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Substantive Change Prospectus Section 5. Faculty- Final Narrative

Georgia Southern University

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5. FACULTY

As appropriate to the change, provide a complete roster (using the [Faculty Roster form](#) at www.sacscoc.org under “Substantive Changes”) of those faculty employed to teach in the program(s), including a description of those faculty members’ academic qualifications and other experiences relevant to the courses to be taught in the program in question; the course load and teaching policies. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support programs and describe the impact of the new initiative on faculty and faculty workload.

Impact of Consolidation on Teaching Faculty

No reductions in the number of full-time or part-time teaching faculty are anticipated as a result of the consolidation of Georgia Southern University (GaSou) and Armstrong State University (Armstrong). Any budgetary savings realized through consolidation, largely through changes in administrative overlap and leadership, are expected to be reinvested in the growth and expansion of the academic endeavors of the consolidated GaSou.

The consolidated institution will offer a range of programs, from certificates and associate’s degrees to doctoral programs. These offerings represent a combination of the programmatic offerings of both GaSou and Armstrong pre-consolidation. Supported by the reaffirmation of accreditation for Armstrong in 2013 and GaSou in 2015, the number of full-time faculty is deemed adequate to support the consolidated programmatic offerings.

Faculty Qualifications

Guided by SACSCOC *Faculty Credentials Guidelines (Appendix 5.1)*, the new Georgia Southern University will continue to utilize a collaborative process to ensure that all instructors of record are qualified to teach in accordance with the institution’s mission and faculty credential procedures. Upon appointment to the University, all teaching faculty submit official transcripts of all degrees along with an updated CV. Additionally, faculty who have received one or more foreign degrees submit an external evaluation of the U.S. degree equivalency from a U.S. Department of Education recognized evaluating agency. These official documents are used to verify the faculty member’s qualifications each semester, which is a collaborative effort between the Office of the Provost and appropriate department chairs. These procedures apply for all full-time and part-time faculty members, whether their teaching is in the classroom, online, or off-site.

Faculty Roster

At the meeting of GaSou, Armstrong, USG, and SACSCOC staff on May 2, 2017, the consolidating institutions confirmed with SACSCOC staff that this prospectus should contain a “forward-looking” faculty roster representing the anticipated teaching assignments of all faculty after SACSCOC has officially approved the proposed consolidation and the consolidation becomes officially effective. Because GaSou/Armstrong seek SACSCOC approval in early December 2017, with an expected effective date of the consolidation in early January 2018, the anticipated Spring 2018 faculty rosters for GaSou and Armstrong present faculty qualifications

for those expected to teach Spring 2018, based on their teaching assignments from Spring 2017.

Although the process of consolidating curricula and faculty has begun and is ongoing, separate institutional rosters are provided with this document (**Appendices 5.2 and 5.3**). These forward-looking rosters represent the most current information available regarding the full-time and part-time faculty who are expected to teach at both GaSou and Armstrong in Spring 2018.

Hiring of Qualified Full-Time Faculty

Prior to consolidation, departments from Armstrong and GaSou followed parallel and consistent processes to recruit faculty whose qualifications "fit" with the University's mission. Due to this consistency, the CIC approved the recommendation of OWG 5-3 (Faculty Processes/Resources), recommending that "faculty searches be administered through the Provost's Office, utilizing the current Georgia Southern University faculty search procedures/processes." See GaSou's *Faculty Search Procedures* (**Appendix 5.4**) for those details.

Faculty position descriptions frequently cite required qualifications such as demonstrated teaching excellence; ability to teach certain courses; demonstrated ability to sustain research and scholarship; as well as more general traits such as ability to work with a diverse student population or experience teaching online courses. For instance, a GaSou search for an Assistant Professor of Public Relations (**Appendix 5.5**) first required a "terminal degree in public relations/communications, with at least 18 graduate semester hours in public relations-related courses." Additional requirements beyond the terminal degree included demonstrated "commitment to excellence in teaching, scholarship, and professional service" and "ability to teach required PR courses," in addition to "one year experience of teaching and/or practice in public relations." Similarly, an Assistant/Associate Professor of Accounting search required a PhD or DBA in Accounting from an AACSB or EQUIS accredited institution. In addition, other required qualifications included "evidence of the potential for above average teaching ability; evidence of the ability to develop, execute, and maintain a strong, steady research agenda; and willingness to teach via web-based instruction" (**Appendix 5.6**).

Similarly, Armstrong search descriptions are like those in many public four-year institutions. For example, a search for a limited term instructor in Chemistry requires a Ph.D. in chemistry or biochemistry, and a demonstrated commitment to excellence in teaching and learning, as well as a commitment to diversity and inclusion (**Appendix 5.7**). A limited term lecturer in the College of Education posting invited applicants with minimum qualifications of an earned doctorate in education from an accredited institution, and evidence of ability to work with school-based personnel. Further requirements included experience in professional collaborations, use of technology, prior university teaching experience and a minimum of two years of P-12 classroom experience (**Appendix 5.8**).

Adequacy of Full-Time Faculty

The consolidated GaSou will have sufficient faculty to support the new institution's mission and

programmatic offerings. As of Fall 2016, GaSou and Armstrong full-time faculty numbered 781 and 290 respectively. It is anticipated that the consolidated GaSou will employ at least 1,071 full-time faculty.

GaSou and Armstrong use several measures to determine the adequacy of full-time faculty to support the mission of the new institution:

- Comparison of full-time faculty to part-time faculty, to total enrollment;
- Class size trends;
- Student-to-faculty ratio as compared to peer comparators and aspirant peer comparators; and
- Degree levels of instruction and student-to-faculty ratios by college and disciplines.

Comparison of Full-Time Faculty, Part-Time Faculty, and Total Enrollment

GaSou's total enrollment was relatively stable over the past five fall semesters, fluctuating less than one percent during that period. Fall 2016 enrollment was the highest of the last five fall terms, but was only 99 students (.5%) higher than the second highest total for Fall 2012. Meanwhile, the number of full-time faculty grew by 33 positions (4.3%) from Fall 2012 to Fall 2015, before dropping 13 positions in Fall 2016. However, the net gain in full-time faculty from Fall 2012 to Fall 2016 was 2.6%. Clearly, the size of the full-time faculty grew faster than total enrollment during this period, reflecting the university's commitment to strengthen the full-time faculty ranks even when enrollment growth is absent. Further increases are expected in Fall 2017.

Armstrong's commitment to increasing the full-time faculty ranks during this period was even greater. After total enrollment dropped 4.5% from Fall 2012 to Fall 2013, total enrollment became relatively stable, fluctuating less than one percent since then. However, total enrollment for Fall 2016 remained 282 students (3.8%) below the high in Fall 2012. Meanwhile, the number of full-time faculty positions increased by 38 positions (15.1%) from Fall 2012 to Fall 2016, attesting to the institution's commitment to keep the full-time faculty ranks strong, despite a lack of enrollment growth. A modest decline in full-time faculty positions is expected for Fall 2017.

The track record of both institutions suggests that once consolidated, GaSou will continue to maintain a sufficient number of full-time faculty to support the educational mission of the new institution. The reduction in duplicated administrative positions and hiring of ten new faculty members on the Statesboro campus during the 2017-2018 academic year are expected to produce additional full-time faculty support for the majority of GaSou students.

Table 1. Full-Time Instructional Faculty, Part-Time Instructional Faculty, and Total Enrollment for Fall 2012 through Fall 2016

Fall Semester	Total Full-Time Faculty		Total Part-Time Faculty		Total Faculty		Total Enrollment	
	Georgia Southern	Armstrong	Georgia Southern	Armstrong	Georgia Southern	Armstrong	Georgia Southern	Armstrong
2012	761	252	123	156	884	408	20,574	7,439
2013	775	263	120	158	895	421	20,517	7,101
2014	789	265	100	179	889	444	20,517	7,094
2015	794	286	90	182	884	468	20,549	7,103
2016	781	290	85	188	866	478	20,673	7,157

Note: From Common Data Set, Section I-1a
Total Enrollment Counts from OSRA Enrollment Data

Class Size Trends

GaSou and Armstrong are committed to providing a supportive educational environment, thus both institutions regularly examine class size trends to determine if there are adequate faculty to provide instruction in appropriately sized class size environments. As illustrated in Table 2, GaSou has consistently offered over 50% of all class sections with a class size between 20-39 students, with another quarter of classes enrolling fewer than 19 students. GaSou's consistent average class size of 25, which is quite reasonable for a large university, attests to adequate faculty staffing of the curriculum.

Table 2. Number of Fall Course Sections and Class Size Trends for Fall 2012 - Fall 2016 for Georgia Southern University

Fall Semester	No. of Course Sections	Course Sections by Class Size				Average Class Size
		%≤19	%20-39	%40-99	%>99	
2012	2341	24	57	15	4	25
2013	2392	25	54	17	4	25
2014	2452	27	52	17	4	25
2015	2509	25	55	17	4	25
2016	2491	25	53	18	4	25

Note: From Common Data Set, Section I-3a.

The analysis of class sizes for Armstrong follows a very similar pattern to GaSou's, except Armstrong has only a third as many classes proportionally with enrollments over 39. That

makes its average class size of 22.6 consistently smaller than GaSou's. Again, these results reflect a strong institutional commitment to maintaining relatively small class sizes with adequate faculty staffing.

Table 3. Number of Fall Course Sections and Class Size Trends for Fall 2012 - Fall 2016 for Armstrong State University

Fall Semester	Course Sections	Course Sections by Class Size				Average Class Size
		%≤19	%20-39	%40-99	%>99	
2012	994	37	50	13	0	24.3
2013	948	39	51	10	0	22.5
2014	1083	36	57	7	0	22.5
2015	1134	41	53	6	0	21.7
2016	1283	45	49	6	0	21.6

Note: From Common Data Set, Section I-3

Student-to-Faculty Ratios

A student-focused outcome of the proposed consolidation is a reduction in Georgia Southern's overall student-faculty ratios. Armstrong has consistently maintained student-to-faculty ratios that are comparable to, or lower than, most of its peer institutions (Table 4). This measure also attests to adequate full-time faculty staffing.

Table 5 contains the student-faculty ratios for GaSou and its peer comparators. GaSou's ratios are within the range of its peers, but tend to be higher than most of them. The consolidation should lower the new GaSou's faculty-student ratios going forward in 2018.

Table 4. Armstrong State University Student-to Faculty Ratio for Peer Universities

	2012	2013	2014	2015	2016
Institution					
Armstrong State University	19:1	18:1	17:1	17:1	17:1
Auburn University-Montgomery	16:1	16:1	15:1	16:1	16:1
Columbus State University	17:1	17:1	17:1	17:1	18:1
Indiana University-South Bend	14:1	13:1	13:1	13:1	13:1
Marshall University	19:1	19:1	19:1	19:1	19:1
The College of New Jersey	13:1	13:1	13:1	13:1	13:1

The University of Tennessee at Chattanooga	18:1	18:1	18:1	20:1	20:1
University of Central Oklahoma	19:1	21:1	20:1	19:1	19:1
University of Louisiana at Monroe	24:1	23:1	21:1	21:1	19:1
University of North Alabama	21:1	21:1	17:1	21:1	21:1
University of South Alabama	21:1	19:1	20:1	20:1	20:1
Valdosta State University	21:1	20:1	19:1	19:1	19:1
Western Connecticut State University	16:1	15:1	14:1	14:1	14:1
Youngstown State University	18:1	17:1	15:1	17:1	17:1
<i>NOTE: Information is obtained from IPEDS Fall data collection and the Common Data Sets, Section 1-1a</i>					
<i>(Ratio is of FTE Students to FTE Faculty)</i>					

Table 5. Georgia Southern University Student-to Faculty Ratio for Peer Universities

Institutional Name	2012	2013	2014	2015	2016
Georgia Southern University	22:1	21:1	21:1	21:1	22:1
Appalachian State University	16:1	16:1	16:1	16:1	NA ^a
Ball State University	16:1	16:1	15:1	14:1	14:1
Bowling Green State University ^b	18:1	19:1	19:1	18:1	18:1
California Polytechnic State University	19:1	19:1	20:1	19:1	19:1
College of Charleston	16:1	16:1	15:1	15:1	15:1
East Carolina University	18:1	17:1	18:1	18:1	NA
Illinois State University	19:1	17:1	17:1	NA	NA
Indiana University of Pennsylvania	18:1	18:1	17:1	17:1	16:1
James Madison University	16:1	16:1	16:1	16:1	16:1
Miami University Oxford	18:1	18:1	17:1	17:1	17:1
Middle Tennessee State University	20:1	19:1	19:1	18:1	18:1
Sam Houston State University	23:1	24:1	21:1	25:1	23:1
Texas State University	20:1	20:1	20:1	20:1	19:1
The University of West Florida	23:1	24:1	22:1	NA	22:1
University of North Carolina Wilmington	17:1	17:1	17:1	17:1	18:1
University of Northern Iowa	16:1	16:1	16:1	17:1	17:1
Western Washington University	21:1	20:1	19:1	18:1	19:1

Note: From the Common Data Set Section I-1a.

Note: All Student Faculty Counts have been rounded to the nearest whole number.

a. Not Available

b. Provided by the Office of Institutional Research at Bowling Green State University

Disaggregation of Full-time Faculty by Program Areas

The distribution of full-time faculty across the program areas reflects the major emphases that Georgia Southern University and Armstrong State University have accorded to program areas. Moving forward, the new GaSou will use these as a basis to further strengthen programs that respond to state needs through future faculty hiring decisions.

Variability in these ratios and percentages is due to differences in instructional delivery, class size, student demand, matriculation level, undergraduate/graduate mix, workload assignments, and use of well-qualified part-time faculty. These data reported below indicate a pattern of adequate full-time faculty staffing across program areas for the new GaSou.

Table 6: Disaggregation of Full-time Faculty by Program Areas

	Associates	Bachelors	Masters	Education Specialist	Doctorate	Faculty Total	# of Students Enrolled*	Student to Faculty Ratio
College of Arts & Humanities								
Art		X	X			30	315	11:1
Music		X	X			35	185	5:1
Communication Arts		X	X			34	547	16:1
Foreign Languages		X	X			36	95	3:1
History		X	X			43	320	7:1
Philosophy		X				11	21	2:1
Writing and Linguistics		X				47	126	3:1
Literature		X	X			45	204	5:1
School of Interdisciplinary Studies	X	X				39	374	10:1
College of Behavioral & Social Sciences								
Criminal Justice & Criminology		X	X			16	730	46:1
Sociology & Anthropology		X	X			23	160	7:1
Public & Non-Profit Studies			X			6	55	9:1
Psychology		X	X		X	28	1147	41:1
Human Ecology		X				23	295	13:1

	Associates	Bachelors	Masters	Education Specialist	Doctorate	Faculty Total	# of Students Enrolled*	Student to Faculty Ratio
Political Science and International Studies		X				23	453	20:1
College of Business								
School of Accountancy		X	X			23	632	28:1
Management		X				14	1016	73:1
Marketing		X				11	709	65:1
Finance		X				9	446	50:1
Economics		X	X			7	477	68:1
Logistics & Supply Chain Mgt		X			X	17	479	28:1
Information Systems		X				12	179	15:1
College of Education								
Curriculum, Foundations & Reading			X	X	X	25	400	16:1
Leadership, Technology & Human Development			X	X	X	23	466	20:1
Elementary & Special Education		X	X	X		40	1244	31:1
Middle Grades & Secondary Education		X	X	X		30	586	20:1
College of Engineering and Computing								
Civil Engineering & Construction		X	X			18	713	40:1
Computer Science		X	X			18	699	39:1
Electrical & Computer Engineering		X	X			14	530	38:1
Information Technology		X	X			14	711	51:1
Manufacturing Engineering		X	X			5	75	15:1
Mechanical Engineering		X	X			26	1208	47:1

	Associates	Bachelors	Masters	Educational Specialist	Doctorate	Faculty Total	# of Students Enrolled*	Student to Faculty Ratio
College of Health Professions								
School of Nursing		X	X		X	54	2259	42:1
Health Sciences & Kinesiology		X	X			57	1539	27:1
Rehabilitation Sciences		X	X		X	15	564	38:1
Diagnostic & Therapeutic Sciences		X				15	595	40:1
College of Public Health								
Epidemiology & Environmental Health			X		X	11	1	1:1**
Biostatistics			X		X	6	0	
Health Policy & Management			X		X	10	40	4:1
Community Health		X	X		X	12	215	18:1
College of Science and Mathematics								
Biology		X	X			72	1697	24:1
Chemistry & Biochemistry		X				46	571	12:1
Geology & Geography		X	X			21	78	4:1
Mathematical Sciences		X	X			74	179	2:1
Physics and Astronomy		X				21	85	4:1

*Majors only

All Student to Faculty calculations have been rounded to the nearest whole number, ratios noted with a double asterisk () equated to less than a whole number.

Implications for Faculty Workload

The OWG assigned to Faculty Welfare believed that, as one university, the new Georgia Southern University must have one policy on faculty workload for all faculty, with adjustments, permissible at the department and dean level, regardless of geographical location. In its June 7, 2017 meeting, the CIC approved the following recommended statement regarding faculty workload for the new GaSou, merging the existing policies of both GaSou and Armstrong (**Appendices 5.9 and 5.10**):

Statement on Workload

The duties of the faculty are determined by the university. It is recognized that the average faculty member's duties are complex and entail far more than strictly classroom and laboratory activities. The standard teaching load for full-time tenure-track faculty is 12 credit hours per semester. The standard teaching load for full-time Lecturers is 15 credit hours per semesters. In those teaching assignments in which contact hours differ considerably from credit hours (e.g.: clinical supervision and laboratory courses) equivalencies between contact hours and semester hour credits will be determined in the workload policies of the appropriate college. Adjustments to the standard teaching load may be made with the recommendation of the chair of the department and the approval of the dean.

As noted in current Armstrong policy 107.6.2 on faculty workload, this new policy recognizes that “the average faculty member's duties are complex and entail far more than strictly classroom and laboratory activities,” and these duties will differ between colleges and departments as approved by the department chair and dean. As they do now at GaSou, colleges in the new GaSou will implement more detailed bylaws and policies, which necessarily expand on this broader institutional policy to reflect more specific expectations for faculty workloads in each college.

For example, the bylaws of the existing College of Business at GaSou specifically address faculty teaching, research, and service expectations in Section 5 of the college bylaws (**Appendix 5.11**):

c) All Faculty members must contribute to the College's service responsibility to the University and community. It is the responsibility of individual Faculty members to seek out and/or respond positively and effectively to service opportunities. The Department Chair or School Director will ensure that service activities are evaluated, and reflected annually in the faculty member's files.

e) All tenured or tenure track faculty members, as members of an AACSB International accredited College (The Association to Advance Collegiate Schools of Business), have the responsibility to contribute to the mission and objectives of the College through excellence in teaching, service to the University and community, and an active, productive research agenda. The AACSB establishes minimum standards for faculty productivity that may change from time to time. Faculty members therefore are expected, with the assistance and guidance of their Department Chairs or School Directors, to maintain a level of performance in all three areas that meets or exceeds the existent AACSB standards.

g. Terminally qualified faculty members of an AACSB accredited institution must routinely and continually produce new knowledge and applications for the field. Evidence of this is normally shown through the development of a research agenda which results in peer reviewed journal publications that meet the standards of AACSB. Other

manifestations may include proceedings and presentations of research results at peer-reviewed meetings or conferences sponsored by the various disciplines represented in the College.

In addition, the existing College of Engineering and Information Technology at GaSou expands on the same institutional workload policy in their college's bylaws to reflect their specific expectations (**Appendix 5.12**):

Section 4e Differentiated Workload

It is recognized that faculty members within CEIT have different strengths with regards to teaching, scholarship, and service. The department chair will consult with each faculty member in their annual review to agree upon an appropriate and personalized differentiated workload. Differentiated workload assignments will be respected during subsequent evaluations, including promotion, tenure, and post-tenure review.

- i. Departments will create and maintain appropriate matrices that establish differentiated workload activities, and the respective differentiated value of activities. (**Appendix 5.13**)*
- ii. Differentiated adjustments to the standard workload distribution may be made through consultation with the faculty member, recommendation of the department chair, and approval of the dean.*
- iii. A completed differentiated work load matrix will be prepared for each faculty member in their department, and retained in personnel files. An example of such a matrix is provided in Appendix A of these By-Laws.*
- iv. It is incumbent upon every faculty member to demonstrate performance consistent with his/her particular workload distribution.*
- v. For the overall functionality of the CEIT and the individual departments, it is the responsibility of all faculty members to be fully engaged in the service activities of their University, College and department. In cases where such engagement is chronically not occurring, the dean at the College level and the chair at the department level as part of their differentiated workload expectations may:
 - a. appoint faculty members to necessary service activities to ensure unit function and equitable engagement in service; or*
 - b. assign additional teaching responsibilities (within the 15-hour framework).**
- vi. The dean, in consultation with the department chair, may consider other factors when assigning standard or differentiated workloads, such as the number of*

repeat preparations in a semester or academic year, and the number of students in a class.

As indicated in Appendix A of the bylaws (**Appendix 5.13**), departments apply college-level matrices that more clearly outline the criteria for effective teaching, expected scholarship, and continued service. For example, components of the scholarship matrix include:

SCHOLARSHIP						
% Differentiated Assignment						
Activity and Wt Factor <small>Weights in each category must sum to 10</small>	N/A (0)	Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)	0-10 Rating
<u>Scholarly Production (3 4 5 6)</u> Scholarly books, refereed journal papers, codes and software	Does not publish at all		Publishes below level (quantity or quality) expected for his/her scholarship area.	Publishes at level (quantity or quality) expected for his/her scholarship area	Publishes above level (quantity or quality) expected for his/her scholarship area.	
<u>Scholarly Presentations (0 1 2 3)</u> Proceedings abstracts or extended abstracts, conference/professional/industry talks, [score depends on quantity and quality]	Does not publish in conference proceedings or give presentations		Publishes proceedings papers or presentations below level expected for his/her scholarship area.	Publishes proceedings papers or gives presentations at level expected for his/her scholarship area. Demonstrates professional	Publishes proceedings papers or presentations above level expected for his/her scholarship area.	
<u>Grant Activity (0 1 2 3)</u> Includes internal funding and Georgia Southern Professional Travel Grants (PTG) for scholarship purposes, in-kind external donations for research lab improvement, industrial contracts and/or fellowships [higher scores for external grant activity]	No research related proposal submissions or none in progress in the last year,		Below grant activity level expected for his/her scholarship area.	Submitted one research related external grant, two or more internal grants (non-PTG) proposals, or obtained one or more internal grants during the past year.	Submitted two or more external grants, had one or more external grants funded, or two or more internal research related (non-PTG) proposals funded during the past year.	
<u>Undergraduate mentoring of student projects and research and graduate research mentoring (0 1 2)</u>	No scholarly activity or reported efforts		Contributed to the research activities of students	Thesis committee member or chair	Students work published with or without you as author.	

Once consolidated, the new GaSou will continue to ensure that all of its colleges publish guidelines analogous to those cited above that specify expectations for faculty workload determination and approval by the respective department chair and dean. Those guidelines will take into account common workload practices at peer comprehensive universities, accepted disciplinary standards, and applicable program accreditation requirements, as well as the specific teaching, research, and service roles that a particular faculty member is employed to perform. For many individuals, current faculty workloads are not expected to undergo notable or substantive change following institutional consolidation.

Appendices

- 5.1 SACSCOC *Faculty Credentials Guidelines*
- 5.2 GaSou Institutional Faculty Roster
- 5.3 Armstrong Institutional Faculty Roster
- 5.4 GaSou *Faculty Credentials Manual* Search Procedures
- 5.5 Associate Professor Public Relations
- 5.6 Assistant/Associate Professor of Accounting
- 5.7 Limited Term Instructor Chemistry
- 5.8 Limited Term Lecturer College of Education
- 5.9 Armstrong Workload Policy 107.6.2
- 5.10 GaSou Teaching Workload Policy
- 5.11 College of Business Bylaws Section 5
- 5.12 College of Engineering and Information Technology Bylaws Excerpt
- 5.13 College of Engineering and Information Technology Bylaws Appendix A