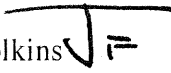


November 7, 2006

MEMORANDUM

TO: Kristine Blair  
English

FROM: John W. Folkins   
Provost and Vice President for Academic Affairs

RE: Updates to Promotion and Tenure Document

Your recent revision to your unit's promotion and tenure document has been reviewed and approved at all levels. This represents a significant step forward for the University, as it creates an unambiguous standard for the recognition of engaged activities. Although all agree that engagement with community partners is not necessary for successful fulfillment of faculty duties in teaching, research, and service, the revision of the promotion and tenure documents opens the door to allow, recognize, and encourage faculty to engage with community partners in all their scholarly undertakings.

C: D. Nieman  
D. Madigan

*Preamble:* The purposes of this document are:

- a) to guide and assist faculty and their academic units in the development of merit, contract renewal, promotion and tenure policies;
- b) to promote, protect, and ensure that the policies and processes so delineated reflect the autonomy and unique characteristics of the academic units;
- c) to assure that faculty personnel processes are reflective of the current BGSU vision statement;
- d) to assure that internal faculty peer review and judgment which lie at the core of our values are maintained in reappointment, promotion, tenure, and merit decisions;
- e) to ensure that all faculty experience fair, equitable and consistent processes in the evaluations that take place at their career mileposts, and
- f) to ensure that the relevant sections of the Academic Charter are followed.

**DEPARTMENTAL POLICIES FOR ANNUAL REVIEW, MERIT,  
CONTRACT RENEWAL, PROMOTION, AND TENURE OF  
TENURED AND PROBATIONARY FACULTY**

**Department of English  
College of Arts and Sciences  
Bowling Green State University  
2006**

**I. Department Policy**

The Department of English explains by means of this policy statement the procedures, criteria, and standards that it will use in the annual evaluation of tenured and probationary faculty for salary changes (merit), promotion, tenure, and contract renewal. This statement complies with the policies of the Board of Trustees of Bowling Green State University, the Academic Charter, and the College of Arts and Sciences. This statement is provided to all faculty in the department upon request or annually and a copy is maintained in the department office. It has been approved by the faculty of the department in accord with department policies.

**A. Vision Statement**

The department recognizes that in matters relating to annual review, contract renewal, promotion, and tenure of faculty, Bowling Green State University supports performance consistent with the University's aspiration to be the premier learning community in Ohio and one of the best in the nation. As defined by the Academic Charter (Article II.A, Section A), "The persons who create and maintain the University constitute the University Community. There are five groups within this Community: students, faculty, administrators, administrative staff and classified staff." To achieve its objectives, the University expects faculty participation in the interdependent areas of teaching, research/creative work, and service that is of the highest quality, grounded in intellectual discovery, and guided by rational discourse and civility. The essence of this

department's evaluation process is to improve faculty members' performance through appropriate evaluation and timely feedback. Careful and consistent application of the criteria and standards in evaluating faculty performance in teaching, research/creative work, and service are of fundamental importance in achieving the department's mission and in protecting the rights of the individual faculty member. Department review processes are to be conducted clearly, openly, responsibly, and fairly.

In the spirit of open and responsible review, it should be recognized that some faculty make essential contributions to the University community through their participation in the University's interdisciplinary programs. Joint and dual appointments as defined in the Academic Charter (section B.I.A.2 and B.I.A.3) have been developed to provide structures for those faculty appointments wherein a faculty member may distribute his/her teaching, research/creative, and service activities across colleges, departments, and/or programs. Thus the evaluation for tenure, promotion and merit of faculty members with joint and dual appointments (Academic Charter section B.I.D.3) should include representation from all of the colleges, departments, and/or programs in which the faculty member serves. The chairs and directors of the departments and interdisciplinary programs in which a probationary faculty member participates should co-author a retention plan that clearly expresses the expectations of each unit and sets clear standards for tenure, promotion and merit.

## B. The Academic Charter

The University Policy on Faculty Appointment and Tenure (Section B-I.C) and the statement on Evaluation of Faculty Personnel (Section B-I.D), as contained in the Academic Charter, identify the three relevant evaluation criteria as teaching, research/creative work, and service and define the basic requirements for merit, contract renewal, tenure, and promotion. As stated in the Academic Charter (section B-I.D.2a), for promotion policies "An academic unit may develop a promotion policy with more specific or more rigorous criteria in teaching, service, or scholarly activity, provided that such criteria are equitable and appropriate and provided that they do not conflict with the criteria below. More specific or more rigorous criteria shall be ratified by the majority of the faculty members of the academic unit." As stated in the Academic Charter for tenure policies, section B-I.D.2 b, "An academic unit may develop . . . more precise statements of what is expected under teaching effectiveness, scholarly or creative activity, or service, but may not add other criteria. All such statements shall be approved by the tenured faculty of the appropriate academic unit. . ." These criteria and standards allow for differentiation among faculty members with regard to their roles and contributions within the department in fulfillment of the department, college and University mission.

### 1. Faculty Appointments

The Academic Charter (B-I.C.2) defines two types of faculty appointments (tenure track and non-tenure track) and distinguishes between two types of tenure track appointment (probationary and tenured). Non-tenure track appointments are discussed in Section B-I.C.2.a of the Academic Charter. Probationary appointments and the

policies associated with them are described in Section B-I.C.2.b of the Academic Charter. Tenured appointments and the policies associated with such appointments are described in Section B-I.C.3 of the Academic Charter, which includes statements on the meaning, obligations, and termination of tenure.

## 2. Annual Review for Reappointment

The Academic Charter mandates a comprehensive annual review of all non-tenure track continuing faculty members in Section B-I.D.4 (Instructor) or Section B-I.D.5 (Lecturer), and of probationary tenure track faculty members in B-I.D.2.b. For probationary faculty members, the overriding question to be considered by the department and the dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure. Probationary faculty members who are awarded two or three-year contracts shall be reviewed during the last year of the contract to determine whether the candidate is making satisfactory progress toward tenure and whether the contract shall be renewed.

## 3. Review for Tenure

The department has the primary responsibility for evaluating probationary faculty for tenure. In addition to annual reviews, the Academic Charter at B-I D.2.b.(2) mandates that a probationary faculty member be evaluated no later than the next-to-last year of the probationary appointment. Probationary faculty members may seek tenure at any time during the probationary period. Because department and college review committees apply tenure standards without discounted expectations based on a shorter probationary period, faculty members are discouraged from seeking early tenure decisions unless there are compelling reasons for doing so.

## 4. Review for Promotion

The department also has the primary responsibility for the comprehensive review of all faculty members nominated for promotion. The qualifications for assistant professor, associate professor, and professor are described in B-I.D.2.a.(1).(b), (c), and (d) of the Academic Charter. The department may stipulate criteria and standards for promotion that differentiate among the ranks with regard to their expected contributions to the department's performance as long as those criteria and standards do not conflict with the provisions of the Academic Charter and of the College.

## 5. Review for Merit

Finally, the department has the primary responsibility for making all recommendations of salary changes (merit) for faculty (Section B-I.D.1 of the Academic Charter). Although the Academic Charter does not require that this be done annually, University practice has been to encourage such reviews on an annual basis to provide feedback on performance to the

faculty member regardless of whether or not a merit salary allocation is made in a particular year.

## II. Allocation of Effort

Each faculty member needs to allocate time and effort to a wide range of teaching, research/creative, and service obligations that promote the mission and goals of the University, college, and department. All faculty members have a right to know what allocations of effort are expected of them and to understand how departmental expectations, evaluative criteria, performance indicators, and weightings will be used in assessing their performance.

### A. Departmental Norms

The department expects its faculty to maintain a standard allocation of effort that approximates 40% teaching, 40% research/creative work, 20% service. These weights will apply to most faculty who are carrying full teaching loads as defined by department policy. Modification of the allocation of effort for a faculty member who receives released time from teaching duties for administrative responsibilities, research, service, differential faculty workload policies, or reduced workloads or leaves granted by the academic charter or special projects needs to be specified and agreed upon at the time of assignment and at any rate no later than the beginning of the academic year. Probationary faculty will be evaluated for tenure based upon the department's standard allocation of effort.

### B. Individual Variations

Because the English Department is comprised of many programs with different emphases in their contributions to the overall university mission, and because the department values individual differences in disciplinary perspectives, the allocation of effort to teaching, research/creative work, and service may assume the following individual variations of the nominal guidelines recommended by the university:

Teaching + 10 percentage pts.

Research/Creative Work + or - 10 percentage pts.

Service + or - 10 percentage pts.

Individual variation in the allocations of efforts that fall outside the ranges established by the department must be in accord with the department's differential faculty workload policies, or reduced workloads, or leaves granted by the Academic Charter made in writing, signed by both the faculty member and the department chair(s), and endorsed in writing by the dean of the college. Faculty on leave shall have the right to determine with the department chair(s) the appropriate variation from the departmental ranges for the allocation of effort in accordance with the purpose of the leave.

Although all percentage allocations are approximations and not exact time measurements, reasonable attempts must be made to insure that a faculty member's allocation of effort is consistent with his/her actual distribution of workload for instruction, research/creative work, and service responsibilities. Unless otherwise specified in writing, a faculty member's allocation of effort will be considered to apply as an average over the period of any given academic year or contract period.

### III. Evaluation of Teaching Effectiveness

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio, in addition to its primary function of being a tool for the enhancement of teaching, will be used by reviewers as the primary source of information for the evaluation of teaching. The department may obtain additional information from other sources to the extent that the information contained in a teaching portfolio is incomplete with respect to any of the domains or performance indicators applied. Because teaching portfolios will serve as both enhancement and evaluation tools, the "external" evaluation portfolio might not include all of the materials contained within the teaching portfolio itself.

#### A. Undergraduate Teaching

Given the department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; documentation of student learning outcomes (such as results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies); community feedback regarding service learning programs or other engagement initiatives reflective of student learning; student enrollment and retention data; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

#### B. Graduate Teaching

Given the department's involvement in graduate degree programs, it expects that faculty also will contribute to the learning of graduate students. Based upon one's area of research/creative expertise and its relationship to the focus of the graduate program,

faculty ordinarily should provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, advising, and placement of graduate students. In addition, faculty with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, faculty members should maintain, as part of their teaching portfolio, at least the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students.

#### C. Instructional Development

Departmental faculty are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

#### D. Contributions to Student Learning

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; involvement in clubs, organizations, and activities promoting faculty-student interaction; leadership in service learning activities and other forms of engagement with the community; participation in University initiatives to create a campus wide learning community; involvement in activities to promote departmental programs and services to prospective students; participation in University, college, or departmental projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the department in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for merit, reappointment, promotion, or tenure as described in the University's governance documents and supportive of the instructional mission of the department, college, and University?

To clarify the performance indicators named above, the English Department highlights the following elements that are to be addressed by faculty seeking tenure and promotion and strongly encourages a range of multiple measures to document teaching effectiveness. Faculty seeking promotion to professor should emphasize the years since the previous promotion in the materials they present for review. (Teaching-related efforts in interdisciplinary programs and other University venues beyond the Department count in the review of English Department faculty.)

- Student ratings significantly above the mid-point on the department rating form (or a pattern of improvement to that level) that are consistent with courses and faculty within programs or peer groups and student comments indicating that the person is a well-prepared, competent teacher.
- Consistent peer evaluation as a well-prepared, competent teacher (or a pattern of improvement to that level).
- Accomplishments in such things as these: course or curriculum development or revision; advising or mentoring students; directing senior theses and honors projects; supervising dissertations, theses, or internships; leading teaching-related workshops and other outreach efforts in collaboration with communities external to the university; providing leadership for programs and efforts supporting student learning; and assisting junior faculty with their teaching or curriculum development efforts.

#### **IV. Evaluation of Research/Creative Work**

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach; reputation within the discipline. As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work that addresses the performance indicators used for evaluation.

##### **A. Publications/Presentations/Performances**

The English department expects that candidates for tenure and for promotion to associate professor and professor show evidence of an active, ongoing scholarly or creative agenda. A candidate's record for tenure and for promotion, must, among other products of scholarly/creative work, include *refereed* or *juried* publications: journal articles; books published (or accepted and in production) by respected publishers and academic presses; creative works in magazines of high reputation. The proportion of refereed publications



within a department member's record for tenure and promotion may vary depending on the person's specialization, and the nature of "refereeing" varies in some specializations. In all cases, some peer-reviewed publication is expected in all candidates for tenure and for promotion, and refereed publication is especially important in graduate faculty applications. It is also assumed that candidates will present a professional profile that includes a combination of published scholarship/creative work and presentation. Consistent with evolving practice in higher education and professional guidelines in English, the department recognizes the important role of collaboration in research and publication; it recognizes publication in web-based journals of high quality and reputation; it recognizes pedagogical and curricular manifestations of scholarship and research; and it recognizes engaged research and scholarship focused on issues and problems of the university and, in the case of the Scholarship of Engagement, the surrounding community and region.

Consistent with the January 2005 taskforce report on the scholarship of engagement, which defines engaged research as "...an endeavor of faculty members working with public and private communities to identify relevant problems.... and integrate the traditional divisions of teaching, research/creative work, and service" in ways that are "appropriate to the academic area and mission of the faculty member's unit," the English Department is committed to treating research and creative work of engagement equally with other approaches to scholarship and artistic practice. Faculty undertaking such engaged research and creative work must develop appropriate methods, report results, and publish findings in formats acceptable in the scholar's/creative writer's field of inquiry. The Department acknowledges that engaged research may vary in its forms and aims from program to program. The Department is further committed to engaging diverse populations, not limited in any way by political, geographical, or other bounds. While the Department encourages engaged research and creative work, faculty members should not feel they need to undertake research or creative projects with engagement foci in order to achieve tenure and promotion.

Research/creative work is principally demonstrated through the following:

- Publication of books demonstrating original research or conceptualization by academic presses or peer-reviewed trade publications directed to an audience of scholarly peers. This category also includes scholarly editions of literary or theoretical texts, the publication of textbooks, and the editing of collections strongly reflecting the faculty member's perspective and individual contributions.
- Publication of original book-length creative works by reputable publishers, such as commercial presses, nonprofit presses, or academic presses.
- Publication of articles, book chapters, or proceedings articles demonstrating original research or conceptualization, in scholarly, peer-reviewed journals or in academic books as described above, both in print and electronic media.

- Publication of original works of poetry, short fiction, or creative nonfiction in reputable and competitive venues, such as commercial magazines, literary journals, electronic media, chapbooks, or anthologies.
- Publication of translations in reputable venues.
- Publication or other forms of dissemination as appropriate to the Scholarship of Engagement.
- Editing of nationally known peer-reviewed journals and of nationally known magazines publishing creative writing.
- Presentation of research at conferences, including presentation of work at research seminars and through invited addresses and workshops at conferences, colloquia, and professional development forums.
- External consulting that draws on the scholarly expertise of faculty, leading to enhanced regional, national, and international reputation.
- Presentation of creative work at external reading series, writers conferences, or through interviews on radio, television, or other media of broad impact.

In addition to these primary indicators of active, ongoing scholarship, secondary indicators such as the following may also be demonstrated:

- Organization of panels or research seminars for the dissemination of scholarship within the research community.
- Publication of book reviews directed to an audience of scholarly peers.
- Publication of research in magazine articles, books etc., directed to a general audience.
- Publication of research articles in non-peer reviewed journals directed to a scholarly or practitioner audience.
- External grants to support research, creative work, and curriculum development.
- Expression of scholarship or research through pedagogy (e.g. significant curriculum development, staff or faculty development efforts, and external grants informed by scholarship).
- Dissemination of research through other media (e.g. documentary film-making, software, museum exhibitions, or other non-print media).
- Screening of the research/creative work of others as a referee for publication.

- Other forms of editorial and professional review, including judging for academic prizes for books and articles, as well as product and technology design competitions in both scholarly and professional venues.
- Work in outreach activities that brings to bear direct applications of research/creative work or provides research venues upon which future work may be based.
- Internal consulting that draws on scholarly expertise.

As a means of facilitating evaluation for tenure, for promotion, and for graduate-faculty status, faculty members should maintain a record of their work, paying careful attention, as they do, to (a) the quality of individual scholarly/creative works, (b) the visibility and reputation of publication and presentation venues (e.g., whether publications are peer-reviewed; the reputation of journals, editors, peer-reviewers, and publishers; details about the peer-review process, the acceptance rate, etc.), (c) the visibility and reputation of venues of presentation of unpublished scholarly/creative work, and (d) relationships among individual scholarly/creative works in the evolving record. For each publication submitted for review by the department, faculty should address such matters in a statement to which they attach documentation (copies of journal masthead material, printouts from websites, etc.).

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the department in its evaluation of research/creative work is this: is the faculty member's performance in research/creative work consistent with the general standards for merit, contract renewal promotion, or tenure as described in university governance documents and specified by the department?

To foster a stronger understanding of faculty work across programs in English and to enable a collegial process of departmental review that more actively involves the tenured faculty, candidates for third-year reappointment, tenure and promotion to Associate Professor, and promotion to Full Professor will make a presentation to the Department that addresses research and teaching interests, and when appropriate, service activities.

## B. Reputation within the Discipline

One indicator of the quality of a faculty member's research/creative work is his/her reputation within the discipline. In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the department from authoritative reviewers external to the university. The reviewers will include individuals from a list provided by the candidate for evaluation as well as individuals who are selected independently by the departmental review committee. At least one reviewer must be selected from each list, with three to six letters included in the file. Overemphasis on external review may lead to a distortion of the standard department allocation of effort

since external reviewers cannot effectively evaluate service and teaching contributions at BGSU.

Reputation within the discipline is also reflected by such things as leadership roles in scholarly and professional associations, external grants and awards, and translations, reprints, reviews, and citations of publications. While listed among supporting evidence because of its intangible nature, reputation within the discipline is an important consideration in evaluating the faculty record for promotion to professor.

## **V. Evaluation of Service Effectiveness**

Service contributions by faculty at the department, college, and University professional levels are critical to the overall mission of the University. Faculty seeking merit, tenure, contract renewal, or promotion shall provide evidence of appropriate service to the University community or to the profession. For faculty seeking tenure and/or promotion to associate professor, a record which documents continuous and active involvement in service is required. For faculty seeking promotion to professor, a record which documents significant service to the University profession, or external community is required.

The department defines service as performance of departmental, collegiate, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation that provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

### **A. Internal University Service**

These activities include participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as center directors, program directors, department chairs, associate deans, and the like. Performance indicators used to evaluate internal service include: records of membership and attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; collegiality in working with others and sharing responsibilities; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; evidence of collegiality in working with others; documentation of specific contributions and accomplishments; evaluations by constituents, publics served, and others.

## B. External Community Service

Faculty members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for merit, contract renewal, tenure, or promotion considerations, such external activities must draw upon a faculty member's expertise and must be recognized by the department, college, or University as qualifying. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials.

## C. Professional Service

These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators used to evaluate professional service include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference papers presented or sessions moderated that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the department consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the department in evaluating service is this: Is the faculty member's performance in service consistent with the general standards for merit, contract renewal, promotion, or tenure as described in University governance documents and as specified by the department?

Based on the indicators outlined in Section V., the English Department expects evidence such as the following:

- Membership on several committees of the department, college, and university.
- Consistent peer evaluation (e.g., in reappointment and annual reviews) of active, effective participation in the life and governance of the department.
- Significant leadership roles within the department (particularly for promotion to full professor).

- Leadership roles in international, national, or state professional organizations (particularly for promotion to full professor).

Faculty seeking promotion to professor should emphasize the years since the previous promotion in the materials they present for review.

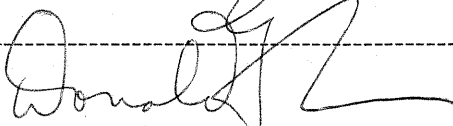
## **VI. Application**

For faculty appointments commencing on or after August 9, 2006, these policies shall apply. For faculty appointments commencing before that date, these policies shall not apply to the tenure decision or to the next promotion decision, unless the faculty member consents to their application, but will apply to any subsequent promotion decision regardless of the consent of the faculty member. This document and the attendant criteria will be reviewed by the English Department at least every three years.

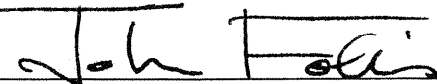
Endorsed by the English Department *Promotion, Retention, and Tenure Committee, the Graduate Committee, and Central Advisory Committee—Fall 2005.*

Approved by the Department of English

Chair Lash L. Blair Date: 7/10/06

Reviewed by the Dean  Date: 7-27-06

concur  do not concur for the following reason(s): \_\_\_\_\_

Reviewed by the Provost/VPAA  Date: 11-7-06

concur  do not concur for the following reason(s): \_\_\_\_\_