to fall 2016

GRADUATION RATES
- 54% increase in the number of students of color earning a Bachelor's degree from May 2010 to May 2016
- 43% increase in the number of students of color earning a graduate degree from May 2010 to May 2016
- 118% increase in the number of students of color earning a doctorate degree from May 2010 to May 2016

STUDENT HONORS
- OSU Morris K. Udall Scholarship recipients since 2009

FACULTY RECRUITMENT
- 46% increase in African American, American Indian, Latino, & biracial/multiracial faculty in OSU classrooms

CURRICULUM AND CAMPUS ENVIRONMENT
- Diversity course requirement for all undergraduates since 2008
- SGA and Faculty Council supported diversity training for faculty and staff

PROGRAMS & ACTIVITIES
- Retention Initiative for Student Excellence Program (RISE)
- Inclusion Leadership Program (ILP)
- Three U.S. Department of Education TRIO Programs
- Oklahoma Louis Stokes Alliance for Minority Participation (OK-LSAMP) Program
- NSF Bridge to the Doctorate Program
- Office of Multicultural Affairs Mentoring and Retention Program
- First 2 Go (first-generation student program)

OVER 70 diversity-related student, faculty, and staff campus organizations

STRUCTURAL SUPPORT
- OSU hosted the 38th Annual Big 12 Conference of Black Student Leadership and Government in 2015
- Critical Conversations diversity program series (e.g., Ferguson and Race in America, Voting Rights, Confederate Flag, Islamophobia, The N-Word, etc.)
- National Veterans Entrepreneurship Program
- OSU Diversity Hall of Fame
- Recent campus and graduation speakers: Common, Dr. Tererei Trent, Chickasaw Nation Governor Bill Anoatubby, T.W. Shannon, Piyush Patel, Jamele Hill, Stedman Graham, Dr. Bennet Omalu, Clifton Taubert, Cornell William Brooks, Daymond John, Michael Che and Kenan Thompson.

Division of Institutional Diversity Capital Campaign raised $3.5M since February 2014; Thirty-two new endowed scholarships
- Veterans Success Center

Center for Sovereign Nations opened in August 2015 for focused service to sovereign tribal nations in Oklahoma
AWARDS

» 2017 American Association for Access, Equity, and Diversity (AAAED) Roosevelt Thomas Champion of Diversity Award
» 2016 Higher Education Excellence in Diversity (HEED Award from Insight Into Diversity) (One of eighteen four-year schools in the nation to have received the HEED Award five consecutive years, 2012-2016)
» Purple Heart University designation in 2016
» 2016 Minority Access, Inc. Institution Committed to Diversity Award

» 2017 National Association of Diversity Officers in Higher Education (NADOHE) Dr. Frank W. Hale, Jr. Distinguished Service Award
» 2016 NADHOE Institutional Excellence Award
» 2016 Southwest Minority Supplier Development Council (SMSDC) Corporation of the Year Award
» 2016 Mosaic Five-Star Inclusive Workplace Culture Award from the Tulsa Chamber of Commerce's diversity business council

RANKINGS AND DESIGNATIONS

» #1 in the nation among public land-grant colleges and universities for graduating Native American students since 2010
» U.S. Department of Education Minority Serving Institution (MSI) designation since 2014

» Diverse Issue in Higher Education Top 100 Degree Producers for African American, American Indian, Asian American, Latino, and biracial/multiracial graduates (2014, 2015, and 2016)

OSU DIVERSITY STATEMENT

Oklahoma State University is a land-grant institution committed to excellence in diversity and inclusion. We strive to maintain a welcoming and inclusive environment that appreciates and values all members of the University community. We define diversity as engagement in meaningful actions, behaviors, and conversations that reflect a commitment to recognizing, understanding, and respecting the differences among students, faculty, staff, and visitors throughout the OSU system. We do not condone acts, behavior, language, or symbols that represent or reflect intolerance or discrimination. OSU is dedicated to cultivating and enriching the competitive advantages that diversity and inclusion provides all members of the University community. We identify diversity as a quality of life issue, as well as an important economic driver for the prosperity and well-being of the state, nation, and world.
Faculty Early Career Development Program (CAREER)
Includes the description of NSF Presidential Early Career Awards for Scientists and Engineers (PECASE)

PROGRAM SOLICITATION
NSF 17-537

REPLACES DOCUMENT(S):
NSF 15-555

National Science Foundation
Directorate for Biological Sciences
Directorate for Computer & Information Science & Engineering
Directorate for Education & Human Resources
Directorate for Engineering
Directorate for Geosciences
Directorate for Mathematical & Physical Sciences
Directorate for Social, Behavioral & Economic Sciences
Office of Integrative Activities
Office of International Science and Engineering

Full Proposal Deadline(s) (due by 5 p.m. submitter's local time):
July 19, 2017
Third Wednesday in July, Annually Thereafter
for BIO, CISE, EHR
July 20, 2017
Third Thursday in July, Annually Thereafter
for ENG
July 21, 2017
Third Friday in July, Annually Thereafter
for GEO, MPS, SBE

IMPORTANT INFORMATION AND REVISION NOTES
Eligibility requirements have been revised to clarify the required early-career status of applicants.

Support for senior personnel other than the PI that is commensurate with a limited collaborative role in the project is now allowed in the budget of the proposal or of a subrecipient.

Proposal due dates:

<table>
<thead>
<tr>
<th>Directorate</th>
<th>2017 due dates</th>
<th>2018 due dates</th>
<th>2019 due dates</th>
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<tr>
<td>BIO, CISE, EHR</td>
<td>July 19, 2017</td>
<td>July 18, 2018</td>
<td>July 17, 2019</td>
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<tr>
<td>ENG</td>
<td>July 20, 2017</td>
<td>July 19, 2018</td>
<td>July 18, 2019</td>
</tr>
<tr>
<td>GEO, MPS, SBE</td>
<td>July 21, 2017</td>
<td>July 20, 2018</td>
<td>July 19, 2019</td>
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Any proposal submitted in response to this solicitation should be submitted in accordance with the revised NSF Proposal & Award Policies & Procedures Guide (PAPPG) (NSF 17-1), which is effective for proposals submitted, or due, on or after January 30, 2017.

SUMMARY OF PROGRAM REQUIREMENTS
General Information

Program Title:
Faculty Early Career Development Program (CAREER)
Includes the description of the NSF component of the Presidential Early Career Awards for Scientists and Engineers (PECASE)

Synopsis of Program:
CAREER: The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation’s most prestigious awards in support of early-career faculty who have the potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization. Activities pursued by early-career faculty should build a firm foundation for a lifetime of leadership in integrating education and research. NSF encourages submission of CAREER proposals from early-career faculty at all CAREER-eligible organizations and especially encourages women, members of underrepresented minority groups, and persons with disabilities to apply.

PECASE: Each year NSF selects nominees for the Presidential Early Career Awards for Scientists and Engineers (PECASE) from among the most meritorious recent CAREER awardees. Selection for this award is based on two important criteria: 1) Innovative research at the frontiers of science and technology that is relevant to the mission of NSF, and 2) community service demonstrated through scientific leadership, education, or community outreach. These awards foster innovative developments in science and technology, increase awareness of careers in science and engineering, give recognition to the scientific missions of the participating agencies, enhance connections between fundamental research and national goals, and highlight the importance of science and technology for the Nation's future. Individuals cannot apply for PECASE. These awards are initiated by the participating federal agencies. At NSF, up to twenty nominees for this award are selected each year from among the PECASE-eligible CAREER awardees most likely to become the leaders of academic research and education in the twenty-first century. The White House Office of Science and Technology Policy makes the final selection and announcement of the awardees.

Cognizant Program Officer(s):
- Division CAREER contacts listed on the CAREER web page at: http://www.nsf.gov/crssprgm/career/contacts.jsp
- See Contacts listing, NSF, telephone: (703) 292-5111, email: info@nsf.gov

Applicable Catalog of Federal Domestic Assistance (CFDA) Number(s):
- 47.041 --- Engineering
- 47.049 --- Mathematical and Physical Sciences
- 47.050 --- Geosciences
- 47.070 --- Computer and Information Science and Engineering
- 47.074 --- Biological Sciences
- 47.075 --- Social Behavioral and Economic Sciences
- 47.076 --- Education and Human Resources
- 47.079 --- Office of International Science and Engineering
- 47.083 --- Office of Integrative Activities (OIA)

Award Information

Anticipated Type of Award:
Standard Grant or Continuing Grant

Estimated Number of Awards:
450 per year

Anticipated Funding Amount:
$222,000,000

This annual amount is approximate, includes new and continuing increments, and is subject to availability of funds.

Eligibility Information

Who May Submit Proposals:
Proposals may only be submitted by the following:
- Universities and Colleges - Universities and two- and four-year colleges (including community colleges) accredited in, and having a campus located in, the US acting on behalf of their faculty members. Such organizations also are referred to as academic institutions.
- Non-profit, non-academic organizations: Independent museums, observatories, research labs, professional societies and similar organizations in the U.S. associated with educational or research activities.

Who May Serve as PI:
A Principal Investigator (PI) may submit only one CAREER proposal per annual competition. In addition, a Principal Investigator may not participate in more than three CAREER competitions. Proposals that are not reviewed (i.e., are withdrawn before review or are returned without review) do not count toward the three-competition limit.
Limit on Number of Proposals per Organization:
There are no restrictions or limits.

Limit on Number of Proposals per PI or Co-PI: 1
An eligible Principal Investigator may submit only one CAREER proposal per annual competition.

Proposal Preparation and Submission Instructions

A. Proposal Preparation Instructions
   • Letters of Intent: Not required
   • Preliminary Proposal Submission: Not required
   • Full Proposals:

B. Budgetary Information
   • Cost Sharing Requirements:
     Inclusion of voluntary committed cost sharing is prohibited.
   • Indirect Cost (F&A) Limitations:
     Not Applicable
   • Other Budgetary Limitations:
     Other budgetary limitations apply. Please see the full text of this solicitation for further information.

C. Due Dates
   • Full Proposal Deadline(s) (due by 5 p.m. submitter’s local time):
     July 19, 2017
     Third Wednesday in July, Annually Thereafter
     for BIO, CISE, EHR
     July 20, 2017
     Third Thursday in July, Annually Thereafter
     for ENG
     July 21, 2017
     Third Friday in July, Annually Thereafter
     for GEO, MPS, SBE

Proposal Review Information Criteria

Merit Review Criteria:
National Science Board approved criteria apply.

Award Administration Information

Award Conditions:
Additional award conditions apply. Please see the full text of this solicitation for further information.

Reporting Requirements:
Standard NSF reporting requirements apply.

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   D. FastLane/Grants.gov Requirements

VI. NSF Proposal Processing and Review Procedures
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   B. Review and Selection Process

VII. Award Administration Information
   A. Notification of the Award
   B. Award Conditions
   C. Reporting Requirements

VIII. Agency Contacts

IX. Other Information

I. INTRODUCTION

This program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards for faculty members beginning their independent careers. The intent of the program is to provide stable support at a sufficient level and duration to enable awardees to develop careers not only as outstanding researchers but also as educators demonstrating commitment to teaching, learning, and dissemination of knowledge. NSF encourages submission of CAREER proposals from eligible early-career faculty at all CAREER-eligible organizations, especially women, members of underrepresented minority groups, and persons with disabilities.

II. PROGRAM DESCRIPTION

A. CAREER Program

This premier program emphasizes the importance the Foundation places on the early development of academic careers dedicated to stimulating the discovery process in which the excitement of research is enhanced by inspired teaching, enthusiastic learning, and disseminating new knowledge. Effective integration of research and education generates a synergy in which the process of discovery stimulates learning, and assures that the findings and methods of research and education are quickly and effectively communicated in a broader context and to a large audience.

The CAREER program embodies NSF's commitment to encourage faculty and academic institutions to value and support the integration of research and education. Successful Principal Investigators will propose creative, effective research and education plans, developed within the context of the mission, goals, and resources of their organizations, while building a firm foundation for a lifetime of contributions to research, education, and their integration.

Integration of Research and Education - All CAREER proposals should describe an integrated path that will lead to a successful career as an outstanding researcher and educator. NSF recognizes that there is no single approach to an integrated research and education plan, but encourages all applicants to think creatively about the reciprocal relationship between the proposed research and education activities and how they may inform each other in their career development as both outstanding researchers and educators. These plans should reflect the proposer's own disciplinary and educational interests and goals, as well as the needs and context of his or her organization. Because there may be different expectations within different disciplinary fields and/or different organizations, a wide range of research and education activities may be appropriate for the CAREER program. In addition, NSF recognizes that some investigators, given their individual disciplinary and career interests, may wish to pursue an additional activity such as entrepreneurship, industry partnerships, or policy that enhances their research and education plans. Proposers are encouraged to communicate with the CAREER contact or cognizant Program Officer in the Division closest to their area of research to discuss the expectations and approaches that are most appropriate for that area (see http://www.nsf.gov/crssp/grnm/career/contacts.jsp for a list of CAREER contacts by division).

B. Presidential Early Career Award for Scientists and Engineers (PECASE)

The Presidential Early Career Award for Scientists and Engineers (PECASE) is the highest honor bestowed by the United States Government on outstanding scientists and engineers beginning their independent research careers. Selection for this award is based on two important criteria: 1) innovative research at the frontiers of science and technology that is relevant to the mission of the sponsoring organization or agency, and 2) community service demonstrated through scientific leadership, education, or community outreach. These awards foster innovative developments in science and technology, increase awareness of careers in science and engineering, give recognition to the scientific missions of the participating agencies, enhance connections between fundamental research and national goals, and highlight the importance of science and technology for the Nation’s future. Please note that individuals cannot apply for a PECASE. Rather, these awards are initiated by participating federal agencies. At NSF, up to twenty nominees for this award are selected each year from among recent CAREER awardees deemed most likely to become the
leaders of academic research and education for the twenty-first century. The White House Office of Science and Technology Policy (OSTP) makes the final selection and announcement of the awardees.

III. AWARD INFORMATION

The CAREER award, including indirect costs, is expected to total a minimum of $400,000 for the 5-year duration, with the following exceptions: Awards for proposals to the Directorate for Biological Sciences (BIO), the Directorate for Engineering (ENG), or the Office of Polar Programs (OPP) are expected to total a minimum of $500,000 for the 5-year duration. The PECASE award is an honorary award for all NSF recipients and does not provide additional funds. CAREER awards are eligible for supplemental funding as described in the NSF Proposal & Award Policies & Procedures Guide (PAPPG).

IV. ELIGIBILITY INFORMATION

Who May Submit Proposals:

Proposals may only be submitted by the following:

- Universities and Colleges - Universities and two- and four-year colleges (including community colleges) accredited in, and having a campus located in, the US acting on behalf of their faculty members. Such organizations also are referred to as academic institutions.
- Non-profit, non-academic organizations: Independent museums, observatories, research labs, professional societies, and similar organizations in the U.S. associated with educational or research activities.

Who May Serve as PI:

A Principal Investigator (PI) may submit only one CAREER proposal per annual competition. In addition, a Principal Investigator may not participate in more than three CAREER competitions. Proposals that are not reviewed (i.e., are withdrawn before review or are returned without review) do not count toward the three-competition limit.

Limit on Number of Proposals per Organization:

There are no restrictions or limits.

Limit on Number of Proposals per PI or Co-PI:

1

An eligible Principal Investigator may submit only one CAREER proposal per annual competition.

Additional Eligibility info:

A. CAREER Program

Proposers must meet all of the following eligibility requirements:

- Hold a doctoral degree in a field supported by NSF by the cognizant Directorate's deadline for submission of CAREER proposals;
- Be engaged in research in an area of science, engineering, or education supported by NSF;
- Be employed in a tenure-track (or tenure-track-equivalent) position as an assistant professor (or equivalent title) as of October 1 after the proposal submission;
- Be untenured as of October 1 following the proposal submission; and
- Have not previously received a CAREER award. (Prior or concurrent Federal support for other types of awards for non-duplicative research does not preclude eligibility.)

Tenure-Track Equivalency - For a position to be considered a tenure-track-equivalent position, it must meet all of the following requirements: (1) the employee has a continuing appointment that is expected to last the five years of a CAREER grant; (2) the appointment has substantial research and educational responsibilities; and (3) the proposed project relates to the employee's career goals and job responsibilities as well as to the mission of the department or organization. As stated in the Proposal Preparation Instructions, for non-tenure-track faculty, the Departmental Letter must affirm that the investigator's appointment is at an early-career level equivalent to pre-tenure status, and the Departmental Letter must clearly and convincingly demonstrate how the faculty member's appointment satisfies all the above requirements of tenure-track equivalency.

Faculty members who are Associate Professors or in equivalent appointments, with or without tenure, are not eligible for the CAREER program. Faculty members who hold Adjunct Faculty or equivalent appointments are not eligible for the CAREER program.

NO EXEMPTIONS FROM THESE ELIGIBILITY CRITERIA WILL BE GRANTED.

B. PECASE

PECASE eligibility requires that the applicant be a U.S. citizen, U.S. national, or U.S. permanent resident by the time of nomination. Only recent CAREER awardees are considered as potential PECASE nominees by NSF. Although persons who have received PECASE awards through other agencies may be eligible for CAREER, they are not eligible to be nominated by NSF for another PECASE award.
V. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS

A. Proposal Preparation Instructions

Full Proposal Preparation Instructions: Proposers may opt to submit proposals in response to this Program Solicitation via Grants.gov or via the NSF FastLane system.

- Full proposals submitted via FastLane: Proposals submitted in response to this program solicitation should be prepared and submitted in accordance with the general guidelines contained in the NSF Proposal & Award Policies & Procedures Guide (PAPPG). The complete text of the PAPPG is available electronically on the NSF website at: https://www.nsf.gov/pubs/papguide.jsp?ods_key=papp. Paper copies of the PAPPG may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-7827 or by e-mail from nspubs@nsf.gov. Proposers are reminded to identify this program solicitation number in the proposal solicitation block on the NSF Cover Sheet. For Proposal to the National Science Foundation. Compliance with this requirement is critical to determining the relevant proposal processing guidelines. Failure to submit this information may delay processing.

- Full proposals submitted via Grants.gov: Proposals submitted in response to this program solicitation via Grants.gov should be prepared and submitted in accordance with the NSF Grants.gov Application Guide: A Guide for the Preparation and Submission of NSF Applications via Grants.gov. The complete text of the NSF Grants.gov Application Guide is available on the Grants.gov website and on the NSF website at: (http://www.nsf.gov/publications/pub_summ.jsp?ods_key=grantgovguide). To obtain copies of the Application Guide and Application Forms Package, click on the Apply tab on the Grants.gov site, then click on the Apply Step 1: Download a Grant Application Package and Application Instructions link and enter the funding opportunity number, (the program solicitation number without the NSF prefix) and press the Download Package button. Paper copies of the Grants.gov Application Guide also may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-7827 or by e-mail from nspubs@nsf.gov.

See PAPPG Chapter II.C.2 for guidance on the required sections of a full research proposal submitted to NSF. Please note that the proposal preparation instructions provided in this program solicitation may deviate from the PAPPG instructions.

Proposal Contents

The following instructions supplement the guidelines in the NSF Proposal & Award Policies & Procedures Guide (PAPPG) and NSF Grants.gov Application Guide for the specified sections.

The Cover Sheet:

- Program Solicitation Number. FastLane users: Select the CAREER program solicitation number shown at the beginning of this solicitation from the drop-down menu. Grants.gov users: The program solicitation will be pre-populated by Grants.gov on the NSF Grant Application Cover Page.
- NSF Unit of Consideration. Select at least one specific disciplinary program from the drop-down list in FastLane as the NSF program(s) to consider the proposal. Grants.gov users should refer to Section VI.1.2. of the NSF Grants.gov Application Guide for specific instructions on how to designate the NSF Unit of Consideration. For assistance in determining which program(s) to choose, refer to the NSF Guide to Programs, which provides descriptions of NSF research-supporting programs.
- Project Title. The project title must begin with "CAREER:" and follow with an informative title.
- Co-PIs. No co-PIs are permitted on the Cover Sheet.

Project Description:

The Project Description section should contain a well-argued and specific proposal for activities that will, over a 5-year period, build a firm foundation for a lifetime of contributions to research and education in the context of the Principal Investigator's organization. The proposed project should aim to advance the employee's career goals and job responsibilities as well as the mission of the department or organization. The Project Description may not exceed 15 pages.

The Project Description should include:

- a description of the proposed research project, including preliminary supporting data where appropriate, specific objectives, methods and procedures to be used, and expected significance of the results;
- a description of the proposed educational activities and their intended impact;
- a description of how the research and educational activities are integrated or synergistic; and
- results of prior NSF support, if applicable.

Successful applicants will propose creative, effective research and education plans, along with strategies for assessing these components. The proposed activities should help applicants develop in their careers as both outstanding researchers and educators. While excellence in both education and research is expected, activity of an intensity that leads to an unreasonable workload is not. The research and educational activities do not need to be addressed separately if the relationship between the two is such that the presentation of the integrated project is better served by interspersing the two throughout the Project Description.

Proposed research activities may be in any area of science, mathematics, engineering and education normally supported by NSF. To help determine the appropriateness of the project for NSF and identify the disciplinary program to which it should be submitted, proposers are urged to refer to the NSF Guide to Programs. Program information can also be found on Directorate web pages, which can be accessed from the NSF home page (http://www.nsf.gov). Proposers are also encouraged to contact the appropriate NSF Program Officer before submitting the proposal.

Education Activities — The education component of the proposal may be in a broad range of areas and may be directed to any level: K-12 students, undergraduates, graduate students, and/or the general public, but should be related to the proposed research and consistent with the career goals of the PI. Some examples are: incorporating research activities into undergraduate courses; teaching a graduate seminar on the topic of the research; designing innovative courses or curricula; providing mentored international research experiences for U.S. students; linking education activities to industrial, international, or cross-disciplinary work; supporting teacher preparation and enhancement; conducting outreach and mentoring activities to enhance scientific literacy or involve students from groups that have been traditionally underrepresented in science; researching students' learning and conceptual development in the discipline; implementing innovative methods for evaluation and assessment; or creating cyberinfrastructure that facilitates
involvement of the broad citizenry in the scientific enterprise. Education activities also include designing new or adapting and implementing effective educational materials and practices. Such activities should be consistent with research and best practices in curriculum, pedagogy, and evaluation. Proposers may build on, or otherwise meaningfully participate in, existing NSF-supported activities or other educational projects ongoing on campus.

Cross-Disciplinary Perspectives – NSF recognizes that disciplinary boundaries evolve with time and that inter-, multi-, trans-disciplinary approaches are often needed to push the frontiers of research and education. We invite proposals from early-career investigators who wish to pursue research and education activities that cross disciplinary boundaries. Increasingly, CAREER proposals are co-reviewed by more than one program within a division or a directorate, or across Directorates/Offerices. We encourage investigators to seek research and education collaborations with partners in other areas of academia as well as from other sectors (for example, partnerships with industry, national laboratories, schools and school districts, or museums). Investigators have the option of including the associated costs in the budget line items of the proposal, or in subawards to another institution for all necessary research and educational activities (for example, hiring an external evaluator, or securing time at a shared research facility). Because the CAREER program is designed to foster individual career development, partners or collaborators may not be listed as co-principal investigators on the cover page. If critical for a given project, support for collaborators may be requested in the senior personnel or consultant services budget line items of the proposal, or in subawards to another institution. However, while recognizing that projects may have cross-disciplinary scope, it is expected that the primary support for a CAREER award will be for the PI and his/her research efforts, with support for other senior personnel commensurate with their limited role in the project. Proposals submitted with co-principal investigators will be returned without review. Ensuring that the CAREER program continues to focus on fostering individual career development of early-career scientists and engineers will be an integral part of the merit review of CAREER proposals.

Cross-Sector Perspectives – NSF recognizes that individual investigators may have disciplinary and career interests that enhance their research and education plans through an additional activity such as entrepreneurship, industry partnerships, or policy. We invite proposals from early-career investigators who wish to enhance their research and education activities along these lines. If critical for a given project, investigators have the option of including the associated costs in the budget line items of the proposal or in subawards to another institution.

Scientific Software Development – Proposed research activities may involve development of innovative scientific software, along with related studies of reproducibility, provenance, usability, security, adoption, and sustainability of the software, as well as its adaptability to emerging technologies and requirements. If software artifacts are anticipated in a given project, investigators should state and justify which software license(s) will be used for the released software.

International/Global Dimensions – NSF encourages CAREER Principal Investigators to include international/global dimensions in their projects. As appropriate, the CAREER proposal should delineate how its activities fit within the context of expertise, facilities, data, and other resources that are being applied globally in relevant areas of research and education, and how the CAREER award would position the Principal Investigator and her/his organization to take a leadership role. If applicable, the proposal should clearly state how the research and education activities will be enhanced by international engagements, and should describe the benefits to participants in the U.S. and abroad. If an international component is included, proposers are encouraged to contact the relevant country Program Officer in the Office of International Science and Engineering (OISE) listed in http://www.nsf.gov/od/liaison/country-list.jsp.

Field Work in the Polar Regions – For guidance on submitting information about field work proposed in the Arctic or Antarctica, proposers should contact the Program Officer in Polar Programs (http://www.nsf.gov/dv/divindex.jsp?div=PLR) who is associated with the program most closely aligned with the research being proposed.

Proposals Requiring Seagoing Facilities – For guidance on submitting proposals that require use of sea-going facilities such as ships (including those participating in the University National Oceanographic Laboratory System [UNOLS], foreign vessels under charter or other arrangements, submersibles, remotely operated vehicles, autonomous underwater vehicles, etc.), proposers should contact the Program Officer in Ocean Sciences (http://www.nsf.gov/dv/divindex.jsp?div=OCE) who is associated with the program most closely aligned with the research being proposed.

References Cited:
Provide references in support of both research and education aspects of the CAREER proposal.

Biographical Sketch of Principal Investigator:
The Biographical Sketch should be prepared following the instructions in the latest NSF Proposal & Award Policies & Procedures Guide (PAPPG) and should include both research and education activities and accomplishments.

Additional Supplementary Documentation for CAREER Proposals:
Scan the signed original(s) of the following document(s) and upload the scans as a PDF file into the Supplementary Documents section of the proposal. Do not send paper copies to NSF. All documents must be submitted with the proposal in FastLane or Grants.gov by the deadline.

1. Departmental Letter (a proposal submitted without this letter will be returned without review) – NSF encourages organizations to value and reward the integration of research and education and the effective mentoring of its early-career faculty in their department. This integration of research and education requires close collaboration between the CAREER Principal Investigator (PI) and his/her organization throughout the duration of the award. To demonstrate the department’s support of the career development plan of the PI, the letter must include one (and only one) letter from the PI’s department head (or equivalent organizational official). In cases of joint appointments, the letter should be signed by both department heads. The letter, which will be included as part of the consideration of the overall merits of the proposal, should demonstrate an understanding of, and a commitment to, the effective integration of research and education as a primary objective of the CAREER award.

The Departmental Letter should be no more than 2 pages in length and include the department head’s name and title below the signature. The letter should contain the following elements:

- A statement to the effect that the PI is eligible for the CAREER program. For non-tenure-track faculty, the Departmental Letter must affirm that the Investigator’s appointment is at an early-career level equivalent to pre-tenure status, pursuant to the eligibility criteria specified above. Further, for non-tenure-track faculty, the Departmental Letter must clearly and convincingly demonstrate how the faculty member satisfies all the requirements of tenure-track equivalency as defined in the eligibility criteria specified in this solicitation.
- An indication that the PI’s proposed CAREER research and education activities are supported by and advance the educational and research goals of the department and the organization, and that the department is committed to the support and professional development of the PI, and
- A description of a) the relationship between the CAREER project, the PI’s career goals and job responsibilities, and the
mission of his/her department/organization, and b) the ways in which the department head (or equivalent) will ensure the appropriate mentoring of the PI, in the context of the PI's career development and his/her efforts to integrate research and education throughout the period of the award and beyond.

2. Letters of Collaboration – If the project involves collaborative arrangements of significance, these arrangements should be documented through letters of collaboration. Letters of collaboration should be limited to stating the intent to collaborate and should not contain endorsements or evaluation of the proposed project. Letters of collaboration should follow the single-sentence format:

"If the proposal submitted by Dr. [insert the full name of the Principal Investigator] entitled [insert the proposal title] is selected for funding by the NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment or Other Resources section of the proposal."

Departure from this format may result in the proposal being returned without review. Specifics about the need for and nature of collaborations, such as intellectual contributions to the project, permission to access a site, an instrument, or a facility, offer of samples and materials for research, logistical support to the research and education program, or mentoring of U.S. students at a foreign site, should be detailed in the Project Description or the Facilities, Equipment, and other Resources section. Requests for letters of collaboration should be made by the PI well in advance of the proposal submission deadline, because they must be included at the time of submission. Please note that letters of recommendation for the PI or other letters of support for the project are not permitted.

Appendices:

No appendices are permitted.

Proposal Compliance with Program Solicitation Requirements:

All CAREER proposals will be checked for compliance with this CAREER program solicitation and the latest NSF Proposal & Award Policies & Procedures Guide (PAPPG).

Make sure to use this CAREER Program Solicitation number in the cover sheet in order to have the proposal reviewed according to the current guidelines associated with the CAREER program.

Applicants must include the Proposal Classification Form for all submissions to BIO; FastLane will not allow processing of the proposal without it.

In addition, proposals that are non-compliant with the CAREER solicitation for the following reasons will be returned without review:

- Co-principal investigator(s) listed on the cover page
- Departmental Letter is missing (be sure to put the letter in the Supplementary Documents section, not the Single Copy Documents section)

In addition, according to the NSF Proposal & Award Policies & Procedures Guide (PAPPG), any proposal submitted to a program solicitation with a fixed proposal deadline must be submitted by that deadline date up to 5 p.m. proposer's local time in order to be accepted and reviewed. Program Officers will be instructed to return without review any CAREER proposal that arrives after the deadline for the appropriate Directorate/Office, unless there was a technical problem with the proposal submission (through either FastLane or Grants.gov) and the technical problem is supported by documentation from FastLane or Grants.gov at the time of submission and prior to the deadline. A possible slowdown of FastLane or Grants.gov due to volume is not a valid reason for an extension and PIs are strongly encouraged to submit their CAREER proposals in advance of the deadline to allow time to correct any problems that may occur in the submission process.

Program Officers will also return without review any proposal that is non-compliant with the PAPPG because:

- The proposed work duplicates, or is substantially similar to, a proposal already under consideration by NSF from the same submitter
- The proposal was previously declined and was not revised to take into account the major comments from the prior NSF review

The above list is not an all-inclusive list of reasons that proposals are returned without review. For complete information on PAPPG proposal compliance refer to the full text of the PAPPG. Also consult the Proposal Preparation Checklist of the PAPPG.

Post-Submission:

As soon as the proposal is submitted via FastLane or Grants.gov by your research office, make sure to print a final copy of the submitted version for your records. It is your responsibility, and that of your sponsored projects office, to ascertain that all of the proposal contents are there and that the proposal is compliant with the PAPPG and the CAREER solicitation. If mistakes or missing information/documentation are found prior to the appropriate CAREER deadline, you can submit a proposal file update that would be automatically accepted. Note that according to the PAPPG, file updates will NOT be allowed after the deadline, except to correct a technical problem with the proposal (i.e., PDF file formatting or print problems). If your CAREER deadline has passed and you discover a formatting or print problem, contact your disciplinary Program Officer to discuss whether NSF will approve a proposal file update. You should thoroughly review your submitted proposal document in order to identify any PDF conversion or printing problems, leaving enough time to correct any problems prior to the deadline.

B. Budgetary Information

Cost Sharing:

Inclusion of voluntary committed cost sharing is prohibited.

Other Budgetary Limitations:

The CAREER award, including indirect costs, is expected to total a minimum of $400,000 for the 5-year duration, with the following exceptions: Awards for proposals to the Directorate for Biological Sciences (BIO), the Directorate for Engineering (ENG), or the Office of Polar Programs (OPP) are expected to total a minimum of $500,000 for the 5-year duration. Before preparing a CAREER proposal, PIs are strongly encouraged to contact their disciplinary Program Officer or the appropriate CAREER contact to discuss budget requests for their proposed CAREER activities, and typical funding levels for their discipline. Many programs and Directorates
prefer to make more awards by funding CAREER proposals closer to the minimum award size. Proposers should also review the list of recent CAREER awards made in their discipline for guidance on average award size. A list of CAREER Division/Directorate Contacts can be found on the CAREER web page at http://www.nsf.gov/crssprgm/careercontacts.jsp.

Co-PIs are not allowed in CAREER proposals. Support for other senior personnel (i.e., in the Budget Category A) or consultants is permitted, but must be commensurate with their limited role in the project. In particular, while recognizing that projects may entail cross-disciplinary collaborations, it is expected that the primary support for a CAREER award will be for the PI and his/her research efforts. All other allowable costs, as described in the PAPPG, are permitted. Allowable costs include funds for postdoctoral fellows, graduate students, undergraduate students, PI salary, education or outreach activities, support for an evaluator, travel and subsistence expenses for the PI and U.S. participants when working abroad with foreign collaborators, and consultant expenses. In some cases, it may be appropriate to include academic year salary support for the PI on a CAREER budget (for example, PIs who have heavy teaching responsibilities or who must conduct field work during the academic year). Proposers should talk to the cognizant Program Officers about their individual cases.

Budget Justification (maximum of three pages) must be included as part of the CAREER proposal.

C. Due Dates

- Full Proposal Deadline(s) (due by 5 p.m. submitter's local time):

  July 19, 2017

  Third Wednesday in July, Annually Thereafter

  for BIO, CISE, EHR

  July 20, 2017

  Third Thursday in July, Annually Thereafter

  for ENG

  July 21, 2017

  Third Friday in July, Annually Thereafter

  for GEO, MPS, SBE

Proposal due dates:

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<th>Directorate</th>
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D. FastLane/Grants.gov Requirements

For Proposals Submitted Via FastLane:

To prepare and submit a proposal via FastLane, see detailed technical instructions available at: https://www.fastlane.nsf.gov/tna/newstart.htm. For FastLane user support, call the FastLane Help Desk at 1-800-673-6188 or e-mail fastlane@nsf.gov. The FastLane Help Desk answers general technical questions related to the use of the FastLane system. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VII of this funding opportunity.

For Proposals Submitted Via Grants.gov:

Before using Grants.gov for the first time, each organization must register to create an institutional profile. Once registered, the applicant's organization can then apply for any federal grant on the Grants.gov website. Comprehensive information about using Grants.gov is available on the Grants.gov Applicant Resources webpage: http://www.grants.gov/web/grants/applicants.html. In addition, the NSF Grants.gov Application Guide (see link in Section V.A) provides instructions regarding the technical preparation of proposals via Grants.gov. For Grants.gov user support, contact the Grants.gov Contact Center at 1-800-518-4726 or by email: support@grants.gov. The Grants.gov Contact Center answers general technical questions related to the use of Grants.gov. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VIII of this solicitation.

Submitting the Proposal: Once all documents have been completed, the Authorized Organizational Representative (AOR) must submit the application to Grants.gov and verify the desired funding opportunity and agency to which the application is submitted. The AOR must then sign and submit the application to Grants.gov. The completed application will be transferred to the NSF FastLane system for further processing.

Proposers that submitted via FastLane are strongly encouraged to use FastLane to verify the status of their submission to NSF. For proposers that submitted via Grants.gov, until an application has been received and validated by NSF, the Authorized Organizational Representative may check the status of an application on Grants.gov. After proposers have received an e-mail notification from NSF, Research.gov should be used to check the status of an application.
VI. NSF PROPOSAL PROCESSING AND REVIEW PROCEDURES

Proposals received by NSF are assigned to the appropriate NSF program for acknowledgement and, if they meet NSF requirements, for review. All proposals are carefully reviewed by a scientist, engineer, or educator serving as an NSF Program Officer, and usually by three to ten other persons outside NSF either as ad hoc reviewers, panelists, or both, who are experts in the particular fields represented by the proposal. These reviewers are selected by Program Officers charged with oversight of the review process. Proposers are invited to suggest names of persons they believe are especially well qualified to review the proposal and/or persons they would prefer not review the proposal. These suggestions may serve as one source in the reviewer selection process at the Program Officer's discretion. Submission of such names, however, is optional. Care is taken to ensure that reviewers have no conflicts of interest with the proposal. In addition, Program Officers may obtain comments from site visits before recommending final action on proposals. Senior NSF staff further review recommendations for awards. A flowchart that depicts the entire NSF proposal and award process (and associated timeline) is included in PAPPG Exhibit III-1.

A comprehensive description of the Foundation's merit review process is available on the NSF website at: http://www.nsf.gov/bfa/dias/policy/merit_review/

Proposers should also be aware of core strategies that are essential to the fulfillment of NSF's mission, as articulated in Investing in Science, Engineering, and Education for the Nation's Future: NSF Strategic Plan for 2014-2018. These strategies are integrated in the program planning and implementation process, of which proposal review is one part. NSF's mission is particularly well-implemented through the integration of research and education and broadening participation in NSF programs, projects, and activities.

One of the strategic objectives in support of NSF's mission is to foster integration of research and education through the programs, projects, and activities it supports at academic and research institutions. These institutions must recruit, train, and prepare a diverse STEM workforce to advance the frontiers of science and participate in the U.S. technology-based economy. NSF's contribution to the national innovation ecosystem is to provide cutting-edge research under the guidance of the Nation's most creative scientists and engineers. NSF also supports the development of a strong science, technology, engineering, and mathematics (STEM) workforce by investing in building the knowledge that informs improvements in STEM teaching and learning.

NSF's mission calls for the broadening of opportunities and expanding participation of groups, institutions, and geographic regions that are underrepresented in STEM disciplines, which is essential to the health and vitality of science and engineering. NSF is committed to this principle of diversity and deem it central to the programs, projects, and activities it considers and supports.

A. Merit Review Principles and Criteria

The National Science Foundation strives to invest in a robust and diverse portfolio of projects that creates new knowledge and enables breakthroughs in understanding across all areas of science and engineering research and education. To identify which projects to support, NSF relies on a merit review process that incorporates consideration of both the technical aspects of a proposed project and its potential to contribute more broadly to advancing NSF's mission "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes." NSF makes every effort to conduct a fair, competitive, transparent merit review process for the selection of projects.

1. Merit Review Principles

These principles are to be given due diligence by PIs and organizations when preparing proposals and managing projects, by reviewers when reading and evaluating proposals, and by NSF program staff when determining whether or not to recommend proposals for funding and while overseeing awards. Given that NSF is the primary federal agency charged with nurturing and supporting excellence in basic research and education, the following three principles apply:

- All NSF projects should be of the highest quality and have the potential to advance, if not transform, the frontiers of knowledge.
- NSF projects, in the aggregate, should contribute more broadly to achieving societal goals. These "Broader Impacts" may be accomplished through research itself, through activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified.
- Meaningful assessment and evaluation of NSF-funded projects should be based on appropriate metrics, keeping in mind the likely correlation between the effect of broader impacts and the resources provided to implement projects. If the size of the activity is limited, evaluation of that activity in isolation is not likely to be meaningful. Thus, the effectiveness of these activities may best be done at a higher, more aggregated, level than the individual project.

With respect to the third principle, even if assessment of Broader Impacts outcomes for particular projects is done at an aggregated level, PIs are expected to be accountable for carrying out the activities described in the funded project. Thus, individual projects should include clearly stated goals, specific descriptions of the activities that the PI intends to do, and a plan in place to document the outputs of those activities.

These three merit review principles provide the basis for the merit review criteria, as well as a context within which the users of the criteria can better understand their intent.

2. Merit Review Criteria

All NSF proposals are evaluated through use of the two National Science Board approved merit review criteria. In some instances, however, NSF will employ additional criteria as required to highlight the specific objectives of certain programs and activities.

The two merit review criteria are listed below. Both criteria are to be given full consideration during the review and decision-making processes; each criterion is necessary but neither, by itself, is sufficient. Therefore, proposers must fully address both criteria. (PAPPG Chapter II.C.2.d(i), contains additional information for use by proposers in development of the Project Description section of the proposal). Reviewers are strongly encouraged to review the criteria, including PAPPG Chapter II.C.2.d(i), prior to the review of a proposal.

When evaluating NSF proposals, reviewers will be asked to consider what the proposers want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. These issues apply both to the technical aspects of the proposal and the way in which the project may make broader contributions. To that end, reviewers will be asked to evaluate all proposals against two criteria:
Intelectual Merit: The Intellectual Merit criterion encompasses the potential to advance knowledge; and
- Broader Impacts: The Broader Impacts criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.

The following elements should be considered in the review for both criteria:

1. What is the potential for the proposed activity to
   a. Advance knowledge and understanding within its own field or across different fields (Intellectual Merit); and
   b. Benefit society or advance societal outcomes (Broader Impacts)?
2. To what extent do the proposed activities suggest and explore creative, original, or potentially transformative concepts?
3. Is the plan for carrying out the proposed activities well-reasoned, well-organized, and based on a sound rationale? Does the plan incorporate a mechanism to assess success?
4. How well qualified is the individual, team, or organization to conduct the proposed activities?
5. Are there adequate resources available to the PI (either at the home organization or through collaborations) to carry out the proposed activities?

Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. NSF values the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes. Such outcomes include, but are not limited to: full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM); improved STEM education and educator development at any level; increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others; improved national security; increased economic competitiveness of the United States; and enhanced infrastructure for research and education.

Proposers are reminded that reviewers will also be asked to review the Data Management Plan and the Postdoctoral Researcher Mentoring Plan, as appropriate.

B. Review and Selection Process

Proposals submitted in response to this program solicitation will be reviewed by Ad hoc Review and/or Panel Review.

Reviewers will be asked to evaluate proposals using two National Science Board approved merit review criteria and, if applicable, additional program specific criteria. A summary rating and accompanying narrative will generally be completed and submitted by each reviewer and/or panel. The Program Officer assigned to manage the proposal's review will consider the advice of reviewers and will formulate a recommendation.

After scientific, technical and programmatic review and consideration of appropriate factors, the NSF Program Officer recommends to the cognizant Division Director whether the proposal should be declined or recommended for award. NSF strives to be able to tell applicants whether their proposals have been declined or recommended for funding within six months. Large or particularly complex proposals or proposals from new awardees may require additional review and processing time. The time interval begins on the deadline or target date, whichever is later. The interval ends when the Division Director acts upon the Program Officer's recommendation.

After programmatic approval has been obtained, the proposals recommended for funding will be forwarded to the Division of Grants and Agreements for review of business, financial, and policy implications. After an administrative review has occurred, Grants and Agreements Officers perform the processing and issuance of a grant or other agreement. Proposers are cautioned that only a Grants and Agreements Officer may make commitments, obligations or awards on behalf of NSF or authorize the expenditure of funds. No commitment on the part of NSF should be inferred from technical or budgetary discussions with a NSF Program Officer. A Principal Investigator or organization that makes financial or personnel commitments in the absence of a grant or cooperative agreement signed by the NSF Grants and Agreements Officer does so at their own risk.

Once an award or declination decision has been made, Principal Investigators are provided feedback about their proposals. In all cases, reviews are treated as confidential documents. Verbatim copies of reviews, excluding the names of the reviewers or any reviewer-identifying information, are sent to the Principal Investigator/Project Director by the Program Officer. In addition, the proposer will receive an explanation of the decision to award or decline funding.

VII. AWARD ADMINISTRATION INFORMATION

A. Notification of the Award

Notification of the award is made to the submitting organization by a Grants Officer in the Division of Grants and Agreements. Organizations whose proposals are declined will be advised as promptly as possible by the cognizant NSF Program administering the program. Verbatim copies of reviews, not including the identity of the reviewer, will be provided automatically to the Principal Investigator. (See Section VII.B. for additional information on the review process.)

B. Award Conditions

An NSF award consists of: (1) the award notice, which includes any special provisions applicable to the award and any numbered amendments thereto; (2) the budget, which indicates the amounts, by categories of expense, on which NSF has based its support (or otherwise communicates any specific approvals or disapprovals of proposed expenditures); (3) the proposal referenced in the award notice; (4) the applicable award conditions, such as Grant General Conditions (GC-1); or Research Terms and Conditions; and (5) any announcement or other NSF issuance that may be incorporated by reference in the award notice. Cooperative agreements also are administered in accordance with NSF Cooperative Agreement Financial and Administrative Terms and Conditions (CA-FATC) and the applicable Programmatic Terms and Conditions. NSF awards are electronically signed by an NSF Grants and Agreements Officer and transmitted electronically to the organization via e-mail.

Special Award Conditions:

If the Principal Investigator (PI) transfers at any time prior to or during the award period to a position that is tenure, tenure-track, or tenure-track-equivalent at a CAREER-eligible institution, the CAREER award may be transferred to the new institution. Before such a transfer will be approved by NSF, the PI’s new organization must supply documentation, including a new Departmental Letter. The new Departmental Letter must document support for the project goals as described in the original proposal or in a revised scope, as well as provide a plan for the mentoring of the PI. Note that if a CAREER award has received co-funding from the Experimental Program to Stimulate Competitive Research (EPSCoR), no portion of the EPSCoR funds may be transferred to a non-EPSCoR institution.

The CAREER award must be relinquished if the PI transfers at any time prior to or during the award period:

- to a position that is not either tenure, tenure-track, or tenure-track-equivalent; or
- to a new organization that is not CAREER-eligible.

In most circumstances, transfer of the CAREER award to a substitute PI is not permissible. However, the cognizant Program Officer may approve a no-cost extension period to allow students or postdoctoral researchers to finish their work.

In other situations where a PI is unable to continue work, continued support of the graduate and postdoctoral students supported under the CAREER project may be possible. If the PI’s institution provides evidence that other faculty members are willing and able to provide high-caliber mentoring of the students, then the cognizant Program Officer can request that the NSF Division of Grants and Agreements approve the appointment of a substitute PI at the institution for the award with budget modified by elimination of PI salary. Support for students and postdoctoral associates (including travel to conferences and other items in the budget) would remain unchanged. Such action is most strongly supported when the students can pursue research in projects that are the same as those established by the original PI or in closely-allied areas.

C. Reporting Requirements

For all multi-year grants (including both standard and continuing grants), the Principal Investigator must submit an annual project report to the cognizant Program Officer no later than 90 days prior to the end of the current budget period. (Some programs or awards require submission of more frequent project reports). No later than 120 days following expiration of a grant, the PI also is required to submit a final project report, and a project outcomes report for the general public.

Failure to provide the required annual or final report, or the project outcomes report, will delay NSF review and processing of any future funding increments as well as any pending proposals for all identified PIs and co-PIs on a given award. PIs should examine the formats of the required reports in advance to assure availability of required data.

PIs are required to use NSF’s electronic project-reporting system, available through Research.gov, for preparation and submission of annual and final project reports. Such reports provide information on accomplishments, project participants (individually and organizationally), publications, and other specific products and impacts of the project. Submission of the report via Research.gov constitutes certification by the PI that the contents of the report are accurate and complete. The project outcomes report also must be prepared and submitted using Research.gov. This report serves as a brief summary, prepared specifically for the public, of the nature and outcomes of the project. This report will be posted on the NSF website exactly as it is submitted by the PI.


VIII. AGENCY CONTACTS

General inquiries regarding this program should be made to:

- Division CAREER contacts listed on the CAREER web page at: http://www.nsf.gov/crssprgm/career/contacts.jsp
- See Contacts listing, NSF, telephone: (703) 292-5111, email: info@nsf.gov

For questions related to the use of FastLane, contact:

- FastLane Help Desk, telephone: 1-800-673-6188; e-mail: fastlane@nsf.gov.
- Marci Rawlings, telephone: (703) 292-7958, email: mrawling@nsf.gov

For questions relating to Grants.gov contact:

- Grants.gov Contact Center: If the Authorized Organizational Representatives (AOR) has not received a confirmation message from Grants.gov within 48 hours of submission of application, please contact via telephone: 1-800-518-4728; e-mail: support@grants.gov.

CAREER Directorate and Division Contacts:
http://www.nsf.gov/crssprgm/career/contacts.jsp
IX. OTHER INFORMATION

The NSF website provides the most comprehensive source of information on NSF Directorates (including contact information), programs and funding opportunities. Use of this website by potential proposers is strongly encouraged. In addition, "NSF Update" is an information-delivery system designed to keep potential proposers and other interested parties apprised of new NSF funding opportunities and publications, important changes in proposal and award policies and procedures, and upcoming NSF Grants Conferences. Subscribers are informed through e-mail or the user's Web browser each time new publications are issued that match their identified interests. "NSF Update" is also available on NSF's website.

Grants.gov provides an additional electronic capability to search for Federal government-wide grant opportunities. NSF funding opportunities may be accessed via this mechanism. Further information on Grants.gov may be obtained at http://www.grants.gov.

ABOUT THE NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) is an independent Federal agency created by the National Science Foundation Act of 1950, as amended (42 USC 1861-75). The Act states the purpose of the NSF is "to promote the progress of science; [and] to advance the national health, prosperity, and welfare by supporting research and education in all fields of science and engineering."

NSF funds research and education in most folds of science and engineering. It does this through grants and cooperative agreements to more than 2,000 colleges, universities, K-12 school systems, businesses, informal science organizations and other research organizations throughout the US. The Foundation accounts for about one-fourth of Federal support to academic institutions for basic research.

NSF receives approximately 55,000 proposals each year for research, education and training projects, of which approximately 11,000 are funded. In addition, the Foundation receives several thousand applications for graduate and postdoctoral fellowships. The agency operates no laboratories itself but does support National Research Centers, user facilities, certain oceanographic vessels and Arctic and Antarctic research stations. The Foundation also supports cooperative research between universities and industry, US participation in international scientific and engineering efforts, and educational activities at every academic level.

Facilitation Awards for Scientists and Engineers with Disabilities (FASED) provide funding for special assistance or equipment to enable persons with disabilities to work on NSF-supported projects. See the NSF Proposal & Award Policies & Procedures Guide Chapter II.E.6 for instructions regarding preparation of these types of proposals.

The National Science Foundation has Telephonic Device for the Deaf (TDD) and Federal Information Relay Service (FIRS) capabilities that enable individuals with hearing impairments to communicate with the Foundation about NSF programs, employment or general information. TDD may be accessed at (703) 292-5090 and (800) 291-6749, FIRS at (800) 877-8339.

The National Science Foundation Information Center may be reached at (703) 292-5111.

The National Science Foundation promotes and advances scientific progress in the United States by competitively awarding grants and cooperative agreements for research and education in the sciences, mathematics, and engineering.

To get the latest information about program deadlines, to download copies of NSF publications, and to access abstracts of awards, visit the NSF Website at http://www.nsf.gov

- Location: 4201 Wilson Blvd. Arlington, VA 22230
- For General Information (NSF Information Center): (703) 292-5111
- TDD for the hearing-impaired: (703) 292-5090
- To Order Publications or Forms:
  - Send an e-mail to: pubs@nsf.gov
  - or telephone: (703) 292-7827
- To Locate NSF Employees: (703) 292-5111

PRIVACY ACT AND PUBLIC BURDEN STATEMENTS

The information requested on proposal forms and project reports is solicited under the authority of the National Science Foundation Act of 1950, as amended. The information on proposal forms will be used in connection with the selection of qualified proposals; and project reports submitted by awardees will be used for program evaluation and reporting within the Executive Branch and to Congress. The information requested may be disclosed to qualified reviewers and staff assistants as part of the proposal review process; to proposer institutions/grantees to provide or obtain data regarding the proposal review process, award decisions, or the administration of awards; to government contractors, experts, volunteers and researchers and educators as necessary to complete assigned work; to other government agencies or other entities needing information regarding applicants or nominees as part of a joint application review process; or in order to coordinate programs or policy; and to another Federal agency, court, or party in a court or Federal administrative proceeding if the government is a party. Information about Principal Investigators may be added to the Reviewer file and used to select potential candidates to serve as peer reviewers or advisory committee members. See Systems

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of Records, NSF-50, "Principal Investigator/Proposal File and Associated Records," 69 Federal Register 26410 (May 12, 2004), and NSF-51, "Reviewer/Proposal File and Associated Records," 69 Federal Register 26410 (May 12, 2004). Submission of the information is voluntary. Failure to provide full and complete information, however, may reduce the possibility of receiving an award.

An agency may not conduct or sponsor, and a person is not required to respond to, an information collection unless it displays a valid Office of Management and Budget (OMB) control number. The OMB control number for this collection is 3145-0058. Public reporting burden for this collection of information is estimated to average 120 hours per response, including the time for reviewing instructions. Send comments regarding the burden estimate and any other aspect of this collection of information, including suggestions for reducing this burden, to:

Suzanne H. Pimpton
Reports Clearance Officer
Office of the General Counsel
National Science Foundation
Arlington, VA 22230
September 30, 2017

Dr. Gary Sandefur  
Provost and Senior Vice-President  
Office of Academic Affairs  
101 Whitehurst  
Stillwater, OK 74078  

RE: Briscoe Latham Genesis Charter School

Mission Statement: Children are the heritage of a community. Every opportunity to enhance through education a healthy learning environment must be established. Access to an environment establishes the process of developing our future leaders for service in our communities.

Vision: To equip our future leaders to make an impact in the global village and economy as proud citizens! To develop dynamic curriculums that will allow our students to explore, and challenge themselves for greater quests. Our specialization or core foundations are in STEAM with an emphasis in Aerospace, Aviation and Aeronautics.

While on a visit 3 years ago to Beijing, Wuhan and Shanghai, China, we visited the very college where the CEO of Alibaba attended. I felt compelled then to continue every effort to gather more input to make this school happen. This particular University shared that your prestigious University also assists them in funding and visiting Professors in an effort to increase awareness as well as share resources in Global Business.

We specifically want our school to fit a niche in those programs for STEAM by allowing an emphasis in Aerospace and Engineering Technologies beginning from Pre-K through 2nd grade. As minority leaders in our community, we are concerned about future generations learning and living with access to the Aerospace Community. My husband, Melvin Latham is a graduate of Langston University and a retiree with 40 years of service from FAA.

This enriched education enables us to be self-sufficient in many areas of our lives. Now in return, we want the children, which are our heritage to continue the legacy.

Briscoe Latham Genesis Charter School  
7409 NW 113th Street  
Oklahoma City, OK 73162  
(405) 326-9370
Please consider this as our informal request and Letter of Interest and Intent to apply.

Board Members

The Former House Representative Mike Shelton
The Honorable Senator Anastasia Pittman
The Former Judge Kenneth Watson
Eleanor Thompson, Esq.
The Former Senator Constance Johnson
The Honorable Senator Kevin Matthews

Lastly, we are working with several County, State and Federal organization as I was advised by Ms. Janet Baressi to develop and raise funding to match what is received from the University for Operations. We also desire to locate the schools in the greater Northeast side of Oklahoma City. We are reaching out to Community Action Agency as there is a school in Garden Day Additions.

Sincerely,

[Signature]
Annette D. Colbert-Latham
Grant Administrator/ CAO

ADCL/adcl

Briscoe Latham Genesis Charter School
7409 NW 113th Street
Oklahoma City, OK 73162
(405) 326-9370
Faculty Line Requests, College of Education, Health and Aviation, Fall 2018

Program Requesting a Line: Health Education & Promotion (HEP)

Position Requested: Advanced Assistant/Associate Professor, OSU-Stillwater [Replacement for Randolph Hubach]

BACKGROUND INFORMATION

1. Fall 2018 Unit: Community Health Sciences, Counseling and Counseling Psychology
   Program: Health Education & Promotion
2. Program Coordinator (or contact person) and contact information: Bridget Miller, bridget.miller@okstate.edu
3. Kind of field or clinical experiences students engage in when completing the program; if any: Every student is required to complete a 20-hour practicum during the HLTH 2213 Principles in Health Education & Promotion course every student completes a 400-hour internship (HLTH 4880 or HLTH 4990) during their final semester prior to graduation. Students participating in the Master of Public Health are required to complete either a 200-hour practicum (MPH 5030) or a thesis (MPH 5000). The practicum experience is a field-based experience.
4. Accreditation(s) associated with the program:
   The program is currently in the self-study phase of accreditation for the undergraduate health education and promotion degree with the Council on Education in Public Health (CePH). According to CePH, “the program student faculty ratios are sufficient to ensure appropriate instruction, assessment and advising. The programs SFRs are comparable to the SFR of other baccalaureate degree programs within the institution with similar degree objectives and methods of instruction.” Thus, we expect our students to be supported by student-faculty ratios (SFRs) similar to other accredited undergraduate programs in the school (Physical Education and Recreation Management & Recreation Therapy).
5. Position Number: XXX

In 2016-17, HEP coursework in Stillwater was covered by 5 tenure-track faculty, 1 instructor, and 4 long-term adjunct instructors who typically cover 1 – 2 classes per semester. In 2017-18, HEP coursework is being covered by 4 tenure-track faculty (though Dr. Croff does not currently teach at the undergraduate level), 2 lecturers, and 4 long-term adjunct instructors teaching 1-4 classes per year. In addition, starting Fall 2017 HEP will began covering 1 class per semester in online format for the RN to BSN students. These classes have an anticipated enrollment of approximately 20 students per section. The departure of Dr. Hubach leaves a significant hole in the program.

Even if HEP is granted this replacement line, our student to faculty ratios (SFRs) continue to be significantly greater than those of the other comparable programs in the College. The ratio is also a conservative estimate given that the faculty and student numbers are combined for Stillwater and Tulsa. The class size in Tulsa is smaller and moderately skews the overall data. The program is in critical need of this replacement line. The program is requesting that the replacement be targeted at faculty working at the Advanced Assistant or Associate level as Dr. Hubach has functioned as an experienced faculty member since he began at OSU. It is easy to see his strong research productivity as evidenced by his publication record and his ability to successfully secure external funding (approximately $600,000 to date). As a teacher, Dr. Hubach regularly works with undergraduate students in providing professional mentorship both in and out of the classroom. Students speak very highly of him and come away from his courses truly understanding the material. He also carries a very heavy graduate student advising load where he works with a number of students across multiple programs (MPH, CPSY, HHP, etc.). Dr. Hubach’s service to the program, its students, and the college are difficult to quantify but probably what will be most difficult to replace. He has served on school and college-level committees from the moment he joined our faculty – often taking on leadership roles in these capacities. He generally helps our program run more smoothly – helping edit program proposal documents, being present in the office and making himself available to students and real-time support of the program, spreading the word about open positions and supporting the recruitment of new faculty, providing important insight in decision making situations, and mentoring new faculty with their research.

CePH is also the accrediting body for the Master of Public Health program. All HEP faculty serve the MPH program and are responsible for teaching MPH coursework and supervising MPH student theses and practicum experiences; however, the accrediting body only counts faculty who contribute at least 50%FTE to the program. CePH states that "for graduate programs the SFR should typically be less than 10:1." The current student to faculty ratio (SFR) for MPH students served by the HEP program is 15.5:1. Current enrollment within required MPH and HLTH classes have increased from 10 in 2013, 13 in 2014, to 19 in 2015, to 31 in 2016.

CRITERIA

A. LINE REQUEST JUSTIFICATION

HEP’s undergraduate program and graduate coursework are in high demand. Currently, faculty are limited in their ability to teach in their areas of expertise or diversify course offerings, because the current courses in the program are in such high student demand. Additional faculty within the program will allow faculty members to teach students (both undergraduate and graduate) within their area of expertise. Moreover, as these programs are in self-study, we anticipate the accrediting bodies requiring the addition of faculty members to better match the students to faculty ratios of other comparable programs in the College. Even with the replacement this tenure track faculty member, the HEP SFR is more than double that of other baccalaureate programs. Growth of graduate programs is hindered by current SFRs. This line helps us work toward the goal of accreditation in our 3-year plan.
Our program is highly efficient in meeting student needs by continuing to increase SFRs and course enrollment. The HEP program efficiently uses graduate students, lecturers, and adjuncts to cover much of the undergraduate coursework.

B. SCHOLARSHIP related to our LAND GRANT MISSION

It is expected that new faculty will have a line of research that complements the current research being done within the area. Faculty members in HEP often have a focus either on 1) population of interest, or 2) disease/behavior of interest, or 3) determinants of health/disease at the community/policy level. The scholarship would have a strong health behavior methodology that clearly translates to the community. Ideally, this complementary research would focus on some programmatic areas of need that include: research methodology, the aging/elderly population, tobacco use, child/adolescent health, or community health interventions.

New faculty would also support student research needs as it relates to ongoing mentoring. The area values student involvement in research and their development as scholars. The interdisciplinary nature of the academic area means that while HEP faculty continue to conduct research with students directly within the area (MS, MPH, and PhD), there is also growing opportunity to work across programs. Many HEP faculty also work with students from other areas, like CPSY, HHP, EPSY, Nutrition, Aviation, Applied Exercise Science, Educational Leadership, School Administration, and Psychology.

C. SERVICE related to our LAND GRANT MISSION

There are significant opportunities for involvement at the university, community, state, and national level. Locally, Oklahoma State University is making a strong push to become America’s Healthiest Campus, and HEP faculty have many ongoing opportunities to work with Dr. Todd Misener, OSU’s Chief Wellness Officer, in developing the necessary infrastructure to make progress on that front. In addition, we also have faculty involved with the Payne County Health Department. With the support of the faculty, our undergraduate student interns (HLTH 4880/4990) contribute approximately 20,000 hours of health labor yearly to the local, regional, and national community. The majority of these hours (probably 95%) are unpaid.

D. INSTRUCTION related to our LAND GRANT MISSION

This replacement line would teach courses at both the undergraduate and graduate level and would advise graduate students in the MS, MPH, and PhD programs. Current faculty mapped out the course offerings for the next three years in order to most efficiently meet the needs of our students and to ensure timely matriculation to graduation. Because of the significant increase in student numbers over the last 3 years, we have already increased the caps and maximized enrollment for our current course offerings. Our introductory course (HTLH 2213) had previously matriculated through 75-80 students a year. Recent semesters have seen the enrollment grow to 80+ students per semester. These students are now at the 3000 and 4000 level and we are duplicating classes and offering them with adjuncts/instructors in order to meet student needs. This vacated line currently covers important required courses for the undergraduate major (HLTH 3613 Community Health and HLTH 4233 Health and Sexuality). However, the courses listed below include those courses with the greatest need and could in some way be part of the teaching load of this replacement.

Potential courses to be covered -- including the semesters it is taught and typical enrollments:

- HLTH 3113 Health Issues in Diverse Populations (D) (Su) – not currently offered in load, D-credit
- HLTH 3603 Understanding HIV (D,S) (Su) – not currently offered
- HLTH 3623 School Health Programs (Fa) – 35 students
- HLTH 3643 Health Behavior Theory (Fa, Sp) – 35 students per section
- HLTH 3723 Epidemiology (Fa) – online for RN-BSN students, 20 students per section
- HLTH 4288 Health and Sexuality (Sp) – 25 students per section
- HLTH 4783 Gerontology (Fa) – face-to-face for HEP students, 30 students
- HLTH 4783 Gerontology (Fa, Sp) – online for RN-BSN students, 20 students per section
- HLTH 4902 Pre-Internship (Fa, Sp) – 30 students per section
- HLTH 4973 Program Design in Health Promotion (Fa, Sp) – 30 students per section
- HLTH 5133 Environmental Health (Sp, Su) – 20 students per section
- HLTH 5325 Epidemiology (Su) – 30 students
- HLTH 5453 Cultural Issues in Health (Sp) – 30 students
Faculty Line Requests, College of Education, Health and Aviation, Fall 2018

Program Requesting a Line: Health Education & Promotion (HEP)

Position Requested: Clinical Assistant Professor, OSU-Tulsa

BACKGROUND INFORMATION

1. Fall 2018 Unit: Community Health Sciences, Counseling and Counseling Psychology
   Program: Health Education & Promotion
2. Program Coordinator (or contact person) and contact information: Bridget Miller, bridget.miller@okstate.edu
3. Kind of field or clinical experiences students engage in when completing the program, if any: Every student completes a 400-hour internship (HLTH 4880 or HLTH 4990) during their final semester prior to graduation.
4. Accreditation(s) associated with the program:
   The program is currently in the self-study phase of accreditation for the undergraduate health education and promotion degree with the Council on Education in Public Health (CePH). According to CePH, “the program student faculty ratios are sufficient to ensure appropriate instruction, assessment and advising. The programs SFR are comparable to the SFR of other baccalaureate degree programs within the institution with similar degree objectives and methods of instruction.” Thus, we expect our students to be supported by student-faculty ratios (SFRs) similar to other accredited undergraduate programs in the school (Physical Education and Recreation Management & Recreation Therapy).
5. Position Number: XXX

Investing in a Clinical line faculty will provide instructional support to the tenure-track faculty member housed in Tulsa. Specifically, a clinical faculty member will allow the tenure-track faculty member greater flexibility to engage with the community and students in order to successfully grow the research profile of the college. Currently, instructional responsibilities in Tulsa are being covered by 3 full-time lecturers. The desired faculty make up for 2018-19 would be 1 lecturer, 1 clinical faculty, and 1 tenure-track faculty. The conversion of 2 lecturers into more long term positions will improve the continuity of instruction. In addition, once the faculty are more familiar with the program in Tulsa, they will be better able to support the recruitment and planned growth for the program.

CRITERIA

A. LINE REQUEST JUSTIFICATION

HEP’s undergraduate program and graduate coursework are in high demand. Currently, faculty are limited in their ability to teach in their areas of expertise or diversify course offerings, because the current courses in the program are in such high student demand. Additional faculty within the program will allow faculty members to teach students (both undergraduate and graduate) within their area of expertise. Moreover, as these programs are in self-study, we anticipate the accrediting bodies requiring the addition of faculty members to better match the students to faculty ratios of other comparable programs in the College. Even with the replacement this tenure track faculty member, the HEP SFR is more than double that of other baccalaureate programs. Growth of graduate programs is hindered by current SFRs. This line helps us work toward the goal of accreditation in our 3-year plan.

Our program is highly efficient in meeting student needs by continuing to increase SFRs and course enrollment. The HEP program efficiently uses graduate students, lecturers, and adjuncts to cover much of the undergraduate coursework.

B. SCHOLARSHIP related to our LAND GRANT MISSION

The addition of a clinical faculty member will also increase the scholarship productivity of the program, school, and college because of the necessity to build community/academic partnerships to build on the land grant mission of OSU. It is expected that new faculty will have a line of practice/engagement that complements the current research being done within the area. Faculty members in HEP often have a focus either on a 1) population of interest, or 2) disease/behavior of interest, or 3) determinants of health/disease at the community/policy level. The scholarship would have a strong health behavior methodology that clearly translates to the community. Ideally, this complementary research would focus on some programmatic areas of need that include: research methodology, the aging/elderly population, tobacco use, child/adolescent health, or community health interventions.
C. SERVICE related to our LAND GRANT MISSION

There are significant opportunities for involvement at the university, community, state, and national level. Locally, Oklahoma State University is making a strong push to become America’s Healthiest Campus, and HEP faculty have many ongoing opportunities to work with Dr. Todd Misener, OSU’s Chief Wellness Officer, in developing the necessary infrastructure to make progress on that front. Tulsa, specifically, has a number of opportunities to get involved with organizations within the Center for Health Sciences and the Tulsa community as a whole.

D. INSTRUCTION related to our LAND GRANT MISSION

This replacement line would teach courses mainly at the undergraduate level. However, they would also be available to teach occasionally at the graduate level.

Potential courses to be covered -- including the semesters it is taught and typical enrollments:

- HLTH 3623 School Health Programs (Fa) – 15 students
- HLTH 3643 Health Behavior Theory (Sp) – 15 students per section
- HLTH 3723 Epidemiology (Fa) – 15 students per section
- HLTH 4288 Health and Sexuality (Sp) – 12 students per section
- HLTH 4783 Gerontology (Fa) – 15 students per section
- HLTH 4902 Pre-Internship (Fa, Sp) – 12 students per section
- HLTH 4973 Program Design in Health Promotion (Fa) – 15 students per section
Faculty Line Requests, College of Education, Health and Aviation, Fall 2018

Program Requesting a Line: Health Education & Promotion (HEP)

Position Requested: Tenure Track, Assistant Professor, OSU-Tulsa [Dr. Kerry Morgan]

BACKGROUND INFORMATION

1. Fall 2018 Unit: Community Health Sciences, Counseling and Counseling Psychology
   
   Program: Health Education & Promotion

2. Program Coordinator (or contact person) and contact information: Bridget Miller, bridget.miller@okstate.edu

3. Kind of field or clinical experiences students engage in when completing the program, if any: Every student completes a 400-hour internship (HLTH 4880 or HLTH 4990) during their final semester prior to graduation.

4. Accreditation(s) associated with the program:
   
   The program is currently in the self-study phase of accreditation for the undergraduate health education and promotion degree with the Council on Education in Public Health (CePH). According to CePH, “the program student faculty ratios are sufficient to ensure appropriate instruction, assessment and advising. The programs SFR are comparable to the SFR of other baccalaureate degree programs within the institution with similar degree objectives and methods of instruction.” Thus, we expect our students to be supported by student-faculty ratios (SFRs) similar to other accredited undergraduate programs in the school (Physical Education and Recreation Management & Recreation Therapy).

5. Position Number: XXX

The HEP program used to have a tenure-track faculty member on the Tulsa campus full time, and we would like to return to that structure by replacing one of our lecturer positions with a tenure-track Assistant Professor. Currently, instructional responsibilities in Tulsa are being covered by 3 full-time lecturers. The desired faculty make up for 2018-19 would be 1 lecturer, 1 clinical faculty, and 1 tenure-track faculty. The conversion of 2 lecturers into more long term positions will improve the continuity of instruction. In addition, once the faculty are more familiar with the program in Tulsa, they will be better able to support the recruitment and planned growth for the program.

CRITERIA

A. LINE REQUEST JUSTIFICATION

HEP’s undergraduate program and graduate coursework are in high demand. Currently, faculty are limited in their ability to teach in their areas of expertise or diversify course offerings, because the current courses in the program are in such high student demand. Additional faculty within the program will allow faculty members to teach students (both undergraduate and graduate) within their area of expertise. Moreover, as these programs are in self-study, we anticipate the accrediting bodies requiring the addition of faculty members to better match the students to faculty ratios of other comparable programs in the College. Even with the replacement this tenure track faculty member, the HEP SFR is more than double that of other baccalaureate programs. Growth of graduate programs is hindered by current SFRs. This line helps us work toward the goal of accreditation in our 3-year plan.

Our program is highly efficient in meeting student needs by continuing to increase SFRs and course enrollment. The HEP program efficiently uses graduate students, lecturers, and adjuncts to cover much of the undergraduate coursework.

B. SCHOLARSHIP related to our LAND GRANT MISSION

The addition of a tenure-track faculty member will also increase the scholarship productivity of the program, school, and college because of the expectations for research this position would carry. It is expected that new faculty will have a line of research that complements the current research being done within the area. Faculty members in HEP often have a focus either on a 1) population of interest, or 2) disease/behavior of interest, or 3) determinants of health/disease at the community/policy level. The scholarship would have a strong health behavior methodology that clearly translates to the community. Ideally, this complementary research would focus on some programmatic areas of need that include: research methodology, the aging/elderly population, tobacco use, child/adolescent health, or community health interventions.

The area values student involvement in research and their development as scholars. The interdisciplinary nature of the academic area means that while HEP faculty continue to conduct research with students directly within the area (MS, MPH, and PhD), there is also growing opportunity to work across programs and across campuses. Many HEP faculty also work with students from other areas, like CPSY, HHP, EPSY, Nutrition, Aviation, Applied Exercise Science, Educational Leadership, School Administration, and Psychology.
C. SERVICE related to our LAND GRANT MISSION

There are significant opportunities for involvement at the university, community, state, and national level. Locally, Oklahoma State University is making a strong push to become America’s Healthiest Campus, and HEP faculty have many ongoing opportunities to work with Dr. Todd Misener, OSU’s Chief Wellness Officer, in developing the necessary infrastructure to make progress on that front. Tulsa, specifically, has a number of opportunities to get involved with organizations within the Center for Health Sciences and the Tulsa community as a whole.

D. INSTRUCTION related to our LAND GRANT MISSION

This replacement line would teach courses mainly at the undergraduate level. However, they would also be available to teach occasionally at the graduate level and provide graduate student advisement in the MS, MPH, and PhD programs.

Potential courses to be covered -- including the semesters it is taught and typical enrollments:

- HLTH 3623 School Health Programs (Fa) – 15 students
- HLTH 3643 Health Behavior Theory (Sp) – 15 students per section
- HLTH 3723 Epidemiology (Fa) – 15 students per section
- HLTH 4288 Health and Sexuality (Sp) – 12 students per section
- HLTH 4783 Gerontology (Fa) – 15 students per section
- HLTH 4902 Pre-Internship (Fa, Sp) – 12 students per section
- HLTH 4973 Program Design in Health Promotion (Fa) – 15 students per section