

FACULTY SENATE MINUTES
SAM HOUSTON STATE UNIVERSITY
December 6, 2012
3:30 p.m. – 5:00 p.m.
Austin Hall

Members present:

Helen Berg (COE); Tracy Bilsing (H&SS); Don Bumpass (COBA); Kevin Clifton (FA&MC); Donna Cox (COE); Tom Cox (H&SS); James Crosby (H&SS); Mark Frank (COBA); Randall Garner (CJ); Debbi Hatton (H&SS); Richard Henriksen (COE); Joan Hudson (COS); C. Renée James (COS); Bill Jasper (COS); Gerald Kohers (COBA); Hayoung Lim (FA&MC); Paul Loeffler (COS); Dennis Longmire (CJ); Sheryl Murphy-Manley (FA&MC); Joyce McCauley (COE); Debra Price (COE); Lisa Shen (NGL); Tracy Steele (H&SS); Stacy Ulbig (H&SS); Doug Ullrich (COS); Walton Watkins (FA&MC); Ricky White (COS); Pam Zelbst (COBA)

Members not present:

Nancy Baker (H&SS); Diane Dowdey (H&SS); Dwayne Pavelock (COS)

Called to order: 3:30 p.m. in Austin Hall by Chair Tracy Steele

Approval of Minutes: November 1 minutes were unanimously approved.

Special Guests: Norma O'Bannon (Travel), Molly Curry (Travel), Aaron LeMay (Controller) & Marsha Harman (PACE)

Ms. O'Bannon and Ms. Curry were available to discuss several issues dealing with travel, requests for both fund encumbrance and reimbursement. They outlined several common problems and issues that showed up on travel reimbursement requests:

1. Confirmations of ticket reservations are insufficient and should not be submitted. The Travel Office needs the actual receipts showing amount paid, proof of payment, and ticket number. They do not, however, need the boarding passes.
2. Express checkout from a hotel is insufficient. Faculty members need to physically check out of hotels and get a receipt reflecting the payment.
3. For foreign travel, actual receipts are required for all expenses.
4. For faculty members attending a conference, it is possible to claim for more than the GSA rate. However, if a faculty member stays at the conference hotel, the claimant needs to provide proof that this was the conference site and the rate was a special conference room rate. A printout of the conference website indicating the hotel/rate would suffice. If the conference is occurring at a particular hotel, but there is not a specially negotiated conference rate, then the claimant is required to adhere to the GSA rates. This is a university policy.
5. Reimbursement for alcohol and tips is strictly forbidden.
6. If a faculty member chooses to drive rather than fly, and the destination is out of state, the faculty member must provide airfare. SHSU will reimburse only the amount up to the personal mileage to/from airport + airfare + parking. If the mileage exceeds this amount, it will not be fully reimbursed.
7. In the event that a faculty member chooses to add a personal portion of travel to an official trip, SHSU needs to know what airfare would have been for each portion separately. Quotes from airlines (e.g. from the carrier's website) for both the complete airfare and the "business-only" time frame are required.

8. Whenever “bundling” is used (e.g. on Priceline for hotel + airfare + car), the faculty member is expected to produce an itemized breakdown of what the unbundled charges would have been. The reimbursed amount will be the lesser of the bundled/unbundled charges.

9. When traveling with students, the travel request needs to note this. Faculty members must provide a list of students and keep faculty and student expenses separated, even if meals or other expenses are group expenses. In the event that, for example, groceries for a group meal are purchased, one need only divide the total by the number of people (faculty + students), and place the appropriate amounts into the proper columns. For foreign travel, faculty members must provide a liability waiver for each student.

If funds have been encumbered for travel that was not taken, departments need to release those funds. The assumption in the travel office is that all travel is being done and that reimbursements will be requested. Releasing funds will free up the money for other departmental travel. A new policy is being developed that might include a deadline for requesting reimbursement (60 days, perhaps, but this number is not firmly set). Departments should be mindful of this.

Whenever travel is done on state-appropriated funds, state policies are followed. It is possible to change travel done on grant funds to reflect less restrictive rules, but these need to be discussed before travel funds are encumbered. Paperwork for grant travel must be routed through grants office for *prior* approval. If a faculty member is on a grant, he/she must send the signed paper to the grants office first for approval and then it will go to travel.

Meal receipts are not always required for travel. Faculty members are required to provide at least a meal log and be ready to produce receipts in the event of an audit. Parking and toll charges are also reimbursable without receipts. A faculty member need only provide the itemized list along with a brief explanation of the charges.

It should be noted that many departments have more restrictive travel policies because of budgetary constraints. If this is the case, the departments are encouraged to have their travel policy in writing. Unfortunately, in many cases the person aiding the preparation of the travel forms (e.g. administrative assistant) is unclear what is official SHSU travel policy and what is departmental. When in doubt, the travel office should be contacted for clarification.

New faculty are often mystified by the travel process, so it was proposed that travel procedures become part of the HR training for new faculty (e.g., to explain what sorts of receipts are required, per diem guidelines, etc.). This idea was well-received, and Marsha Harman (PACE) will be looking into this.

It is possible to have travel reimbursements directly deposited into a bank account. The form to fill out to request travel direct deposit can be found here:

<http://www.shsu.edu/dotAsset/8081f235-736e-4636-8157-b8a3c91a2011.pdf>

Chair’s Report:

IDEA Visit: As requested by the Senate, Chair Steele asked the Provost if the proposed visit to campus by IDEA representatives could be two days instead of 1 in order to fit in all the presentations requested by the Senate’s Academic Affairs Committee which is working with the Faculty Evaluation Committee for faculty presentations along with the needs of administrators as determined by Dean Muehsam. The Provost noted that Dean Muehsam is paying for the IDEA visit, but he would be willing to use funds from his office to have the IDEA representative on campus for two days if that could be accommodated by IDEA. He noted that Faculty may need to help host the IDEA representative if a two-day visit is

arranged. Representatives from IDEA will be on campus on February 25 and February 26. Faculty members are encouraged to voice their concerns at these meetings. In addition, IDEA training in San Antonio will be attended by Senators Longmire and Steele.

The current wording of the communication from Bill Angrove dealing with the various MyLabs gives the impression that faculty should be adopting exclusively Pearson textbooks or else the students will be punished monetarily. According to the Provost, students previously had to purchase MyLab in addition to the text and it is now included according to the terms of the contract between SHSU and Pearson. In addition, there was concern that professors were irrelevant in the learning process. The Provost assured Chair-elect James and Chair Steele that the purpose of MyLab is to *supplement* professors' class lectures and assignments, not to replace them. Chair Steele has requested clarification from Bill Angrove as to the precise terms of the discounted books and MyLab. SHSU faculty already use several My Labs including: Developmental Math; Stats; Pre-Calculus; Principles of Human Physiology; Microbiology; Physics; Chemistry; Organic Chemistry; Essentials of Geology; My Search Lab Drugs, Brain, and Behavior; My Sociology Lab; My Reading Lab; My Arts Lab; My Spanish Lab; My Education Lab for ECE Curriculum and Creative Arts; My Education Lab for Special Education; My Education Lab for Introduction to Early Childhood Education. Now, all of the students using a My Labs product will get it for free. As for the electronic text books, we have a similar relationship with Barnes and Noble utilizing Blackboard and Nook Study. Students and faculty can download e-books to the Nook for a 60% discount. Additionally, we integrated Blackboard with "CourseSmart" which is an electronic portal that represents **all of the publishers** including Cengage Learning; Macmillan Higher Education, McGraw-Hill Education, John Wiley & Sons, Pearson. The CourseSmart catalog also includes digital content from an ever growing list of publishers such as American Technical Publishers, Inc., BarCharts Publishing, Inc., Elsevier, Inc., F.A. Davis Company, Jones & Bartlett Learning, O'Reilly Press, Oxford University Press, Inc., Princeton University Press, SAGE Publications, Inc., Taylor and Francis Group, W.W. Norton & Company, Wolters Kluwer Health. All of these publishers offer our students a 60% discount on e-books.

The Provost has delegated a task force to investigate processing of bookstore orders. At this point, an electronic request is made, which is then printed out and physically sent to the bookstore, where it is re-entered electronically. The Provost would like faculty participation to help streamline this process.

Late Drops (on the last class day): Chair Steele informed Provost Hebert that the Senate was still concerned about Late Drops for a variety of reasons including the cumbersome paperwork required of faculty. Students dropping in the final two weeks require a professor's signature that indicates that the final exam has yet to be administered for the course being dropped. The Provost was under the impression that such paperwork was only required if the student had missed the Drop Date Deadline. Provost Hebert made it clear that he was not averse to revisiting this issue. He suggested that the drop date should be a week before registration begins for the following semester. The Provost thought this would be valuable to students.

The University Affairs committee has been charged with creating a resolution on the drop deadline, the wording of which should address all class formats (online, 7.5-week classes, mini-mesters...)

The Faculty Affairs committee is currently exploring whether the title of 'lecturer' (in the sense of a long-term, full-time adjunct) is strictly the call of individual deans or involves additional requirements.

Academic Affairs Meeting on Dec. 12: the Provost said that this meeting will focus on the Strategic Plan and Academic Affairs. There will be a presentation by Somer Franklin (after Curriculum is approved but he expects that to be fast and *pro forma*) on the Strategic Plan. Provost Hebert will discuss new initiatives on campus along with a template to access the strategic plan process. There will be a link between the Strategic Plan with Assessment.

Provost Hebert is now preparing a presentation to the entire University faculty at the start of the spring semester of 2013. The purpose will be to update Faculty on progress and programs in Academic Affairs.

PACE/IDEA: Chair Steele informed the Provost that Dean Tayebi had offered to pay for a representative from the Senate to attend the "2013 IDEA Train the Trainer" in San Antonio and that Dennis Longmire would be the representative (Senator and member of the Faculty Evaluation Committee reviewing IDEA). The Provost supported this and offered funds to send another representative from the Senate. The Provost believes it is important to have two representatives listening and participating in important meetings. For example, he will take 12 people to the SACs meeting so that two SHSU representatives will attend each meeting. Needless to say, we agreed to send a second Senate representative

Expansion of PACE: I mentioned that the Senate hoped that PACE would expand as a result of this review of IDEA and how it is used on campus. It is intended to assist with Faculty Development, but not everyone knows what it is. The Provost was very much in favor of this. He recommended that the Senate work with Dean Kandi Tayebi and Marsha Harman. They would each be required to put the request to expand PACE into the Strategic Plan along with a budget request.

The Provost noted that 12.9% of student credit hours for the Fall of 2012 were generated from Online Courses. Senate has been given a number of 14% from Vice President Angrove of DELTA, but the Provost thought that was overall for the year which would include numbers from summer school. Apparently enrollment in online courses is highest during the summer terms. In relation to this topic, the Provost noted that he thought we were approaching the point when SHSU should not simply focus on growing online programs but start a discussion on what might be considered the highest percentage of student credit hours generated from online courses (specifically he questioned if there was a threshold for online courses). The Provost indicated that he was just beginning to consider this question and asked for faculty input. He noted that we need a SEM Plan to start thinking about our target for online. For example, Provost Hebert pondered whether SHSU would want to go beyond 25% or 30% of student credit hours. Since the Senate Academic Affairs Committee under Senator Murphy-Manley is already investigating several issues related to Online Courses, I informed the Provost that this question would be added to that committee's charge. In regard to the Hybrid Course Fee, the Provost did not think it was necessary to create such a fee.

Finally, Chair Steele gave the Provost the report from the Faculty Affairs Committee report on smart phones and the new software. The Senate requested that IT provide warnings that it is possible to wipe out e-mails, etc. Conversely, it could also be a benefit to Faculty and Staff that information can be wiped out, if, for instance, a smart phone is lost or stolen.

Update on David Hammonds: SHSU parking signage still states "handicapped" instead of disabled or some other more acceptable term. Chief Morris verified, the State dictates language we must use for this type of signage. The State's hesitancy making the change is likely based on aggregate cost.

CORE Report: Debbi Hatton reports that there were 76 applications for inclusion into core. The first round of evaluations was completed on 19 November, and the decisions were "accepted" "revise/resubmit" or "reject." Revisions must be submitted to appropriate subcommittee by January 23 (the Wednesday after spring semester begins), and there will be a week for the subcommittees to review the resubmissions. There is a new requirement in the proposals, as well. Proposers must indicate whether a skills component (e.g. teamwork) is heavily reinforced, emphasized, or simply introduced to the students in each course. There is some confusion over whether the faculty proposing the course must indicate this, or whether the subcommittees will determine this.

Committee Reports:

Faculty Affairs - The FA committee provided 3 handouts (see attached): Teaching overloads survey, independent studies, enrollment caps. Motion to accept policy change recommendation passed .FA also presented survey results on independent studies and discipline specific enrollment caps. SHSU has a large number of independent studies classes, but no policy on it.

University Affairs – no report

Academic Affairs – The AA committee is currently organizing the IDEA visit.

Committee on Committees – CC is handling the wording for the “permanent” Texas Council of Faculty Senates representative from SHSU. Faculty Senate might need more funding for travel depending on THECB meetings/TCFS meeting schedules.

Senate was informed that the members of the Curriculum Committee are chosen by college deans. In addition to the chair position, this committee has ‘chair-elect’ so that person can get more experience. However, the written policy has not been changed to reflect the new procedure. A nomination for chair-elect was made and approved.

Old Business:

Senator Bumpass provided an overview of UT’s “State of the University” to allow us to compare issues facing SHSU and other universities. Issues worth considering are...

- a. Role of non-profits
- b. Changes that we are facing (or have faced)
- c. Efficiency goals
- d. Quality goals – what is our mission?
- e. What’s ahead?
- f. The lack of professional development for non-tenured/non-tenure track faculty

The work on the Clinical Faculty Policy done by the Academic Affairs committee in 2012 seems to have stalled. The Council of Academic Deans has no record of a policy change coming through, and this has created some roadblocks for several current clinical faculty members.

Upcoming special guest - Mark Adams on Jan. 24

Adjournment: 5:02 pm

Faculty Affairs Committee Report
Report on Instructional Overload Assignments.
December 6, 2012

Overview of the Issue:

The Faculty Affairs committee surveyed the faculty concerning instructional overload practices during the past academic year. The committee has found that more than half the faculty report teaching instructional overloads without compensation. While faculty did not generally report being pressured to teach without compensation, the practice is a clear violation of the spirit of Academic Policy Statement 810701: Instructional Overload Assignment.

The attached report details the specifics of our findings. The committee is particularly concerned to learn that among Assistant Professors who were assigned an instructional overload, 75% did so without compensation. Moreover, in the two colleges that had the highest proportion of faculty teaching instructional overloads (COS and CFAMC), fully 75% of these faculty reported teaching overloads without compensation.

Recommendation:

The Faculty Affairs committee seeks an end to the practice of assigning faculty uncompensated instructional overloads for all but the rarest of circumstances. In such circumstances, only tenured faculty, who by virtue of their employment contracts are generally immune to undue pressure, should be asked or permitted to accept an uncompensated overload.

TEACHING OF OVERLOADS: RESULTS FROM THE FACULTY SENATE SURVEY

Findings for All Colleges

- One-fourth of respondents report teaching an overload class in the past year.
- Of those who taught an overload class in the past year, more than half (53.2%) report receiving no compensation for doing so.
- Almost one-third (32.5%) report receiving income above normal pay and another 10.4% report receiving a course load reduction as compensation.
- While nearly one-third (32.5%) of those teaching overloads report doing so voluntarily, about 10% report being asked and agreeing to do so, and fully 6.4% report being pressured to teach an overload class.

Findings by College

- More than one-quarter of faculty in the Colleges of Science, Fine Arts and Mass Communication, Business Administration, and Humanities and Social Science report teaching an overload class in the past semester.
- Fully three-quarters (75%) of those teaching overloads in the Colleges of Fine Arts and Mass Communication and Science report doing so with no compensation, while more than half (57.1%) report doing so in the College of Education.
- Across, the colleges, the majority of those teaching overloads report either volunteering or agreeing to teach an overload, though more than one-quarter (28.6%) of those in the College of Education report being pressured to do so.

Findings by Faculty Rank

- Clinical Professors (40.0%) and Associate Professors (31.9%) are more likely to report teaching an overload class in the past year than other ranks.
- Three-quarters of Assistant Professors report receiving no compensation for teaching an overload class, while half of Adjunct Faculty Members, Clinical Professors, and Other faculty report doing so and large percentages of all other ranks report the same.
- Adjunct Faculty members (14.3%) and Professors (10.5%) are most likely to report feeling pressured to teach overload classes.

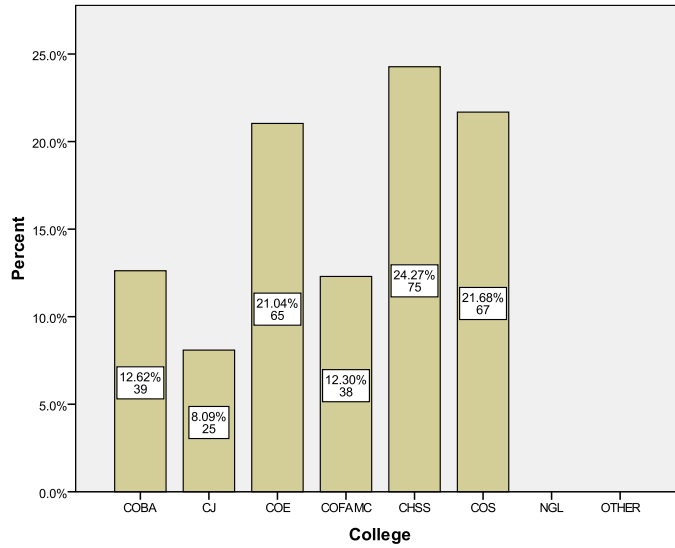
DETAILED REPORT

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Demographic Overview	2
Results for All Colleges	3-4
Results By College	5
Results by Faculty Rank	6

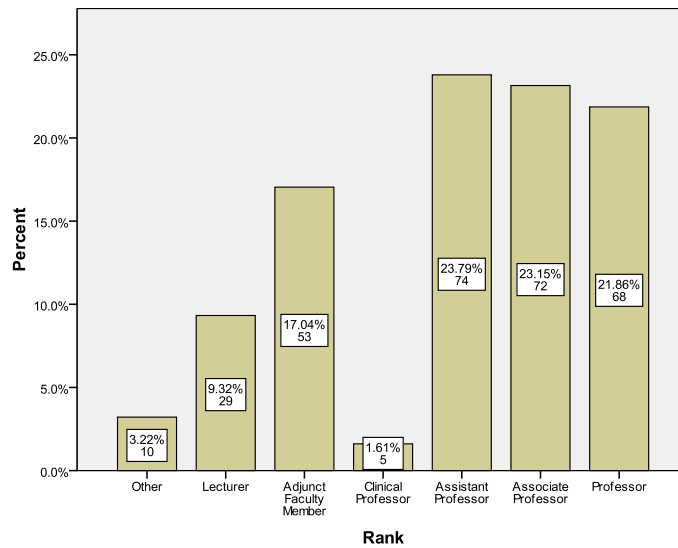
DEMOGRAPHIC OVERVIEW

The online survey was conducted between November 26 and December 2, 2012. A total of 329 faculty members responded to the survey.

Faculty from all colleges on campus (except Newton Gresham Library) participated in the survey:



Faculty of all ranks responded to the survey:

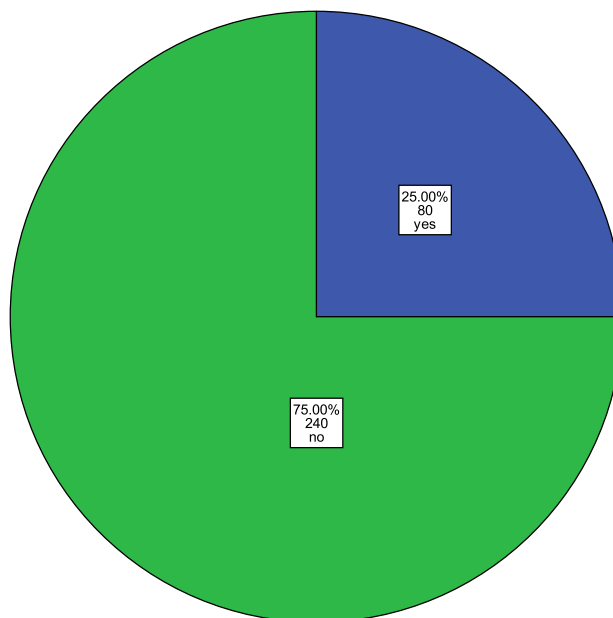


The “other” ranks reported are:

Chair (2), Clinical Assistant Professor, early retiree (2), pool lecturer, University Supervisor for Student Teachers, Visiting Assistant Professor (3)

RESULTS FOR ALL COLLEGES

“In the past academic year, did you teach a class that was an overload?”



“Which of the following best describes how you were compensated for this overload class?”

Income above my normal pay	32.5% (25)
A course load reduction (in the same of another semester)	10.4% (8)
No compensation was offered or received	53.2% (41)
Other (compensation was unrelated to any of the above)	3.9% (3)

“Other” means of compensation reported:

As the department chair, the "overload" was not getting a course reduction.

income below my normal pay

A choice between \$300/online grad student or 1 credit toward leave (30-40 credits = 1 semester).

It is insulting to be paid \$2400.00 for an overload. That didn't even cover the cost of take out for my kids when I was too busy to cook.

As an adjunct instructor, I am assigned four courses. I took on an extra course.

“Which of the following best describes how you were contracted for this overload class?”

I volunteered to do it	35.9% (28)
I was asked and agreed to do it	42.3% (33)
I was pressured to do it	6.4% (5)
Other (unrelated to any of the above)	15.4% (12)

“Other” means of contracting reported:

I have a one course release as director of the program. I teach one doctoral course in the spring and fall, so I never get credit for the 1/3 research part of my job. Either that or I always teach an overload.

Small number of students in the class therefore the class was not counted as part of my load

It needed to be taught at this time.

Since I am the new director of the graduate program who designed the curriculum, I must teach those over load courses.

I was told to do it with no other option

I did not know any better. I found this out as the semester was half way through.

was needed by the dept

Was a course used in a new program, nobody was available to teach it

Not contacted

There is no other faculty available teaching those courses in my department.

It just needed to be done

I was to receive a course reduction the following semester, but this was not possible given the number of our majors and those needing my courses.

RESULTS BY COLLEGE

“In the past academic year, did you teach a class that was an overload?”

	Yes	No
College of Business Administration	28.2% (11)	71.8% (28)
College of Criminal Justice	12.0% (3)	88.0% (22)
College of Education	10.8% (7)	89.2% (58)
College of Fine Arts & Mass Communication	31.6% (12)	68.4% (26)
College of Humanities & Social Sciences	25.3% (19)	74.7% (56)
College of Science	35.8% (24)	64.2% (43)

“Which of the following best describes how you were compensated for this overload class?”

	Income above normal pay	Course load reduction	No compensation	Other
College of Business Administration	50.0% (5)	30.0% (3)	10.0% (1)	10.0% (1)
College of Criminal Justice	0.0% (0)	66.7% (2)	33.3% (1)	0.0% (0)
College of Education	42.9% (3)	0.0% (0)	57.1% (4)	0.0% (0)
College of Fine Arts & Mass Comm.	25.0% (3)	0.0% (0)	75.0% (9)	0.0% (0)
College of Humanities & Social	50.0% (10)	5.0% (1)	40.0% (8)	5.0% (1)
College of Science	12.5% (3)	8.3% (2)	75.0% (18)	4.2% (1)

“Which of the following best describes how you were contracted for this overload class?”

	Volunteered	Asked/agreed	Pressured	Other
College of Business Administration	54.5% (6)	45.5% (5)	0.0% (0)	0.0% (0)
College of Criminal Justice	33.3% (1)	66.7% (2)	0.0% (0)	0.0% (0)
College of Education	14.3% (1)	42.9% (3)	28.6% (2)	14.3% (1)
College of Fine Arts & Mass Comm.	25.0% (3)	41.7% (5)	8.3% (1)	25.0% (3)
College of Humanities & Social	50.0% (10)	40.0% (8)	5.0% (1)	5.0% (1)
College of Science	29.2% (7)	37.5% (9)	4.2% (1)	29.2% (7)

RESULTS BY FACULTY RANK

“In the past academic year, did you teach a class that was an overload?”

	Yes	No
Lecturer	20.7% (6)	79.3% (23)
Adjunct Faculty Member	18.9% (10)	81.1% (43)
Clinical Professor	40.0% (2)	60.0% (3)
Assistant Professor	20.3% (15)	79.7% (59)
Associate Professor	31.9% (23)	68.1% (49)
Professor	27.9% (19)	72.1% (49)
Other	20.0% (2)	80.0% (8)

“Which of the following best describes how you were compensated for this overload class?”

	Income above normal pay	Course load reduction	No compensation	Other
Lecturer	57.1% (4)	0.0% (0)	42.9% (3)	0.0% (0)
Adjunct Faculty Member	37.5% (3)	0.0% (0)	50.0% (4)	12.5% (1)
Clinical Professor	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)
Assistant Professor	6.2% (1)	12.5% (2)	75.0% (12)	6.2% (1)
Associate Professor	34.8% (8)	17.4% (4)	47.8% (11)	0.0% (0)
Professor	36.8% (7)	10.5% (2)	47.4% (9)	5.3% (1)
Other	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)

“Which of the following best describes how you were contracted for this overload class?”

	Volunteered	Asked/agreed	Pressured	Other
Lecturer	42.9% (3)	28.6% (2)	0.0% (0)	14.3% (1)
Adjunct Faculty Member	22.2% (2)	77.8% (7)	14.3% (1)	0.0% (0)
Clinical Professor	50.0% (1)	50.0% (1)	0.0% (0)	0.0% (0)
Assistant Professor	12.5% (2)	56.2% (9)	6.2% (1)	25.0% (4)
Associate Professor	43.5% (10)	34.8% (8)	4.3% (1)	17.4% (4)
Professor	47.4% (9)	26.3% (5)	10.5% (2)	15.8% (3)
Other	50.0% (1)	50.0% (0)	0.0% (0)	0.0% (0)

1. RATIONALE

1.01 As a general rule, the practice of assigning an instructional overload is to be discouraged. It is desirable for the University to maintain a measure of flexibility in meeting the exigencies that may arise in the staffing of course offerings, and a limited utilization of instructional overload assignments to faculty is one means of preserving such flexibility.

1.02 To the extent possible, the assignment of an instructional overload to a faculty member should be offset by an equivalent reduction of the faculty member's teaching load during the following or preceding semester.

In those cases where it is not possible to compensate for an overload in one semester by the reduction of a load in another semester, the University will pay for an instructional assignment that exceeds the norm. But as salaries are not based solely upon in-class duties, overload pay logically may be set at a figure less than a rigid prorationing of salary.

When rare and unforeseen circumstances make it necessary, tenured faculty may accept an uncompensated instructional overload. Non-tenure track faculty and tenure-track faculty shall not, in any circumstance, be assigned an uncompensated overload.

2. PURPOSES AND INSTITUTIONAL NEEDS

Faculty overload assignments provide flexibility to respond on a temporary basis to the need for course offerings that exceed the total normal loads of available faculty members.

3. ADMINISTRATIVE GUIDELINES

3.01 It is expected that instructional units will plan course offerings in accord with faculty position allowances and that any instructional overload assignment that develops shall be regarded as an exception.

3.02 A faculty member will be consulted prior to being assigned an overload, and both the institutional needs and the faculty member's preference will be considered in making the instructional overload assignment.

3.03 An academic administrator at the department level, must submit a written justification for the proposed action and may commit the University only after receiving the approval of the dean of the college.

Mark Frank 12/6/12 9:01 AM

Deleted: fall semester

Mark Frank 12/6/12 9:01 AM

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- 3.04 An instructional overload should not be assigned during the semester or summer session in which a faculty member has organized research support.

APPROVED: _____ /signed/
James F. Gaertner, President

DATED: _____ 09/05/03

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer(s) listed below and represents Sam Houston State University's Division of Academic Affairs' APS from the date of this document until superseded.

Original Date: July 1, 1981

Review Cycle: July 1, ONY*

Reviewer(s): Council of Academic Deans
Academic Policy Council

Review Date: July 1, 2005

Approved: _____ /signed/

Date: _____ 09/05/03

David E. Payne
Provost and Vice President
for Academic Affairs

*ONY = Odd Numbered Year