New Faculty Meeting – September 18, 2013

Mentors (Becky Greer – Tony; Leisha Bridwell – Nedra; Mary Olle – Nancy; Carl Pfaffenberg – Sheila)

Faculty Activity Report – Digital Measures (October) (school policy and college policy attached)

Tenure Notebook (October)

Faculty Meetings (Sept 20, Oct data day 18th, Nov 15, Dec 13, Retreat January 9th all day)

P Card Training

OSRP (Research plan) (USDA handout attached)

Mentor Meeting – FAR’s and Notebooks (Review ones in Martin’s office)

Drop Box

Electronic letterhead, Perkins guidelines, Graduate Handbook, Tenure/Promotion guidelines, work order request

MyServices on MY SFA

Office of Institutional Research (handout) Retention

Digital Measures (FAR)

Early Alert

Work request form for HMS

SFA Policies and Procedures Manual

Sick Leave (cover classes)(big calendar)(leave request form on MyServices)

HMS office hours policy

Work Study and Graduate Students

Travel – Big Calendar

Perkins Funds

Meals (overnight)

Students going – list of student to Provost

Travel Office Forms (Request and Voucher sample attached) How covering class

Travel form even if no reimbursement

Syllabi and Vita first day of classes

Showcase Saturday (Jamie, Todd, Michelle to show you) Nov 16 Feb 22 March 29

Procedure for Assigning QF and Dead Week Handout/ Final Exam Policy
Date approved by School: January 26, 2005
Date approved by college: March 1, 2005
Date Revised by School: March 23, 2005
Date approved by provost: April 8, 2005

School of Human Sciences
Tenure Policy & Procedure

It is the policy of the School of Human Sciences to uphold tenure policies set forth by Stephen F. Austin State University and the College of Education. Within the School of Human Sciences, tenured faculty members will review the tenure dossiers focusing on teaching, research/creative, and service activities. The following criteria will be used for tenure dossier evaluation and recommendation/non-recommendation of tenure decisions.

Evidence of Teaching Effectiveness
Teaching is the single most important role of the faculty in the School of Human Sciences. Effective teaching performance at all instructional levels is essential criteria in tenure decisions. This category includes classroom and laboratory instruction of high quality and significance as assessed through student and academic School evaluations. This category also includes development and delivery of online courses, development and delivery of face-to-face courses, academic advising, tutoring and/or counseling students, mentoring colleagues, and supervision of undergraduate and graduate students. Results of objective evaluations by the School director, students (average of on-line course evaluations for each semester), and peers during the probationary review period should average at least the mid-point of the evaluations [Director and peer reviews are under development] and reflect successful student learning outcomes as demonstrated by various activities – student professional success, admission into advanced studies and success in certification exams.

Evidence of Research and/or Scholarly and Creative Activities
Faculty members are expected to engage continuously and effectively in scholarly activity of high quality and significance. Examples of productivity may include but not limited to publications of monographs, books, book chapters, grants (internal and external), papers in scholarly and professional journals, presentations (oral, poster, panel) at professional meetings, editorships, membership on review and advisory boards, participation in seminars, and the faculty member’s continuing education. Important contributions may include but not limited to design of web-based materials, electronically published material, development of software, and other creative activities.

The faculty should show a record of scholarly activity with evidence of a minimum of two scholarly publications, authored or co-authored, at some time during the probationary review period. It is also expected that faculty will perform a minimum of three scholarly
or creative presentations at the district, state, regional, national, or international level during the probationary review period.

**Evidence of Service**
Candidates for tenure must be able to document a commitment to students, colleagues, School, University, and community through participation in service activities. Professional service includes committee memberships at the program, school, and university levels as well as enrollment management/recruitment and retention activities such as Showcase Saturday, Parent's Day, Career Day, School Visitation and participation in the development of articulation agreements. Discipline related service to local, regional, state, national, and international levels, also demonstrates important contributions. In addition, participation in the activities of professional societies and organizations, especially through service in leadership roles, is a strong indication of professional commitment.

Faculty should provide evidence annually throughout the probationary review period of service activities in at least two of the following areas:
- School service
- College service
- University service
- Discipline-related Community service
- Professional service

Additionally, the faculty should show service leadership experience at some time during the entire probationary review period.

**Definitions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary review period</td>
<td>The time period covered by the tenure dossier (usually five years, unless candidate began employment with years of credit toward tenure based on experience)</td>
</tr>
<tr>
<td>Service leadership Experience</td>
<td>Activities such as Directoring a committee or coordinating a community activity</td>
</tr>
</tbody>
</table>
TENURE REVIEW CHECKLIST

Evidence of Teaching Effectiveness

Required (documentation must be provided):

- Director Evaluation of at least mid-point of the evaluation scale

- Student/On-line Course Evaluations averaging at least the mid-point of the evaluation scale

- Peer Evaluations averaging at least the mid-point of the evaluation scale (at least three reviews conducted by different individuals in three different courses over a three-year period; arrangements and scheduling to be determined by the non-tenured faculty member's assigned mentor)

Additional Evidence (documented by Faculty Activity Report):

- Development and delivery of online and/or face-to-face courses (Teaching preparation—credit hours, contact hours, overload, new course preparation, new textbook adoption, and/or number of preparations; attendance at meetings, conferences, workshops, or seminars relevant to teaching)

- Academic advising, tutoring and/or counseling students

- Mentoring colleagues

- Supervision of undergraduate and graduate students (internships, field experiences, capstone experiences, creative projects, and independent studies)

Evidence of Research and/or Scholarship and Creative Activities

Required:

- Minimum of two scholarship publications, authored or co-authored, at some time during the probationary review period (publication of
monographs, books, book chapters, internal and external grants, papers in scholarly and professional journals)

Minimum of three scholarly or creative presentations at the district, state, regional, national, or international level during the probationary review period (oral, poster, or panel presentations)

Additional Evidence:

Editorships

Memberships on review and advisory boards,

Participation in seminars

Personal continuing education

Design of web-based materials

Electronically published material

Development of software

Other creative activities

Evidence of Service

Required:

At least two discipline-related service activities

School service (active School, committee member, participation in enrollment management activities, i.e., Showcase Saturday)

College service (active college committee member)

University service (active university committee member)

Discipline-related community service (programs presented to local or East Texas groups)

Professional service (state, national, international)

At least one service leadership experience (Directorperson of a committee, officer for a professional organization, coordinating a community activity)
I've attached the procedural guidelines for the fall 2013 PCOE P&T process. This attachment has the due dates, too; but I've copied and pasted them below for your benefit.

**PCOE Timeline (tentative/approximate):**

- 15 October — faculty submission of portfolio to department (by 4:30 PM)
- 5 November — departmental committee forms to department chair
- 26 November — department chair forms/letters & portfolios to the dean’s office
- 13 December — college committee forms to the dean
- 14 February — dean’s forms/letters & portfolios to the provost
- 28 March — provost’s letters to the president

Judy
Perkins College of Education  
Processes for Completing the Promotion & Tenure Reviews & Forms, Fall 2013

In an attempt to be responsive to faculty concerns about the newly adopted promotion and tenure processes expressed during the 2009-2010 academic year and to the PCOE College Council discussions and recommendation, we began a transition of the PCOE policies for promotion and tenure. Specifically, we are attempting to transition from a panel approach of reviewing dossiers at the departmental and college committee levels to a committee approach of reviewing. Please adhere as closely as possible to the University Promotion Policy and the University Tenure Policy as possible. The following are the critical processes related to promotion and tenure during the 2013-2014 academic year.

PCOE Timeline (tentative/approximate):

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- 5 November — departmental committee forms to department chair
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Dossier/Portfolio Guidelines

- the binder width could be no larger than 3" because 2 1/2" binders are not available locally (Staples/Walmart, etc.).
- plastic document covers were optional (based on university policy), especially since they would take up about 1/2 of the space available in the 3" binder. If plastic documents covers are used, they should hold only two sheets of paper (each lacing out) rather than hold stapled "packets" of papers.
- samples of faculty work is acceptable (based on university policy) given that we are limiting the size of the one binder allowed by university policy; samples of teaching documentation, scholarship documentation, and service documentation. Emphasis should be on demonstrating growth and accomplishment.
- summary FAR (the newer system) for the past four-five years and the one previously used faculty activity document would be included instead of individually printing the annual FARs from the past four-five years.
- Departmental/school promotion guidelines and tenure guidelines must be included in the portfolio

PCOE Committee Structure, department/school

- tenure committee: comprised of all tenured faculty within the department/school; review candidates for pre-tenure and for tenure
- promotion committee—associate professor: comprised of all tenured associate and full professors within the department/school; review candidates for pre-promotion and for promotion to the rank of associate professor
- promotion committee—full professor: comprised of all tenured full professors within the department/school (must have a minimum of 3 full professors); review candidates for promotion to the rank of full professor

PCOE Committee Structure, college

- tenure committee: comprised of one elected tenured faculty from each department and the school (committee of 5 members); review candidates for mid-tenure review and for
tenure
- promotion committee—associate professor: comprised of one elected tenured associate or full professor from each department and the school (committee of 5 members); review candidates for mid-promotion review and for promotion to the rank of associate professor
- promotion committee—full professor: comprised of one elected tenured full professor from each department and the school (committee of 5 members); review candidates for promotion to the rank of full professor

Levels of Review
- Each probationary faculty candidate's portfolio will receive two levels of review—a departmental/school committee review and a chair's review
- Each mid-tenure/mid-promotion faculty candidate's portfolio will receive 4 levels of review—a departmental/school committee review, a chair's review, a college committee review, and a dean's review
- Each tenure faculty candidate's portfolio will receive 4 levels of review—a departmental/school committee review, a chair's review, a college committee review, and a dean's review for tenure—before going on to the provost
- Each promotion faculty candidate's portfolio will receive 4 levels of review—a departmental/school committee review, a chair's review, a college committee review, and a dean's review for promotion—before going on to the provost

Committee Processes
- The committee members elect a chair, who will be responsible for orchestrating the work of the committee.
- Each member of the committee reviews each portfolio, making notes in anticipation of the committee meeting.
- At the committee meeting(s), each faculty candidate's portfolio is discussed in light of the departmental/school and university policies. The chair initiates a vote for or against the application (pre-promotion, pre-tenure, promotion, tenure) and records the vote on the faculty candidate's form(s). A consensus for each decision is not required; rather a democratic vote is recorded. A committee member volunteers or is assigned by the chair to write a summary of the faculty candidate's strengths, weaknesses, and/or recommendations (as appropriate based on the application) on the form. The summary is circulated among the committee members for edits/comments. The final summary is circulated among the committee members for signatures and any optional dissenting comments. All optional dissenting comments of committee members must be signed and dated.

Additional Points
- Each level of review is independent. The completed review form from each level of review will be added to the portfolio and will become part of the portfolio as it moves through the levels of reviews.
- The chair is responsible to share with the candidate the contents of the departmental/school committee's form and the chair's/director's form. The candidate will be provided the Rationale text and any optional Dissenting text, but will NOT be provided access to committee members' signatures.
- The candidate is provided the right to add a letter clarifying errors of fact based on the departmental committee's findings and the chair's findings. This letter will become part of the portfolio as it moves through the levels of review.
- The dean is responsible to share with the candidate the contents of the college committee's form and the dean's form. The candidate will be provided the Rationale text and any optional Dissenting text, but will NOT be provided access to committee members' signatures.
- The candidate is provided the right to add a letter clarifying errors of fact based on the
college committee's findings and the dean's findings. This letter will become part of the portfolio as it moves through the levels of review.

Please work with your departmental/school college council representatives, your departmental chair/school director, and the dean if there is a need for further clarification.
FACTSHEET

DIVISION OF FAMILY AND CONSUMER SCIENCES

BACKGROUND

The Division of Family and Consumer Sciences (DFCS) strengthens families, farms, communities, and the economy through research, education, and Cooperative Extension. Our programs help Americans understand the connections between food, health, agriculture, people, and communities. We work through federal, state, and local partnerships to tackle pressing human and societal challenges, such as food insecurity and hunger; obesity, nutrition, and health; economic disparity in agricultural and rural communities; threats to quality of living; and the human impact of NIFA priorities. Our efforts help people understand how they can improve their well-being and quality of living while functioning in family, farm, community, regional, national, and global contexts.

OUR PORTFOLIO FOCUSES ON THE FOLLOWING GOALS:

1. Advancing rural communities, farms, and economies
2. Increasing financial capability and consumer decisionmaking
3. Enhancing nutrition, health, and wellness
4. Enhancing quality of home and community living
5. Supporting healthy child and family development

PRIORITY PROGRAM AREAS

RURAL VITALITY
Rural and community programs contribute to farm sustainability, regional rural development, community resource and economic development, and Extension risk management education. These programs increase rural vitality, and enhance prosperity for rural communities, farms, ranches, and businesses.

FINANCIAL CAPABILITY
Family and consumer economics programs promote financial knowledge and understanding, skills and competence, and responsibility, which results in less economic strain on households, more financial resiliency, less risk of poverty spanning generations, and better overall individual and family financial outcomes.

NUTRITION AND HEALTH LITERACY
Our nutrition, health, and wellness program focuses on promoting health, preventing disease and disability, eliminating disparities, and improving quality of living through agricultural health and safety, access to health care and preventive services, and health in relation to the environment.

HOME SAFETY AND ENERGY EFFICIENCY
Our housing and community living program identifies issues, develops solutions, and shares promising practices to promote sustainable housing initiatives, safe and affordable housing, air and water quality, and home energy efficiency.

CHIL AND FAMILY RESILIENCE
We support child and family resiliency across the lifespan through targeted programs—including military family and veteran programs—to help people make informed science-based decisions about their family's health and well-being.

DISASTER PREPAREDNESS/RESPONSE
Our programs support nationwide disaster education, and provide resources and expertise to effectively prepare for and respond to disasters.

LEADERSHIP
Caroline E. Correll, Director

EMPLOYEES
18

ANNUAL REPORT EXPENDITURES

Total FY11: 5,131,629,400
Research: 25,848,590
Extension: 99,774,816
Reimbursements: 5,000,000

PARTNER LAND-GRANT INSTITUTIONS

Total: 59
1862 Land-Grant Universities: 57
1890 Land-Grant Universities: 8
1902 Land-Grant Universities: 24
### One-Year Retention Rates for First-Time Full-Time Undergraduates (FT-FT-UG)

<table>
<thead>
<tr>
<th>Human Sciences Program</th>
<th>Fall 2009 to Fall 2010</th>
<th>Fall 2010 to Fall 2011</th>
<th>Fall 2011 to Fall 2012</th>
<th>3-Yr Avg Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Returned</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Child Development &amp; Family Living</td>
<td>12</td>
<td>9</td>
<td>75.0%</td>
<td>6</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>6</td>
<td>6</td>
<td>100.0%</td>
<td>6</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>26</td>
<td>18</td>
<td>69.2%</td>
<td>24</td>
</tr>
<tr>
<td>Food and Nutrition Dietetics</td>
<td>11</td>
<td>10</td>
<td>90.9%</td>
<td>10</td>
</tr>
<tr>
<td>Hospitality Administration</td>
<td>17</td>
<td>12</td>
<td>70.6%</td>
<td>6</td>
</tr>
<tr>
<td>Interior Design</td>
<td>28</td>
<td>16</td>
<td>57.1%</td>
<td>17</td>
</tr>
<tr>
<td>Interior Merchandising</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
<td>2</td>
</tr>
<tr>
<td>All School of Human Sciences FT-FT-UG</td>
<td>101</td>
<td>72</td>
<td>71.3%</td>
<td>71</td>
</tr>
<tr>
<td>All FT-FT-UG</td>
<td>2,540</td>
<td>1,627</td>
<td>64.1%</td>
<td>2,335</td>
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</tbody>
</table>

### One-Year Retention Rates for First-Time MS Human Sciences Students

<table>
<thead>
<tr>
<th>Human Sciences Program</th>
<th>Fall 2009 to Fall 2010</th>
<th>Fall 2010 to Fall 2011</th>
<th>Fall 2011 to Fall 2012</th>
<th>3-Yr Avg Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Returned</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>All First-Time MS Human Sciences</td>
<td>19</td>
<td>12</td>
<td>63.2%</td>
<td>10</td>
</tr>
</tbody>
</table>

### Six-Year Graduation Rates for First-Time Full-Time Undergraduates (FT-FT-UG)

<table>
<thead>
<tr>
<th>Human Sciences Program</th>
<th>Fall 2004 Cohort</th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>3-Yr Avg Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Graduated within 6 Yrs</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Child Development &amp; Family Living</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>13</td>
<td>5</td>
<td>38.5%</td>
<td>23</td>
</tr>
<tr>
<td>Food and Nutrition Dietetics</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
<td>10</td>
</tr>
<tr>
<td>Hospitality Administration</td>
<td>9</td>
<td>5</td>
<td>55.6%</td>
<td>11</td>
</tr>
<tr>
<td>Interior Design</td>
<td>16</td>
<td>6</td>
<td>37.5%</td>
<td>21</td>
</tr>
<tr>
<td>Interior Merchandising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All School of Human Sciences FT-FT-UG</td>
<td>47</td>
<td>22</td>
<td>46.8%</td>
<td>69</td>
</tr>
<tr>
<td>All FT-FT-UG</td>
<td>1,694</td>
<td>753</td>
<td>44.5%</td>
<td>1,996</td>
</tr>
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</table>

### Average Time to Degree for MS Human Sciences Graduates

<table>
<thead>
<tr>
<th>Human Sciences Program</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>3-Yr Avg Time to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduates Included in Calculation</td>
<td>Avg Time to Degr (in Yrs)</td>
<td>Graduates Included in Calculation</td>
<td>Avg Time to Degr (in Yrs)</td>
</tr>
<tr>
<td>MS Human Sciences Graduates</td>
<td>8</td>
<td>2.59</td>
<td>6</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Prepared by The Office of Institutional Research, SF& A. 10 2012
Leave Request

Welcome Lynda Martin

Leave Request Form

Create LeaveRequest

Start Date *

End Date *

(you will need to click the calendar button to input your date)

Total Hrs. *

Comments

Vacation □

Comp □

Sick □

Other (Must explain in comments.) □

Forward To

Approver *

@sfasu.edu

Request History

https://oraapps.sfasu.edu:9014/LeaveRequest/index.gsp
SCHOOL OF HUMAN SCIENCES
PROPOSED OFFICE HOURS POLICY

Adoption approved by faculty vote
Faculty Meeting
February 19, 2010

General Policy
It is the intent of the faculty and staff of the School of Human Sciences, within reason, to be available to students and prospective students. In order to accomplish this goal, faculty are required to fulfill posted office hours of eight (8) hours per week for the duration of each Fall or Spring semester and four (4) hours per week for the duration of a summer term for a standard teaching load. Office hours must be scheduled on a minimum of three (3) different days each week. Faculty should plan to have some Friday office hours or, if not, be willing to schedule Friday appointments with prospective or transfer students in their respective program areas. Each program area must devise a plan so that appointments with prospective or transfer students are equally shouldered.

Virtual Office Hours
For faculty teaching an on-line course or courses, one virtual office hour per course up to a maximum of three (3) virtual office hours may replace physical office hours, if desired. The remaining 5-7 office hours must be conducted face-to-face in the physical faculty office and follow general policy above.

Missing Office Hours
As professionals, faculty must honor the general policy of meeting students’ needs and keep missing of posted office hours to a minimum. If a faculty member cannot be present during posted office hours, he/she must post a written message on the office door stating that he/she will not be present during scheduled office hours, time of return, and alternate contact person [sample attached]. Alternate contact person should be posted only after asking for and receiving permission to do so. Reasonable effort to notify students via class and webpage announcements or webmail is expected. Every effort should be made, if within the control of the faculty member, to schedule meetings at times outside of posted office hours, to plan ahead in scheduling office hours that will accommodate university responsibilities, and to respond to student emails, mailbox and voicemail messages in a timely manner.

If, in assisting students visiting the school, it is determined by the HMS director or staff that a note was not posted and the faculty member is not present during posted office hours, the faculty member will be notified of the error on the first offence. On the second or subsequent offence(s), the faculty will be requested and required to complete a sick leave form, taking 4 hours personal leave time for each half day that any office hours were missed; if the faculty has no accrued leave time, he/she will not be paid for the missed hours. Email messages to entire HMS faculty & staff are not necessary, but updating the department calendar in the HMS office is encouraged, to keep other faculty informed. Abuse of this policy, i.e., excessive missing of posted office hours, may be included on Administrative Evaluation of Annual Faculty Activity Report (FAR).

Changes in Office Hours
If circumstances warrant, a faculty member will be allowed to change office hour schedule only once during a semester. When office hours are changed, the change should be given to the HMS director and staff, given to the students in writing, announced in class, posted on the course syllabus and course web page.

Office Hours during Final Exam Week and Beyond
Alternate office hours may be posted for final exam week based on the official final exam schedule. The HMS director and staff must be notified and the schedule must be posted on course web pages and the individual faculty office door a minimum of one full week before final exams begin.

Faculty are not required to be available to students after final exams for assigned courses and posted office hours for final exam week have been completed. If students have further questions regarding courses or grades, faculty will be available during office hours the following semester.

**SAMPLE**

Message to be Posted on Office Door when Unable to be Present during Posted Office Hours

* * * * * * * * * * * * * * * * * * * * * *

[Faculty name] will NOT be in during office hours on [date]. Will return [day and time]. Please contact [name of alternate contact person] if you need immediate assistance.
Stephen F. Austin State University

TRAVEL REQUEST

Please fill in all blanks:

1. Campus ID [ ] desire to travel to [ ]

2. beginning on [September [ ] 01 [ ] 2013 [ ] 1 [ ] 00 [ ] AM [ ]]

3. and returning on [September [ ] 01 [ ] 2013 [ ] 1 [ ] 00 [ ] AM [ ]]

The purpose of this travel is [ ]

I will be accompanied by [ ]

ESTIMATED COST OF TRIP TO BE PAID FROM UNIVERSITY FUNDS:

(a) Airfare $0.00
(b) Other transportation $0.00
(c) [ ] miles @ .40/mile $0.00
(d) Lodging $0.00
(e) Meals $0.00
(f) Registration $0.00
(g) Other expenses $0.00

TOTAL $ [ ]

SOURCE OF FUNDING: Account No.(s) [ ] Amount $ [ ]

I suggest the following arrangements to take care of my classes during my absence, and if the travel is approved, I will assume responsibility for making these arrangements and seeing that they are executed:

<table>
<thead>
<tr>
<th>Class</th>
<th>Time of meeting</th>
<th>Arrangement suggested in my absence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

I request advance travel funds in the amount of $ [ ]

[ ] Not eligible for corporate card
[ ] Team or group travel
[ ] Other, please specify [ ]

Title of person traveling: [ ] Department: [ ]

Contact Person: [ ] Phone: [ ]

Day of Registration Itinerary Required
If using Airfare Billing Form, attach a copy to the travel request

Display Printable Results Clear Form

# SFA Travel Voucher Form

**Travel Voucher**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Destination</td>
<td></td>
</tr>
<tr>
<td>Depart Date</td>
<td></td>
</tr>
<tr>
<td>Return Date</td>
<td></td>
</tr>
<tr>
<td>Depart Time</td>
<td></td>
</tr>
<tr>
<td>Return Time</td>
<td></td>
</tr>
<tr>
<td>Reference No.</td>
<td></td>
</tr>
<tr>
<td>Campus ID</td>
<td></td>
</tr>
<tr>
<td>Job Classification</td>
<td></td>
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</tbody>
</table>

**Transportation/Duties Performed**

<table>
<thead>
<tr>
<th>Date</th>
<th>Mileage</th>
<th>Meals</th>
<th>Lodging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
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**Allowable Limits FOP**

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<td>Parking (receipts required)</td>
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**Total Expense**

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**Display Printable Results**

**Clear Form**

https://jack.sfasu.edu:4444/wf/wf_traveltoucherreq
PROCEDURE FOR ASSIGNING A GRADE OF “QF”

New federal financial aid regulations require schools to identify students who quit attending class, and thereby unofficially withdraw. To comply with these regulations, and to assist the University in compiling retention data, a new grade of “QF” has been established. Following are the criteria in differentiating between the grades of “F” and “QF”. (The grade of “QF” will be treated the same as an “F” in calculating grade point averages. Additionally, the grade of “WF” remains appropriate for official withdrawals.)

F – Used when the student completes the course and earns a failing grade

QF – Used when the student quits attending, and thereby fails by virtue of not completing the course

Immediately upon entering grades in the computer, the faculty member will print the grade screen. On that screen print, the faculty member will write the last date of attendance at an academically related activity for any student who received the grade of “QF.” An academically related activity includes any of the following:

- Attended class
- Took quiz/exam
- Tutorial
- Handed in a class assignment
- Computer-assisted instruction
- Academic counseling/ advisement
- Other

The faculty member will sign the screen print of grades and give it to the Department Chair. The Department Chair will compile sheets from all faculty who assigned a “QF” grade and will submit them to the Financial Aid Office. The information is due in the Financial Aid Office five days from the required grade entry date.

It is the Department Chair’s responsibility to ensure that the last date of attendance at an academically related activity is submitted to the Financial Aid Office for all students receiving a grade of “QF.” To assist in this task, the Registrar’s Office will provide Department Chairs a focus report which lists the names and social security numbers for all students who received a grade of “QF” in that department, arranged alphabetically by faculty member, by course, by section. Department Chairs may use the focus report to verify that faculty have provided last dates of attendance at an academically related activity for all applicable students.
Course Grades

**Original Implementation:** January 25, 2000  
**Last Revision:** July 16, 2013

Faculty members may use a variety of factors including assignments, oral and written quizzes, examinations, class attendance, and other course activities to determine course grades as listed in their course syllabi.

**Recorded Grades**

A grade of A indicates excellent performance; B, above average performance; C, average performance; D, below average performance; F, failure; QF, quit failure; WH, incomplete or grade withheld; WF, withdrew failing; WP, withdrew passing. Marks of R*, T*, and AU appearing on a transcript indicate remedial grades, transfer grades, and audit grades, respectively, that are not entered into calculation of the grade point average (GPA). Marks of K and KH appearing on a transcript indicate courses whose hours are not included in attempted, earned or GPA hours and are applicable only to a specific category of study abroad courses. WP and WF are assigned only when a student has withdrawn from the university after mid-semester or with special approval of the student's academic dean. Some courses are graded on a pass (P) / fail (F) system with no other grades awarded.

**Withheld Grades**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Grade Point Average**

Only grades earned at Stephen F. Austin State University (SFA) will be used for calculating GPA. Grade points are assigned based on the letter grade for each course:

- A = four grade points per semester hour;
- B = three grade points per semester hour;
- C = two grade points per semester hour;
- D = one grade point per semester hour; and
- F, QF, and WF result in no grade points.

The GPA is determined by dividing the sum of the grade points earned at SFA by the total number of hours attempted at SFA, except that grades of W, WH, P, and WP are not
counted. In addition, repeating a course may affect the grade point calculation.

Repeat Grades
Students who make an F in a course can get credit only by repeating the course. Undergraduate students who want to repeat courses to improve their GPA at SFA must repeat those courses at SFA. For any course that is repeated at SFA, the grade earned in the most recent enrollment will be used to calculate the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit-hour requirements, but not for GPA calculation.

Mid-Semester Grades
Mid-semester grades will be posted for 000-, 100- and 200-level courses during fall and spring semesters. These grades will be posted before the last day to drop courses each semester. The university will provide students with recommendations and options regarding academic performance.

Grade Reporting
On the first day of final examinations of each semester or summer term, the Office of the Registrar will make grading available through online services. Instructors must enter student grades into the electronic student records database by the deadline established on the university calendar.
The Office of the Registrar will provide access for electronic verification grade sheets for each class to academic units. It is the responsibility of each instructor to verify accuracy of grade entry and to notify the registrar of any discrepancies.
Grades must be posted in a manner consistent with Family Educational Rights and Privacy Act (FERPA) regulations.

Grade Changes
Once a final grade has been posted, it can only be changed by submitting a WH and Grade Change Form with the appropriate approval signatures. Grades should only be changed in cases of error or, in the case of WH, when the course requirements have been completed.

Cross Reference: General and Graduate Bulletins; Class Attendance and Excused Absence (6.7); Military Service Activation (6.14); Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

5.5 Course Grades
Forms: WH and Grade Change Form

Board Committee Assignment: Academic and Student Affairs
Dead Week (A-15)

Original Implementation: June 16, 1982
Last Revision: April 17, 2012

Dead week is an established tradition in higher education to allow students the necessary time to prepare for final examinations. During the last five class days of each long semester, written examinations (except to cover daily assignments) and themes or assignments beyond normal daily requirements are not to be assigned without written notification to the students prior to the twelfth class day.

The Division of University Affairs and major student groups of the university, including Student Government Association (SGA), Student Activities Association (SAA), Residence Hall Association (RHA), SFA Panhellenic Association (SFAPA), National Pan-Hellenic Council (NPHC), Interfraternity Council (IFC) and Multicultural Greek Council (MGC), shall observe dead week by refraining from sponsoring on-campus student social activities (parties, dances, films, concerts, banquets). On-campus advertising for any social activity sponsored off-campus by a student group during dead week is not permitted.

Cross Reference: Faculty Handbook

Responsible for Implementation: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Contact For Revision: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

http://www.sfasu.edu/policies/dead_week.asp
Texas Administrative Code

TITLE 19
PART 1
CHAPTER 4
SUBCHAPTER A
RULE §4.6

Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period

(a) Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.

(b) Every college course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection. To ensure the quality of student learning, institutions should not allow students to carry more courses in any term (that is, regular or shortened semester), which would allow them to earn more than one semester credit hour per week over the course of the term. For example, in a five and a half week summer term, students should not generally be allowed to enroll for more than six semester credit hours.

(c) Institutions should have a formal written policy for addressing any exceptions to subsection (b) of this section.

(d) Courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester.

(e) Institutions may offer a course in a non-traditional way (for example, over the internet, or through a shortened, intensive format) that does not meet these contact hour requirements, if the course has been reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have equivalent learning outcomes to an equivalent, traditionally delivered course.

Source Note: The provisions of this §4.6 adopted to be effective May 27, 2003, 28 TexReg 4107
Final Exam Schedule

FINAL EXAM SCHEDULE SUMMER 2013
MAY-MESTER - Wednesday, May 29

Final exam will be given during regularly scheduled class period.

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<thead>
<tr>
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<th>EXAM TIME</th>
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http://www.sfasu.edu/registrar/registration/final_exam_sched.asp
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| Conflicts  |         |         |            |         |         |
|           |         |         |            |         | 1 - 3 p.m. |

http://www.sfasu.edu/registrar/registration/final_exam_sched.asp  9/18/2013
Final Examination Scheduling

Original Implementation: June 16, 1982
Last Revision: January 29, 2013

Faculty members shall administer final examinations according to the official schedule published in the Final Exam Schedule. Certain classes may be exempt from a final examination if determined appropriate by the academic unit head.

Final examinations for any course taught at times not listed in the Final Exam Schedule, including but not limited to distance education courses, online courses, and evening or weekend courses, should be scheduled in consideration of resource availability.

All final examinations must be scheduled to conclude by midnight on the last day of the Final Exam Schedule. Exceptions may be made by the appropriate academic dean.

Cross Reference: Faculty Handbook

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs
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<th>Rank</th>
<th>Date of Contract Reflecting Promotion</th>
<th>Years at Present Rank</th>
<th>Year Eligible for Promotion</th>
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<th>Credit Toward Tenure</th>
<th>Non-Tenured</th>
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* Years of credit toward tenure are figured beginning in September. No credit for 1/2 year Jan-May.
** Years toward tenure were suspended while serving as Academic Leader of the NSU/DBSU Charter School. Ended 8/02.
*** Years toward tenure suspended while serving as Academic Leader of the NSU/DBSU Charter School. Began 8/02.