

## Compliance Certification 2018

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# SUL ROSS STATE UNIVERSITY



Welcome from the President

Welcome to Sul Ross State University's website for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This website provides a location for posting information and updates about our 2018 reaffirmation process, which began in the summer of 2015.

The information contained on the pages of this website document Sul Ross State University's many and varied efforts for fulfilling our mission as well as enhancing the quality of the educational experience for our students.

I invite you to learn more about our many programs by reviewing the areas of this website. While reaffirmation is critical to our accountability, it is only part of our continuous commitment to educational excellence. That commitment to excellence encompasses our students, our faculty, our staff, the Alpine community, the Big Bend and U.S./Mexico border region and all of the great State of Texas.

My sincere appreciation to the many who have worked so diligently to prepare us and to those who will work on and lead us through the next steps as we continue our preparations for the reaffirmation of accreditation for Sul Ross State University.

Sincerely,

Bill Kibler, Ph.D.  
President



Part 1. SIGNATURES ATTESTING TO COMPLIANCE

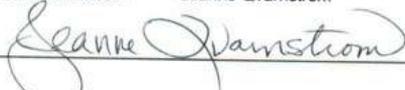
By signing below, we attest to the following:

1. That Sul Ross State University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. That Sul Ross State University has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Sul Ross State University has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison      Jeanne Qvarnstrom

Signature \_\_\_\_\_

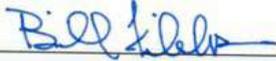


Date: August 28, 2017

Chief Executive Officer

Name of Chief Executive Officer      Bill Kibler

Signature \_\_\_\_\_





**Sul Ross State University** is a public, comprehensive, master's degree granting, multi-campus university that provides on-site and distance education in the Texas Big Bend as well as throughout the Mexican border region. Sul Ross State is located in the far west Texas city of Alpine, while its Rio Grande College has four sites located in the middle Rio Grande area. As its centennial celebration begins, SRSU is proud of its longstanding history of service to the region and state, as well as many significant contributions the university has made in higher education.

Sul Ross State University's degree programs offer students opportunities to explore, experience and research in the great outdoors while receiving an affordable education. Sul Ross is home to three colleges at the Alpine campus with programs ranging from computer science in gaming and design to a world-renowned hydro-geology program to a highly regarded animal and natural range management program. Sul Ross State's education focuses on providing each student with life-changing experiences through high quality teaching, research, cultural awareness, creativity and service.

The university has four additional off-site campuses, collectively known as Rio Grande College. Established in 1973, those campuses offer upper level and graduate programs for students in the Mexican border region. Enrollment is primarily Hispanic, first generation, lower income, part-time students striving to make better lives for themselves and their families. Rio Grande College is located in Eagle Pass, Del Rio and Uvalde on the campuses of Southwest Texas Junior College, and in Castroville on the Medina Valley Independent School District campus. RGC degree programs include natural and behavioral sciences, education, business and humanities. Rio Grande Colleges offers a cost-effective, accessible higher education to the region it serves.

At Sul Ross State University, students learn the values of excellence; ethics and integrity; diversity and inclusiveness; growth and exploration; leadership and service; personal connection; and effective communication. Thanks to small class sizes, each student is able to interact with instructors as well as other students on a more personal level.



### **Navigating the Site**

The sections of the site are labeled at the top of the page. Each section contains a navigation menu with links on the left side. Below you will find detailed information about navigating the site. A legend of commonly used icons is provided. This Compliance Certification is presented with a static website portfolio. Please take a few minutes to click on each link to the left: President's Welcome, Principle of Integrity, and Institution Summary.

### **Compliance Report**

This section of the site provides access to Core Requirements, Comprehensive Standards, and Federal Requirements as required by the South Association of Colleges and Schools Commission on Colleges. The Core Requirements, Comprehensive Standards, and Federal Requirements have their own tabs located at the top of the portfolio. Click the tabs to access information. Then click on each link on the left hand side. The electronic file of the Compliance Certification document, with all supporting documentations, is on the flash drive included in the packet. Please insert the flash drive to a computer or laptop and open the file.

### **Legend**

The legend provides an overview of the various icons used throughout this site. Please review these items carefully as they provide a visual indication of the types of items that you will encounter while using this site.

<b>Legend</b>	
Sources:	
<i>Nuventive IWebfolio</i>	
<i>File Folders</i>	
<i>PDF Document</i>	
<i>Compliance Report</i>	

**For Technical Support and all other questions, please contact:**

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The following narratives address Core Requirements 2.1 through 2.12

## Core Requirement 2.1 - Degree Granting

*The institution has degree-granting authority from the appropriate government agency or agencies.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University receives authority to grant baccalaureate and master's degrees from the Texas State University System (TSUS) and the Texas Higher Education Coordinating Board (THECB), both of which are empowered by the State of Texas. The narrative below provides evidence of compliance by addressing state legislation, in the *Texas Education Code*, which authorizes Sul Ross State University to grant degrees. Additionally, this narrative describes relationships with the Texas State University System and the Texas Higher Education Coordinating Board. Finally, the narrative below also addresses authorization to offer degrees at off-campus instructional sites, which are collectively known as Sul Ross State University Rio Grande College.

#### Legal Authority

The *Texas Education Code* is the collection of state-level statutes that apply to all educational institutions supported in whole or in part by state tax funds. The *Texas Education Code* [Title 3, Subtitle E, Chapter 96, Subchapter A, Section 96.01](#) recognizes Sul Ross State University as "a coeducational institution of higher education located in the city of Alpine, with an upper-level educational center known as Sul Ross State University Rio Grande College operated in the cities of Castroville, Del Rio, Eagle Pass, and Uvalde. The university is under the management and control of the Board of Regents, Texas State University System." This section of the *Texas Education Code* references acts of the 62<sup>nd</sup> Texas State Legislature in 1971 and amendments in 1975 and 1995.

#### Appropriate Government Agencies

Sul Ross State University is under the control of the Texas State University System, whose authority is also recognized in the *Texas Education Code* [Title 3, Subtitle E, Chapter 95](#). According to Section 95.24, the Board of Regents of the Texas State University System "may determine the conditions on which students may be admitted to the universities, the grades of certificates issued, the conditions for the award of certificates and diplomas, and the authority by which certificates are signed." This section of the *Texas Education Code* references acts of the 62<sup>nd</sup> Texas State Legislature in 1971 and amendments in 1975.

The *Texas Education Code* also grants authority to the Texas Higher Education Coordinating Board (THECB), which "represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state" [Title 3, Subtitle B, Chapter 61, Subchapter C, Section 61.051](#).

#### Awarding of Degrees

The Texas State University System *Rules and Regulations* describes policies and procedures of the degree-granting authority. The Academic Affairs Committee of the Board of Regents "has primary responsibility for submitting recommendations to the Board concerning all courses, programs, and degrees which are offered or proposed by each Component" [Chapter I, Section 6.2](#). Additionally, items related to degree programs (degree program additions, deletions, and changes) must be submitted to the Texas State University System Board of Regents for approval at Board meetings [Chapter III, Section 1.\(10\)3](#).

The *Texas Education Code* also requires that the THECB must approve of all new degree programs [Section 61.0512](#). In the *Texas Administrative Code* [Title 19, Part 1, Chapter 5, Subchapter C](#), THECB sets out specific requirements regarding approval of new academic degree programs [Rule 5.45](#) and the evaluation of existing degree programs [Rule §5.52](#).

Sul Ross State University is also authorized to grant baccalaureate and master's degrees through off-campus instructional sites in Castroville, Del Rio, Eagle Pass, and Uvalde, Texas. These off-campus sites are collectively known as Sul Ross State University Rio Grande College. These off-campus sites are recognized by the *Texas Education Code* [Title 3, Subtitle E, Chapter 96, Subchapter A, Section 96.01 and 96.02](#), the Texas State University System *Rules and Regulations* [Chapter I, Section 3.13](#), and by the Texas Higher Education Coordinating Board [THECB List of Public Institutions](#).

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.1. The institution is authorized to grant baccalaureate and master's degrees under the statutory authority granted by the State of Texas through the *Texas Education Code*, the Texas State University System, and the Texas Higher Education Coordinating Board. This authority includes off-campus instructional sites known as Rio Grande College. Sul Ross State University does not offer degrees in other states or internationally.

### Supporting Documentation and Evidence

[Chapter I, Section 3.13](#)

[Chapter I, Section 6.2](#)

[Chapter III, Section 1.\(10\)3](#)

[Rule 5.45](#)

[Rule 5.52](#)

[Section 61.0512](#)

[THECB List of Public Institutions](#)

[Title 19, Part 1, Chapter 5, Subchapter C](#)

[Title 3, Subtitle B, Chapter 61, Subchapter C, Section 61.051](#)

[Title 3, Subtitle E, Chapter 95](#)

[Title 3, Subtitle E, Chapter 96, Subchapter A, Section 96.01 and 96.02](#)



## Core Requirement 2.2 - Governing Board

**The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.**

**A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.**

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University is governed by the Board of Regents for the Texas State University System (TSUS). The Board of Regents is a nine-member body appointed by the Governor and confirmed by the Texas Senate. Board members' terms are staggered, so that three members of the Board are appointed every two years during the Texas legislative session. The TSUS Board of Regents operates with the authority granted by the State of Texas, according to the [Texas Education Code, Chapter 95](#). The TSUS Board of Regents exercises significant control over Sul Ross State University's financial resources and educational programs, through the TSUS Chancellor and the TSUS Administration. Additionally, the Board of Regents acts as an independent policy-making body and eliminates external influence or conflicts of interest, as described in the [TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 3. Conflicts of Interest](#). The narrative below provides evidence of compliance through policies related to the appointment, structure, nature, and authority of the TSUS Board of Regents. Additionally, this narrative provides evidence related to the Board's oversight of policy issues, CEO hiring and performance, and the institution's financial resources.

### Authority and Membership of Governing Board

The Board of Regents for the Texas State University System operates under the Texas Education Code, which states "The organization, control, and management of the state university system is vested in the Board of Regents, Texas State University System." ([Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.01](#)). The *Texas Education Code* also creates rules regarding the size, appointment, qualifications, and terms of members of the Board of Regents: "The board is composed of nine members appointed by the governor with advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years. Each member of the board shall be a qualified voter; and the members shall be selected from different portions of the state" ([Texas Education Code, title 3, Subtitle A, Chapter 95, Subchapter A, Section 95.02](#)). A non-voting student member is also appointed by the governor for a one-year term, according to Chapter 51 of the Texas Education Code ([Texas Education Code, Title 3, Subtitle A, Chapter 51, Subchapter G, Section 51.355](#)). On or after February 1 of each year, the governor selects a non-voting student regent to serve a one-year term. The student regent has similar powers and duties as members of the Board of Regents, including the right to participate in meetings of the Board, except that he or she may not: a) vote on any matter before the Board; b) make or second any motion before the Board; c) be counted in determining whether a quorum exists; or, d) be counted in determining the outcome of any vote before the Board. ([TSUS Rules and Regulations, Chapter 1, Section 3, Composition](#))

### Policy Making Body

The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents in Vernon's Texas Codes Annotated, the power and authority, in broad terms, to administer the System. The Board of Regents of Texas State University System (TSUS) is an active policy-making body whose policies and procedures ensure that the financial resources of the institution are adequate to provide a sound educational program. As stated in the [TSUS Rules and Regulations \(Chapter 1, Section 2. Authority\)](#) and the [Texas Education Code, Section 95.01](#), oversight and policy making duties of the Board include: the organization, control, and management of the Texas State University System; general control and management of the Component institutions in the system and ability to erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the person so employed; and perform other acts as in the judgment of the Board contribute to the developments of the components in the System or the welfare of their students ([Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.21\(a\)](#))

The Board has the authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate ([Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.21 \(b\)](#)).

The [Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.24](#) authorizes the Board to determine conditions for the awarding of degrees, certificates and diplomas. The Board hereby delegates to the president of each component authority to grant degrees, certificates and diplomas upon the recommendation of the respective faculty, deans, and provosts. All such degrees, certificates and diplomas shall bear the signatures of the component president, the system chancellor, and the chairman of the Board of Regents.

The [TSUS Rules and Regulations Chapter I, Section 6, Committees of the Board of Regents](#) sets forth the following committee structure of the Board of Regents, through which the board administers its authority: Planning and Construction Committee, Academic Affairs Committee, Finance and Audit Committee, Rules and Regulations Committee, and Information Resources Committee.

The Board approved the Fiscal Year 2017 operating budgets for SRSU and its separately budgeted units. ([Minutes, TSUS BOR Meeting, August 18-19, 2016](#))

### Control of Board

The Board of Regents of The Texas State University System is composed of nine members appointed by the Governor of Texas with the advice and consent of the State Senate. Board members are appointed to serve six-year terms expiring February 1 of odd-numbered years, with three members being appointed biennially.

#### Meetings of the Board

All meetings of the Board of Regents shall be open to the public and publicly announced as required by the [Open Meetings Act \(Government Code, Title 5, Subtitle A, Chapter 551\)](#). A majority of the members of the Board shall constitute a quorum, and no formal action shall be taken by the Board in the absence of a quorum. Proxies shall not be recognized. Parliamentary procedures in Board meetings shall conform to Robert's Rules of Order when not in conflict with System rules. Regular meetings of the Board of Regents shall be held quarterly at such time and place as a majority of the Board shall determine ([TSUS Rules and Regulations Chapter 1, Section 4, Meetings](#)). The [Quarterly Meeting Schedules and Minutes and Archived Webcasts](#) of the Board meetings are published on the Board Web site for a year at a time, and agendas are posted a few days before each meeting.

#### Freedom from Contractual, Employment, Personal or Financial Interest

[TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 3. Conflicts of Interest](#) includes the following provisions:

Each Regent, the Chancellor and the presidents of the components shall file a financial statement with the Texas Ethics Commission . . . on forms prescribed by the commission. (3.1) Neither the System nor a component thereof may enter into a contract in which a Regent or the Regent's spouse has a direct or indirect pecuniary interest. (3.2) If a Regent is a stockholder or director of a corporation seeking to enter into a contract with the System or a component thereof, but owns or has a beneficial interest in no more than five percent of the corporation's outstanding capital stock, the contract may be executed so long as it is an affiliation agreement, license (including a license of intellectual property), or sponsored research agreement, or it is awarded by competitive bidding or competitive sealed proposals. An interest owned by the Regent's spouse is considered to be a "beneficial interest." The affected Regent must disclose such interest in a public meeting of the Board of Regents and shall not vote on the contract or transaction. (3.3) A Regent who has a personal or private financial interest in a measure, proposal, or decision pending before the Board . . . shall disclose such interest in a public meeting of the Board . . . Any Regent having such an interest shall not vote or otherwise participate in such deliberation or action of the Board. (3.4) As soon as possible after becoming aware of any potential conflict of interest, a Regent shall disclose such fact and any other relevant information to the Board and to the Vice Chancellor and General Counsel . . . (3.5) Regents, the Chancellor and the president of the component are required to disclose any legal or equitable interest in property that is to be acquired with public funds. (3.7)

Biographical sketches of each current member of the Board are listed in the table below as well as on the TSUS Web site:

Table 1. Members of the Board of Regents of the Texas State University System

<b>Name</b>	<b>Year of Appointment</b>	<b>Term Expiration Year</b>	<b>Occupation</b>
<a href="#">Dr. Jaime R. Garza</a>	2011	2017	President/CEO of Texas Plastic Surgery and Renewal Center, San Antonio, TX
<a href="#">Rossanna Salazar</a>	2011	2017	Managing Partner, ROSS Communications, Inc. Austin, TX
<a href="#">Donna N. Williams</a>	2011	2017	Vice President/Program Manager, Parsons Government Services, Dallas, TX
<a href="#">Charlie Amato</a>	2013	2019	Chairman/Co-founder, SWBC, San Antonio, TX
<a href="#">Vernon Reaser, III</a>	2013	2019	Founder/President/CEO, Texas Teachers, Houston, TX
<a href="#">William F. Scott</a>	2013	2019	CEO/Co-owner/Chairman, Trans-Global Solutions, Inc., Nederland, TX
<a href="#">Veronica Muzquiz Edwards</a>	2015	2021	Owner/CEO, InGenesis, Inc., San Antonio, TX
<a href="#">David Montagne</a>	2015	2021	Executive Vice President & General Manager, Sabine River Authority, Beaumont, TX
<a href="#">Alan L. Tinsley</a>	2015	2021	Attorney, private law practice, Madisonville, TX
<a href="#">Dylan J. McFarland</a>	2016	2017	Student Regent, student at Sam Houston State University, Huntsville, TX

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.2.

#### **Supporting Documentation and Evidence:**

[Texas Education Code, Chapter 95](#)

[Texas Education Code, Title 3, Subtitle A, Chapter 51, Subchapter G, Section 51.355](#)

[Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.01](#)

[Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.21\(a\)](#)

[Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.24](#)

[Quarterly Meeting Schedules and Minutes and Archived Webcasts](#)

[TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 3. Conflicts of Interest](#)

[TSUS Rules and Regulations Chapter I, Section 6. Committees of the Board of Regents](#)

[TSUS Rules and Regulations, Chapter I, Section 2. Authority](#)

[TSUS Rules and Regulations, Chapter 1, Section 3. Composition](#)

[TSUS Rules and Regulations Chapter 1, Section 4. Meetings](#)

[Minutes, TSUS BOARD Meeting, August 18-19,2016](#)

[Open Meetings Act \(Government Code, Title 5, Subtitle A, Chapter 551\)](#)

TSUS Board of Regents

- [Salazar](#)
- [Scott](#)
- [Garza](#)
- [Williams](#)
- [Amato](#)
- [Reaser](#)
- [Edwards](#)
- [Montagne](#)
- [Tinsley](#)
- [McFarland](#)

### Core Requirement 2.3 - Chief Executive Officer

*The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.*

**The Institution Certifies Compliance: Compliant**

#### Narrative:

Sul Ross State University's current president, who is the Chief Executive Officer of the University, has served since 2014, exercising overall direction and leadership for the institution as delegated by the Board of Regents of the Texas State University System.

[Dr. William L. Kibler](#) is President (chief executive officer) of Sul Ross State University. He was appointed to the position by the Board of Regents on July 9, 2014 ([TSUS Board Minutes](#)) and assumed office in August 2014. The President reports to the Chancellor of the Texas State University System, who reports to the Board of Regents ([TSUS Organizational Chart](#)). Neither the Chancellor nor Dr. Kibler is a member of the Board of Regents ([TSUS Rules and Regulations, Chapter 1, Section 3](#))

As reflected in the [SRSU President Job Description](#), the President is responsible for developing and maintaining efficiency and excellence with the university; works with all internal administrative channels and is ultimately responsible for all facets of the university's operations; shall be answerable to the Board of Regents and shall have discretionary powers broad enough to effectively administer the university within the policies and guidelines as set forth by the Board of Regents; shall recommend appropriate operating budgets and supervise expenditures under approved budgets; shall nominate to the Board the appointment or reappointment of all members of the faculty and administration and recommend such individuals for promotion, retention, or dismissal; shall assume initiative in developing long-range plans for all university programs and the physical facilities of the university; shall serve as the primary spokesperson for the university; shall assume active leadership in developing private fund support for the University; and has a variety of other responsibilities and authorities to administer the university.

As stated in [SRSU Policy](#) (APM 1.06 Administrative Structure), the President exercises institutional authority through the vice presidents, deans, directors, and other officials of the administration, in consultation, as appropriate, with units of the university and with the faculty, professional and support staff, and students. The [SRSU Organization Charts 2017](#) further illustrates the President's central leadership role as the university's chief executive officer.

Authority, duties and responsibilities of the President outlined in the Texas State University System Rules and Regulations ([TSUS Rules and Regulations Chapter IV](#)) include maintaining appropriate accreditation; recommending employees and faculty members for employment; making recommendations regarding educational policy and academic standards of the university; keeping university expenditures in compliance with the budgetary authorizations of the Board of Regents; leading private fund development support, administering contracts, agreements or purchases; establishing appropriate fees; issuing scholarships; and maintaining standards of conduct for employees and students.

The President is evaluated ([TSUS Rules and Regulations Chapter IV, Section 7](#)) each year by the Chancellor, who shares the evaluation and any response with the Board of Regents. Evaluation of the President is discussed in more detail in Comprehensive Standard 3.2.1

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.3.

#### Supporting Documentation and Evidence:

[Dr. William L. Kibler](#)

[July 9, 2014 TSUS Board Minutes](#)

[TSUS Organizational Chart](#)

[TSUS Rules and Regulations, Chapter I, Section 3, Composition](#)

[SRSU President Job Description](#)

[SRSU Policies and Procedures, APM 1.06, Administrative Structure](#)

[SRSU 2017 Organizational Charts](#)

[TSUS Rules and Regulations, Chapter IV, Section 2, Authority, Duties and Responsibilities](#)

[TSUS Rules and Regulations, Chapter IV, Section 7.1, Evaluation](#)

## Core Requirement 2.4 - Institutional Mission

*The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

The current [mission statement](#) of Sul Ross State University was approved by the Executive Cabinet and the President on [April 18, 2017](#). The statement is: Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.

The mission statement was prepared by a broad-based Strategic Planning Committee that met throughout a year-long process in developing a new vision statement, mission statement, values statement, and a strategic plan and accompanying assessment plan. The mission statement was approved by the Board of Regents, along with the vision statement, a statement of “who we are” as an institution, and the values statement at the May 18, 2017 meeting of the Board ([TSUS Board Meeting Minutes, May 18, 2017](#) ). Those four statements are below:

### Vision:

Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

### Who We Are:

Sul Ross State University is a public, comprehensive, Master’s degree granting, multi-campus university providing on-site and distance education in the Big Bend and the US-Mexico border regions of Texas.

### Mission:

Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.

### Values:

- Excellence
- Ethics and Integrity
- Diversity and Inclusiveness
- Growth and Exploration
- Personal Connection
- Effective Communication

The University’s Mission Statement is reviewed at least every five years during the process for updating or revising the university’s strategic plan.

### Publication of SRSU Mission Statement

The SRSU Mission Statement is published in a number of institutional publications including the [Strategic Plan](#), the [SRSU Administrative Policy and Procedure Manual](#), the [Faculty Handbook](#), and the [Student Handbook](#), and is available at the [SRSU Web page](#).

### Summary

Sul Ross State University is in compliance with Core Requirement 2.4.

### **Supporting Documentation and Evidence:**

[Minutes, SRSU Executive Cabinet Meeting, April 18, 2017.](#)

[TSUS Board Meeting Minutes, May 18, 2017](#)

[Sul Ross State University Plan: Strategies for a Second Century 2017-2022.](#)

[SRSU Administrative Procedures Manual. \(APM 1.02\)](#)

[SRSU Faculty Handbook \(Section 1.02\)](#)

[SRSU Student Handbook \(Page 8\)](#)

[Homepage link to Mission/Strategic Plan](#)

## Core Requirement 2.5 - Institutional Effectiveness

*The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

The Office of Institutional Effectiveness at Sul Ross State University (SRSU) implements ongoing, integrated, and institution-wide, research-based, planning and evaluation processes that are ultimately overseen by the President and supported by administrative and academic leadership throughout the university. The university states its purpose in its [mission statement](#), to provide "...accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service". The mission succinctly provides direction for the institutional goals and objectives outlined in the university's [strategic plan](#). SRSU reviews the goals and objectives periodically and makes revisions and updates as needed; the most recent review was completed in spring 2017. The ongoing reviews provide direction for needed changes to enhance the overall quality of SRSU. The university has demonstrated outcomes and achievements that confirm that it is accomplishing its mission of teaching, research, cultural awareness, creativity, and service.

The following narrative describes all of the functions of the Office of Institutional Effectiveness including the review process for the mission as well as goals and objectives of the strategic plan; university-level improvements, based on the review of the mission and strategic plan; and products demonstrating how the university is meeting its mission.

### Overview of Institutional Effectiveness

The Office of Institutional Effectiveness implements the components listed in the chart below to provide university-wide planning and evaluation processes.

Table 1. Planning and Evaluation Cycles

Institutional Effectiveness Component	Development Cycle	Evaluation Cycle	Examples of Improvement Based on IE Process
SRSU Mission	<ul style="list-style-type: none"> <li>Subcommittee drafts mission statement</li> <li>Feedback gathered from university stakeholders</li> <li>Draft sent to Faculty Council and Faculty Assembly for review and comments</li> <li>Final draft sent to President's Executive Cabinet</li> <li>Final review and approval by the Texas State University System Board of Regents.</li> </ul>	<ul style="list-style-type: none"> <li>Campus-wide review every five years (last review 2013).</li> <li>Campus-wide review held in 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>A new mission statement was adopted by the President's Executive Cabinet in April 2017 and approved by the Texas State University System Board of Regents in <a href="#">May 2017</a>.</li> </ul>
SRSU Strategic Plan	<ul style="list-style-type: none"> <li>President appoints a representative Strategic Planning Committee</li> <li>Strategic Planning Committee holds focus groups to involve stakeholders from all areas of the university</li> <li>Strategic Planning Committee posts community blog on SRSU Web site to solicit community input on Strategic Plan development</li> </ul>	<ul style="list-style-type: none"> <li>Faculty member serves as Strategic Plan Coordinator to oversee collection of assessment data for Strategic Plan Goals. Faculty member receives a stipend for services.</li> <li>President's Executive Cabinet reviews goals and progress toward goals on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements will be identified for the newly-adopted Strategic Plan (2017) at the end of the academic year in summer 2018 in the annual Score Card</li> </ul>
Unit-level	<ul style="list-style-type: none"> <li>Academic</li> </ul>	<ul style="list-style-type: none"> <li>Academic</li> </ul>	<ul style="list-style-type: none"> <li>The Peer</li> </ul>

Alignment with Mission & Goals	<p>program report coordinators align with the University Mission Statement and Strategic Plan Goals</p> <ul style="list-style-type: none"> <li>Administrative program report coordinators align with the University Mission Statement and Strategic Plan Goals</li> <li>All graduate and undergraduate academic programs are reviewed.</li> </ul>	<p>programs evaluated by the SACSCOC Faculty Liaison and the annual Peer Review Process each summer.</p> <ul style="list-style-type: none"> <li>Administrative units evaluated by Office of Institutional Effectiveness staff.</li> <li>Academic programs follow a <a href="#">seven-year cycle</a>.</li> <li>Undergraduate reviews involve internal evaluations; while graduate reviews include internal and external evaluations. Finally, graduate programs are submitted to the Texas Higher Education Coordinating Board.</li> </ul>	<p>Review process identified academic program report models to use for future training purposes.</p> <ul style="list-style-type: none"> <li>The Office of Institutional Effectiveness maintains the calendar for academic programs and administrative units to follow.</li> <li>The Undergraduate Program Review <a href="#">Qualtrics Survey</a> showed the overall greatest program strength to be the faculty.</li> </ul>
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The planning and evaluation process involves the following committees:

Table 2. Committees

Committee	Membership	Responsibility
Strategic Planning Committee	Appointed representatives from key groups on campus including all colleges, off-campus sites, distance education personnel, as well as students and alumni.	Coordinates campus-wide strategic planning activities.
Peer Review Committee for Academic Programs	Selected faculty members, department chairs, administrators, Office of Institutional Effectiveness staff.	Reviews academic assessment reports to provide feedback to each unit to strengthen its annual reports in support of continual improvement.
President's Cabinet	All SRSU Vice Presidents, Executive Vice President & Provost, and Assistant Vice Presidents.	Advisory body to the president. Helps identify priorities for budget allocation.

### Review of the Mission and Strategic Plans

The Sul Ross State University Mission Statement is infused in all of the university's operations. The mission statement clearly outlines the university's commitment to optimal teaching and learning; the focus on research to advance knowledge in all areas, including the distinctive environment of the Big Bend and Middle Rio Grande areas of Texas; and the dedication to enrichment of the citizens of the region.

President Bill Kibler initiated a campus-wide review of the University's Mission Statement and Strategic Plan in April 2016. The Strategic Planning Committee completed its work in March 2017.

The SRSU mission statement informs the institution's goals and objectives, which are set forth in the strategic plan. The current strategic plan, Strategies for the Second Century, was developed during the 2016 - 2017 academic year under the leadership of President Bill Kibler. The Strategic Planning Committee had 21 members representing faculty, staff, and students. In addition, there were 26 subcommittees.

Over the course of the last ten years, SRSU has had three strategic plans that were quite similar in addressing the mission and priorities of the university. The strategic plans have evolved over the years, and the table below illustrates the history since 2008.

Table 3. Summary of SRSU Strategic Plans

Timeframe	Plan Title	Revision History and
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		<b>Progress Reports</b>
2008-2013	Strategic Plan	Implemented dual-credit courses in fall 2008 that continue to be offered today.
2013-2018	Strategic Plan	Expanded distance education courses.
2017-2022	Strategies for the Second Century (SRSU was founded in 1917)	Baseline scorecard will be produced in August 2018.

#### University-Level Institutional Effectiveness and Assessment Process

SRSU's mission drives the strategic planning process. On behalf of the university, the Strategic Planning Committee devised and adopted five broad goals and 19 objectives with 87 implementation strategies to provide a clear direction for the institution. This committee included involvement from faculty, staff, and students with every college represented. The strategic plan goals are as follows:

- Goal 1: Promote Growth in Academic, Research, and Artistic Excellence
- Goal 2: Target Recruiting, Maximize Retention, and Increase Graduation
- Goal 3: Strengthen a Sustainable and Diversified Financial Base while Ensuring Affordable Access
- Goal 4: Recruit, Retain, and Develop Faculty, Staff, and Student Employees
- Goal 5: Unify and Enhance the Image and Visibility of Sul Ross

Each goal has objectives and specific strategies and metrics to meet the goal. Each strategy has a target measure of success. Because this plan was launched in fall 2017, the university does not have data for the first year of the new plan.

#### Previous Strategic Plans 2008-2013 and 2013-2017

Since the 2008, SRSU has had three strategic plans; all somewhat similar in their essentials and all reflecting the historic mission and culture of the university. The strategic plans have evolved and been modified over the years.

Table 4 highlights progress for one of the 2008 Strategic Plan goals: implement dual credit courses. Since 2008, the number of participating students in dual credit courses has increased by 384 percent. SRSU continues to be committed to providing those students a rigorous education, and many of the students from the Alpine Independent School District travel to the SRSU campus and take the dual credit courses, along with college students, that are taught by the university's faculty.

Table 4. Dual Credit Students Enrolled from 2008 to 2016

Year	Fall Student Enrollment	Spring Student Enrollment
2008	90	38
2009	157	83
2010	180	116
2011	118	147
2012	100	97
2013	160	109
2014	140	128
2015	170	198
2016	230	184

Table 5 demonstrates the progress for one of the 2013 Strategic Plan goals: expand distance education courses. To support that growth, SRSU adopted Blackboard, an instructional online delivery system and employed a Blackboard Instructional Specialist who provides customized and group professional development for faculty who teach distance education courses. The Blackboard Instructional Specialist also provides technical support for student users.

Between fall 2008 and fall 2016, distance education courses at Alpine have increased by 131%. Between fall 2008 and fall 2016, distance education courses at Rio Grande College (off campus sites) have increased by 69%.

Table 5. Courses by Delivery by Term

		Fall 2013	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Alpine Face to Face	Count	513	500	528	509	503	469
	% within term	82.1%	79.4%	79.5%	79.2%	77.3%	74.9%
Alpine Distance Education	Count	64	112	130	136	134	148
	% within term	17.9%	20.6%	20.5%	20.8%	22.7%	25.1%
RGC Face to Face	Count	74	66	55	51	45	54
	% within term	36.8%	28.0%	26.3%	21.7%	21.2%	23.9%
RGC Distance Education	Count	127	170	154	184	167	172
	% within term	63.2%	72.0%	73.7%	78.3%	78.8%	76.1%

#### Program-Level Institutional Effectiveness and Assessment Process

SRSU promotes a systematic and broad-based culture of institutional effectiveness. Annually, all administrative units and academic programs in

the university identify desired outcomes, conduct assessments, and report on the evidence collected with the end result being program improvement. The university uses a template for Institutional Effectiveness reports that consists of a four-column matrix: outcomes, assessment, assessment results, and use of results. All program reports are posted on the Nuventive platform called TracDat, and the Office of Institutional Effectiveness Office provides training for all program coordinators in the use of TracDat.

Detailed information about the Institutional Effectiveness; Assessment Process; and examples of reports are included in Comprehensive Standard 3.3.1.1-3.3.1.5.

In addition to the assessment processes at the unit and program level, the university also participates in a number of institution-level evaluation assessments. These involve the analysis of data, survey results, and other information including:

- Graduating Student Surveys
- Freshmen (first-to-second year) Retention Rate Data
- Six-Year Graduation Rates Data
- National Survey of Student Engagement 2016 and 2017
- ETS Profile to Assess Core Curriculum Learning Outcomes 2016

#### Program Review

Every academic unit within the university undergoes some form of review every seven years. Programs that hold specialized accreditation, follow their prescribed self-study processes and are evaluated by an external review team. Graduate programs follow guidelines by the Texas Higher Education Coordinating Board, and those reports are developed by the program coordinator, reviewed by an external expert (outside of Texas), and submitted to the Board for approval. All other programs follow the institution's internal program review process, which includes a self-study and an internal peer-review by SRSU faculty and deans from outside of the unit.

The [B.S. in Chemistry](#) serves as a recent example of an undergraduate program review. Findings from the review show that the Chemistry program is growing, after being reinstated during the 2013-2014 academic year. Furthermore, the faculty are actively recruiting new transfer students from the associate program offered at nearby Midland College. The program coordinator requested an update of the department Web site to better support recruitment for the Chemistry program.

The [M.A. in Liberal Arts](#) serves as a recent example of graduate program review. The review highlighted program finances and resources, such as the Smarthinking online writing tutoring program, that have provided greater support for students.

#### Resource Allocation

The annual budgeting cycle begins in spring each year, but the President's Executive Cabinet continually meets to discuss funding priorities and resource allocation needs. Results from unit-level plans, Institutional Effectiveness reports, and program review all feed into the budgeting process, so that the institution makes resource decisions based on sound data.

The Budget Office consolidates the budget reports from these units and provides the President's Executive Cabinet with an analysis of budget needs. The Cabinet is then able to set budget priorities on behalf of the institution. For example, to address objective #1, goal #1 of the 2014-2018 Strategic Plan (support, improve, and recognize excellence in teaching and research) and based on sound data, university leadership allocated funding to increase salaries during the 2016-2017 academic year.

More details about the university budget process are included in Core Requirement 2.11.1.

#### Continuous Improvement

The institutional effectiveness process leads to continuous improvement based on the regular review of mission, goals and objectives. Table 6 shows examples.

Table 6. Examples of Continuous Improvement

Impacted	Description from Mission	Alignment with SRSU Strategic Plan Goal	Description of Outcomes	Unit Plans in Support	Evidence of Improvement
Community	"to serve as a resource for enrichment of the cultural, intellectual, social and economic lives of citizens of the region"	Goal 4 Community Engagement	Summer Writing Institute hosted at SRSU for area public school teachers (2014, 2015, 2016,2017)	Administration Report for Department of Education	During the four years that SRSU has hosted the Summer Writing Institute, teachers, from area schools districts, have participated.
Students	"to enable optimal teaching and learning..."	Goal 2 Strategic Enrollment Management and Retention	During the 2015-2016 academic year, 20 students participated in the McNair Research Program, and in 2016-2017, the number of students increased to 27	Administration Report for the McNair Program	The number of students participating has increased over time.

#### Summary

Sul Ross State University's planning and evaluation process helps the institution achieve its mission of teaching, research and community service.

Specific examples of improvements that help further the institution's mission are described in the "Use of Results" columns within the Institutional Effectiveness assessment reports as well as progress reports. More details and examples of how units are accomplishing their mission and goals are provided in Comprehensive Standard 3.3.1.1 – 3.3.1.5. Sul Ross State University is in compliance with Core Requirement 2.5.

**Supporting Documentation and Evidence:**

[Undergraduate Program Review: Chemistry](#)

[Graduate Program Review: Liberal Arts](#)

[Growth in Distance Education](#)

[Mission Statement](#)

[Program Review Cycle 2016-2023](#)

[Undergraduate Program Review Qualtrics Survey](#)

[Regents Approve SRSU Mission Statement](#)

[Strategic Plan: Strategies for the Second Century 2017-2023](#)

## Core Requirement 2.6 - Continuous Operation

*The institution is in operation and has students enrolled in degree programs.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University was created by an act of the Texas State Legislature in 1917 ([SB #397](#)) Named for Lawrence Sullivan Ross, a governor of Texas, the Sul Ross State Normal College began operations in 1920. The institution enrolled 118 students in September 1920. The name of the institution was changed to Sul Ross State Teacher's College in 1923 and to Sul Ross State University in 1969. In 1973, Sul Ross State University opened an off- site campus in Uvalde, Texas. The name was later changed to Rio Grande College in 1985, and three other off-site campuses have been added since then: Del Rio, Eagle Pass, and Castroville. The university has enrolled and graduated students every year since 1920. Master's degree programs were first offered in 1930. The fall 2016 for Sul Ross State University included 3,061 students, and a total of 604 degrees were awarded. The institution's Web site included a [History of Sul Ross State University](#).

#### History of the University

Sul Ross State Normal College, which opened its doors in 1920, offered study in thirteen departments including: Biology and Agriculture, Business Administration, Chemistry, Education, English, Foreign Languages, History, Home Economics, Manual Arts, Mathematics, Music, Physical Education, and Physics. At that time, each department was handled by one person. From that small beginning, with the first President Robert L. Marquis, the institution has grown to include five colleges: The College of Agricultural and Natural Resource Sciences, The College of Arts and Sciences, the College of Education and Professional Studies, Rio Grande College, and The College of Graduate Studies. Graduate programs were offered in 1930. Most recently, a Dean of Graduate Studies was appointed in 2014 and now reports to the Office of the Executive Vice President and Provost.

The Sul Ross State University main campus was established to serve counties in the Big Bend region, and Rio Grande College was expanded to serve the Middle Rio Grande region of Texas.

#### University Enrollment and Graduation Numbers

In fall 2016, the university's total unduplicated headcount was 3,061 with 2,257 undergraduate students, 116 post-baccalaureate students, and 688 graduate students.

Table 1. Fall 2016 Enrollment

	Alpine	RGC	Total
Undergraduate	1449	808	2,257
Post-Baccalaureate	60	56	116
Graduate	556	132	688
<b>Total Unduplicated Headcount</b>	<b>2065</b>	<b>996</b>	<b>3,061</b>

Source: CBM Files

The fall 2016 Enrollment Profile lists every degree program and the number of students enrolled in that program as of fall semester 2016.

Table 2. Fall 2016 Enrollment Profile

Alpine Program	Headcount
BS Animal Science- ALP	90
BS Natural Resource Management- ALP	91
MAGR Range Wildlife Management- ALP	6
MS Animal Science- ALP	19
MS Range Wildlife Management- ALP	31
BA Communication- ALP	31
BA English- ALP	21
BA General Studies- ALP	27
BA History- ALP	33
BA Music- ALP	20
BA Political Science- ALP	8
BA Psychology-ALP	59
BA Social Sciences- ALP	7
BA Spanish- ALP	4
Undecided- ALP	182
BFA Art- ALP	19
BFA Theatre- ALP	21
Visual and Performing Arts- ALP	1
BS Biology- ALP	115
BS Chemistry- ALP	5
BS Computer Science- ALP	71
BS Geology- ALP	30
BS Mathematics- ALP	21
MA Art- ALP	6
MA English- ALP	11
MA History- ALP	10
MA Liberal Arts- ALP	11
MA Public Administration- ALP	6
MA Political Science- ALP	5
MS Biology- ALP	23
MS Geology- ALP	23
BA Admin Systems & Technology- ALP	5
BA Interdisciplinary Studies- ALP	1
BBA Accounting- ALP	4
BBA Business Administration- ALP	130
BS Criminal Justice- ALP	158
BS Homeland Security- ALP	4

BS Interdisciplinary Studies- ALP	73
BS Industrial Technology- ALP	15
BS Kinesiology & Sports Science- ALP	201
MBA Business Administration- ALP	52
MED Counselor Education- ALP	84
MED Educational Diagnostician- ALP	42
MED Educational Leadership- ALP	74
MED Education- General- ALP	33
MED Reading Specialist- ALP	27
MS Criminal Justice- ALP	37
MS Health & Human Performance- ALP	34
MS Homeland Security- ALP	23
Teacher Certification- ALP	5
Non-Degree Graduate	15
Prof Certification- ALP	40
Non-Degree Undergraduate	1
<b>Total</b>	<b>2065</b>
<b>Rio Grande College Off-Site Campuses Program</b>	<b>Headcount</b>
BA English- RGC	30
BA History- RGC	29
BA Interdisciplinary Studies- RGC	323
BA Psychology- RGC	87
BA Social Sciences- RGC	12
BA Spanish- RGC	21
BAS Multi/Interdisciplinary Studies- RGC	64
BBA Business Administration- RGC	110
BS Biology- RGC	14
BS Criminal Justice- RGC	91
BS Mathematics- RGC	16
BS Nursing- RGC	10
MBA Business Administration- RGC	27
MED School Administration- RGC	20
MED Counseling- RGC	48
MED Education- General- RGC	30
MED Reading- RGC	7
Teacher Certification- RGC	36
Non-Degree Graduate- RGC	10
Professional Certification- RGC	10
Non-Degree Undergraduate- RGC	1
<b>Total</b>	<b>996</b>

Source: CBM Files

**Combined student enrollment in programs at the main campus and off-site campuses is 3,061**

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.6.

#### Supporting Documentation and Evidence:

[Establishment, Maintenance, and Government of Sul Ross State Normal College SB #397](#)

[History of SRSU Sul Ross State University](#)

## Core Requirement 2.7.1 - Program Length

*The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) uses the standard credit hour as its unit of measure and meets the Southern Association of Colleges and Schools Commission on Colleges' minimum semester credit hour requirement for degree program length. SRSU offers both baccalaureate and master degrees. The number of semester-credit-hours required for a degree is detailed and published in the University College Catalog 2016-2017 as discussed in more detail in this narrative. Program and degree requirements also are available to students on degree plans and in [Degree Works](#), the university's on-line degree audit tool.

All of the institution's baccalaureate degree programs require 120 credit hours or more. All master's programs require a minimum of 30 credit hours. SRSU complies with the Texas Higher Education Coordinating Board [Standards for Bachelor's and Master's Programs](#). SRSU has designated the faculty-run, university faculty curriculum councils of the faculty governance organizations or the Graduate Council to review new degree programs or modifications of curricula. These councils ensure that SRSU's policies on the number of credit hours required at each degree level are enforced as evidenced in the published degree requirements for each academic program. Program length for each academic program remains the same, regardless of mode of delivery or program location.

### Baccalaureate Programs

Course requirements for all undergraduate degrees are published in the 2016-2017 SRSU University Catalog and the Rio Grande College Catalog. The following excerpts indicate the specific pages that list course requirements for each academic program within each college at SRSU:

- [College of Agricultural and Natural Resource Sciences](#)
- [College of Arts and Sciences](#)
- [College of Education and Professional Studies](#)
- [Off-Site Campuses Department of Business Administration](#)
- [Off-Site Campuses Department of Education](#)
- [Off-Site Campuses Department of Humanities](#)

The [Undergraduate Program Table](#) provides the total semester credit hours required for each undergraduate degree program, with any changes in required hours and any approved exceptions noted. As shown in the table, all baccalaureate degree programs require at least 120 credit hours.

### Post-Baccalaureate Programs

The program length for master's degrees is provided in the [Graduate Program Table](#). A minimum of 30 credit hours of graduate course work is required for all master's degree programs. For the thesis option, the student's program must contain a minimum of 30 hours of graduate course work with additional hours for research and thesis. For the non-thesis option, the students program must contain 30 or more hours of graduate course work.

Public Administration and Criminal Justice offer a concurrent graduate program. The Master of Science in [Dual Degree Criminal Justice and Public Administration](#) or the Master of Science in [Dual Degree Homeland Security and Public Administration](#) may be completed concurrently by students enrolled in both graduate programs. The concurrent program allows students to earn the two graduate degrees with the completion of a minimum of 54 graduate credits.

### Completion of all Degree Requirements

Evidence of compliance with this standard also is found in the degree audits of recent graduates. Upon completion of all requirements, a student applies for graduation. The Dean's Office for each college reviews the degree plan to ensure that the student has satisfied all requirements, including the completion of a minimum of 120 credit hours for all undergraduate degrees and the completion of a minimum of 30 credits for all master's degrees.

Table 1. Examples of B.S., B.A. Degree Audit—Completion of All Requirements

College	Example Degree Audit
Agricultural and Natural Resource Sciences	<a href="#">Bachelor of Science Natural Resource Management</a>
Arts and Sciences	<a href="#">Bachelor of Arts Interpersonal Communication</a>
Education and Professional Studies	<a href="#">Bachelor of Business Administration</a>

Table 2. Examples of M.A., M.S. Degree Audit—Completion of All Requirements

College	Example Degree Audit
Arts and Sciences	<a href="#">Master of Science Geology</a>
Education and Professional Studies (hand audit)	<a href="#">Master of Education</a>

### Professional Certificate Programs

SRSU offers four certificate programs in the following areas: Educational Diagnostician, Educational Leadership, Reading Specialist, and Superintendent. Required credit hours range from 15 to 24 for completion beyond the master's degree.

Table 3. Professional Certificates

<b>Certifications</b>	<b>Credit Hours Required</b>
<b>College of Education and Professional Studies</b>	
<a href="#">Educational Diagnostician</a>	21
<a href="#">Educational Leadership</a> (Principal)	24
<a href="#">Reading Specialist</a>	24
<a href="#">Superintendent</a>	15

Summary

Sul Ross State University is in compliance with Core Requirement 2.7.1.

**Supporting Documentation and Evidence:**

[2016-2017 College of Agricultural and Natural Resource Sciences](#)

[2016-2017 College of Arts and Sciences](#)

[2016-2017 College of Education and Professional Studies](#)

[2016-2017 Off-site Campuses Department of Business Administration](#)

[2016-2017 Off-site Campuses Department of Education](#)

[2016-2017 Off-site Campuses Department of Humanities](#)

[Bachelor of Business Administration](#)

[Bachelor of Arts Interpersonal Communication](#)

[Bachelor of Science Natural Resource Management](#)

[Dual Degree Criminal Justice and Public Administration](#)

[Dual Degree Homeland Security and Public Administration](#)

[Educational Diagnostician Certificate](#)

[Graduate Programs 2016-2017](#)

[Master of Science Geology](#)

[Reading Specialist Certificate](#)

[Superintendent Certificate](#)

[THECB Standards for Bachelor's and Master's Programs](#)

[Undergraduate Programs 2016-2017](#)

## Core Requirement 2.7.2 - Program Content

*The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) offers degree programs that embody a coherent course of study that is compatible with its stated [mission](#) and is based upon fields of study appropriate to higher education. SRSU's rigorous process of curricular development, which requires review at multiple levels by faculty committees and appropriate administrators, and in some cases, both the Board of Regents and the Texas Higher Education Coordinating Board review (THECB), affirms that every degree program has been created according to the standards within each academic field as well as according to the stated mission of the university. This curricular development process is used for all levels of education, at all locations, and for all delivery modalities. For each degree program, the University Catalog lists the degree requirements, residency requirements, and course descriptions.

### Compatibility of Degree Programs with University Mission

The [mission](#) of SRSU is to provide accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service. Sul Ross State University offers a comprehensive range of undergraduate and graduate programs; these include the fine arts, business, education, the social and behavioral sciences, and animal science. All of SRSU's degree programs are included in this comprehensive list of disciplines.

### Coherent Course of Study

Faculty members are content experts in their respective fields and are therefore responsible for developing the curricula and courses of study for each degree program at SRSU ([Faculty Handbook 4.01 Curriculum Development](#)). SRSU has a well-established procedure for approving all new academic programs and curricular modifications, including undergraduate, graduate, and professional certification programs as well as those taught at off-site campuses and via distance education. The university procedure is closely linked to the Standards for Bachelor's and Master's Degree Programs of the [Texas Higher Education Coordinating Board](#), as all new programs must be approved ultimately by the State of Texas Board of Regents.

Assurances of program coherence and appropriateness of programs to higher education begin with program approval. All new undergraduate and graduate programs undergo extensive program reviews that originate at the faculty level and involve SACSCOC and professional accreditation bodies. The process is outlined in Faculty Handbook, Section 4.0, Curriculum and Academic Programs.

1. Faculty members of each department meet each long term to review programs and recommend changes. If a change is proposed, the [Curriculum Action Request](#) must be completed with supporting documentation.
2. If a new program is proposed, an academic assessment report ([Academic Program Assessment Template](#)) must be included to comply with Institutional Effectiveness and assessment as described in Comprehensive Standard 3.3.1.1.
3. The department chair reviews and forwards proposals to the dean of the appropriate college.
4. The dean reviews and submits the proposal to the Executive Vice President and Provost.
5. The Executive Vice President and Provost reviews and forwards the proposals to the faculty Curriculum Council.
6. The Curriculum Council reviews and evaluates all proposals and makes recommendations to the President ([sample Council documents](#)).
7. The President reviews and submits the recommendations to the Board of Regents.
8. Upon approval from the Board of Regents, the Executive Vice President and Provost submits the programs to the Texas Higher Education Coordinating Board.
9. Upon approval from the THECB, the Executive Vice President forwards the documentation to the Office of Institutional Effectiveness to submit to SACSCOC for review consistent with the SRSU Substantive Change Policy.

SRSU's course numbering system is based on a four-digit numbering system. Table 1 indicates how SRSU courses build upon each other to create a coherent program of study.

Table 1. Parameters to Follow for Course Numbering

Developmental	0000	Remedial courses for which credit is not applicable toward a degree
Freshman or Sophomore	1000 or 2000	Lower Division Bachelor's Credit - Courses designed for freshmen and sophomores.
Junior or Senior	3000 or 4000	Upper Division – Courses open to juniors and seniors and not normally open to freshman and sophomores.
Graduate	5000	Courses for graduate credit only.
Professional or Certificate	5000 to 7000	Courses generally open to students who have already completed a Master's degree (e.g., Certification Educational Diagnostician, Certification Educational Leadership, Certification Reading Specialist, and Certification Superintendent).

### Degree Requirements

The University Undergraduate and Graduate Catalog publishes each academic degree program, complete with all degree requirements and a comprehensive listing of courses with course descriptions and required prerequisites. For example, the program requirements for the B.A. in History are described in the 2016-2017 University Undergraduate and Graduate Catalog on pp. 172-173. Course descriptions and prerequisites for the B.A. in History are included at the end of the Undergraduate and Graduate Catalog on pp. 385-388. The bulletin is published on-line.

### Accreditation by Professional Associations

Sul Ross State University currently has one baccalaureate degree program, Bachelor of Science in Nursing, that is accredited by the Commission

on Collegiate Nursing Education ([CCNE Accreditation](#)). The accrediting agency ensures that the curriculum is coherent and consistent with commonly accepted standards and practices.

#### Program Review

A cycle of program review and ongoing assessment monitors the integrity of the curriculum over time. The undergraduate program review is conducted by the Office of Institutional Effectiveness, and the graduate program review is conducted by the Office of Graduate Studies. The [Program Review Cycle 2016-2023](#) includes both undergraduate and graduate programs. As a result of the undergraduate program review for the [Bachelor of English Program](#), faculty have initiated an extensive reorganization of the curriculum.

#### Appropriateness to Higher Education

A comparison of the degree program with its peer institutions suggests that SRSU's degree programs are consistent with its peers, and therefore appropriate for higher education [Comparison of Undergraduate Programs with Peer Institutions](#) and [Comparison of Graduate Programs with Peer Institutions](#).

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.7.2.

#### **Supporting Documentation and Evidence:**

[Academic Program Assessment Template](#)

[CCNE Accreditation](#)

[Sample Curriculum Council Documents](#)

[Curriculum Action Request](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[Program Review Cycle 2016-2023](#)

[SRSU Mission Statement](#)

[Standards for Bachelor's and Master's Degree Programs](#)

[Undergraduate Program Review English BA](#)

[Comparison of Undergraduate Programs with Peer Institutions](#)

[Comparison of Graduate Programs with Peer Institutions](#)

### Core Requirement 2.7.3 - General Education

*In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.*

**The Institution Certifies Compliance: Compliant**

#### Narrative:

The successful completion of general education is an essential part of each undergraduate degree program and student experience at Sul Ross State University. As stated in the [SRSU Mission Statement](#), the university “promotes educational environments that contribute to a holistic and transformative educational experience.” The general education requirement at SRSU is a substantial component of each undergraduate degree. It is designed to ensure breadth of knowledge, and it is based on a coherent rationale. All students, regardless of major, fulfill general educational requirements by taking courses in the areas of communication, mathematics, life and physical sciences, language, philosophy and culture, creative arts, American history, government/political science, social/behavioral science and component area options. Students receive information about general education through mandatory academic advising for all first-year students and through advising in the majors once declared. Information about the general education requirement and degree requirements is included on the [SRSU Web site](#), the [Course Catalog](#), and in Degree Works (the SRSU on-line advising and degree audit system). By accessing their degree audits, students can track their progress in meeting general education requirements, as well as major and institutional requirements. Upon a student’s submission of an application to graduate, the Deans’ Office reviews the degree audit and verifies that all requirements have been fulfilled. Since the off-campus sites only offer upper level courses, no general education courses are taken at Rio Grande College. However, the Dean’s office performs a careful degree audit for students who have applied for graduation. Students must have official transcripts from other universities to confirm that they have met the general education courses requirements.

Evidence that every graduate has completed the general education requirement for degrees is found in each graduate’s degree audit (Table 1). To ensure compliance with Core Requirement 2.7.3, each degree audit shows that each graduate has completed required coursework, with at least one course in humanities/fine arts, social and behavior sciences, and natural sciences/mathematics. A course approved for general education credit must have as its primary purpose “the examination of particular expressions of human cultures in their social, historical, intellectual, aesthetic, or ethical dimensions”. Courses in this area include a wide variety of subject areas, none of which should provide only technical training specific to a particular occupation or profession. For example, a sample syllabus is provided for [MUSIC 1308: Music Literature](#). Central to the course is an introduction to the fundamentals of music of different ages, styles, media, and forms; and to its historical background. All courses in the humanities and fine arts must have as their primary purpose “to develop appreciation of expressions of the human culture”. Similarly, courses approved to satisfy the mathematics/logic requirement have as their primary purpose “the modeling of phenomena in mathematics terms”.

Table 1. Examples of Texas Core Curriculum Reported on Degree Plans

College	Example Degree Audit
Agricultural and Natural Resource Sciences	<a href="#">Animal Science, B.S.</a>
Arts and Sciences	<a href="#">General Studies, B.S.</a>
Education and Professional Studies	<a href="#">Bachelor of Business Administration</a>
Rio Grande College (Degree Works not fully implemented)	<a href="#">Criminal Justice, B.S.</a>

#### Substantial Component

Sul Ross State University requires all undergraduate students, regardless of major, to complete the general education requirement as a substantial component of each degree. Students must earn a minimum of 120 credit hours in order to graduate, and the core curriculum comprises 42 credit hours. Coursework fulfilling the general education requirement is 35 percent of the total credit hours required for the B.A. or B.S. degrees. The university does not award academic credit for remedial or developmental courses. Students transferring must follow the general education requirements. General education courses completed by transfer students from Texas public universities or colleges will be applied to the general education requirements, even if Sul Ross does not have the equivalent course on its approved list of courses.

Table 2. General Education Distribution Area and Credit Hour Requirements

Curriculum Requirement	Required Credit Hours
Communication	6 credit hours
Language, Philosophy, & Culture	3 credit hours
American History	6 credit hours
Mathematics	3 credit hours
Life & Physical Sciences	6 credit hours
Social & Behavioral Science	3 credit hours
Creative Arts	3 credit hours
Political Science	6 credit hours
Component Area Option	6 credit hours
<b>Total</b>	<b>42 credit hours</b>

#### Texas Core Curriculum State-wide Initiative for General Education Courses

In 2011, the Texas Higher Education Coordinating Board (THECB) adopted the state-wide initiative for the general education courses (core curriculum). The purpose was for institutions to discover, document, and seek to improve student attainment of six core competencies. The general education competencies for all undergraduate degree programs are addressed in a three year rotating cycle. They include:

Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a

shared purpose or goal.

Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will develop principles of personal responsibility for living in a diverse world, to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions and consequences to ethical decision-making.

The Texas Core Curriculum forms the foundation of each Texas institution's general education curriculum and follows key guidelines:

1. Institutions use the assessment of core objectives to improve student learning.
2. Faculty participation is integral throughout the assessment cycle.
3. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
4. Assessment practices are evolving.

The initiative is intended to be faculty-driven, and in 2012, SRSU appointed a Core Curriculum Committee with oversight responsibilities for reviewing and approving courses to be submitted to the THECB for approval. The Core Curriculum Committee also monitors course assessments. The Common Core Curriculum Committee for general education established an application process for courses to be included in general education. To be considered, the following basic criteria will be considered:

- Freshman or sophomore level courses only;
- Courses must provide a broad based liberal arts or sciences foundation;
- Courses must be pre-existing or under review by the Curriculum Council.

The most recent THECB approval of a course, [Current Issues in Agriculture](#), was received on May 19, 2017.

See CS 3.5.1 for evidence on the extent to which students have achieved specific general education outcomes.

#### Summary

Sul Ross State University is compliant with Comprehensive Standard 2.7.3.

#### **Supporting Documentation and Evidence:**

[Bachelor of Business Administration](#)

[BA General Studies](#)

[BS Animal Science](#)

[BS Criminal Justice RGC](#)

[Core Curriculum in Course Catalog](#)

[Music 1308](#)

[SRSU Mission Statement](#)

[THECB Approves ANSC 2312](#)

#### Core Requirement 2.7.4 - Contractual Agreements for Instruction

*The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.*

**The Institution Certifies Compliance: Compliant**

#### Narrative:

Sul Ross State University (SRSU) offers degrees at the following levels: baccalaureate and master. SRSU is solely responsible for all aspects of its degree-granting programs. The table below provides an example of a degree plan at each level awarded by the institution.

Table 1. Baccalaureate and Master Degree Plans

Level of Degree Awarded	Evidence of Instruction Provided by all Coursework Required
Baccalaureate	<a href="#">Bachelor's Degree in Spanish</a>
Master's	<a href="#">Master's Degree in Biology</a>

Course descriptions are published in the 2016-2017 Course Catalog.

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.7.4.

#### Supporting Documentation and Evidence:

[Bachelor's Degree in Spanish](#)

[Master's Degree in Biology](#)

## Core Requirement 2.8 - Faculty

*The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.*

*Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

As of fall 2016, Sul Ross State University employed 193 instructional faculty. Of those, 76 (39 percent) were classified as full-time and 117 (61 percent) were classified as part-time. The provision for high quality teaching, research, creativity, and service is instrumental and essential to the [mission](#) of Sul Ross State University.

### Faculty Definitions

Faculty members at Sul Ross State University serve in either tenure track/tenured or non-tenure track appointments. Tenure-track appointments are Professor, Associate Professor, Assistant Professor, and Instructor. Faculty with non-tenure track appointments are Lecturer and Part-Time Lecturer, as well as faculty participating in the Early Retirement Program.

Sul Ross defines faculty ranks in [Section 2.04](#) of the Faculty Handbook:

- **Professor.** The earned terminal degree in one's field or equivalent, a minimum of five years at the rank of Associate Professor, and a minimum of ten years' teaching experience at the college or university level or the equivalent as defined by the academic department are required. In addition, faculty considered for this rank must demonstrate teaching excellence, dedication to and growth in the profession, and scholarship or performing artistry.
- **Associate Professor.** The earned terminal degree in one's field or equivalent is required for the appointment to Assistant Professor.
- **Assistant Professor.** The earned terminal degree in one's field or equivalent is required for the appointment to Assistant Professor.
- **Instructor.** The master's degree with a major in the appropriate field is required for the appointment to the rank of Instructor. This is the lowest tenure-track rank.
- **Lecturer.** The rank of lecturer is for temporary, non-tenure track positions implying no obligation beyond the designated term specified in the appointment letter. Employment is based on department needs.
- **Part-Time Faculty.** Hired to satisfy normal teaching responsibilities for one or more courses for a specified period. Part-time faculty teaching at the baccalaureate level must have completed a minimum of 18 graduate semester hours in their teaching field and hold the master's degree or other qualifications. Part-time faculty teaching graduate courses must hold the highest earned degrees in their disciplines, although in some rare cases experience, and/or scholarly or creative activity may substitute for the doctorate.

Table 1. Faculty Profile

Year	Total #	Total # FT	Total # PT	% FT
2016	193	76	117	39%
2015	193	81	112	42%
2014	193	82	111	42%

### Institutional Overview of Faculty

In fall 2016, Sul Ross State University employed 193 instructional faculty. Full-time vs. part-time faculty for fall 2016 are disaggregated by academic programs in Table 2. Full-time and part-time faculty are disaggregated by off-site campus instructional sites under the heading of Rio Grande College Off-Site Campuses in Table 2. Full-time is defined by a teaching load of four or more courses per semester. Since department chairs are full time employees, but typically have a reduced load, due to their administrative responsibilities, the count for full time faculty does not include those department chairs.

Table 2. Instructional Faculty by College/Degree Program, and Full/Part-time Status, Fall 2016

College/Department	Full-time Headcount	Full-time Percent	Part-time Headcount	Part-time Percent
<b>College of Agricultural &amp; Natural Resource Sciences</b>				
Animal Science	0	0%	5	100%
Natural Resource Management	0	0%	9	100%
<b>College of Arts and Sciences</b>				
Academic Center for Excellence	5	50%	5	50%
Behavioral & Social Sciences	5	20%	20	80%
Biology, Geology & Physical Sciences	7	35%	13	65%
Fine Arts & Communications	6	32%	13	68%
Languages & Literature	7	54%	6	46%
Computer Science & Mathematics	4	57%	3	43%

<b>College of Education &amp; Professional Studies</b>				
Business Administration	7	64%	4	36%
Homeland Security and Criminal Justice	4	57%	3	43%
Education	19	50%	19	50%
Industrial Technology	0	0%	3	100%
Kinesiology and Sports Science	3	25%	9	75%
<b>Rio Grande College Off-Site Campuses</b>				
Natural & Behavioral Sciences	7	64%	4	36%
Business Administration	3	43%	4	57%
Education	10	83%	2	17%
Humanities	5	31%	11	69%
<b>Total</b>	<b>76</b>	<b>39%</b>	<b>117</b>	<b>61%</b>

*\*Full-time faculty if SCH taught 12 SCH or greater*

#### Distance Education Faculty

Faculty in distance education programs must meet the same qualifications and requirements as instructors of traditional face-to-face courses. Most instructors in distance education programs also serve as instructors of face-to-face courses. Distance education courses count toward a faculty member's semester course load in the same way as traditional courses, and class sizes in distance education courses are typically limited to between 20 and 35 students, in order to preserve the low student-teacher ratio.

In spring 2017, Sul Ross State University delivered 25% of courses through distance education at the main campus and 75% of courses through distance education at the off-campus sites.

#### Faculty Qualifications

Sul Ross State University employs competent faculty members who are qualified to accomplish the university's mission and goals. SRSU gives primary consideration to hiring faculty who hold the terminal degree in the teaching discipline; however, the institution also considers related work experiences in the field; honors and awards; continuous documented excellence in teaching and other demonstrations of competency and achievement that contribute to effective teaching and student learning outcomes. For more information about faculty competence, refer to Comprehensive Standard 3.7.1, which includes faculty rosters for fall 2016 and spring 2017 semesters. For more information about the percentage of faculty who hold a terminal degree in the field in which they teach, refer to Comprehensive Standard 3.5.4.

#### Full-time Faculty Support of the University Mission

The Academic Evaluation System outlined in the Faculty Handbook (2.11) describes the role of faculty in supporting the adequacy of the university mission. The four criteria for evaluation include teaching and job effectiveness; scholarly and artistic endeavor; professional growth and activities; and activities supporting of the university. Faculty document their accomplishments in each of the four areas on the annual evaluation form, [FE-3 Annual Report](#).

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.5.

#### **Supporting Documentation and Evidence:**

[FE-3 Annual Report on Teaching, Job Performance, Scholarly and Artistic Activities, Professional Growth and Service](#)

[Faculty Handbook 2.04. Appointment of Faculty to the Academic Ranks](#)

[Faculty Handbook 2.11 Academic Evaluation System](#)

[SRSU Mission Statement](#)

## Core Requirement 2.9 - Learning Resources and Services

*The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University ensures that all users have access to regular and timely instruction in the use of the library and other learning and information resources. The [library's mission](#) supports the [university's mission](#) by providing programs for its academic and regional constituencies, and by collecting, managing, and ensuring access to information. In support of the university's mission, the library provides collections and services needed to conduct research and to effectively and efficiently teach. The library provides the necessary instruction and assistance in information retrieval, information literacy, and scholarly communication, as well as provides the required physical place for students and faculty to collaborate and exchange ideas.

Sul Ross State University operates the [Bryan Wildenthal Memorial Library](#) on the main campus, and it has contracted with [South West Texas Junior College](#) to provide library services for students at the off-site campuses in Del Rio, Eagle Pass, Uvalde, and Castroville. Learning and information resources at the main campus and off-site campuses are described in the following narrative.

#### Ownership and Formal Arrangements

Through ownership and [cooperative arrangements](#), Southwest Texas Junior College (SWTJC) provides books, periodicals, databases, computers, and copiers to students, faculty, and staff at Sul Ross State and maintains libraries at the Uvalde, Eagle Pass, and Del Rio campuses. Formal arrangements through the SWTJC Library include an interlibrary loan service through the Texas State Library and Archives Commission, subscription services to various educational databases, and a formal agreement with Sul Ross State University (Alpine, TX) regarding borrowing privileges for SWTJC full-time faculty, staff, and students. In addition, the Southwest Texas Junior College Library has an agreement with SRSU to provide access to resources and services to SRSU off-site campuses students.

#### Library Collections at SRSU Main Campus

The collections at the Bryan Wildenthal Memorial Library total over 232,000 cataloged books; 2576 serial titles; 73 newspaper subscription; 464,000 microforms; 8382 DVDs, videos, films, and audio recordings; 5,000 maps, pictures, and charts; and 25,000 photographs.

Collection decisions are based on the library's [Collection Development Policy](#). Included in the Collection Development Policy are the policies for the general collection, reference collection, and electronic resources. The funds allocated to each department are based on a formula. The Collection Development Librarian works with representatives from each academic department to select, evaluate, and order materials as well as to serve as a primary contact regarding library services and materials. The primary responsibility for selecting materials rests with the academic faculty with assistance from the Collection Librarian. The journal collection is representative of the resources in support of the academic and research needs of the faculty, students, and researchers. Priority is given to journals meeting curricular needs and the research needs of faculty. In response to the growing popularity and availability of on-line journals, the library has shifted focus from print journals to on-line journals.

The library relies on the participation of the Sul Ross community to inform its learning and information resources in other ways. The institutional council, [Library and Information Technologies Council](#), made up of faculty and staff members, meets to discuss the library policies and collections. The library also solicits requests from faculty to purchase materials to support their classes through scheduled e-mails, a physical suggestion box, and through a form on the library's Web site. With representation on the Academic Planning Council, Academic Dean's Council, Faculty Assembly, Staff Council, and the Distance Education Council, the library is positioned to be aware of and ensure appropriate support for any new program developments.

Special collections include the reference, teacher curriculum, and juvenile collections, plus the Archives of the Big Bend. The Archives of the Big Bend contains thousands of books, manuscripts, and photographs depicting life and culture in the Big Bend and Trans-Pecos regions of Texas from the early 1800's to the present, as well as Sul Ross State University publications and records.

As the university's programs and offerings evolve, the library monitors its collections to ensure access to needed information resources with an increasing emphasis on electronic access to information. Details about the library's collection and collection-development policies and procedures are provided in Comprehensive Standard 3.8.1 Learning Information Resources.

#### Access to Information Resources at SRSU

Electronic searching of the cataloged collections is provided by the WebCat online catalog, which includes links to over 380,000 print and electronic books. The library recently purchased Ebsco Discovery System (EDS) which makes searching all of our books, eBooks, and on-line journals much easier with a one-search box on our Web site, providing access to content within 142 electronic databases, with full text from over 85,000 journals, newspapers, and periodicals, in addition to the print and electronic books. Articles not available in full-text can be requested by the Sul Ross Community through Interlibrary Loan and are usually delivered online.

All SRSU faculty, staff, students, and the research community enjoy borrowing privileges through the library. The library is open 74 hours per week during fall and spring semesters and 40 hours per week during the summer and interim sessions. In the [fall 2016 undergraduate exit survey](#), 92 percent of students reported using the library daily to weekly to monthly.

All on-line content is made available through the use of a proxy server that provides easy access to content. To this end, all contracts are negotiated for services and on-line collections to include off-campus sites and distance education students and faculty.

Although all students at off-site campuses may use the services and resources of the Southwest Texas Junior College Libraries on the Eagle Pass, Del Rio, and Castroville off-campus sites, Sul Ross students are also encouraged to use the resources that the Bryan Wildenthal Memorial Library in Alpine offers. Resources that cannot be accessed on-line are made available through the Interlibrary Loan services.

#### Library Services and Support at SRSU

The SRSU Library provides a variety of services that support the academic and research mission of the university: some of the services and resources include traditional, virtual, and one-on-one consultations. Refer to Comprehensive Standard 3.8.2 for more information.

The library maintains a Course Reserve Service that provides instructors with a means of making supplemental materials available to students outside of the classroom.

All faculty and students have access to Interlibrary Loan services for materials that the library does not own. Articles are scanned and e-mailed to patrons and books are sent through the TransAmigos Express courier service or the United States Postal Service. Books are delivered to off-site campuses via a courier.

SRSU librarians provide reference services at a traditional in-library information desk, via phone, e-mail, chat or as [embedded librarians](#) in Blackboard for distance learning classes.

#### Relevancy and Appropriateness of Collections at Sul Ross State University

The library administration determines adequacy and relevancy of all of its collections and services through a variety of qualitative and quantitative methods including regular meetings and communication with academic departments, studying circulation, on-line resource usage, and Interlibrary Loan usage statistics, as well as surveys to graduate and undergraduate students.

In addition to meeting with the Library and Information Technology Committee, the library's staff meet with academic departments once a year in the fall to discuss journal collections and to remind them to request books and electronic media that will support their courses. Faculty may use CHOICE cards that are sent to them monthly to request resources, or they can use the collection form or e-mail any librarian, if they would like to see items in our collection. Department meetings are followed up several times a year with e-mails to remind faculty to continue sending along requests. The Collection Development Librarian orders requests and alerts faculty when materials have arrived.

The physical library collection is on a regular weeding and withdraw schedule. Each summer, the Collection Development Librarian targets an area of the circulating or reference collection to analyze for usage and core requirements. If something has not been used in more than ten years or if it is historically outdated, departments are asked about the relevancy of the title. If it is deemed to no longer be useful, the title is withdrawn, and a new, more appropriate resource is sought.

Library journals, eBook, and database collections are analyzed and evaluated on an annual basis. One aspect of this review is a cost-per-use analysis by compiling and reviewing usage statistics (searches and sessions) for all of the on-line databases and electronic journals and calculating the price for each use of the resource. When resources are deemed too costly for the library to sustain (generally more than \$25 per use), departments are alerted, and they have the option of discontinuing titles not being heavily used or those that do not meet current academic and research needs. Suggestions for more relevant titles are always considered. Collection development decisions for retaining electronic resources have been made based on high cost, low use of titles with attention to accreditation and academic program needs being a high priority in the decision making process.

Through a regular program of user-satisfaction surveys, the library ensures timely responses to any noted deficiencies in the quality of its facilities, services, and resources. In addition to formal user-satisfaction surveys, the library also receives suggestions and comments via a traditional comment and suggestion box and via direct telephone and e-mail messages. The library also creates interactive displays to ask users what they would like to see at the library. In all cases, the library dean or other designated library personnel answers the comments and suggestions. The responses are then posted near the comment and suggestion box, and such feedback is included in the library's ongoing planning and assessment processes. The SRSU library employs a variety of qualitative and quantitative means of assessing library programs, facilities, and services to determine if they are adequate. These assessments include workshop evaluations, institutional effectiveness reports, annual surveys, and in-house metrics.

A user satisfaction survey was administered in the fall of 2016 by the Office of Institutional Effectiveness. The questions and responses of 208 faculty, staff, and students are shown in the following figures.

Figure 1. Patron Roles

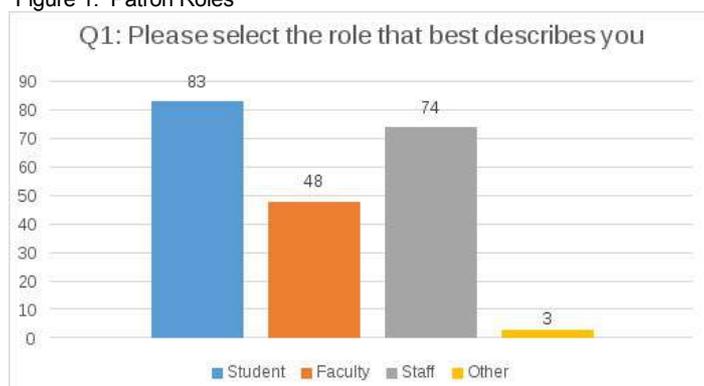
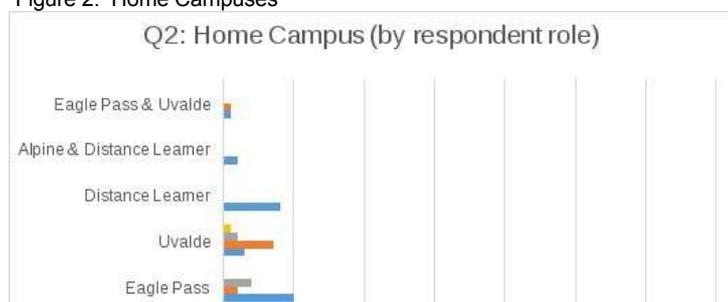


Figure 2. Home Campuses



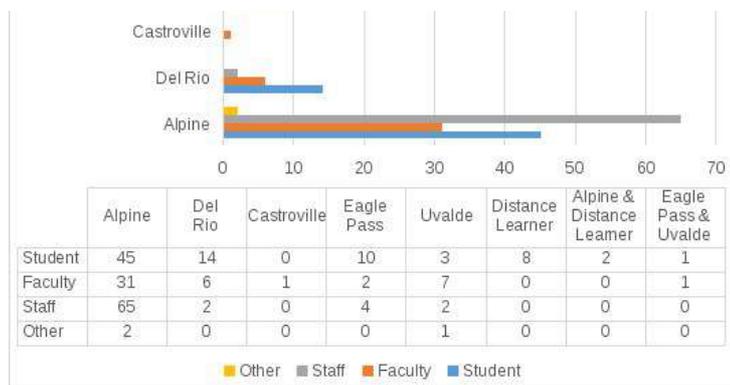


Figure 3. Library Collection

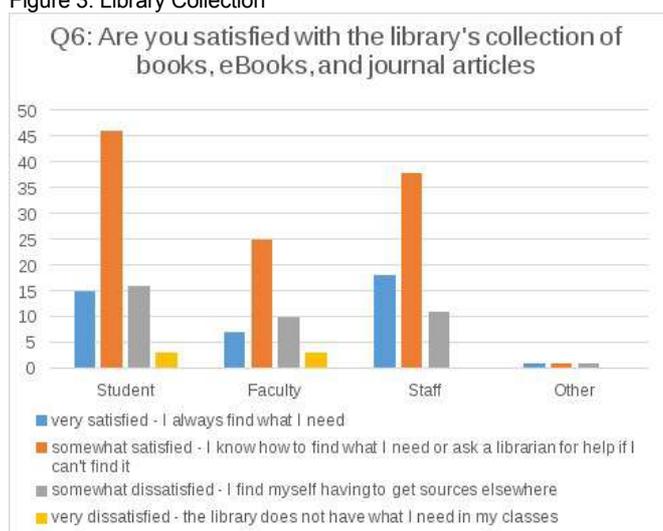
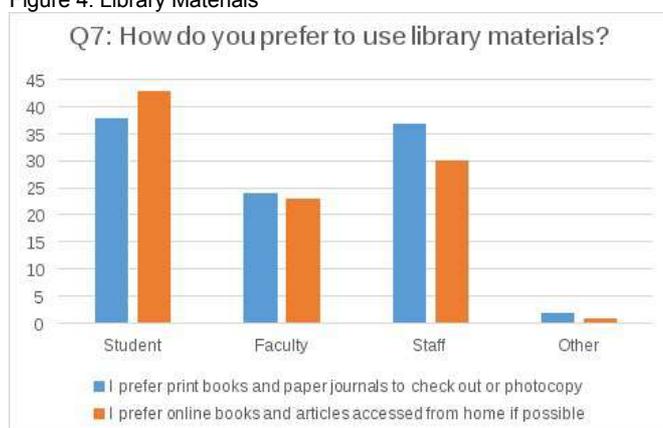


Figure 4. Library Materials



The majority of students, faculty, and staff all reported that they were very satisfied to somewhat satisfied with the library's collection. Furthermore, their preferences for print and on-line materials provided guidance for the collection development.

#### Additional Library Collections for Off-Site Campuses

The Uvalde campus library has a physical collection of over 38,000 print items. The Del Rio campus library has a physical collection of over 2,300 print items. The Eagle Pass campus library has over 2,800 print items. All libraries collectively share over 100,000 electronic resources and 68 serials. The library also provides access to multiple databases, including those available through an agreement with the Texas State Library. The library maintains a Web site and proxy server that provide 24 hours a day access to the catalog, electronic resources, and most library services. These resources and services are available to all students, regardless of location. The library's collection of on-line databases and the eBook collection are of great benefit to on-line and off-campus students as well as on-campus students, who frequently prefer to access the library's resources and services from home or from other locations outside the library.

The Collection Development Policy is followed to ensure that the collection meets the needs of programs and patrons to support the mission of the institution. Faculty members make recommendations about resources that should be added to the library. The [Library Advisory Committee](#) is also charged with assisting librarians with evaluating resources to ensure that the needs of patrons are being met with the library collection. The library collection focuses on general education to align with the Southwest Texas Junior College's mission of "preparing students to successfully transfer to senior colleges or universities."

The library maintains a collection of historical documents pertaining to SWTJC, as well as special edition monographs and complete collections of a few periodicals. These collections are housed at the Uvalde library. Patrons may request archive materials for research in-house.

### Access to Information Resources for Off-Site Campuses

Access and user privileges of SWTJC Library collections and services are the same for all users: students, faculty, and staff. Additionally, the facilities are open to the community. As a public service, circulation privileges and computer usage are available to members of the community. In-person resources are available at SWTJC's three campuses: Uvalde, Del Rio, and Eagle Pass.

The Uvalde and Del Rio libraries are open 68.5 hours per week during fall and spring semesters, 44 hours per week during the summer sessions, and 40 hours per week during college inter-sessions. The Eagle Pass library is open 66 hours per week during fall and spring semesters. The summer and college inter-session hours are the same as Uvalde and Del Rio. In the [fall 2016 undergraduate exit survey](#), the frequency of library usage was reported at 47 percent using the library daily, weekly, or monthly.

### Library Services and Support for Off-Site Campuses

The library provides face-to-face reference services by the library staff at the Uvalde, Del Rio, and Eagle Pass campuses during all hours that the library is open. Refer to Comprehensive Standard 3.8.2 for more information.

Reference services are available by telephone, e-mail, chat, and text through the library Web site. These services are available to all faculty, staff, and students, regardless of location or mode of instruction.

The library provides interlibrary loan service to students and faculty through the Texas State Library and Archives Commission. For electronic delivery, materials frequently can be provided within 48 hours. For print materials, the library frequently can deliver materials in less than one week.

Most reserve materials are provided in print. Print reserves are available to students at the library's information desk and are accessible during regular hours of operation. Electronic course reserves may be accessed by students through the course LibGuides from the library Web site, 24 hours a day, regardless of location or mode of instruction.

The library provides instruction for classes, assistance with faculty research, discipline-specific LibGuides, and specialized LibGuides for classes upon request by the faculty member. Additionally, the library provides a faculty LibGuide with information for instructors.

### Relevancy and Appropriateness of Collections at Off-Site Campuses

The South West Texas Junior College library administration uses a variety of methods to determine the relevancy and appropriateness of the collection. The SWTJC library administration has identified a decline in the use of the library resources and is seeking to increase the relevancy and appropriateness of the collections by updated web presence, marketing, and creating user friendly library spaces.

### Summary

Sul Ross State University is in compliance with Core Requirement 2.9 Learning Resources and Services.

### **Supporting Documentation and Evidence:**

[Bryan Wildenthal Memorial Library Web page](#)

[Embedded Librarian in Blackboard Course](#)

[Library Purpose Statement](#)

[Southwest Texas Junior College Libraries Webpage](#)

[SRSU & SWTJC Library Agreement](#)

[SRSU Library Collection Policy Web page](#)

[SRSU Library and Information and Technologies Council](#)

[SRSU Mission Statement](#)

[SWTJC Library Advisory Committee](#)

## Core Requirement 2.10 - Student Support Services

*The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University provides student support programs and services that promote student learning and enhance the total growth and development of its undergraduate and graduate students. The university offers student support programs and services through a variety of administrative units on campus; however, the university's [mission statement](#), vision and values guide all efforts. The purposes are further supported by the university [strategic plan](#) goals:

- Recruit, retain, and graduate a diverse and capable undergraduate and graduate student body
- Improve commitment to faculty and staff
- Establish our role as a regional leader in higher education
- Increase proficiency and use of information and technology to better serve students; communicate more effectively with constituents; and more efficiently manage resources

#### [Student Support Services at Sul Ross State University, Alpine](#)

The Sul Ross State University, Alpine Divisions of Academic Affairs and Student Affairs are primarily responsible for the many student support programs and services designed to promote learning and enhance the development of students. Although the following narrative reflects these administrative divisions, efforts are coordinated within and among the various units and result in collaborative efforts in student services and programs that truly bridge the university.

#### [SRSU-Alpine Division of Student Affairs](#)

The Division of Student Affairs at Sul Ross State University considers both institutional goals and its internal strategic objectives as the standards for regular assessment of performance. As one component of a holistic institutional approach to higher education, the student affairs staff identify and enhance desirable student learning and development outcomes which form the basis for principles of good practice for staff. Goals of the Division of Student Affairs include enhancement of student preparation, participation, affordability, completion, benefits, and learning. This is accomplished by an intentional nexus between academic work and out of class experience.

In the fall of 2013, Sul Ross State University assessed student needs and perceptions of the university using Ruffalo Noel Levitz's [Student Satisfaction Inventory](#). The survey outlines what services students deem important and how the university ranks, according to student perception, on delivering those services. The university uses the results of the survey to guide plans for improvement in student support areas to include recruiting, admissions, and financial aid.

Starting with the entering fall 2015 freshmen cohort, Sul Ross State University began administering the [College Student Inventory](#), provided by Ruffalo Noel Levitz, to the entering freshmen cohort class. The survey ranks the entering freshmen cohort by likeness to retain based on factors including gender and whether or not a student entered the university ready to begin college level courses. The survey also asks students to rank their top ten academic needs. The university uses the findings to guide retention efforts for the first year cohort.

In 2016, Sul Ross State University conducted a survey of student needs, satisfaction with the campus learning environment, and demographic characteristics using standardized instruments ([satisfaction survey](#)). The results were used to assist in improving student services and academic programs.

The Division of Student Affairs offers a diverse array of programs and services that promote academic success, serve special needs of distinctive student populations, assist in career development, develop cultural diversity awareness, provide for recreational activities, and support both residential students and student-generated activities.

#### [Counseling and Accessibility Services](#)

Counseling and Accessibility Services provides an array of mental health, career, and educational services to a diverse student population. Services include personal counseling for individuals, couples, and groups; career counseling; referral psychiatric services; consultation; crisis intervention; psychological assessment; and outreach education. The counseling center also manages the Alcohol and Other Drug Abuse Prevention program. Services are designed to foster mental health and personal development and to meet the needs of the general student population and special populations. In the 2015-2016 fiscal year, the counseling and accessibilities center provided 830 personal counseling contacts, 77 outreach contacts, and 127 accessibility contacts.

#### [Bookstore](#)

The Sul Ross State University Bookstore is the main source of academic textbooks, graduation gear, office supplies, and university merchandise on campus.

#### [Cashier's Office](#)

The cashier's office handles payment of tuition and fees and other services provided by Sul Ross State University. Their Web site provides information on bill due dates and tuition information.

#### [Dining Services](#)

Aramark provides dining services for Sul Ross State University. All students who live in campus housing participate in [meal plans](#) during academic semesters. The main dining hall on campus is located in the Morgan University Center and serves choices from the grill, deli, or salad bar from seven am until seven pm. There is also a coffee shop that serves quick bites from seven am until five pm, and a convenience store in the residential complex that operates from ten am until eleven pm and offers snacks, freshly made pizza, and also carries an array of personal items.

#### [The Child Care and Family Support Center](#)

The Child Care and Family Support Center at Sul Ross State University provides affordable year-round care for the children of students, faculty, staff members, and community members. Serving children ages six weeks to three years old, it is currently the only licensed center in Alpine providing care for children younger than two years old. The staff, which includes some students as well as members of the community, receives monthly training with an emphasis on the areas of development, setting developmentally appropriate goals, and providing positive behavior management.

#### [Graduate Student Center](#)

The Graduate Student Center is designed to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location. Services include **orientation, mentoring, workshops and direct assistance in financial literacy, academic research, writing, thesis preparation, preparing external funding requests, and career and education planning.**

#### [Mail Services](#)

It is mandatory that all students at Sul Ross State University have a local mailing address. The University Post Office provides full mail support with the exception of stamped cards. Services include the sale of stamps, money orders, and stamped envelopes; the handling of incoming and outgoing mail for the university; and mail box rental for students, faculty, and staff.

#### [University Department of Public Safety](#)

The University Department of Public Safety maintains the safety and security of the entire campus and university community twenty four hours a day, seven days a week. The department employs seven officers which include the director, lieutenant, and five patrol officers. The department maintains a good working relationship with local, state and federal law enforcement agencies, and emergency medical services. Officers are commissioned peace officers and, as such, are vested with all powers, privileges, and immunities of peace officers within the county, including all streets and roads, in which the university owns, rents, leases, or otherwise controls property. These powers are in accordance with Vernon's Texas Codes Annotated Education Code, Section 51.203 as amended by House Bill 391, effective September 1, 1987. Officers conduct traditional police services, as well as security, traffic and parking supervision, weapons control, criminal investigations, and crime prevention.

#### [SRSU-Alpine Office of Student Life](#)

The Office of Student Life serves to enhance the student experience at Sul Ross State University and help students develop personal, social, and leadership skills that will contribute to their careers and communities.

In addition to state funds, a portion of the student activity fees are distributed through the Student Activities Fee Fund Committee. The committee is responsible for recommending the allocation of approximately \$495,000 annually to major student organizations and academic departments that sponsor campus-wide programs. The other portion of student activity fees are made available to student organizations through the University Funds for Organizations Fund which is managed and allocated by the Student Government Association.

#### [Recreational Programs](#)

Recreational Programs provides a wide range of physical activities and recreational sports. Three organized areas of focus include intramural sports, non-credit fitness classes, and sports clubs. Sul Ross State University completed an artificially turfed outdoor recreational sports field in 2015 that allows students, as well as the community, to play and compete in a multitude of intramural sport activities. Memberships are free to students and may be purchased for a small fee by employees, friends of the university, and guests.

The university also maintains an Outdoor Recreation Program that provides equipment and opportunities for students to take advantage of the unique outdoor activities in the Big Bend Region. Many of the organized activities conducted through the Outdoor Recreation Program promote interaction between students, faculty, and staff.

#### [Morgan University Center](#)

The Morgan University Center serves as the center of the university community, providing meeting rooms, indoor and outdoor dining areas, a game room, student lounge, and a number of University offices. The staff of the Morgan University Center are responsible for coordinating and scheduling campus activities and student organizations.

#### [Student Organizations](#)

Sul Ross State University encourages students to take part in campus life by participating in student organizations to encourage students to develop interpersonal, organizational, time management, and other skills. There are more than 40 student organizations registered at the university.

#### [Student Publications](#)

The Skyline (a bi-weekly student news magazine in fall and spring semesters) and The Brand yearbook are published by the News and Publications Department. Both publications are created, designed, and written by student staff members. Both publications have received numerous awards from the Texas Intercollegiate Press Association for art, photography, and writing. The Sage (the university's award-winning literary magazine) showcases student essays, short stories, poems, art, and photography.

#### [Career Services](#)

Career Services offers Sul Ross State University students a comprehensive and integrated sequence of services throughout a student's undergraduate career. The connection between effective counseling in career development and academic success is recognized as substantial. Career counseling services often assist students in finding direction and motivation for success in academics and later in life, and contribute significantly to their total growth. Internship and cooperative education programs provide students with unique learning opportunities and experiences with local and national businesses. The integration and location of these services in the Morgan University Center ensure that students are aware of career development services early in their academic careers.

#### [Student Government Association](#)

The Student Government Association at Sul Ross State serves as a liaison to faculty, administration, and staff on behalf of students. The association acts upon the suggestions and concerns expressed by students to foster recognition of student rights and the university's responsibilities to students in the development of policies. The Association helps students by improving leadership and communication skills, providing experience working in groups, improving students' self-confidence, and encouraging student participation and civic responsibility. All members are elected by student body regardless of race, creed, sex, origin, or religion.

### [Student Health Services](#)

The Sul Ross State University Student Health Services Department strives to enhance the educational process by promoting an optimal level of wellness, enabling students to make informed decisions about health-related concerns, and empowering students to be self-directed and well-informed consumers of health care services. Students pay a mandatory medical fee, and receive minor treatments, over-the-counter medication, and basic first-aid supplies at no cost. The department's Web site provides information on care and prevention.

The department is staffed by a registered nurse. Normal hours of operation are eight am- five pm Monday through Friday. The university has a student medical agreement with Preventive Care Health Services to provide limited outpatient care, and their clinic is near campus.

### [Cooperative Education/Internship Program](#)

This initiative provides learning and training opportunities for students outside the classroom as they work towards graduation and transition to the labor market. Many Sul Ross State University academic departments offer internships and cooperative education options. The benefits of this program include earning a salary, receiving academic credit, assessing career interest, gaining valuable on-the-job experience, and developing employment contacts.

### [Freshmen Leadership Program](#)

The Freshman Leadership Program is a unique, two semester, individualized, intensive leadership development program for which academic credit is earned and a scholarship awarded. The program is designed to improve the academic success and retention of freshmen while helping them discover roles in which they can develop and employ leadership skills. The program accents the following:

- (1) Learning about the "tools" of leadership such as communication techniques, problem solving skills, and leadership style assessment.
- (2) The structure and personalities of Sul Ross State University's administrative, student and faculty organizations.
- (3) Applied learning experiences in real life campus students leader situations.

The FLP emphasizes participation in the following activities:

- (1) Analyzing your strengths and weaknesses and improving your leadership skills.
- (2) Discussions, problem-solving, and hands-on activities.
- (3) Meeting and talking with Sul Ross and community leaders. This program works in conjunction with the university's mandatory first year freshmen seminar courses that provide special guidance and discussion opportunities covering academic and life skills.

### [SRSU-Alpine Division of Enrollment Management](#)

The Division of Enrollment Management supports offices that provide services to potential students and assist students with admissions, financial aid, and registration. The Offices of Undergraduate Admissions, Financial Aid, Registrar, Residential Living, and Student Support Services are in the Division of Enrollment Management. Operations of these offices are designed for close interaction in order to serve the best interests of both prospective and enrolled students.

### [Undergraduate Admissions](#)

The Office of Admissions conducts a comprehensive program designed to complete five major tasks:

- 1) identify prospective students;
- 2) provide pre-enrollment counseling;
- 3) manage all aspects of processing undergraduate applications;
- 4)serve as the initial data entry point; and
- 5)communicate all matters pertaining to admissions to appropriate constituencies.

In fall 2016, the Division of Enrollment Management purchased Mongoose, a texting service platform, to use as a method of communicating with applicants. This communication medium allows the university to contact student directly with information regarding admissions documents, financial aid, registration, and residential living.

### [Financial Aid](#)

The Office of Financial Aid plays an integral part in the enrollment management team. Its mission is to enable students to attend the university who would not otherwise have the financial resources to enroll. Approximately 87 percent of Sul Ross students receive some type of financial aid. The office administers over \$16.3 million per year in federal, state, institutional, and external program funding. Federal programs include Pell Grants, Supplemental Educational Opportunity Grants, Family Education Loans (Stafford and PLUS), and work study grants. The office also administers state grants, teacher loans and scholarships, institutional work programs and scholarships, external scholarships, and third party support for students. The staff regularly reviews office policies and procedures for service improvement opportunities. In addition, a Web site dedicated to the Office of Financial Aid provides visitors with pertinent information including links to useful external Web sites; entrance counseling through the Texas Guaranteed Student Loan Office, and an e-mail link to request individualized financial aid counseling. Text messaging, e-mail, social media, and traditional mail methods are used to contact students regarding their financial aid status. Staff is available for in person counseling or support in a one-on-one setting.

### [Office of the Registrar](#)

The Office of the Registrar provides students support services including course registration assistance, course and room scheduling, building available courses by semester for online viewing, fulfilling transcript requests, and other services related to maintaining student academic records. In addition, the office provides significant support for academic advising, especially as it relates to transfer credit courses and core courses.

### [Residential Living](#)

The Office of Residential Living supports the educational mission of the university through educational programs and activities. The resident assistants have a programming requirement where they must present activities with an educational component, as well as a focus on building

community. The office also has a “Lobo-in-Residence,” who acts as a resource for students and performs educational and community building programs in on-campus housing. The office promotes student engagement on-campus and with the surrounding community by posting information on activities, student organizations, academic support, and educational opportunities in the residence halls and on the on-campus TV station.

Resident students are an integral part of university campus life; as of fall 2016 semester, Sul Ross State University housed 34 percent of its students in eight residence halls. The Housing Policy section of the residential living handbook, states that all students who have not reached the age of 21 or have not lived on campus for two full academic years (fall and spring semesters) are required to live in on-campus housing [5]. Demographically, of those living on campus during the fall 2016 semester, 75 percent of the occupants were freshmen and sophomore level students. As for gender distribution, 56 percent were male and 44 percent were female.

Residentially-based programs and activities contribute significantly to the student development initiatives of Sul Ross State University [6]. Residential living assistants, under the oversight of the Office of Residential Living, plan monthly activities for residents that include at least one of the following learning outcomes:

- Social
- Academia
- Diversity
- Service Growth

The Office of Residential Living also provides financial support, training, and special development opportunities for students who serve as resident assistants.

### [SRSU-Alpine Division of Academic Affairs](#)

The Office of Academic Affairs at Sul Ross State University has the overall responsibility for curriculum, faculty, educational equity, academic staff, and various adjunct support areas. It exists to uphold the mission of the university, the quality of the academic programs, and to provide the support necessary for the academic units to accomplish their goals and responsibilities.

On the Sul Ross State University, Alpine campus, in order to aid students in making the transition from high school to college, the university requires students to enroll in SRSU 1101, First Year Seminar. The course offers students an introduction into the language of higher education, the responsibilities associated with academic life, and how the university is organized and services that it offers students. As students progress through their academic career, internships are available that allow them the opportunity to practice the skills they have learned in the classroom in a real world setting.

### [Student Support Services](#)

Students who meet the eligibility criteria can participate in the Student Support Services program, a TRIO program. The program offers academic advising, career and major counseling, personal support, classroom instruction, academic workshops, tutoring, financial aid counseling, new student extended orientation, graduate admission guidance, social and cultural activities and much more for up to 160 students each year. Juniors and seniors who meet select guidelines can become part of the Ronald E. McNair Post-Baccalaureate Achievement Program. The program supports up to 27 low-income, first generation, or underrepresented students each year.

### [The Academic Center for Excellence](#)

The Academic Center for Excellence offers a number of support services to Sul Ross State University. The center houses the university's developmental education program for those students who enter the university not ready for college-level coursework and out of compliance with the Texas Success Initiative. The center is also home to the university's Honors Program, which offers outstanding students an opportunity to take intellectually motivating academic classes and seminars. Students in this program, complete Honors Contracts in at least one course per fall and spring semester. Students engage in learning opportunities that allow them a broader and deeper investigation into some aspect of that particular course and develop stronger ties with their faculty members. The center also sponsors the Academic Enhancement Seminars each semester. Three one-hour seminars are offered each week. The seminars highlight a variety of study skills.

Another program located in the Academic Center for Excellence is the Tutoring and Learning Center. The program offers free, peer-to-peer tutoring. All peer tutors are certified at Level One by the International Tutor Training Program of the College Reading and Learning Association. Smarthinking and NetTutor are online writing and tutoring services available to students any time. In addition, the peer tutors have received training in how to tutor English as a Second Language students from the English as a Second Language Coordinator who is supported by the Title V El Camino del lobo al Exito grant.

Tutoring can also be accessed at the academic department level. The Writing Center, in the department of Languages and Literature, helps students as they work through the writing process on major papers. Science and Behavioral and Social Science teaching assistants provide tutoring and study sessions in their respective buildings, Warnock Science Building and Lawrence Hall.

College Forward partnered with Sul Ross State University from Fall 2015-Spring 2017 to offer near-peer mentoring for freshmen students. Starting in the fall of 2017, the El Camino del Lobo al Exito Title V program will take over the role provided by College Forward and offer a peer mentoring program that will be housed out of the Tutoring and Learning Center.

### [Bryan Wildenthal Memorial Library](#)

The library is a learning resource center not just for the students and faculty of Sul Ross State University, but also for the Big Bend Region. The library houses thousands of offerings in the forms of books, magazines, journals, newspapers, and dvds in both print and electronic formats. Furthermore, students can access almost 150 databases, including JStor and SciFinder, on campus or remotely. The Archives of the Big Bend, on the second floor of the library, offers students and the public a venue for conducting primary research on materials that highlight the region. Education librarians offer trainings throughout the year on how to access the informational services of the university, as well as how to be critical thinkers. A computer lab allows those students without a computer to access the internet and complete class projects.

### [Lobo Den](#)

Advising is offered in two manners to students on the Sul Ross State University, Alpine campus. Lobo Den is the university advising center that serves all first-time freshmen and transfer students with under 30 semester credit hours, Texas Success Initiative non-compliant students, and students who have not selected a major. The Lobo Den also monitors the university's Early Alert System, a program that allows faculty members to identify those students who are not attending class or doing well in class. Lobo Den advisors then contact the reported students and inform them of

services on campus that can help them achieve better scores in class. Once students have become Texas success initiative compliant and selected a major, then faculty advisors take over helping students meet degree plan requirements.

### [The Office of Information Technology](#)

The Office of Information Technology provides a number of support services to Sul Ross State University students. Students who do not have their own computer or printer can access the Red Paw Den, a location on campus that is available via card swipe 24 hours a day, every day of the year. Other computer labs open to students are on the second floor of the library and in the Academic and Computer Resource Building. Students are able to access course assignments and chatrooms through BlackBoard. LoboOnLine offers students a way to know the current status of their financial aid and any holds they might have, as well as a means to check their grades at midterm and at the end of the semester. Students can also register for classes through LoboOn-line. Office 365 is a resource that frees students and staff from dependency on flashdrives and from having to purchase a full Microsoft Office suite, as Office 365 allows students to use Word, PowerPoint, Publisher, Excel, Sway, and other programs. The Lobo Technology Assistance Center is the university helpdesk and aids students in recovering passwords and pins, using the online resources available to them, and determining the cause of computer problems.

### [The Office of International Studies](#)

The Office of International Studies allows Sul Ross State University students to travel the world. Study abroad options are available to students, as well as "Travels with Sully" opportunities for short-term, theme-based trips.

### [Student Support Services at SRSU-Rio Grande College](#)

Sul Ross State University, Rio Grande College is a multi-campus component of Sul Ross State University that primarily serves working adults in the communities of Castroville, Del Rio, Eagle Pass, and Uvalde. These locations are between 200 and 300 miles east of the main Alpine campus location. Rio Grande College offers upper-level and graduate programs at these sites, which are co-located on the campuses of Southwest Texas Junior College.

Rio Grande College contributes to the mission of Sul Ross State University by preparing students "...to enter professions that are related to their areas of specialization, to achieve advanced levels of professional development, or to enter and successfully complete graduate programs of study." Additionally, through its campuses, the college utilizes the distinctive environment of the Middle Rio Grande region of Texas as it serves these primarily Hispanic, lower socio-economic, rural communities.

Rio Grande College offers a wide variety of support services as its students' characteristics vary widely. Given the dispersion of students over four campuses, the college uses integrated communications to inform students about a variety of topics including student, faculty, and staff achievements; university news relevant to their education; and details about upcoming campus events. E-mail and social media, particularly Facebook and Twitter, are tools the college incorporates into its communications plan to reach students. The college posts photos and news stories about student accomplishments such as scholarship and honors recipients plus faculty and staff honors. Social media is also used to keep students up-to-date about events like financial literacy classes and educational and community services such as tutoring and counseling. Facebook and Twitter are also used to help reach students during an emergency, for instance a site that is closed due to severe weather.

Students support services and programs are organized into five primary areas: Admissions, retention, and administrative support, Student Services (academic support); Safety and Security; General Health and Wellness; and Technology. Most student support services are provided at no additional cost for enrolled Rio Grande College students. Additionally, the college participates in ongoing assessments of student services and perceptions of the college using internal evaluations during Transfer Orientation Sessions and a comprehensive university-wide assessment once a year. Through this survey, the college determines which services the students deem important and assess via student perception how well those services are delivered. The college uses the results of this assessment to guide plans for improvement in student support areas including registration processes, billing and payment, financial aid and support, and all other student service programs. The college uses the findings to guide planning and implementation of future student services efforts to a better support academic needs as well as student developmental needs.

### [SRSU-RGC Admissions, Retention, and Administrative Support](#)

Rio Grande College provides support to students through the admission, registration, billing and payment, and financial aid processes.

### [Office of Admissions and Records](#)

The Rio Grande College Office of Admissions and Records conducts a comprehensive program designed to complete five major tasks:

- identify prospective students
- provide pre-enrollment counseling
- manage all aspects of processing undergraduate and graduate applications
- serve as the initial data entry point
- communicate all matters pertaining to admissions to appropriate constituencies

In spring 2015, the Division of Student Services purchased Fire Engine Red, an e-mailing service platform, to use as a method of communicating with prospective students and applicants. This communication medium allows the college to contact students directly with information regarding admissions documents, registration, and academic affairs. The goal is to encourage growth of a diverse student population that includes cultural, economic, social, and geographic differences. The staff regularly reviews office policies and procedures for service improvement opportunities. In addition, a Web site dedicated to the Office of Admissions and Records provides visitors with pertinent information including links to useful external Web sites and the Texas Common Application site, the required application avenue for all public universities in Texas. Twitter, e-mail, social media and traditional mail methods are used to contact students regarding their admissions status. Staff on each campus are available for in person guidance or support in a one on one setting with university personnel.

The Rio Grande College Office of the Registrar provides students support for the registration process including:

- course registration assistance
- course and room scheduling
- building available courses by semester for online viewing
- fulfilling transcript requests
- other services related to maintaining student academic records

In addition, the office provides significant support for academic advising, especially as it relates to transfer credit courses.

Student billing and payment services are provided online through Banner and in person on each campus. Students are provided information on required payments, payment schedule, emergency loans, book vouchers and purchase assistance, and bill collection services. Each campus office is staffed by a business services associate who can assist students with all of these processes.

### [Financial Aid Office](#)

Financial Aid counselors are assigned to each campus to assist students through the financial aid process. This includes Free Application for Federal Student Aid completion, processing, and verification processes as well as assistance in accessing available scholarships and work study opportunities. In recent years, Rio Grande College has received a number of new scholarships designed to assist students with educational costs as well as provide connections for them to the community entities that provided the scholarship.

Other support services for students include student services specialists, financial aid counselors, admission and records personnel, and business services personnel on each campus to assist students with admission, course selection, registration, billing and payment, financial aid, and other administrative functions. All services are available in person and online. The schedule of courses is printed for distribution, posted to the Rio Grande College Web site and available online via Banner. The administrative software utilized by the university registration, billing, and other administrative functions is Banner, and the course management platform is Blackboard. Student support for access and utilization of both software systems is included in the new student orientation, class syllabi instructions, and from technology specialists on each campus.

### [SRSU-RGC Student Services](#)

Student Services provides academic support for the part-time working adult students primarily, but also for full-time students. These services include providing a faculty advisor for each student determined by the student's chosen major, as well as a student referral system through which faculty refer students who demonstrate signs of unsatisfactory academic performance for assistance such as tutoring, advising, mentoring, writing assistance, library services, and other support services. Tutorial services are provided in person on each campus as well as on-line. Smarthinking is an on-line writing and tutoring service available anytime to students.

### [Student Advising](#)

Advising is offered to each student who has a faculty member assigned as their academic advisor. Academic advisors provide assistance to students in course selection, degree progression, employment and other post degree opportunities, graduate school selection and admission, and personal and motivation support. Mentoring services involve assigning a currently enrolled student to each new, entering student to answer questions, guide the student when various issues arise or services are needed, and to provide emotional and motivational support.

### [Tutoring](#)

Writing Assistance is offered through the SRSU-RGC Writing Centers which are located on all campuses and assist students with face-to-face, in person writing assistance. On-line students may receive writing assistance via e-mail request through which documents and papers are exchanged and comments/tutorial critiques are offered. Many of our students come from bilingual backgrounds in which English may not be their first language. These writing services and on-line tutorial services are essential to their success.

### [Library Services](#)

Library Services are provided to Rio Grande College students through a cooperative joint library with our partner school, Southwest Texas Junior College. Joint libraries, housed on each campus, are staffed by personnel and offer library collections, computers, and support services for students and faculty. The collections include many on-line resources through Ebsco Host, Elsevier, and J-Store. In addition, all on-line services via the Bryan Wildenthal Memorial Library on the main campus in Alpine are available to Rio Grande College students.

### [Counseling Services](#)

The mission of Counseling Services is to support the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, consultation, and educational services. These services help students resolve personal difficulties, and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience. All students, regardless of race, gender, ethnic background, age, religion, citizenship, or disability are welcome. Counseling Services seek to foster intercultural competence to promote awareness and empathy within a multicultural environment. Counseling Services offers confidential, free counseling services for SRSU Rio Grande College and Southwest Texas Junior College students.

### [SRSU-RGC Student Safety and Security](#)

Safety and security resources include campus safety information, campus police, emergency response plan, and other campus security measures. The Rio Grande College Web site provides campus safety information on various forms of campus violence and local phone numbers for assistance from sheriff, police, and fire departments.

Campus police presence is provided by the Southwest Texas Junior College Campus Police Department which provides Rio Grande College with 24 hour a day, seven day a week security services, on the three larger campuses (Del Rio, Eagle Pass, and Uvalde). The Castroville campus facility is sub leased from Southwest Texas Junior College who leases the facility from the Medina Valley Independent School District. The school district provides 24 hour a day, seven day a week security services as well as custodian and maintenance services.

Rio Grande College's emergency response plan has been developed and is updated and revised in cooperation with Southwest Texas Junior College. The Emergency Response Plan establishes a response to natural and man-made emergencies. E-mail and text alert systems are utilized to notify faculty, staff, and students of emergencies. All offices, classrooms, and other areas have posted evacuation maps and plans posted in a prominent place.

Other campus security measures include having entering students participate in required orientation in which they are shown an active shooter video developed by Home Land Security. All campuses have video cameras for surveillance and hold periodic fire, hazard, and active shooter drills. In addition, the Texas State Fire Marshall's office inspects the Rio Grande College campuses on a rotating basis for fire hazards, protection, and information.

### [SRSU-RGC General Health and Welfare](#)

The general health and welfare of SRSU-RGC students is supported in numerous ways including financial literacy, transportation, student government association, new student orientation, graduate student orientation, the Graduate Student Success Center, student lounge areas, computer labs, and community activities and service. Financial literacy, a requirement for scholarships, includes information on budgeting, loan and debt management, and understanding of net worth. Transportation is provided for students within city limits and between campuses from Monday thru Friday from seven am to six pm via The Southwest Area Regional Transit authority.

#### [Student Government Association](#)

The Student Government Association is open to all enrolled Rio Grande College students. The association holds regular meetings to hear student requests and needs. Officers are elected for yearly terms of office. The association accepts suggestions, responds to requests, and administers funds for clubs and organizations.

#### [New Student Orientation](#)

New Student Orientation for undergraduate students is provided on the Saturday preceding the first day of class each fall and spring semester. Students are required to attend and receive information and guidance for registration, financial aid, billing/payment, and technology needs. Students also meet with a faculty academic advisor. Orientation materials are distributed to students and posted online for online students or students whose schedule precluded attendance. Graduate student orientation is conducted on-line and includes services specifically directed toward success in graduate education. The Graduate Success Support Center provides orientation materials and sessions for graduate students and offers other relevant activities throughout the year, such as seminars on effective research and writing and graduate study information.

#### [Student Organizations](#)

Rio Grande College has 13 registered student organizations.

#### [Additional Services](#)

Student lounge areas are provided on each campus and include eating, lounging, television, and other amenities. Open computer labs are available to all enrolled students throughout the hours of operation from opening of offices in the morning through completion of evening and night classes.

Community activities and service include opportunities for students to become involved in a number of community organizations; participate in local community events such as holiday parades and celebrations, festivals, and community forums; and activities which allow connections to community leaders. In addition, Rio Grande College hosts a number of community events at its campuses which students may attend.

Other support services include guest and master lectures, awards banquets, informal meetings with key administration, various clubs that connect with academic disciplines, movie night for students and their family members, intramural sports on some campuses, holiday meals for students and faculty, welcome back events, and other activities designed to help students persist in their educational goals as well as provide family support for the students. Student Services also provides disability and Americans with Disabilities Act accommodations including physical, emotional assistance as needed, and assistance with course and class needs. Counseling services are available on each campus as well.

#### [Rio Grande College Technology](#)

The Rio Grande College Office of Technology is a department of Sul Ross State University, Alpine Office of Information Technology that manages and oversees the technology infrastructure and support for the Rio Grande College campuses. All services delivered for all sites at Sul Ross State University are centralized; however, trained and certified staff at Rio Grande College provide hands-on support for technology issues that may be computer, network, telecom, or software related. The Office manages three computer labs and 12 distance learning and Interactive Television classrooms spread throughout the Del Rio, Uvalde, and Eagle Pass campuses.

Given the distributed nature of Rio Grande College campuses, technology is an essential tool for the delivery of academic and support services to students as well as communication. Student assistance and support are provided on each campus by a full time technology technician through a phone support help desk and call center. Blackboard support is provided any time via a helpdesk for students and faculty as well as by local technicians. Students with computer issues are assisted by local technicians.

Computer labs are available with up to date computers, scanning capability, and high speed printing. Students may utilize the computer labs for class work, personal work, or participation in online classes. Rio Grande College serves an economically disadvantaged area, and many students do not own computers or do not have sufficient internet services at their homes. Student Government Association and other club meetings are often conducted via Rio Grande College's extensive teleconferencing meeting capabilities. Technology support is provided for these connections and display of materials during meetings.

#### [Summary](#)

Sul Ross State University is in compliance with Core Standard 2.10.

#### **Supporting Documentation and Evidence:**

[Mission Statement](#)

[SRSU Strategic Plan](#)

[College Student Inventory 2015 Cohort](#)

[Satisfaction Survey Fall 2014](#)

[Student Services Homepage](#)

[Counseling Services Alpine Campus](#)

[Book Store Homepage-Alpine Campus](#)

[Cashier's Office](#)

[Campus Dining](#)

[Child Care and Family Support Center](#)

[Graduate Student Center](#)

[Sul Ross State University Mail Services](#)

[University Department of Public Safety](#)

[Office of Student Life Alpine Campus](#)

[Recreational Programs](#)

[Morgan University Center](#)

[Student Organizations](#)

[Student Publications](#)

[Career Services](#)

[Student Government Association](#)

[Student Health Services](#)

[Cooperative Education/ Internship Program](#)

[Freshman Leadership Program](#)

[Division of Enrollment Management Alpine Campus](#)

[Center for Enrollment Services \(Admissions&Records Alpine Campus\)](#)

[Office of Financial Aid](#)

[The Office of the Registrar](#)

[Residential Living](#)

[Division of Academic Affairs](#)

[Student Support Services](#)

[Academic Center for Excellence](#)

[The Bryan Wildenthal Library](#)

[Lobo Den](#)

[Office of Informational Technology](#)

[Office of International Studies](#)

[Student Support Services- Rio Grande College](#)

[Admissions, Records, Retention, and Administrative Support- Rio Grande College](#)

[Office of Financial Aid- Rio Grande College](#)

[Student Services- Rio Grande College](#)

[Student Advising- Rio Grande College](#)

[Tutoring- Rio Grande College](#)

[Library Service- Rio Grande College](#)

[Counseling Services- Rio Grande College](#)

[Student Safety and Security- Rio Grande College](#)

[Student Government Association- Rio Grande College](#)

[Student Organizations- Rio Grande College](#)

[Technology- Rio Grande College](#)

[Student Handbook](#)

## Core Requirement 2.11.1 - Financial Resources

*The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.*

*The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University has a sound financial base and demonstrates financial stability needed to support the mission of the institution and the scope of its programs and services. An integral part of this process is the [Strategic Plan](#) which fully supports the Mission of the institution. The university finances support the goals established in this plan through providing finances to promote growth for academic programs, maximizing enrollment and retention, strengthening the financial base, developing quality faculty and staff, and unifying and enhancing the image of SRSU.

Each section of the operating budget references a [strategic plan goal](#) supported by that budget. The university's sound financial base is demonstrated by financial information provided in the university's [Annual Financial Reports 2012-2016](#), and [Summary of AFR References for Data](#). These statements show a pattern of growth and stability in tuition and fees, federal grants revenue, operating expenditures, endowments, and unrestricted net assets exclusive of plant assets and plant-related debt.

Table 1. Revenue Summary

	2012	2013	2014	2015	2016
Tuition and Fees Revenue, Gross	\$12,753,045	\$12,201,522	\$12,575,804	\$13,717,018	\$14,893,611
Federal Grants Revenue	\$11,784,821	\$11,587,920	\$11,168,963	\$10,934,440	\$11,072,909
Operating Expenses	\$52,172,472	\$52,251,278	\$49,884,062	\$51,349,393	\$52,041,291
Endowment Balance	\$14,304,944	\$15,542,920	\$18,364,295	\$17,113,852	\$17,379,729
Unrestricted Net Assets Exclusive of Plant Assets and Plant-related Debt	\$5,888,087	\$8,351,523	\$8,669,812	\$8,771,096	\$9,259,854

### Financial Statements and Audit

(1) As a Texas state agency, Sul Ross State University's financial information is audited as part of the annual Texas statewide audit. Therefore, Sul Ross State University will obtain a Standard Review Report in accordance with AICPA *Statements on Standards for Accounting and Review Services* for its financial statements for the year ending August 31, 2017. The university issued an RFP to secure independent auditing service in accordance with the standards in early April 2017 with an award issued July 2017. This work will be completed upon the final closeout of the Texas Statewide Annual Financial Report for the year ended August 31, 2017 and a *Standard Review Report* issued by January 31, 2018. The report will then be submitted to SACSCOC by February 15, 2018. Our institutional management letter will accompany this Standard Review Report.

2) A statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the year ending August 31, 2017, will be prepared based on the financial information reviewed by the independent auditor. The statement will be accompanied by management discussion and analysis as necessary to explain the financial position and results. The target date for submission of the supplemental statement is February 15, 2018.

### Budgeting

Sul Ross State University prepares an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the Board of Regents of the Texas State University System, as set out in Regent's [Rules and Regulations](#), Section III, subsection 6.71 entitled *Annual Operating Budget and Budget Summary*. Sul Ross State University's strategic planning and biennial appropriations request processes provide the foundation, direction and logic for funding requests. These documents, coupled with the Texas Legislative Budget Board and the Texas Legislature's final funding decisions as provided through the General Appropriations Act, determine in large part the final preparation and decisions resulting in [SRSU's Annual Operating Budget](#).

The university's internal budget process guides the institution as it develops its annual operating budget. In early February, the Executive Cabinet as a whole conservatively determines the enrollment projections for the next year based on actual enrollment for the previous academic period. This [Enrollment Projection](#), along with state appropriations, will determine the revenue budget for the next fiscal year. The Vice President for Finance and Operations prepares budget work papers for each department in late February or early March. These packets are given to the Executive Cabinet members for distribution to their departments with specific due dates, usually in mid-April. The Vice President for Finance and Operations receives recommendations from the vice presidents, deans, and department chairs on the budget needs of the institution relative to the University's Strategic Plan. Departments prepare and submit proposed budgets to their division vice president. Each vice president reviews the requests and holds individual meetings as appropriate and then submits the recommendation to the Vice President for Finance and Operations. The expenditure recommendations from each vice president are entered into the budget spreadsheets along with estimated revenues as determined by the Vice President for Finance and Operations and reported in the Executive Cabinet Minutes as the [Budget Process](#).

In late April or early May, a draft budget is prepared for review and approval by the executive cabinet based on these initial recommendations. The Executive Cabinet reviews the draft budget and makes final changes. These changes are incorporated by the Finance and Operations staff into

subsequent drafts or a final document. The target for this final version is dependent on system deadlines, usually early June. The final recommended budget is completed and submitted to the system office for review and final approval by the Board of Regents. The Board of Regents will usually consider the operating budget at its August meeting.

Approved budgets are distributed to the departments and posted on-line after Board of Regents approval is received, usually in August of each year. The [Board of Regents Minutes](#) on August 18, 2016 via motion 2016-115 document the approval for the budget for FY2017. In addition to the required budget document, the Vice President prepares and submits to the Board of Regents a [Budget Summary](#) report following established system-wide instructions. This budget summary report includes a variance analysis report for all major budget items. An explanation for any variance over 10% and \$100,000 or 5% and \$200,000 must be included in this report. A management representation letter is also submitted which includes a discussion of any major budget issues or highlights. A statement on the fiscal condition of the university report is also included in this letter (See [Budget Summary](#)).

As a measure of sound financial planning, the Vice President for Finance and Operations prepares a comprehensive long range plan for the maintenance, upgrade and replacement of physical assets and equipment. This plan includes renewal and replacement strategies for equipment, buildings, deferred maintenance, telecommunications, information technology, and transportation. In addition, funds are reserved to support non-routine maintenance issues that may arise throughout the fiscal year. Long range financial budgets and projections are also maintained for major fee revenues and housing operations (See examples of [Higher Education Assistance Fund \(HEAF\)](#) and [Designated Tuition](#) 10 year plans).

#### Summary

Sul Ross State University is in compliance with Core Requirement 2.11.1

#### **Supporting Documentation and Evidence:**

[Annual Financial Reports for the Years Ended August 31, 2012-2016](#)

[Board of Regents Minutes Approving the 2017 Budget](#)

[Budget Summary 2017](#)

[Budget Process EC Reviews and Approvals 2017](#)

[Designated Tuition](#)

[Enrollment Projection](#)

[Higher Education Assistance Fund \(HEAF\)](#)

[Rules and Regulations](#)

[SRSU's Annual Operating Budget](#)

[Summary of AFR References for Data](#)

[Strategic Plan 2017-2022](#)

[2018 Draft Operating Budget Summary](#)

## Core Requirement 2.11.2 - Physical Resources

*The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) has adequate physical resources to support the mission of the institution and the scope of its programs and services. The physical campuses are maintained to support the mission of the university and the goals in the [SRSU Strategic Plan](#). In Alpine, there are two campuses, the main campus and, approximately one mile east, the campus of the College of Agricultural and Natural Resource Sciences. At the Rio Grande College (off-site campuses) there are four physical campuses, located on the Southwest Texas Junior College (SWTJC) campuses; in Castroville, Del Rio, Eagle Pass, and Uvalde. Rio Grande College owns no physical plant, but it leases facilities from Southwest Texas Junior College which were built for Sul Ross State University. Classes at the Region 14 off-site campus (Abilene) are offered in two rooms that are provided at no cost to SRSU by [Region 14](#).

The [2011 SRSU Campus Master Plan](#) outlines the maintenance and development of the institution's physical resources. The [Executive Committee on Campus Master Plan Development](#) considers and develops recommendations on all proposed construction or renovation projects to assure that all construction and renovation projects are developed in accordance with the provisions and standards of the Campus Master Plan.

The Sul Ross State University in Alpine occupies a total of 647.05 acres. The central campus of Sul Ross State University consists of approximately 495 acres of which 95 are developed. A listing of all buildings is included.

Table 1. Main Campus Building Inventory

Building name	Year	Floor	Rooms	Gross Square Footage (GSF)	Net Assignable Square Feet (NASF)
BRICK COTTAGE 125	1948	1	2	346	345
BRICK COTTAGE 126	1948	1	2	346	345
BRICK COTTAGE 127	1948	1	2	346	345
LAWRENCE HALL	1935	4	50	25,292	15,460
FERGUSON HALL	1950	3	53	22,300	13,446
FLETCHER HALL	1963	3	0	27,562	16,537
MOUNTAINSIDE HALL & DINING(Storage)	1969	4	17	94,942	56,965
LOBO 1 RESIDENCE	2007	3	0	85,350	51,210
LOBO 2 RESIDENCE	2007	3	0	85,350	51,210
LOBO 3 EFFICIENCY	2007	3	0	14,821	8,893
LOBO 4 EFFICIENCY	2007	3	0	14,821	8,893
LOBO 5 FAMILY	2007	2	0	15,070	9,042
LOBO 6 FAMILY	2007	2	0	7,542	4,525
LOBO 7 FAMILY	2007	2	0	15,070	9,042
LOBO 8 COMMUNITY CENTER	2007	1	0	3,622	0
CENTRAL HEATING & COOLING PLANT	1945	1	4	6,608	6,538
BRISCOE ADMINISTRATION BUILDING	1919	3	118	44,460	24,981
MORELOCK ACADEMIC BUILDING	1930	3	87	42,426	28,377
ACADEMIC/COMPUTER RESOURCE CNTR	1928	2	41	17,660	12,071
WARNOCK SCIENCE BUILDING	1959	3	70	46,080	33,596
FINE ARTS BUILDING	1950	3	56	26,878	16,837
GRAVES-PIERCE COMPLEX	1966	4	28	64,291	24,558
WILDENTHAL LIBRARY	1969	3	48	67,821	51,725
INDUSTRIAL TECHNOLOGY BUILDING	1969	1	20	18,110	14,969
CERAMICS/SCULPTURE BLDG	1993	1	4	3,233	2,390
MCCOY MUSEUM BUILDING	1937	2	24	17,272	10,750
KOKERNOT LODGE	1930	1	7	3,140	1,794
GRAVES-PIERCE SWIMMING POOL	1947	1	5	13,350	11,731
OPEN AIR THEATRE	1969	1	1	1,030	836
PHYSICAL PLANT OPERATIONS COMPLEX	1975	2	15	13,569	13,022
EVERETT E TURNER RAS CENTER	1975	1	61	20,530	17,381
PHY PLANT MAINT & SVCS COMPLEX	1975	1	6	6,538	5,874
SALE ARENA	1997	1	0	44,744	0
UNIVERSITY CENTER	2001	3	44	51,566	24,533
MULTI-PURPOSE - GALLEGRO CNTR	2001	2	31	177,963	43,978

CENTENNIAL BUILDING	2001	1	55	21,010	11,839
OPEN AIR THEATRE SHOP	1969	1	0	2,013	0
OPEN AIR THEATRE BACKSTAGE	1969	1	0	994	0
OPEN AIR THEATRE TICKET/CONCESSION	1969	1	0	192	0
MOTION CAPTURE LAB	2015	1	3	1,920	1,866

**Quality of Resources**

SRSU is engaged in continuing enhancement of the physical environment as guided by the 2011 Campus Master Plan. Most recently, the institution completed [Campus Access I Project \(CAP\)](#), as part of a 7.8 million dollar infrastructure initiative. This included new pedestrian routes between student residences and the main campus, as well as additional student gathering spaces.

**Off-Campus Instructional Sites**

Table 2. Rio Grande College Building Inventory

Name	Year	Floor	Rooms	Gross Square Footage (GSF)	Net Assignable Square Feet (NASF)
<b>Eagle Pass</b>					
RGC SRSU ADMIN BLDG	1994	1	25	8,823	5,681
RGC EAGLE PASS II	2002	1	29	13,393	12,525
<b>Del Rio</b>					
RGC ADMIN BLDG	1996	1	23	9,697	3,859
RGC FACULTY BLDG	2003	1	24	6,045	5,241
RGC TECHNOLOGY BLDG	2003	1	8	5,639	4,295
RGC CLASSROOM BLDG	2003	1	25	18,540	12,815
<b>Uvalde</b>					
RGC FACULTY BLDG	2008	1	28	8,226	4,905
RGC CLASSROOM BLDG	2008	1	20	18,493	13,156
RGC ADMIN BLDG	2008	1	28	8,226	5,331
<b>Castroville</b>					
RGC CLASSROOM BLDG	2014	1	16	13,214	10,162

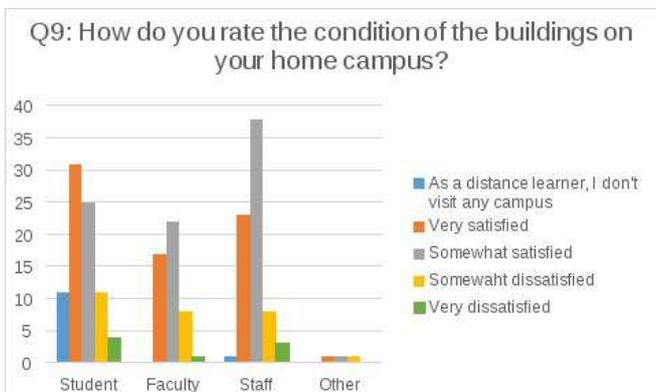
Region 14 Abilene off-campus site offers graduate programs for students in education with two classrooms provided by Region 14 for SRSU instructional purposes. The rooms are equipped with smart boards, computers, projectors, document cameras, smart pens, and appropriate furnishings.

**Facility Adequacy**

In fall 2016, the Office of Institutional Effectiveness surveyed students, faculty and staff from the main campus and off-site campuses on their level of satisfaction with facilities. Eighty-two students, 48 faculty, 73 staff, and three "others" responded to the [survey](#) (total 209). Seventy percent (70%) of responders rated the outdoor lighting to be excellent to satisfactory. Eighty-two percent (82%) rated the campus lawns, landscaping, and walkways to be in outstanding to good condition. Sixty-seven percent (67%) of students living in university housing rated it to be in excellent to good condition. Eighty-seven percent (87%) rated the cleanliness of classroom space to be in excellent to good condition; while five percent (5%) of students identified as distance learners reported that they do not attend classes on any campus.

Overall, seventy-six percent (76%) of responders who come to campuses were very satisfied to somewhat satisfied with the condition of the buildings on their home campuses.

Figure 1. Fall 2016 Satisfaction Survey, Facilities



**Summary**

Sul Ross State University is in compliance with Core Requirement 2.11.2.

**Supporting Documentation and Evidence:**

[Texas Education Agency Region Service Centers](#)

[Executive Committee on Campus Master Plan Development](#)

[Fall 2016 Satisfaction Survey, Facilities](#)

[SRSU Campus Master Plan](#)

[SRSU Strategic Plan](#)

[Sul Ross Campus Access Project Phase I Nears Completion](#)

**Core Requirement 2.12 - Quality Enhancement Plan**

*The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.*

**The Institution Certifies Compliance:**

**Narrative:**

This requirement is not part of the compliance certification.

The following narratives address Comprehensive Standards 3.1.1 through 3.14.1

## Comprehensive Standard 3.1.1 - Mission

*The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University (SRSU) has a clearly defined and comprehensive [mission statement](#) addressing teaching, research, and service that is published in and disseminated through university documents, such as the [SRSU Catalog](#) and the [SRSU-RGC College Catalog](#). The institution's mission statement was approved by the SRSU Executive Cabinet and President on April 18, 2017 ([Minutes, SRSU Executive Cabinet Meeting, April 18, 2017](#)) and approved by the Texas State University System's Board of Regents, the institution's governing board, at the May 18, 2017 quarterly meeting of the Board ([May 18, 2017 Minutes Board of Regents](#)). The mission statement guides the institution's operations through strategic planning as evidenced by institutional effectiveness reviews.

The mission statement was prepared by a broad-based Strategic Planning Committee that met throughout a year-long process in developing a new vision statement, mission statement, values statement, and a strategic plan and accompanying assessment plan.

#### Vision:

Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

#### Who We Are:

Sul Ross State University is a public, comprehensive, Master's degree granting, multi-campus university providing on-site and distance education in the Big Bend and the US-Mexico border regions of Texas.

#### Mission:

Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.

#### Values:

- Excellence
- Ethics and Integrity
- Diversity and Inclusiveness
- Growth and Exploration
- Personal Connection
- Effective Communication

#### Current, Comprehensive, and Approved by Governing Board

SRSU's mission statement was approved by the Sul Ross State University Executive Cabinet and the President on April 18, 2017 ([Minutes, SRSU Executive Cabinet Meeting, April 18, 2017](#)) and was approved by the Texas State University System Board of Regents at their meeting on May 18, 2017 ([May 18, 2017 Minutes Board of Regents](#)). The mission statement addresses the university's commitment to teaching and learning, research, cultural awareness, creativity, and service. The mission statement affirms the institution's commitment to access to educational programs, diversity and inclusiveness, and cites the ideal of life changing education as a desirable outcome.

#### Guides Institution's Operations

The mission statement provides guidance to the teaching, research, and service operations of the university through the university's Strategic Plan ([Sul Ross State University Strategic Plan: Strategies for the Second Century 2017-2022](#)). The mission statement served as the foundation for the development of the following strategic goals:

- Promote Growth in Academic, Research and Artistic Excellence
- Target Recruiting, Maximize Retention and Increase Graduation Rates
- Strengthen a Sustainable and Diversified Financial Base while Ensuring Affordable Access
- Recruit, Retain and Develop Faculty, Staff and Student Employees
- Unify and Enhance the Image and Visibility of Sul Ross

The mission statement is cited as a source of guiding principles in the university's Strategic Plan. Additionally, SRSU engages in institutional effectiveness reviews through annual assessment processes and program reviews to ensure that each unit within the institution and each academic program is aligned with the university's mission. More information about these evaluation procedures is discussed in Comprehensive Standard 3.2.2.1.

#### Periodic Review

President Bill Kibler initiated a campus-wide review ([SRSU Strategic Plan Launch Meeting Agenda, April 11, 2016](#)) of the university's strategic plan, including a review of the mission statement in April 2016. The Strategic Planning Steering Committee and associated sub-committees had representation from the faculty, staff, students, and administration from the Alpine and off-site campuses. The charge to the steering committee was to conduct a thorough review of the existing Strategic Plan, including the mission statement, through a process that engaged the entire university community. In addition to reviewing all aspects of the Strategic Plan, the President charged the steering committee to develop an assessment plan that would allow the university to assess its progress toward implementation of the plan. The resulting revised version of the mission statement was included in the newly proposed Strategic Plan ([Sul Ross State University Strategic Plan: Strategies for the Second Century 2017-2022](#)). The mission statement and the strategic plan were approved by the SRSU Executive Cabinet and the President on April 18, 2017 ([Minutes, SRSU Executive Cabinet Meeting, April 18, 2017](#)) and approved by the Board of Regents at the May 18, 2017 Board Meeting Minutes ([TSUS Board Meeting, May 18, 2017](#)).

#### Communicated to Constituents

The university's mission statement is published on the [Sul Ross State University Web site](#) and a link to the mission statement appears on the

[President's page](#) on the Web site. The mission statement also is printed in the Sul Ross State University Catalog ([Page 32](#)), the SRSU-Rio Grande College Catalog ([Page 12](#)), the SRSU Administrative Policy and Procedures Manual ([APM 1.02](#)), the Faculty Handbook ([Section 1.02](#)), and the Student Handbook ([Page 8](#)).

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.1.1.

#### **Supporting Documentation and Evidence:**

[SRSU Mission Statement](#)

[SRSU EC Minutes](#)

[May 18, 2017 Minutes Board of Regents](#)

[President's Page](#)

[SRSU Administrative Procedures Manual](#)

[SRSU Faculty Handbook](#)

[Strategic Plan](#)

[SRSU Launch Meeting Agenda](#)

[SRSU Student Handbook](#)

[Strategic Plan on SRSU Website](#)

[SRSU Catalog](#)

[SRSU-RGC College Catalog](#)

## Comprehensive Standard 3.2.1 - Selection and Evaluation of CEO

*The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University's governing body, the Board of Regents of the Texas State University System (TSUS) is authorized by the [Texas Education Code \(Section 95.01\)](#) to employ and discharge the presidents of the component institutions in the system. The current SRSU president, [Dr. William L. Kibler](#), was appointed by the Board of Regents at the Special Board of Regents Meeting on [July 9, 2014](#), following a nationwide search conducted from January to July 2014. He assumed the position in August 2014. The Chancellor of the Texas State University System has the responsibility of conducting an annual performance evaluation of the president ([TSUS Rules and Regulations, Chapter IV, Section 7.1, Evaluation](#)). President Kibler has been evaluated by the Chancellor in February 2015, February 2016, and most recently in February 2017. In each case, the Board of Regents reviewed and approved the evaluation and met directly with President Kibler at the February Board of Regents Meeting each respective year.

#### Selection

The current President, Dr. William L. Kibler, was appointed by the Board on July 9, 2014 ([TSUS Board Minutes July 9, 2014](#)) and assumed his position in August 2014. The Board of Regents' procedure for appointing university presidents is prescribed by Board of Regents' policy ([TSUS Rules and Regulations Appointment](#)).

#### Evaluation

The Board of Regents delegates the annual performance evaluation of the President to the Chancellor, who shares with the Board of Regents the annual performance evaluation and any response ([TSUS Rules and Regulations Chapter IV Sec 7](#)). The evaluation includes an assessment of institutional performance at the system level and an assessment of the president's individual performance related to institutional strategic goals and outcomes. In preparation for the evaluation, the President develops an assessment of the previous year's accomplishments and a plan for the year ahead consistent with institutional strategic goals.

In preparation for the 2017 evaluation, the Chancellor sent a questionnaire with several questions to President Kibler and requested a written response for the scheduled evaluation. The questions and written statement addressed the following topics:

1. Successes and accomplishments during the previous year.
2. Areas for improvement and/or increased focus.
3. What specifically have you done and are you doing to mentor new talent on your campus for leadership positions.
4. Future strategic and operational goals in priority order for the next evaluation period.
5. Updates and changes to the Strategic Plan.
6. General summary and comments.

The President provided the requested evaluation information on January 6, 2017 ([William L. Kibler 2017 Presidential Performance Evaluation](#)). The Chancellor conducted the performance review meeting with SRSU's President on January 25, 2017. The Chancellor submitted the results of the performance evaluation to the Board of Regents at the February 2017 Board Meeting, and the President had the opportunity to meet personally with the Board to discuss his performance for the previous year and plans for the coming year.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.1.

#### Supporting Documentation and Evidence:

[Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.01](#)

[Dr. William L. Kibler](#)

[Texas State University System Board of Regents Minutes, July 9, 2014](#)

[Texas State University System Rules and Regulations, Chapter IV, Section 1, Appointment](#)

[Texas State University System Rules and Regulations, Chapter IV, Section 7.1, Evaluation](#)

[William L. Kibler 2017 Presidential Performance Evaluation](#)

## Comprehensive Standard 3.2.2 - Governing Board Control

*The legal authority and operating control of the institution are clearly defined for the following area within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 the fiscal stability of the institution; and 3.2.2.3 institutional policy.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) is one of seven universities and state colleges of the Texas State University System (TSUS), a system that is governed by a Board of Regents. The TSUS Board of Regents operates with the authority granted by the State of Texas, according to [Texas Education Code, Chapter 95](#), with nine board members appointed by the governor and confirmed by the Texas State Senate, serving staggered terms. As prescribed by the [Texas Education Code, Chapter 95.01](#) and reiterated by Board policy ([TSUS Rules and Regulations, Chapter 1, Section 2. Board of Regents Authority](#)), the TSUS Board of Regents is responsible for educational and fiscal management and oversight of the system's component institutions. The TSUS regulations state "The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate."

Each component institution within the TSUS establishes its own mission and adopts its own policies in accordance with TSUS Rules and Regulations and Board of Regents approval. The responsibility for the fiscal stability of Sul Ross State University is shared between the TSUS Board of Regents and the President of Sul Ross State University. Fiscal stability is assured by well-defined policies and procedures for the creation of budgets, expenditure accountability, and reporting and auditing of expenses. The President of SRSU makes recommendations for setting educational policies for the institution, with approval from the TSUS Board of Regents. SRSU is responsible for administering the day-to-day activities of the university with TSUS approval and oversight.

All TSUS Rules and Regulations are published publicly on the [TSUS Web site](#), and all SRSU Policies and Procedures are published publicly on the [University's Web site](#). The University Administrative Policy and Procedure Manual is published on the SRSU Web site. Links to the Administrative Policy and Procedure Manual site are published on various university sites, such as the [Faculty Assembly](#) and [Staff Council](#) sites. All SRSU employees are required to attend a new employee orientation through the Office of Human Resources. This orientation includes discussion of SRSU Policies and Procedures and the location of the entire policy manual on the university's Web site.

Employees must sign a [Sign-In Procedures](#) form that includes indication that they received information about SRSU Policies and Procedures and that they were shown the Web site where they can be found.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.2, as described in this narrative, and in the following narratives: 3.2.2.1, 3.2.2.2, and 3.2.2.3.

### Supporting Documentation and Evidence:

[Faculty Assembly Web Page](#)

[Staff Council Web Page](#)

[SRSU Web Page](#)

[Staff Sign-in Procedure Form](#)

[Texas Education Code, Chapter 95](#)

[Texas Education Code, Chapter 95.01](#)

[Texas State University System Web Page](#)

[TSUS Rules and Regulations, Chapter 1, Section 2. Board of Regents Authority](#)

### **Comprehensive Standard 3.2.2.1 - Legal Authority, Institution's Mission**

***The legal authority and operating control of the institution are clearly defined for the following area within the institution's governance structure: institution's mission.***

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University has the responsibility of developing a unique mission statement, which is subject to review by the Board of Regents. Pursuant to university policy ([SRSU Administrative Policy Manual, APM 1.02](#)), Sul Ross State University's [Mission Statement](#) is reviewed at least every five years by the Executive Cabinet, which in turn makes a recommendation to the President that the statement should be changed or left unchanged until the next scheduled review. The Executive Cabinet may request a broader review of the mission statement involving the campus community, if it deems this advisable. In the event of a broad campus-wide review, the President presents the mission statement to the administration, staff, students, and faculty, along with proposed changes, and requests comments and suggestions. The President additionally has the authority to form an ad hoc committee to assist in the review of the current mission statement or to draft any revisions if needed. The President then will present any changes or revisions to the mission statement to the Texas State University System Board of Regents.

The current SRSU Mission Statement was reviewed and recommended revisions to the statement were developed by the sub-committee of the university's Strategic Planning Committee. The Executive Cabinet recommended approval of these changes ([Minutes, SRSU Executive Cabinet Meeting, April 18, 2017](#)) to the mission statement on April 18, 2017, and the President approved the changes and forwarded the revised mission statement to the TSUS Board of Regents for review and approval at the [Board of Regents Meeting on May 18, 2017](#). Further information about how SRSU follows its policies related to the mission statement is discussed in detail in [Comprehensive Standard 3.1.1. Institutional Mission](#).

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.2.1.

**Supporting Documentation and Evidence:**

[Board of Regents Meeting Minutes on May 18, 2017](#)

[SRSU Administrative Policy Manual, APM 1.02](#)

[SRSU Executive Cabinet Meeting Minutes, April 18, 2017](#)

[SRSU Mission Statement](#)

### **Comprehensive Standard 3.2.2.2 - Legal Authority, Fiscal Stability**

***The legal authority and operating control of the institution are clearly defined for the following area within the institution's governance structure: fiscal stability of the institution.***

**The Institution Certifies Compliance: Compliant**

#### **Narrative:**

The responsibility for the fiscal stability of Sul Ross State University is shared between the Texas State University System Board of Regents and the President of Sul Ross State University. Fiscal stability is assured by well-defined TSUS Rules and Regulations for the creation of budgets, expenditure accountability, and reporting and auditing of expenses. ([TSUS Rules and Regulations Chapter III, Section 6. Financial Affairs](#) and [Section 7. The Audit Function](#)). The tenets of finance and accounting are set out specifically in these Rules and Regulations and the Policies and Procedures of Sul Ross State University. TSUS Rules and Regulations provide that Sul Ross State University's President shall be responsible for recommending appropriate operating budgets and supervising expenditures under approved budgets ([TSUS Rules and Regulations Chapter IV, Section 2.25](#)).

TSUS Rules and Regulations provide specific details concerning the control over budget and fiscal matters as detailed below.

Financial Reports: [TSUS Rules and Regulations Chapter II, Section 4.3. Financial Reports](#) states that "All books, records, ledgers, and accounts of System and Component administrations shall be kept and maintained in conformity with recommendations of the State Auditor and the State Comptroller of Public Accounts subject to approval of the Chancellor and Board. All proposed operating budgets and all biennial appropriation requests shall be first examined, considered, and approved by the Chancellor and presented to the Board for review and approval at an open meeting."

Annual Operating Budget: [TSUS Rules and Regulations Chapter II, Section 4.3.1. Annual Operating Budget](#) states that, "The Chancellor shall prepare or cause to be prepared and submit annually to the Board proposed budgets for the operation of the System and its Components for the next fiscal period. The proposed operating budgets shall reflect all income estimated and itemized by sources, with all expenditures estimated and itemized by fund, project, or department. Upon adoption by the Board of the operating budget, all subsequent expenditures shall conform therewith."

More information about how the institution follows its policies related to budget preparation and approval, audits, and other financial processes is discussed in detail in Comprehensive Standard 3.10.3 Control of Finances.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.2.2.

#### **Supporting Documentation and Evidence:**

[TSUS Rules and Regulations Chapter II, Section 4.3 Financial Reports](#)

[TSUS Rules and Regulations Chapter II, Section 4.3.1 Annual Operating Budgets](#)

[TSUS Rules and Regulations Chapter III, Section 7. The Audit Function](#)

[TSUS Rules and Regulations, Chapter III, Section 6](#)

[TSUS Rules and Regulations Chapter IV, Section 2.25](#)

### **Comprehensive Standard 3.2.2.3 - Legal Authority, Policies**

*The legal authority and operating control of the institution are clearly defined for the following area within the institution's governance structure: institutional policy.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

According to Texas State University System Rules and Regulations, the President of Sul Ross State University has the authority and is responsible for nominating to the Chancellor and Board the appointment, reappointment, promotion, retention, or dismissal of all members of the faculty and administrative officers ([TSUS Rules and Regulations Chapter IV, Section 2.26](#)); developing and maintaining efficient personnel programs for all employees ([TSUS Rules and Regulations Chapter IV, Section 2.27](#)); managing efficiently component business affairs and physical property; recommending additions and alterations to the physical plant; and developing long range plans for all component programs and physical facilities ([TSUS Rules and Regulations Chapter IV, Section 2.28](#)); serving as presiding officer at official meetings of component faculty and staff and as an ex-officio member of each college or school faculty ([TSUS Rules and Regulations Chapter IV, Section 2.29](#)); appointing campus committees, councils, and teams, and appointing or establishing procedures for the appointment of faculty, and staff. The authority of these bodies is limited to reviewing, offering suggestions, and making recommendations on matters related to their purpose. They will submit their reviews, recommendations and suggestions through channels to the President, who has responsibility and authority for making decisions, subject to the final authority of the Chancellor and the Board of Regents ([TSUS Rules and Regulations Chapter IV, Section 2.2\(10\)](#)); and causing to be prepared and submitted to the System Administration for review the faculty, staff, and student handbooks for the governance of the component ([TSUS Rules and Regulations Chapter IV, Section 2.2\(11\)](#)).

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.2.3.

**Supporting Documentation and Evidence:**

[TSUS Rules and Regulations Chapter IV, Section 2.2\(10\)](#)

[TSUS Rules and Regulations Chapter IV, Section 2.2\(11\)](#)

[TSUS Rules and Regulations Chapter IV, Section 2.26](#)

[TSUS Rules and Regulations Chapter IV, Section 2.27](#)

[TSUS Rules and Regulations Chapter IV, Section 2.28](#)

[TSUS Rules and Regulations Chapter IV, Section 2.29](#)

### **Comprehensive Standard 3.2.3 - Conflict of Interest**

*The governing board has a policy addressing conflict of interest for its members.*

**The Institution Certifies Compliance: Compliant**

#### **Narrative:**

Sul Ross State University (SRSU) is governed by the Board of Regents of the Texas State University System, which is a constitutionally created board. As such, all TSUS Board members are required to adhere to the conflict of interest statutes set out in [Texas Government Code Chapter 572](#). This chapter addresses personal financial disclosure, standards of conduct, and conflicts of interest for all governing board members. The first section of this statute sets forth the "Legislative Intent" of this Chapter: It is the policy of this state that a state officer or state employee may not have a direct or indirect interest, including financial and other interests, or engage in a business transaction or professional activity, or incur any obligation of any nature that is in substantial conflict with the proper discharge of the officer's or employee's duties in the public interest ([Section 572.001](#)).

These requirements are set out at the System level through the [TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 3](#). Conflict of Interest. This section of the TSUS Rules and Regulations sets rules for filing required financial disclosure statements with the Texas Ethics Commission; describes contracts that board members are prohibited from entering into; requires recusal by board members for certain types of contracts that involve pecuniary interest; requires members of the board to disclose personal or private financial interest; describes potential conflicts of interest of board members; addresses contracts with non-profit corporations; and requires disclosure of board member's interest in property to be acquired.

[Section 4 of the TSUS Ethics Policy](#) outlines the Code of Ethics for Board of Regents members, which describes prohibited actions of board members. Prohibited behaviors include accepting of soliciting gifts or services that are intended to influence; accepting employment or business activities that might induce the disclosure of official confidential information; accepting appointments or compensation that might impair the Regent's independence of judgment; allowing the Board to consider any matter that would be personally beneficial; make personal investments that could create a conflict of interest; accepting any gift or benefit for having exercised official duties; commit acts of fraud, dishonesty, or illegality in office.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.3.

#### **Supporting Documentation and Evidence:**

[Texas Government Code Chapter 572 Personal Financial Disclosure, Standards of Conduct and Conflict of Interest](#)

[Texas Government Code Chapter 572. Section 572.001](#)

[TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 3. Conflicts of Interest](#)

[TSUS Rules and Regulations Chapter VIII. Ethics Policy for Regents and Employees of the Texas State University System, Section 4. Ethics Policy Chapter 5.25 Conflict of Interest Policy](#)

## Comprehensive Standard 3.2.4 - External Influence

*The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University is governed by the Board of Regents of the Texas State University System. The [Texas Education Code, Chapter 95](#) established the Board of Regents of the Texas State University System and gave this Board constitutional autonomy and independence from the influence of the various branches of the Texas State Government. This independent Board was given authority over all of the component institutions in the Texas State University System including Sul Ross State University. As stated in the [TSUS Rules and Regulations \(Chapter 1, Section 2, Authority\)](#) and the [Texas Education Code, Section 95.01](#), oversight and policy making duties of the Board include: the organization, control, and management of the Texas State University System; general control and management of the Component institutions in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the person so employed; and perform other acts as in the judgment of the Board contribute to the developments of the components in the System or the welfare of their students. ([Texas Education Code, Section 95.21 \(a\)](#))

The TSUS Board consists of nine board members who serve staggered six-year terms. The Board members are recommended by the Governor of Texas with the consent of the Texas State Senate. The meeting structure of the Board of Regents assures freedom from minority and external influences. All meetings of the Board of Regents shall be open to the public and publicly announced as required by the [Open Meetings Act \(Government Code, Title 5, Subtitle A, Chapter 551\)](#). A majority of the members of the Board shall constitute a quorum, and no formal action shall be taken by the Board in the absence of a quorum. Proxies shall not be recognized. Parliamentary procedures in Board meetings shall conform to Robert's Rules of Order when not in conflict with System rules. Regular meetings of the Board of Regents shall be held quarterly at such time and place as a majority of the Board shall determine. ([TSUS Rules and Regulations Chapter 1, Section 4, Meetings](#)). [Quarterly meeting schedules](#) and Minutes and archived web casts of the Board meetings are published on the Board Web site for a year at a time, and agendas are posted a few days before each meeting.

By having the management and control of the component institutions, the Board protects the institutions from external influences. The current membership of the TSUS Board of Regents and their biographical sketches are listed on the [TSUS Web site](#). This listing displays this diversity of membership of the Board. The Rules and Regulations also protects against undue outside influence on its decisions by clearly defining the responsibilities and expectations of Board members and describing their responsibilities. TSUS Board Members are also legally required to comply with the State of Texas' Ethics Laws (See [TSUS Rules and Regulations Chapter VIII, Ethics Policy for Regents and Employees of the Texas State University System, Chapter 3, Conflicts of Interest](#) and Comprehensive Standard 3.2.3 – Board Conflict of Interest. Likewise, the TSUS Board Members are required to adhere to the conflict of interest statutes set out in [Texas Government Code Chapter 572](#). This chapter addresses personal financial disclosure, standards of conduct, and conflicts of interest for all governing board members. The first section of this statute sets forth the "Legislative Intent" of this Chapter: It is the policy of this state that a state officer or state employee may not have a direct or indirect interest, including financial and other interests, or engage in a business transaction or professional activity, or incur any obligation of any nature that is in substantial conflict with the proper discharge of the officer's or employee's duties in the public interest ([Section 572.001](#)).

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.4.

### Supporting Documentation and Evidence:

[Open Meetings Act \(Government Code, title 5, Subtitle A, Chapter 551\)](#)

[Quarterly Meeting Schedules and Minutes and Archived Web Casts](#)

[Texas Education Code, Chapter 95](#)

[Texas Education Code, Section 95.01](#)

[Texas Education Code, Section 95.21 \(a\)](#)

[Texas Government Code Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest](#)

[Texas Government Code Chapter 572, Section 572.001](#)

[TSUS Web site](#)

[TSUS Rules and Regulations Chapter VIII, Ethics Policy for Regents and Employees of University System, Chapter 3, Conflicts of Interest](#)

[TSUS Rules and Regulations Chapter 1, Section 4, Meetings](#)

[TSUS Rules and Regulations \(Chapter 1, Section 2, Authority\)](#)

## Comprehensive Standard 3.2.5 - Board Member Dismissal

*The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

The State of Texas dictates the process for removing or dismissing members of the Texas State University System Board of Regents in the [Texas State Constitution \(Article 15. Impeachment\)](#) and the [Texas Government Code \(Chapter 665. Impeachment and Removal\)](#). Article 15 says "that the governor who appoints an officer may remove an officer with the advice and consent of two-thirds of the members of the senate present." The other provision for the removal of members of the Board of Regents is described in the Impeachment and Removal by the House chapter of the Texas Government Code ([Chapter 665](#)).

[Section 665.002](#), entitled Individuals Who May Be Impeached states that "An individual may be removed from an office or a position by impeachment in the manner provided by the constitution and this chapter if the individual is: (3) a member, regent, trustee, or commissioner having control or management of a state institution or enterprise. The chapter describes the procedures for impeachment if the house is in session and when the house is not in session.

[Section 665.003](#) describes the impeachment procedures when the house is in session. [Section 665.004](#) describes the impeachment procedures to be followed when the house is not in session. [Section 665.005](#) describes the powers of the house during the impeachment proceeding. When conducting an impeachment proceeding, the house or a house committee may:

- (1) send for persons or papers;
- (2) compel the giving of testimony; and
- (3) punish for contempt to the same extent as a district court of this state.

If the house of representatives prefers articles of impeachment against an individual, the senate shall meet as a court of impeachment in a trial of the individual in the manner provided by Article 15 of the Texas Constitution. ([Chapter 665.021](#))

[Section 665.022](#) describes the procedures for the court of impeachment when the senate is in session. [Section 665.023](#) describes the procedures for the court of impeachment when the senate is not in session. [Section 665.027](#) describes the powers of the senate meeting as a court of impeachment. The senate may:

- (1) send for persons, papers, books, and other documents;
- (2) compel the giving of testimony;
- (3) punish for contempt to the same extent as a district court;
- (4) meet in closed session for purposes of deliberation; and
- (5) exercise any other power necessary to carry out its duties under [Article 15 of the Texas Constitution](#).

The senate may employ assistance to enforce and execute the lawful orders, mandates, writs, process, and precepts of the senate meeting as a court of impeachment.

[Section 665.052](#) lists the causes for removal:

- (1) willful neglect of duty;
- (2) incompetency;
- (3) habitual drunkenness;
- (4) oppression in office;
- (5) breach of trust; or
- (6) any other reasonable cause that is not a sufficient ground for impeachment.

In this section, "incompetency" means:

- (1) gross ignorance of official duties;
- (2) gross carelessness in the discharge of official duties; or
- (3) inability or unfitness to discharge promptly and properly official duties because of a serious physical or mental defect that did not exist at the time of the officer's election.

[Section 665.053](#) contains the due process notice and hearing procedures:

- (a) Notice of the reason for removal by address must be given to the officer who is to be removed.
- (b) The officer must be allowed to appear at a hearing in the officer's defense before the vote for removal by address is taken.
- (c) The cause for removal shall be stated at length in the address and entered in the journal of each house.

Finally [Section 665.054](#) stipulates that the governor shall remove from office a person on the address of two-thirds of each house of the legislature.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.5.

#### **Supporting Documentation and Evidence:**

[Texas Government Code Chapter 665. Impeachment and Removal](#)

[Texas Government Code Chapter 665. Section 665.002](#)

[Texas Government Code Chapter 665. Section 665.003](#)

[Texas Government Code Chapter 665. Section 665.004](#)

[Texas Government Code Chapter 665. Section 665.005](#)

[Texas Government Code Chapter 665. Section 665.021](#)

[Texas Government Code Chapter 665. Section 665.022](#)

[Texas Government Code Chapter 665. Section 665.023](#)

[Texas Government Code Chapter 665. Section 665.027](#)

[Texas Government Code Chapter 665. Section 665.052](#)

[Texas Government Code Chapter 665. Section 665.053](#)

[Texas Government Code Chapter 665. Section 665.054 Impeachment and Removal](#)

[Texas State Constitution Article 15 Impeachment](#)

## Comprehensive Standard 3.2.6 - Board/Administration Distinction

*There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University (SRSU) and the Texas State University System (TSUS) have a clear and appropriate distinction, in policy and in practice, between the policymaking functions of the Board of Regents of the Texas State University System and Sul Ross State University's faculty and staff. The policies of TSUS Board's authority and responsibility are clearly delineated in the [TSUS Rules and Regulations](#) manual. SRSU also has established its own set of policies and procedures for the implementation and administration of its day-to-day operations ([SRSU Administrative Policy and Procedure Manual](#)).

#### Authority of TSUS Board of Regent

The authority of the TSUS Board of Regents to govern and require accountability from SRSU is described in the TSUS Rules and Regulations, in particular, which states that the TSUS Board's specific purpose is: "The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate." ([TSUS Rules and Regulations, Chapter I - The Board of Regents, Section 2 - Authority](#)).

An analysis of the Board of Regents Minutes reveals that the appropriate distinctions of policy-making functions of the TSUS Board are upheld in practice ([TSUS Board Minutes for February 16-17, 2017](#)). Agenda items presented are in accordance with accepted TSUS Board authority and responsibilities, and as such are direct evidence of the Board's control over these aspects of SRSU's and other component universities' administration. Agenda items presented include the following:

- Academic Affairs Committee. Agenda items include action on a mission, vision, and values statements, addition of new degree programs, curriculum changes, and certified enrollment reports.
- Planning and Construction Committee. Agenda items include action on updating the System Capital Improvements Plan.
- Information Resources Committee. Agenda items include action on a system-wide business improvement project and items presented by the Chief Information Officer's Council.
- Finance and Audit Committee. Agenda items include action on proposed room and board rates of component institutions, system's revenue financing system, property insurance coverage, proposed system contract management handbook, budgeted fund balances, operating budget adjustments, and the status of implementation of audit recommendations.
- Government Relations. Update on government relations activities of the system staff.
- Contracts. Approval of contracts.
- Personnel. Approval of appointments, resignations, retirements, and terminations.

#### SRSU's Responsibility for Implementation

Although the TSUS Board of Regents has policy-making authority over the component universities it oversees, SRSU is responsible for implementing and administering its day-to-day operations. Examples of the distinction between the TSUS Board and the university administration/faculty authority levels and responsibility for implementation of a variety of policy areas are set out below. Discussion for how these SRSU policies are followed in practice are discussed in the referenced narratives within the Compliance Certification document.

Mission Statement Review: Although the TSUS Board has ultimate approval over SRSU's mission statement, SRSU's Executive Cabinet reviews the actual statement every five years or more often if needed. The President will be proactive in implementing any changes to the mission statement before it is presented to the TSUS Board for final approval. More information about this policy is provided in [Comprehensive Standard 3.1.1 - Mission](#).

Principles for University Governance: SRSU seeks to achieve its mission through cooperation, collaboration, and consultation among the entire university community. The relationship between the TSUS Board and the university is clearly set out in [TSUS Rules and Regulations, Chapter I - The Board of Regents, Section 2 - Authority](#). This policy demonstrates the symbiotic relationship between the TSUS Board and SRSU. The TSUS oversees the policymaking, but leaves the administration of the policies to the University's President, who in turn delegates these duties to various staff as appropriate. More information about this policy is included in Comprehensive Standard 3.4.10 – Responsibility for Curriculum.

Post-Tenure Review Policy: This non-disciplinary procedure is intended solely for evaluating a tenured professor's performance and for exploring mutually beneficial ways to improve said performance. Comprehensive Standard 3.7.2 – Faculty Evaluation provides more information about this policy.

Equal Opportunity Statement: SRSU is committed to the principles of equal opportunity, affirmative action, and diversity. The Office of Human Resources is responsible for communicating, interpreting, and monitoring discrimination at SRSU. More information about this policy is discussed in Comprehensive Standard 3.13.3 - Complaint Procedures and Federal Requirement 4.5 – Student Complaints.

Audits and Analysis - The Office of Audits and Analysis: Sul Ross State University's mission is to provide the Texas State University System (TSUS) Board of Regents, the Chancellor, the System Office, and institutional management with independent, objective evaluations regarding risk management, internal controls, and governance processes. The office assists all levels of management in achieving goals and objectives, identifying and addressing risks, continuously improving processes and operations, and ensuring compliance with applicable laws and regulations. The office is a unit of the System Office of Audits and Analysis, which reports directly to the Finance & Audit Committee of the TSUS Board of Regents. The office also has an on campus reporting relationship to the SRSU President. More discussion about this function is included in Comprehensive Standard 3.10.3 – Control of Finances.

Academic Administrators and Directors evaluations: SRSU has internal policies that clarify appointments, responsibilities, and evaluations of

academic and non-academic administrators, department heads, and staff. TSUS has no involvement in this internal SRSU policy. More discussion about this policy is provided in Comprehensive Standard 3.2.10 – Administrative Staff Evaluation.

Requirements for Degrees, Academic Minors, and Certification Programs: Although the TSUS sets out basic general education requirements, SRSU sets the requirements for different degrees. These policies specify graduation requirements for undergraduate degrees, graduate degrees, and certification programs, and further specify that the Curriculum Council and the Graduate Council, when appropriate, must approve all curricula for graduation. Faculty members representing all the university colleges serve on these committees. More information about how the university faculty and administrators oversee the institution's curricula and graduation requirements is discussed in Core Requirement 2.7.1 – Program Length and Comprehensive Standard 3.4.1 – Academic Program Approval.

These policies are just a few examples of the distinction between the TSUS Board's oversight function and the university's administration and implementation function.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.6.

#### **Supporting Documentation and Evidence:**

[CS 3.2.6 Board Distinction](#)

[SRSU Administrative Policy and Procedure Manual](#)

[TSUS Board Minutes for February 16-17, 2017](#)

[TSUS Rules and Regulations](#)

[TSUS Rules and Regulations, Chapter I - The Board of Regents, Section 2 - Authority](#)

## Comprehensive Standard 3.2.7 - Organizational Structure

*The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) has a clearly defined organizational structure that delineates areas of responsibility and detailed organization charts for the university, and its major divisions are published on the university Web pages. The [SRSU Administrative Policy and Procedure Manual](#) provides detailed guidance on the implementation and administration of policies related to all aspects of the university, and the policies identify the units and officials responsible for their administration as well as for their periodic review ([SRSU Policies and Procedures, APM 1.06 Administrative Structure](#)).

### Defined and Published Organizational Structure

SRSU is under the control of the Board of Regents of the Texas State University System (TSUS), as provided for by [Texas Education Code, Chapter 95](#). The Texas State University System Rules and Regulations assign the President primary responsibility for operation and management of the institution ([TSUS Rules and Regulations, Chapter IV, Section 2, Authority, Duties and Responsibilities](#)). Duties include maintaining appropriate accreditation; recommending employees and faculty members for employment; making recommendations regarding educational policy and academic standards of the University; keeping University expenditures in compliance with the budgetary authorizations of the Board of Regents; leading private fund development support, administering contracts, agreements or purchases; establishing appropriate fees; issuing scholarships; and maintaining standards of conduct for employees and students.

SRSU policy provides that the President further delegates responsibility to other appropriate university officials ([SRSU Policies and Procedures, APM 1.06 Administrative Structure](#)). Accordingly, the President exercises institutional authority through the vice presidents, deans, directors, and other officials of the administration, in consultation, as appropriate, with the faculty, professional and support staff, and students as published in the [Faculty Handbook \(Section 1.11 Statement of Governance\)](#).

The SRSU Web site includes a series of [SRSU Organization Charts](#) :

- Executive Organization
- President Special Reports
- Academic Affairs (2 charts)
- University Services and Student Life
- Finance and Operations
- Enrollment Management
- External Affairs
- Rio Grande College
- Information Technology

These organizational charts illustrate the overall structure of the university and the structures within the separate divisions headed by vice presidents and/or members of the Executive Cabinet. These charts are accessible on the [SRSU Administration Web page](#).

### Administration of Policies and Procedures

The university's Policies and Procedures provides detailed guidance on the implementation and administration of policies related to all aspects of the university, and the policies identify the units and officials responsible for their administration as well as for their periodic review. As an example, APM 1.02 University Mission is attached ([SRSU Administrative Policy and Procedure Manual \(APM 1.02\)](#)).

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.7.

### **Supporting Documentation and Evidence:**

[SRSU Organization Charts](#)

[SRSU Administration Web page](#)

[SRSU Administrative Policy and Procedure Manual](#)

[SRSU Administrative Policy and Procedure Manual \(APM 1.02\)](#)

[Faculty Handbook \(Section 1.11 Statement of Governance\)](#)

[SRSU Policies and Procedures, APM 1.06 Administrative Structure](#)

[Texas Education Code, Chapter 95](#)

[TSUS Rules and Regulations, Chapter IV, Section 2, Authority, Duties and Responsibilities](#)



## Comprehensive Standard 3.2.8 - Qualified Administrative/Academic Officers

*The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

The administrative and academic officers at Sul Ross State University (SRSU) have the experience and capacity to lead the institution. All administrators are qualified for the positions they hold and are evaluated on a regular basis. The [SRSU Organization Chart](#) indicates the reporting responsibility of the administrative and academic officers. The university has provided the following chart with the officers' names, titles, academic credentials, and work experience along with links to resumes and job descriptions:

- Administrative Officers who report to the President
- Academic Officers who report to the Executive Vice President and Provost
- Academic Officer who reports to the Vice President of Rio Grande College

#### Administrative Officers 2016 - 2017

The following administrators include the President and members of the Executive Cabinet, who report directly to the President:

Name	Title & Years in Position	Degrees	Experience
<a href="#">William L. Kibler</a>	<a href="#">President</a> (2014-present)	Ph.D., Educational Administration, Texas A&M University  Ed.S., Counselor Education, University of Florida  M.Ed., Counselor Education, University of Florida  B.A., Economics, University of Florida  A.A., Science, Pensacola Junior College	President, Sul Ross State University (3 years) • Vice President for Student Affairs, Mississippi State University (10 years) • Interim Vice President for Student Affairs, Texas A&M University (1 year) • Associate Vice President for Student Affairs, Texas A&M University (8 years) • Assistant Vice President for Student Affairs, Texas A&M University (2 years) • Associate Director for Student Affairs, Texas A&M University (8 years) • Assistant Director of Student Affairs, Texas A&M University (5 years)
<a href="#">Jimmy D. Case</a>	<a href="#">Executive Vice President and Provost</a> (2015-present) <a href="#">Interim Vice President for Rio Grande College</a> (2017-present)	Ph.D., Political Science, Texas Tech University  M.A., Political Science, Texas Tech University  B.A., Political Science and History, Baylor University  A.A., Social Sciences, Amarillo College	• Executive Vice President and Provost, Sul Ross State University (2 ½ years) • Interim-Provost and Vice President for Academic Affairs, Sul Ross State University (2 years) • Dean, College of Arts and Sciences, Sul Ross State University (9 years) • Chair, Department of Behavioral and Social Sciences, Sul Ross State University (15 years)
<a href="#">Cesario Valenzuela</a>	<a href="#">Vice President for Finance and Operations</a> (1999 - present)	C.P.A., Licensed in State of Texas  M.B.A., Management, Sul Ross State University  B.B.A., Accounting, Sul Ross State University	• Vice President for Finance and Operations, Sul Ross State University (10 years) • Vice President for Business Affairs, Sul Ross State University (9 years) • Controller, Sul Ross State University (9 years) • Assistant Controller, Sul Ross State University (1 ½ years)
<a href="#">Butch Worley</a>	<a href="#">Vice President for External Affairs</a> (2014-present)	J.D., Law, Texas Tech University  M.A., Education, Austin College  B.A., Political Science, Austin College	• Vice President for External Affairs, Sul Ross State University (3 years) • Deputy Athletic Director, University of Texas-Austin (27 years) • Director for Enforcement, National Collegiate Athletic Association (3 years) • Attorney, Winstead, McGuire, Sechrest & Minisk (2 years)
<a href="#">Mary Beth Marks</a>	<a href="#">Vice President for Enrollment</a>	M.S., English, Tarleton State University	• Vice President for Enrollment Management, Sul Ross State University (1 ½ years)

	<a href="#">Management</a> (2016-present)	B.A., English, Tarleton State University	<ul style="list-style-type: none"> <li>• Interim Vice President for Enrollment Management, Sul Ross State University (1 year)</li> <li>• Assistant Vice President for Enrollment Management, Sul Ross State University (2 years)</li> <li>• Director of Admissions &amp; Recruiting, Sul Ross State University (1 year)</li> <li>• Coordinator of Transfer Students, Tarleton State University (5 years)</li> </ul>
<a href="#">Leo Dominguez</a>	<a href="#">Associate Vice President for University Services and Dean of Student Life</a> (2013-present)	<p>M.A., Public Administration, Sul Ross State University</p> <p>B.S., Political Science, Sul Ross State University</p>	<ul style="list-style-type: none"> <li>• Associate Vice President, University Services &amp; Dean of Student Life, Sul Ross State University (4 years)</li> <li>• Associate Vice President for Advancement &amp; University Relations, Sul Ross State University</li> <li>• Director of Development &amp; Governmental Liaison, Sul Ross State University</li> <li>• Various management positions, GTE (13 years)</li> <li>• Director of University Housing, Sul Ross State University (2 years)</li> </ul>
<a href="#">Jeanne M. Qvarnstrom</a>	<a href="#">Assistant Vice President for Institutional Effectiveness</a> (2015-present)	<p>Ed.D., Education, University of the Pacific</p> <p>M.A., History, California State University-Hayward</p> <p>B.S., History, Iowa State University</p>	<ul style="list-style-type: none"> <li>• Assistant Vice President for Institutional Effectiveness, Sul Ross State University (2 years)</li> <li>• Assistant Professor of Education, Sul Ross State University (5 years)</li> <li>• Director of Curriculum &amp; Instruction, Director of Elementary Education, Research &amp; Assessment Supervisor, Curriculum Supervisor, Red Clay Consolidated School District (10 years)</li> <li>• Elementary School Principal, Yuba City Unified School District (2 years)</li> <li>• Curriculum Supervisor, San Diego County Office of Education (2 years)</li> <li>• Gifted &amp; Talented Education Supervisor, Modesto City Schools (4 years)</li> </ul>
<a href="#">David Gibson</a>	<a href="#">Chief Information Officer</a> (2013-present)	<p>M.A., Organizations and Human Resources Development, Abilene Christian University</p> <p>B.B.A., Business Administration, Abilene Christian University</p>	<ul style="list-style-type: none"> <li>• Chief Information Officer, Sul Ross State University (4 years)</li> <li>• Director, Computing Services, Abilene Christian University (6 years)</li> <li>• Senior Analyst, Abilene Christian University (8 years)</li> <li>• Programmer Analyst, Abilene Christian University (3 years)</li> <li>• Computer Specialist, United States Air Force (9 years)</li> </ul>
<a href="#">Yvonne Realivazquez</a>	<a href="#">Director of Administration</a> (2014-present)	<p>Ph.D. (in process), Leadership in Higher Education, Hardin-Simmons University</p> <p>M.A., Political Science/Public Administration, Sul Ross State University</p> <p>B.A. Political Science, Sul Ross State University</p>	<ul style="list-style-type: none"> <li>• Director of Administration, Sul Ross State University (3 years)</li> <li>• Executive Assistant to the President, Sul Ross State University (2 years)</li> <li>• Assistant to the President, Sul Ross State University (2 years)</li> <li>• Adjunct Faculty, El Paso Community College (2 years)</li> <li>• Assistant Instructor, University of Texas-El Paso, (1 year)</li> <li>• Lecturer, Sul Ross State University, (5 years)</li> </ul>

Academic Officers 2016 - 2017

The following academic administrators report directly to the Executive Vice President and Provost:

Name	Title & Years in Position	Degrees	Experience
<a href="#">James W. Downing</a>	<a href="#">Dean, College of Arts and Sciences</a> (2015-present)	Ph.D., Psychology, University of Colorado - Boulder  M.A., Psychology, University of Colorado - Boulder  B.S., Psychology, Indiana State University.  B.S., Marketing, Indiana State University.	<ul style="list-style-type: none"> <li>• Dean, College of Arts &amp; Sciences, Sul Ross State University (2 years)</li> <li>• Interim Dean, College of Arts &amp; Sciences, Sul Ross State University (1 year)</li> <li>• Chair, Department of Behavioral &amp; Social Sciences, Sul Ross State University (9 years)</li> <li>• Professor of Psychology, Sul Ross State University (13 years)</li> <li>• Fulbright Lecturer in Psychology, University of Rijeka (1 year)</li> <li>• Associate Professor of Psychology, Sul Ross State University (6 years)</li> <li>• Director of Institutional Effectiveness, Sul Ross State University (2 years)</li> <li>• Assistant Professor of Psychology, Sul Ross State University (6 years)</li> </ul>
<a href="#">Robert J. Kinucan</a>	<a href="#">Dean, College of Agriculture and Natural Resource Sciences</a> (1999 to present) and <a href="#">Associate Provost for Research</a> (2017 - present)	Ph.D., Rangeland Ecology, Texas A&M University  M.S., Range Management, University of Wyoming.  B.S., Range Resources, University of Idaho.	<ul style="list-style-type: none"> <li>• Associate Provost for Research, Sul Ross State University (½ year)</li> <li>• Dean, College of Agricultural and Natural Resource Sciences, Sul Ross State University (18 years)</li> <li>• Director, Division of Range Animal Science, Sul Ross State University (3 years)</li> <li>• Professor, Associate Professor, Assistant Professor, Range Animal Science (29 years)</li> <li>• Postdoctoral Research Associate in plant physiology, USDA-ARS/Texas A&amp;M University (1 year)</li> <li>• Instructor and Visiting Assistant Professor, Rangeland Ecology and Management, Texas A&amp;M University (3 years)</li> <li>• Certified Professional in Range Management (16 years)</li> </ul>
<a href="#">Hamin D. Shabazz</a>	<a href="#">Dean, College of Education and Professional Studies</a> (2016-present)	D.P.A., Administration of Justice, University of Baltimore  M.P.A., Administration of Justice, University of Michigan-Flint  B.S., Criminal Justice, Widener University	<ul style="list-style-type: none"> <li>• Dean, College of Education and Professional Studies, Sul Ross State University (1 year)</li> <li>• Department Chair &amp; Associate Professor, Criminal Justice, Stevenson University (6 years)</li> <li>• Program Coordinator &amp; Assistant Professor, Social Science Department, Clayton State University (4 years)</li> <li>• Adjunct Faculty, Trinity University (1 year)</li> <li>• Police Officer, Camden City Police Department (NJ) (10 years)</li> </ul>
<a href="#">April Altman-Becker</a>	<a href="#">Dean, Library and Research Technologies</a> (2015-present)	M.L.I.S., Library and Information Sciences, University of North Texas  K-12 School Librarianship Certificate, State of Texas  B.S. English and History, Stephen F. Austin State University  Secondary Education Teaching Certificate,	<ul style="list-style-type: none"> <li>• Dean, Library and Research Technologies, Sul Ross State University (2 years)</li> <li>• Dean, Library and Research Technologies, MD Anderson Cancer Center Research Medical Library (1 year)</li> <li>• Manager, Education, Reference, and Outreach MD Anderson Cancer Center Research Medical Library (3 years)</li> <li>• Senior Librarian and Coordinator of Education Programs, San Jacinto College South and Central Campus Libraries (4 years)</li> </ul>

		English and Social Studies, State of Texas	<ul style="list-style-type: none"> <li>• Reference Librarian and Embedded Librarian and Distance Learning Coordinator, Clear Creek Independent School District (4 years)</li> <li>• Librarian, Houston Independent School District (1 year)</li> </ul>
<a href="#">Sharon Hileman</a>	<a href="#">Dean, Graduate Studies</a> (2015-present)	Ph.D., English, University of New Mexico	<ul style="list-style-type: none"> <li>• Dean, Graduate Studies, Sul Ross State University (2 years)</li> <li>• Chair, English and Literature Department, Sul Ross State University ( years)</li> </ul>

The following academic officer reports directly to the Vice President for Rio Grande College, Sul Ross State University:

Name	Title & Years in Position	Degrees	Experience
<a href="#">Veronica Macheo-Mendez</a>	<a href="#">Dean, Rio Grande College</a> (2016-present)	Ph.D., Letras, Universidad Nacional Autonoma de Mexico, Mexico	<ul style="list-style-type: none"> <li>• Dean, Rio Grande College, Sul Ross State University (1 year)</li> </ul>

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.8.

#### **Supporting Documentation and Evidence:**

[SRSU Organization Chart](#)

## Comprehensive Standard 3.2.9 - Personnel Appointment

*The institution publishes policies regarding appointment, employment and evaluation of all personnel.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University publishes, implements, and communicates policies regarding appointment, employment and evaluation of all faculty and staff personnel. SRSU does so in the [Administrative Policy Manual, Chapter 5.01](#), in the [Employment and Employee Policy](#), and the [University Pay Plan and Hiring Procedures](#) posted on the Human Resources Web page.

All university policies are located in the Administrative Policy Manual and the Faculty Handbook on the Administration's page of the Web site under Sul Ross State University Policies. The Human Resources Department office is responsible for communicating these policies to faculty and staff starting with the new employee orientation and ongoing, periodic communications, and training.

#### University Policy

It is the policy of the Board of Regents and the university to provide equal employment opportunity for all persons in accordance with their individual job-related qualifications and without illegal consideration of race, creed, color, sex, religion, age, national origin, disability, sexual orientation, or gender identity. Equal employment opportunities shall include all personnel transactions of recruitment, employment, training, upgrading, promotion, demotion, termination, and salary ([Texas State University System EEO Statement](#)).

All appointments shall be made on the basis of merit. The Board of Regents shall elect and employ members of the faculty and administrative officials at the annual meeting of the Board ([sample Board motion](#)) upon the recommendation of the President ([TSUS Rules, Chapter 5, Section 3, Administrative Officers and Section 4. Faculty](#)). Administrative officials are regular unclassified employees. All faculty appointments and contracts of employment shall be for a specified term not to exceed one year, and each appointee shall be so advised by the [President](#). Faculty members hold academic ranks of professor, associate professor, assistant professor, instructor and lecturer. Commensurate with aspirations and ideals of the institution, the Board of Regents strongly desires to maintain and encourage learned faculties who, by precept and example, will instruct and inspire their students with distinction and reflect credit upon the institution.

All regular unclassified and regular classified personnel appointments by the university President are subject to confirmation by the [Board of Regents](#) at the annual Board meeting. All non-faculty employees shall serve without fixed term at the pleasure of the President and the Board.

The Texas State University System evaluates the President of the university annually. Sul Ross State University requires that all benefits-eligible staff be appraised within the first three to six months of employment. Appraisals for all staff are scheduled to be completed in February of every year. Beginning in March a report is submitted to the Executive Cabinet until all staff performance evaluations are completed for staff and the percentage of completed evaluations is reported to the Texas State University System office and is a part of the university President's annual evaluation.

The [academic evaluation system](#) provides an orderly and comprehensive approach to the evaluation of faculty and academic administrators. Evaluation is important for purposes of promotion, tenure, adjustments in salary, and, where applicable, review of appointment status. Faculty are evaluated annually in accordance with the Faculty Handbook, [2.11 Academic Evaluation System](#) located on the SRSU Web site under university Policies. All faculty evaluations are stored in the departments, and deans assure evaluations have been completed on faculty within their schools. [Administrative Policy and Procedures 5.13](#) outlines the evaluation process for staff.

More information about staff and faculty performance evaluation is provided in Comprehensive Standards 3.2.10 and 3.7.2 respectively.

#### Evaluation of Human Resource Policies

Sul Ross State University is committed to developing and revising its policies to meet the demands of its operations. The Faculty Handbook, located on the Administration Web page under Sul Ross State University Policies, is used as an additional procedural tool and set of rules for faculty members. All Employment Policies are developed and updated in accordance with SRSU's Administrative Policy Manual 2.0 Development/Review Guidelines which states policies will be reviewed and revised every five years and approved by the Executive Cabinet. All policies include a "[Review](#)" section at the top indicating how frequently they must be reviewed, the last date of the review, approver and approval dates. The SRSU Pay Plan and Hiring Procedures is located on the Human Resources Web site and is updated annually.

#### Evidence that Human Resources Policies are Communicated to all Faculty and Staff

Human Resources communicates with hiring departments and search committees providing policies and procedures for employment. The Human Resources Employment Specialist works with the departments to advertise positions and collect applications and documentation for the job file to ensure that University Policies are followed in the recruitment and hiring policies. Periodic internal and external audits are conducted to ensure compliance. Recruitment and selection of faculty and staff are performed under the guidance and supervision of the Human Resources Department. Evaluations for regular classified and regular unclassified employees are performed under the guidance and supervision of the Human Resources Department. Faculty evaluations are performed under the guidance and supervision of the Provost's office.

All new, benefits-eligible employees attend a new employee orientation covering payroll, benefits, and SRSU policies. All new hires sign a new employee checklist indicating all of the information that has been covered in orientation including the location of the Administrative Policy Manual and Faculty Handbook charging the employees with the responsibility to understand SRSU policies and procedures regarding appointment, employment, evaluation, sexual harassment and Title IX policies. Signed acknowledgement [forms](#) are placed in each new employee's personnel file in Human Resources.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.9.

#### Supporting Documentation and Evidence:

[Board Motion](#)

[Chapter 5.01 Employment and Employee Policy](#)

[APM 5.13 Performance Planning and Appraisal Policy](#)

[Employment and Employee Policy](#)

[Faculty Handbook Chapter 2](#)

[Faculty Contract Letter](#)

[FE3 Faculty Evaluation](#)

[New Employee Checklist](#)

[University Pay Plan and Hiring Procedures](#)

[Review Policy Guidelines](#)

[EEO Statement](#)

[TSUS Chapter 5, Section 3](#)

## Comprehensive Standard 3.2.10 - Administrative Staff Evaluations

*The institution periodically evaluates the effectiveness of its administrators.*

**The Institution Certifies Compliance: Compliant**

### **Narrative:**

All employees of the university who are in executive, administrative, professional, and support staff positions must have annual evaluations based on the job description assessing the employee's team work, accountability, motivation, job knowledge, work quality and safety and in accordance with [Performance Planning and Appraisal Policy 5.13](#). Additionally, supervisors are assessed on leadership ability, appraisal and development of employees, and planning and organization for their departments. SRSU publishes, implements, and communicates policies regarding appointment, employment and evaluation of all personnel. All university policies are located in the Administrative Policy Manual and the Faculty Handbook on the Administration page of the Web site under University Policies. The Human Resources Department is responsible for communicating these policies to faculty and staff starting with the new employee orientation and ongoing communications as documented on the [New Employee Checklist](#).

Sul Ross State University requires that all staff be appraised within the first three to six months of employment. Annual appraisals for all staff are scheduled to be completed in February. Samples of evaluations are provided in this narrative. The employees are instructed to complete and return the Staff Performance Planning and Appraisal form detailing their accomplishments and goals for the past year. The supervisor meets individually with each employee to conduct the performance evaluation reviewing the past year's performance and to establish new goals for the next year. Completed and signed [appraisal forms](#) are sent to the Human Resources Department to be filed in each individual's file. Upon receipt of the completed appraisal forms, Human Resources enters the data into the Banner administrative system and generates reports for the Executive Cabinet.

### President

Sul Ross State University is a member of the Texas State University System. The President reports to the Chancellor of The Texas State University System as indicated by the [SRSU Organization Chart](#). The organizational chart further illustrates the President's central leadership role as the university's Chief Executive Officer. The Chancellor of the Texas State University System evaluates the President of the university annually. The evaluation for the President is kept in his personnel records at the System office. Refer to Comprehensive Standard 3.2.1 for additional information regarding the evaluation of the president.

### Vice Presidents

The President in accordance with the University Administrative Policy Manual, Chapter 5.13 Performance Planning and Appraisal Policy and procedures evaluates the Vice Presidents of the university annually. The Vice Presidents and other direct reports are instructed to complete and return the Professional Staff Performance Planning and Appraisal form detailing their accomplishments and goals for the past year. The President meets individually with each Vice President and direct reports to conduct the performance evaluation, review the past year's performance, and establish new goals for the next year. Completed and signed appraisal forms are sent to the Human Resources Department to be filed in each individual's file. Upon receipt of the completed appraisal forms, Human Resources enters the data into the Banner administrative systems and generates reports for the Executive Cabinet.

### Executive, Administrative, Professional and Support Staff Evaluations (Non-academic)

All employees of the university who are in executive, administrative, professional, or support staff positions must have annual evaluations completed according to the University Administrative Policy Manual, [Performance Planning and Appraisal Policy 5.13](#) and procedures. Sul Ross State University requires that all administrative staff be appraised within the first three to six months of employment. Annual appraisals for all administrative staff are scheduled to be completed in February. Beginning in March, a status report is submitted to the Executive Cabinet until all staff performance evaluations are completed for staff and the percentage completed is reported to the Texas State University System office and is a part of the university President's annual evaluation. Upon receipt of the completed evaluation forms, Human Resources enters the data into the Banner System and generates reports for the Executive Cabinet. Completed evaluations are reviewed by the Assistant Director of Human Resources to ensure compliance with university policy and equal employment opportunity laws.

### Academic Deans and Department Heads

The academic evaluation system is used to provide an orderly and comprehensive approach to the evaluation of academic administrators. Evaluation is important for purposes of promotion, tenure, adjustments in salary, and, where applicable, review of appointment status. Deans and department heads are evaluated annually in accordance with the [Faculty Handbook Section 2.11](#) Academic Evaluation System. The department heads are evaluated by their academic dean annually. All academic deans' evaluations are conducted by the provost annually, except in the case of the Dean of Sul Ross State University Rio Grande Colletg whose evaluation is conducted by the Vice President of Sul Ross State University Rio Grande College. The provost meets with the deans to review the evaluations and set goals for the next year. The evaluations for deans are stored in the provost's office ([sample](#)).

SRSU evaluates all of its faculty through annual evaluations, teaching evaluations, and promotion and tenure evaluation. A thorough discussion of evaluation of faculty members is included in Comprehensive Standard 3.7.2

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.10.

### **Supporting Documentation and Evidence:**

[Faculty Handbook Section 2.11](#)

[New Employee Checklist](#)

[Performance Planning and Appraisal Policy 5.13](#)

[Sample of Executive, Administrative Evaluation](#)

[Sample of Dean Evaluation](#)

[Sample of Department Head Evaluation](#)

[Sample of Staff Evaluation](#)

[SRSU Organization Chart](#)

## Comprehensive Standard 3.2.11 - Intercollegiate Athletics

*The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

The President of Sul Ross State University (SRSU) has ultimate responsibility for the operation of the university's athletic program and exercises appropriate administrative and fiscal control over the program. SRSU is a member of National Collegiate Athletic Association Division III, whose constitution specifies that an institution's president is responsible for all aspects of the athletic program, including approval of the budget and audit of all expenditures ([NCAA Division III Manual, Institutional Control](#)). The NCAA constitution also provides that a member institution's president has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program ([NCAA Division III Manual, President](#)). The president's position description states that he is responsible for all facets of the university's operations ([Position Description, President](#)).

The NCAA Constitution further provides that the president or an administrator designated by the president from outside the athletic department shall approve the annual budget in the event that the institution's normal budgeting procedures do not require such action. The SRSU athletic budget follows normal budgeting procedures for the university. The president meets annually with the Vice President for Finance to review all proposed university budgets including the athletics budget. The president ultimately approves the entire SRSU budget, including the athletics budget ([Budget Approval Letter](#)).

Sul Ross State University is also a member of the American Southwest Conference (ASC). ASC rules mandate that the SRSU Administration is responsible for and in control of athletics (ASC, Article IV, Section 1.). The SRSU President, Bill Kibler, assumed the position of President for the ASC Council of Presidents for the 2016-2017 academic year. President Kibler served as Vice President during the 2015-2016 academic year. President Kibler understands the significant role intercollegiate athletics play on a college campus and welcomes the opportunity to take a leadership role in NCAA Division III athletics.

The Sul Ross State University Athletic Director reports directly to the Vice President for External Affairs who is on the President's Executive Cabinet and a direct report to the SRSU President ([Organizational Chart](#)). The Vice President for External Affairs makes an athletics report at each of the weekly Executive Cabinet meetings. While the Assistant Athletic Director for Compliance reports directly to the Athletic Director, the position also has a reporting line to the President ([AAD/Compliance Job Description](#)).

The university has established an Athletics Council to advise President Kibler on athletics matters per [NCAA Constitution Art. 6.1.2](#). This council is chaired by the Faculty Athletic Representative, Kathy Stein. Other members are:

Mr. Caleb Thomasson, Student Athlete Advisory Committee President	ex officio, voting
Ms. Pamela Pipes, Director of Records and Registration	ex officio, voting
Dr. Kathy Stein, Faculty Athletic Representative - Chair	ex officio, voting
Ms. Sandra Chambers, Athletics Compliance Coordinator	ex officio, non-voting
Mr. Bobby Mesker, Athletics Director	ex officio, non-voting
Dr. Lorie Rubenser, Education and Professional Studies	
Dr. Eric Funasaki, Arts and Sciences	
Dr. Ryan Luna, Agricultural & Natural Resource Sciences	

President Kibler meets at the beginning of each year with the entire athletics staff focusing his remarks on the importance of doing everything with the highest level of integrity with particular emphasis on his commitment to NCAA compliance. He also meets annually with all student athletes where he shares a similar message ([Meeting agenda 8/25/15](#)).

Another sign of President Kibler's commitment to compliance is the fact that one of the first actions taken after settling into the position was to commission an independent review of SRSU's athletics compliance program ([The Compliance Group Report](#)).

Since assuming duties as the President of Sul Ross State University, he has hired five head coaches. While the Athletics Director led each of the searches, the President of Sul Ross State University personally interviewed each candidate and was the individual who officially approved the hiring of each coach.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.11.

#### Supporting Documentation and Evidence:

[NCAA Division III Manual Institution Control](#)

[NCAA Division III Manual, President](#)

[University President Job Description](#)

[ASC, Article IV, Section 1.](#)

[AAD Compliance Job Description](#)

[Meeting Agenda 08/25/15](#)

[NCAA Constitution Art. 6.1.2](#)

## Comprehensive Standard 3.2.12 - Fund-raising Activities

*The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

The University's Chief Executive Officer is President Bill Kibler. Per the terms of his position description, and his actions, President Kibler controls the fundraising activities of Sul Ross State University.

One of the essentially stated duties of President Kibler is to be responsible for all facets of the university's operation. More specifically, he must "assume active leadership in developing private fund support for the University."

Further, as noted in 3.2.13, the operating agreements with the three external entities that support the university all contain a provision referring to the university's engagement in any and all "fund solicitations." ([O.A. Paragraph 2](#))

#### Fund Raising Organization

Organizationally, President Kibler manages all university fundraising through his Vice President for External Affairs ("VPEA"). The VPEA sits on President Kibler's Executive Cabinet, which meets weekly. The VPEA also has a standing weekly one-on-one meeting with President Kibler to discuss, among other things, the university's advancement efforts.

While individual units on campus have had fundraising success, there had not been a focused, central (university-wide) development effort prior to the fall of 2014, when the VPEA position was created. One of the VPEA's primary roles is to work with the various unit heads and coordinate their fundraising efforts to better ensure that potential donors are not solicited on multiple fronts.

The university recently commissioned a [feasibility study](#) (led by national firm Bentz, Whaley, Flessner) to determine if the university is prepared for a major fundraising campaign to run in conjunction with its Centennial Celebration.

#### Fund Raising Activities

All university fundraising activities are overseen by the VPEA – who reports directly to President Kibler. The university's Borderlands Research Institute is in the middle of a 10 million dollar fundraising campaign to support its conservation and wildlife initiatives – having already raised 50% of its goal. The leader of that unit also has the title of Development Director and has a direct reporting line to the VPEA. The university has recently commissioned the national firm of Bentz, Whaley, Flessner (BWF) to complete a feasibility study to determine the university's readiness for a major campus-wide fundraising campaign. While the BWF report recommended the university NOT initiate a campaign at this time, it did provide various recommendations to better position the university for such a campaign in the future.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.12

#### Supporting Documentation and Evidence:

[APM 2.26 Fundraising Policy Statement](#)

[President Job Description](#)

[Vice President of External Affairs Job Description](#)

[Organizational Chart](#)

[Operating Agreement FCBBS](#)

[Operating Agreement SRSU Foundation](#)

[Feasibility Study](#)

## Comprehensive Standard 3.2.13 - Institution Related Entities

**For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.**

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University has formal operating agreements with three entities organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (A) The Sul Ross State University Foundation, (B) The Friends of the Center for Big Bend Studies Foundation, and (C) The ANRS Rodeo Exes Association. These written agreements state (1) the legal authority and operating control of the entity, (2) the extent of any liability to the institution, and (3) the responsibility of the president to control any fund-raising activity of that entity or that the fund-raising activities of the entity further the mission of the institution. The following narrative systematically outlines each affiliated organization's compliance with these standards.

#### Sul Ross State University Foundation

**Legal Authority and Operating Control:** The Sul Ross State University Foundation, Inc. was founded as the Sul Ross State University Support Organization in February of 2005. At the time of its creation, an [Operating Agreement](#) between the Foundation and the university, as well as [Foundation By-Laws](#) were approved by the TSUS Board of Regents. In its preamble, the operating agreement specifies the following:

"WHEREAS, The Foundation is organized and operated exclusively for charitable, educational and scientific purposes, and more specifically is operated exclusively for the following purposes:

- a) raising funds to support the mission and programs of Sul Ross State University "University";
- b) promoting Sul Ross State University as it fosters and enhances higher education opportunities in its service region;
- c) providing funds in support of the operations, projects and programs of Sul Ross State University;
- d) assisting Sul Ross State University in any endeavors as the Board may deem appropriate;"

The Bylaws of the Foundation also make it clear the university is the sole beneficiary of all Foundation efforts. (Bylaws ("B.L.") Article Three, Section 2)

The Foundation's Board of Directors ("Board") is authorized to manage the business and affairs of the Foundation to the extent those things are lawful and permitted by statute and these by-laws (Article Five, Section 1). SRSU's stated and limited roles are to provide administrative assistance to support the Foundation (Operation Agreement) and identify the fundraising needs of SRSU (O.A. Paragraph 2).

**Extent of Liability:** As already noted, the by-laws state that the Foundation is an independent, non-profit organization, whose self-elected "Board" manages its business and affairs (B.L. Article Two & Article Five, Section 1). The operating agreement goes further, with the following provision:

"**Independent Contractors:** It is understood and agreed that the Foundation and the University, their officers and agents, if any, shall act solely in the capacity of an independent contractor and not as an agent for the other." (O.A. Paragraph 4)

While the university President, Chief Financial Officer, and Chief Development Officer attend Board meetings, they do so as ex officio, non-voting members (B.L. Article Five, Section 2). Finally, all powers exercised by the Board are required to be lawful and authorized by statute and/or the by-laws (B.L. Article Three, Section 5).

**SRSU President's Control of Fundraising Activities:** Paragraph 2 of the Operating Agreement mandates that the university identify any and all fundraising initiatives advanced by The Foundation. Additionally, The Foundation by-laws provide that "The President, through the University's Chief Development Officer, is responsible for the oversight, and external affairs (chief development officer) reports directly to the president and serves on the SRSU Executive Cabinet ([Organization Chart](#)). This Cabinet meets weekly with the president. Additionally, the [president's job description](#) requires him to "assume active leadership in developing private fund support for the University".

#### The Friends of the Center for Big Bend Studies Foundation

**Legal Authority and Operating Control:** The Friends of the Center for Big Bend Studies Foundation "CBBSF" was founded in February of 2005. At the time of its creation, an [Operating Agreement](#) between CBBSF and the university, as well as [CBBSF By-Laws](#), were approved by the TSUS Board of Regents.

Both of those documents state that the CBBSF is:

"organized and operated exclusively for charitable, educational and scientific purposes, and more specifically is operated **exclusively** (emphasis added) for the following purposes:

- a) raising funds to support the mission and programs of the Center for Big Bend Studies at Sul Ross State University;
- b) promoting the Center for Big Bend Studies as it fosters interdisciplinary scholarship of the diverse prehistoric, historic and modern cultures of the borderlands region of the United States and Mexico, with emphasis on the area encompassed by Trans Pecos Texas and north-central Mexico;
- c) providing funds in support of the operations of the Center for Big Bend Studies as well as special projects of the Center;
- d) assisting the Center for Big Bend Studies in other endeavors as the Board may deem appropriate;"

The CBBSF's Board of Directors ("Board") is authorized to manage the business and affairs of the CBBSF to the extent those things are lawful and permitted by statute and these by-laws (B.L. Article 1, Section 4). The university's stated role is to provide administrative assistance to support the CBBSF (O.A. Preamble) and identify the fundraising needs of the university (O.A. Paragraph 2).

**Extent of Liability:** Both the by-laws state and the operation agreement make it clear that the CBBSF is an independent, non-profit organization "within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986." (O.A. Preamble), whose Board manages its business and affairs (B.L. Article 3, Section 1). The Operating Agreement goes further, with the following provision:

"**Independent Contractors:** It is understood and agreed that the Foundation and the University, their officers and agents, if any, shall act solely in the capacity of an independent contractor and not as an agent for the other." (O.A. Paragraph 3)

While the university President, Chief Financial Officer, and Director of the CBBS attend Board meetings, they do so as ex officio non-voting members (B.L. Article 3, Section 2). Finally, all powers exercised by the Board are required to be lawful and authorized "shall not violate the laws of the State of Texas, the Internal Revenue Code, or these bylaws." (B.L. Article Three, Section 5).

SRSU President's Control of Fundraising Activities: Paragraph 2 of the Operating Agreement mandates that the university identify any and all fundraising initiatives advanced by CBBSF. The primary university liaison with the CBBSF is the Director of the Center for Big Bend Studies. The Director reports directly to the university Provost, who reports directly to the President. The Provost is on the Executive Cabinet, which meets weekly with the President. Additionally, President Kibler's TSUS position description requires him to "assume active leadership in developing private fund support for the University".

#### ANRS Exes and Rodeo Association

Legal Authority and Operating Control: The [ANRS and Rodeo Exes Association](#) of Sul Ross State University was founded in July of 1979. At the time of its creation, by-laws were adopted. At that time, there was no formal written agreement between the Association and the university. It was, however, understood that the sole beneficiary of all Association efforts was to be the University.

In that regard, the by-laws stated the purpose of the Association is as follows:

- a) To promote the College of Agricultural and Natural Resource Sciences and Rodeo competitors of Sul Ross State University.
- b) To establish and maintain contact with Sul Ross State University, ANRS, Rodeo Ex-student, and other interested persons. To encourage prospective college students to enroll in Sul Ross State University as participants in the various ANRS and rodeo activities.
- c) To periodically honor and entertain the membership with a reunion and exes roping.
- d) To meet charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code in providing scholarships to the ANRS College and Rodeo Participants." (B.L. Article 1, Section 2)

Recently, an operating agreement between the Association and University more clearly defining the relationship between the two partners was created.

The Association's Executive Board ("Board") is authorized to manage the business and affairs of the Association (B.L. Article 2, Section 3A). The university's stated role is to provide administrative support and assist the Association's efforts to effectively achieve its goals. (O.A. Preamble) and identify the fundraising needs of the university (O.A. Paragraph 2).

Extent of Liability: In addition to the by-laws identifying the Association as a 501(c)(3) entity, the Association is an independent, non-profit organization whose Board manages its business and affairs (B.L. Article 3, Section 1). The Operating Agreement goes further, with the following provision:

"Independent Contractors: It is understood and agreed that the Association and the University, their officers and agents, if any, shall act solely in the capacity of an independent contractor and not as an agent for the other." (O.A. Paragraph 3)

SRSU President's Control of Fundraising Activities: Paragraph 2 of the Operating Agreement mandates that the university identify any and all fundraising initiatives advanced by the Association. The primary university liaison with the Association is the Dean of ANRS. The Dean reports directly to the university Provost, who reports directly to the President. The Provost is on the Executive Cabinet, which meets weekly with the President. Additionally, the president's [job description](#) requires him to "assume active leadership in developing private fund support for the university".

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.13.

#### **Supporting Documentation and Evidence:**

[ANRS Rodeo Exes Association](#)

[ANRS Exes Association Constitution](#)

[FCBBS By-Laws](#)

[Operating Agreement FCBBS](#)

[Operating Agreement for SRSU Support Organization Foundation](#)

[SRSU Foundation By-Laws](#)

[SRSU Organization Chart](#)

[University President Job Description](#)

## Comprehensive Standard 3.2.14 - Intellectual Property

*The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University is committed to the creation and dissemination of information. To that end, faculty and staff are expected to engage in scholarly and creative activity, as supported by our [mission statement](#). Sul Ross State University has a published policy on [Intellectual Property Rights](#) that was approved by the President's Executive Cabinet. The intellectual property rights are clear concerning ownership and use of intellectual property. The policy reflects the guidelines in the [Texas State University System's Rules and Regulations](#) regarding intellectual property. The Office of the Assistant Provost for Research is the central point of communicating SRSU's policies regarding ownership of materials, copyright issues and production of all intellectual property to faculty, staff, and students at all locations, including off-campus sites and distance education programs.

### Definition of Intellectual Property Rights at Sul Ross State University

Intellectual property at Sul Ross State University is defined as all works with the potential to be copyrighted, all works with the potential to be patented, and inventions. That definition is included in [SRSU's administrative policy](#) on intellectual property, and it applies to all persons, employees and students using the facilities of Sul Ross State University.

### Informing the SRSU Community about Intellectual Property Policy

SRSU's policies regarding intellectual property are included in the [Administrative Policy and Procedure Manual](#) on the university's Web site. In addition, the Faculty Handbook ([Section 2.07 A, #6](#)) references the administrative policy.

### Resolution of Issues/Disputes

The Intellectual Property policy clearly outlines the appeal process for faculty and staff members or students to follow. The Executive Vice President and Provost will make the final decision and notify the appellant in writing. Since the last reaffirmation, there has been no dispute brought forth regarding intellectual property.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.2.14.

### **Supporting Documentation and Evidence:**

[Faculty Handbook 2.07, Rights, Responsibilities and Standards of Conduct](#)

[SRSU Mission Statement](#)

[TSUS Rules and Regulations Chapter III, Section 2](#)

[SRSU APM Intellectual Property Rights](#)

## Comprehensive Standard 3.3.1 - Institutional Effectiveness

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: Institutional Effectiveness*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Since 2014, Sul Ross State University has developed an Office of Institutional Effectiveness to nurture a culture of continuous improvement throughout the institution. The [SRSU Mission Statement](#) and the [Strategic Plan 2017-2022](#) are the cornerstones for all Institutional Effectiveness initiatives and all educational programs, administrative support services, academic and student support services, research, and community and public service. The Institutional Effectiveness model is outlined in the following narrative.

#### Academic Assessment Reports and Administrative Unit Reports

During the 2014-2015 academic year, the Office of Institutional Effectiveness introduced a process for the annual assessment of academic programs and administrative units. Program coordinators were identified who had expertise and training in their respective areas, and a [report template](#) was designed with the components listed in Table 1.

Table 1. Components of the Assessment Reports

Component	Description
Purpose	Explanation of the goals of the program or unit as related to the university mission
Annual Update	Analysis of improvement in selected outcomes over time
Student Learning Outcomes	Expectations for what students can do as a result of the academic program instruction
Outcomes	Expectations for products created or developed by the administrative unit
Assessments with Targets	Measures of the Student Learning Outcomes or Administrative Outcomes and identified levels rated as successful
Results	Description of assessment findings
Use of Results	Reflection on results and strategies for continuous improvements for the future

#### Widespread Participation in the Assessment Process

Program coordinators have the responsibility to share the student learning outcomes or administrative outcomes with their colleagues in their respective departments and collect assessment data and analyze it together before writing the report each year. To promote a greater understanding of the assessment process across the curriculum, a [Peer Review](#) is held each summer to evaluate the academic assessment reports and provide feedback to the program coordinators. Approximately 20 to 30 faculty and academic deans participate in the review by using a scoring rubric for each academic program. The Peer Review findings are then shared with the program coordinators for further refinement of their reports. Each Peer Review team also selects the [top academic assessment report](#), and those program coordinators are recognized at the President's Convocation for Faculty and Staff at the beginning of the fall semester.

#### Institutional Effectiveness Support

The Assistant Vice President for Institutional Effectiveness and the Faculty Liaison provide training for academic program coordinators, and the Coordinator for Institutional Effectiveness worked closely with the administrative program coordinators. An [assessment calendar](#) is posted on the Institutional Effectiveness Web page. During the 2015-2016 academic year, TracDat was adopted for the online data collection system, and more [training](#) was provided for the program coordinators. Table 2 displays the total number of academic assessment reports and administrative reports throughout the university.

Table 2. Academic Programs and Administrative Units

Comprehensive Standard	Number of Reports
3.3.1.1 Educational Programs	65
3.3.1.2 Administrative Support Services	24
3.3.1.3 Academic and Student Support Services	44
3.3.1.4 Research	2
3.3.1.5 Community and Public Service	7

#### University-wide Assessment

With three years of assessment reports (2014-2015, 2015-2016, 2016-2017) the Office of Institutional Effectiveness has abundant evidence of continuous improvement for educational programs, administrative support services, academic and student support services, research, and community and public services. There also is a [Program Review Cycle 2016-2023](#) for all academic programs. The undergraduate program review is implemented by Institutional Effectiveness, and the graduate program review is overseen by the Dean of Graduate Studies. The Office of Institutional Effectiveness also administers the [National Survey of Student Engagement](#) and provides information from the assessment to deans, department chairs, Core Curriculum Committee, core curriculum faculty, student government association and the Quality Enhancement Plan Committee. The ETS Proficiency Profile is administered in collaboration with faculty in the Languages and Literature Department, and results are shared with the Core Curriculum Committee.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.

#### Supporting Documentation and Evidence:

[2017 Outstanding Academic Assessment Reports](#)

[Academic Assessment Report Template](#)

[Assessment Calendar 2016-2017](#)

[Measuring Our Success: Peer Review](#)

[NSSE 2017](#)

[Program Review Cycle 2016-2023](#)

[SRSU Mission Statement](#)

[Strategic Plan 2017-2022](#)

[Tracdat 101- A Guide to Success](#)

### Comprehensive Standard 3.3.1.1 - Institutional Effectiveness

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: educational programs, to include student learning outcomes.*

**The Institution Certifies Compliance: Compliant**

#### Narrative:

The Office of Institutional Effectiveness provides leadership for assessment in both administrative units and academic programs for the main campus and off-site campuses through a variety of methods. This section addresses academic program assessments that are aligned with the university [mission](#) and [strategic plan](#). The mission states, "Sul Ross State University provides accessible, holistic, and transformative education through high quality teaching, research, cultural enrichment, creativity, and service." The emphasis on high quality teaching is supported by the goals and strategies of the SRSU Strategic Plan:

Goal 1: Promote Growth in Academic, Research and Artistic Excellence

Strategy 1: Each SRSU college will establish its own Task Force on the SRSU Educational Experience to promote transformative educational experiences.

Strategy 2: Establish a faculty discussion series to promote high quality teaching.

#### Program Reviews

Sul Ross State University has a [seven-year calendar](#) that schedules a program review for all academic programs within that cycle. The graduate programs follow the Texas Higher Education Coordinating Board guidelines that require a self-review and an external reviewer. The undergraduate programs are aligned with the THECB guidelines, but do not require an external reviewer. All program reviews are evaluated by the respective department chairs, college deans, and Office of Institutional Effectiveness. Examples of program reviews include: [Graduate Program Review: Range & Wildlife Management](#) and [Undergraduate Program Review: Chemistry](#).

#### Academic Assessment Reports

The assessment of educational programs and student learning-outcomes at Sul Ross State University is the responsibility of faculty members in each program. Each academic program has developed and implemented an assessment plan that clearly identifies expected student learning outcomes, assesses how well they achieve these outcomes, and documents their use of results to improve student learning.

SRSU follows an [annual assessment calendar](#) for the submission and review of program assessment reports. Each academic report includes seven components:

- Statement of Purpose: A statement of the design of the educational program and its mission.
- Student Learning Outcomes (SLOs): Identification of the knowledge, skills, and/or attitudes that students are expected to demonstrate before completing the program. All are aligned with the university mission and strategic plan. A minimum of three are required.
- Assessment Methods: The tools used to conduct the assessment, with details about how, when, where the assessment is conducted and who conducts it. A minimum of two for each Student Learning Outcome is required. Course grades are not acceptable measures, and surveys should not be used excessively.
- Targets or Criteria for Success: The student proficiency level for each assessment method, as determined by the program.
- Assessment of Results and Summary of Findings: A statement of whether the target was met with supporting data.
- Use of Results and Action Plans: A critical reflection on the assessment results and an action plan for how to apply the findings for program improvement.
- Annual Update: A discussion of growth and improvements in assessment findings from the previous assessment cycles.

All program coordinators use the [assessment template](#) for planning and TracDat (an assessment planning and management system) to submit their reports, based on the [Assessment Calendar 2016-2017](#). The assessment cycle begins in June and ends in May each year; with reviews during the summer. All reports are reviewed in a [Peer Review](#) session where deans and faculty across the disciplines use a scoring rubric to provide feedback to the program coordinators.

Academic Assessment reports for all academic programs for 2014-2015, 2015-2016, and 2016-2017 are presented at the end of this narrative (see Table 6) and demonstrate that each program develops measurable SLOs, assesses whether the outcomes have been achieved, and explores how the program can be further enhanced by using the assessment results.

There are 65 academic program assessments reports, including 39 undergraduate and 26 graduate programs. Academic programs are housed in four colleges, which include the College of Agricultural and Natural Resource Sciences, College of Arts and Sciences, College of Education and Professional Studies, and Rio Grande College (composed of four off-site campuses). Table 1 provides a summary of academic programs by college.

Table 1. Total Number of Academic Program Assessment Plans by College

	UG Degrees*	GR Degrees**	Total
Sul Ross State University			
College of Agriculture and Natural Resource Sciences	2	4	6
College of Arts and Sciences	16	8	24
College of Education and Professional Studies	7	9	16
Rio Grande College	14	5	19
<b>Total</b>	<b>39</b>	<b>26</b>	<b>65</b>
College of Graduate Studies*** (duplicated count)		26	

\*Undergraduate degrees include B.A., B.S., B.A.S., B.B.A.

\*\*Graduate degrees include M.A., M.B.A., M.Ed., M.S., M. Ag. M.F.A.

\*\*\*The College of Graduate Studies has oversight responsibility for all of the graduate programs from academic departments.

Evidence of Continuous Improvement

The following are examples of assessment planning, results reporting, and “closing the loop” from the 2016-2017 academic year. These programs represent a cross-section of the university’s programs. The examples illustrate the breadth, complexity, and types of academic program assessment reports across the university, but they do not substitute for all of the reports that are accessible in Table 6. During each assessment cycle, all programs are required to complete an assessment plan and report. Then assessment coordinators analyze the findings, report results, and use results to develop plans for the following year. Reports are reviewed by the Institutional Effectiveness staff and faculty members, who use a scoring rubric, during the annual [Peer Review](#). Programs coordinators receive feedback from the review process.

Three years of academic assessment reports are included for each program discussed below. The reports can be accessed by clicking the link in Table 6. The narrative provides an identification of the SLOs and a summary of the program’s most recent analysis (2016-2017).

College of Agricultural and Natural Resource Sciences

There are six undergraduate and graduate programs in the College of Agricultural and Natural Resource Sciences. See Table 6 for a complete listing of the degree programs.

Table 2. 2016-2017 Academic Assessment Report: Animal Science B.S.

Student Learning Outcome	Assessment Methods	Results
SLO 1: Students will demonstrate the basic skills of analyzing and interpreting information gathered in a research setting.	<p>a) Student research project to synthesize a review of current scientific literature pertaining to a problem in animal science</p> <p>Target: all students earn "acceptable" and 20 percent earn "above average" on scoring rubric</p> <p>b) Embedded questions on statistics exams</p> <p>Target: 85 percent of students will answer all of the questions correctly.</p>	<p>The target was met. 44 percent of students answered all questions correctly. Many of the students may have missed only one step.</p>
SLO 2: Students will apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries.	<p>a) Series of 10 critical reflection papers over contentious issues in the agriculture industry.</p> <p>Target: all students earn "acceptable" and 20 percent earn "above average" on scoring rubric.</p> <p>b) Students' research papers with focus on conclusions and recommendations section</p> <p>Target: all students earn "acceptable" and 20 percent earn "above average" on scoring rubric.</p>	<p>Target was not met. 36.6 percent of students achieved an "acceptable" rating on 7 out of 10 reflections; while only 13.3 percent of students earned an "above average" rating.</p> <p>Target was met. 100 percent of students achieved an "acceptable" rating, and 100 percent of students achieved an "above average" rating.</p>
SLO 3: Students will demonstrate the ability to communicate through	a) Animal breed project and oral presentation of findings in ANSC1419.	No data were collected.

written, spoken, and graphical methods in the content areas.	<p>Target: all students earn "acceptable" rating and 90 percent will receive an "above average" rating on the rubric.</p> <p>b) Students will present their findings of their crisis communication plan with visual aids.</p> <p>Target: all students will earn "acceptable" rating and 90 percent will receive an "above average" rating on the rubric.</p> <p>c) Students will write a research paper in manuscript format.</p> <p>Target: all students will earn "acceptable" rating and 90 percent will receive an "above average" rating on the rubric.</p>	<p>Target was met. 100 percent of students achieved an "acceptable" rating, and 83 percent of students achieved an "above average" rating on scoring rubric.</p> <p>Target was met. 100 percent of students achieved an "acceptable" rating and 100 percent of students achieved an "above average" rating on scoring rubric.</p>
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Use of Results: Faculty have plans to revise the assessment for SLO 1 b from embedded questions to a project-based assessment to give a better snapshot of what students are learning. For SLO 2 and SLO 3, faculty are noting improvement in students' abilities to draw conclusions and make recommendations.

College of Education and Professional Studies

There are 16 undergraduate and graduate programs in the College of Education and Professional Studies. See Table 6 for a complete listing of the degree programs.

Table 3. 2016-2017 Academic Assessment Report: Kinesiology and Sports Science B.S.

Student Learning Outcomes	Assessment Methods	Results
<p><b>SLO 1</b> The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).</p>	<p>a) Embedded items in comprehensive exam.</p> <p>Target: <b>90 percent of the students will score 80 percent or higher on their comprehensive exam.</b></p> <p>b) Students will compile a portfolio to be evaluated by faculty, using a scoring rubric.</p> <p>Target: 90 percent of the students will score 80 percent or higher on their portfolio.</p>	<p>Target was met. Course average score was 82 percent, and more than 90 percent of students scored above 80 percent.</p> <p>Target was met. 95 percent of students were able to exhibit and explain the projects that exemplified the five competencies in Domain I with over 80 percent accuracy.</p>
<p><b>SLO 2</b> The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).</p>	<p>a) Comprehensive exam with embedded questions.</p> <p>Target: Ninety percent of the students will score 80% or higher on their comprehensive exam.</p> <p>b) Students will compile a portfolio to be evaluated by faculty using a scoring rubric.</p> <p>Target: 90 percent of the students will score 80 percent or higher on their portfolio.</p>	<p>Target was met. More than 90 percent of students correctly answered 80 percent of the Domain Two comprehensive exam questions.</p> <p>Target was met. 90 percent of students were able to exhibit and explain the projects that exemplified the five competencies in Domain II with over 80 percent accuracy.</p>

<b>SLO 3</b> The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).	a) Comprehensive exam with embedded questions.  Target: 90 percent of the students will score 80 percent or higher on their comprehensive exam.	Target was not met. Course average was 78 percent.
	b) Students will compile a portfolio to be evaluated by faculty, using a scoring rubric.  Target: 90 percent of the students will score 80 percent or higher on their portfolio.	Target was met. 94 percent of students were able to exhibit and explain the projects that exemplified the four competencies in Domain III with over 80 percent accuracy.

Use of Results: Faculty concluded that students' performance using the portfolio met the targets with few exceptions. Faculty plan to expand the portfolio to include additional assignments to provide a more comprehensive overview of students' learning.

#### General Education Program

Sul Ross State University faculty adopted six student learning outcomes (competencies) for general education in the following skills sets: Communication and Teamwork, Critical Thinking and Qualitative and Quantitative Thinking, and Personal and Social Responsibility. Multiple measures are used to annually assess the extent to which students have achieved the outcomes and determine if the degree of attainment is acceptable. Two of the six student learning outcomes are taught and assessed each year.

Below are the competencies and the extent to which they have been attained.

Table 4. Attainment of Competencies 2014-2015

Student Learning Outcome	% Students Achieving Competency Measured by Self-Survey	% Student Gains Measured by Embedded Assessments
<b>SLO 1</b> Students will develop communication skills, to include effective development, interpretation and expression of ideas through written, oral and visual communication.	Fall: Not administered  Spring: Highest rating- 76 percent reported growth in "developing ideas through written experiences". Lowest rating-69 percent reported growth in "oral expression". (n = 461).	Fall: 60 percent mean average increase from pre-assessment to post-assessment (n =522).  Spring: 62 percent mean average increase from pre-assessment to post assessment (n =461).
<b>SLO 2</b> Students will develop teamwork skills, to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	Fall: Not administered  Spring: Highest rating- 77 percent reported growth in "considering different points of view". Lowest rating- 62 percent reported growth in "collaborating successfully". (n = 461).	Fall: 75 percent mean average increase from pre-assessment to post assessment (n =522).  Spring: 62 percent mean average increase from pre-assessment to post assessment (n =461).

Results: Students performed higher in teamwork skills than in communication skills. More focus will be placed on written, oral and visual communication opportunities in the courses in the general education program.

Table 5. Attainment of Competencies 2015-2016

Student Learning Outcome	% of Students Achieving Competency Measured by Self-Survey	% of Student Gains Measured by Embedded Assessments	% of Students Achieving Competency Measured by ETS Proficiency Profile	% of Students Achieving Competency Measured by <a href="#">National Survey of Student Engagement</a>
SLO 3	Fall:	Fall:	Spring:	Spring:

Students will develop critical thinking skills, to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	Highest rating- 72 percent reported in "developing my own inquiries about topics in this field of study" (n = 517).  Spring: Highest rating- 81 percent reported "thinking creatively about this field of study" (n = 322.)	81 percent mean average increase from pre-assessment to post-assessment (n =517). Spring: 69 percent mean average increase from pre-assessment to post-assessment (n =322 ).	0 percent rated proficient 4 percent rated marginally proficient (n = 211).	79 percent of seniors reported that SRSU had improved their skills to think critically and analytically "very much" or "quite a bit".
SLO 4 Students will develop empirical and quantitative skills, to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Fall: Highest rating- 68.4 percent reported: "learning to develop my own questions about topics in this field of study" (n = 195). Spring: Highest rating- 82.4 percent reported "learning to develop my own questions about topics in this field of study" (n = 99).	Fall: 57 percent mean average increase from pre-assessment to post-assessment (n = 195). Spring: 23 percent mean average increase from pre-assessment to post assessment (n = 99).	Spring: 33 percent rated proficient in mathematics 36 percent rated marginally proficient (n = 211).	Spring: 60 percent of seniors reported that SRSU had improved their skills to analyze numerical and statistical information "very much" or "quite a bit" (n = 37).

Results: The target for the embedded assessment is to achieve 60% in student performance from the pre-assessment to the post-assessment. That target does not take into account the performance level of students entering courses. Faculty will be planning a revision of that target. More focus will be placed on critical thinking to equip students to perform more effectively in courses and in their lives.

#### Continuous Quality Improvement Process

Assessment reports for all academic programs for 2014-2015, 2015-2016, and 2016-2017 are presented in Table 6. Over the three year term, program coordinators have defined measureable student learning outcomes and traced student performance improvement over time.

Table 6. Academic Assessment Report Program Coordinators

College of Agricultural and Natural Resource Sciences			
Bachelor of Science in Animal Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Natural Resource Management	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Agriculture in Animal Science	no enrollment	no enrollment	no enrollment
Master of Agriculture in Range and Wildlife Management	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Animal Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Range and Wildlife Management	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
College of Arts and Sciences			
Bachelor of Arts in Communication	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in English	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in General Studies	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in History	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Music	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Political Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Psychology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Social Sciences	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Spanish	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Fine Arts in Art	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Fine Arts in Theatre	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Biology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Chemistry	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Computer Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Geology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Mathematics	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

Master of Art in Studio Art or Art History	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Arts in English	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Arts in History	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Arts in Liberal Arts	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Arts in Political Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Arts in Public Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Biology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Geology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
College of Education and Professional Studies			
Bachelor of Arts in Administrative Systems Technology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Business Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Criminal Justice	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Homeland Security	new in 2016-2017	new in 2016-2017	<a href="#">2016-2017</a>
Bachelor of Science in Interdisciplinary Studies	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Kinesiology and Sports Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Industrial Technology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Business Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Counseling	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Diagnostician	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, General	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Reading Specialist	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Criminal Justice	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Health and Human Performance	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Science in Homeland Security	new in 2015-2016	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Rio Grande College			
Bachelor of Arts in English (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in History (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Interdisciplinary Studies (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Psychology (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Social Science (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Arts in Spanish (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Business Administration (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Biology (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Criminal Justice (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Mathematics (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Applied Science in Organizational Leadership	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Applied Science in Child Development	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bachelor of Science in Nursing	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Business Administration (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Counseling (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, General (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, Reading Specialist (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Master of Education, School Administration (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.1.

#### Supporting Documentation and Evidence:

[Academic Assessment Report Template](#)

[Assessment Calendar 2016-2017](#)

[SRSU Mission Statement](#)

[Strategic Plan](#)

[Measuring Our Success: Peer Review](#)

[Peer Review 2016](#)

[Graduate Program Review: Range & Wildlife Management](#)

[Program Review Cycle 2016-2023](#)

[Undergraduate Program Review\\_BS Chemistry](#)

[National Survey of Student Engagement 2016](#)

### Comprehensive Standard 3.3.1.2 - Administrative Support Services

**The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: administrative support services.**

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University is committed to assessment and continuous improvement as indicated in the [mission statement](#), "Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance."

The Institutional Effectiveness process supports each of the five goals of the [Strategic Plan](#). Goal 1: Promote growth in Academic, Research and Artistic Excellence, Goal 2: Target Recruiting, Maximize Retention and Increase Graduation Rates, Goal 3: Strengthen Sustainability and Diversified Financial base with Ensuring Affordable Access, Goal 4: Recruit, Retain and Develop Faculty, Staff and Student Employees, and Goal 5: Unify and Enhance the Image and Visibility of Sul Ross State University.

The Assistant Vice President of Institutional Effectiveness and the Coordinator of Institutional Effectiveness conduct an annual assessment audit of the [organization chart](#) to assure all administrative support units are included.

Most recently, in 2016-2017, the Administrative Support Services Assessment Audit showed 24 out of 77 units are classified as administrative support service.

Each administrative support service unit of the institution is required to complete the annual institutional effectiveness process, see [assessment calendar](#), as follows:

- Each unit reviews and re-evaluates its Statement of Purpose.
- Each fall, department heads/directors, along with staff, review their three expected outcomes that are aligned with the University's Strategic Plan. Changes for outcomes typically are done on a three-year cycle.
- The unit, involving the department head/director, assesses the outcomes and provides evidence of improvement based upon those results.
- The unit department head/director and staff enter their annual report into Tracdat by July 31 each year.

Throughout the assessment year, each unit will collect data and analyze the information looking for new ways of improvement. To support this process, Institutional Effectiveness provides periodic workshops ranging from one-on-one sessions to group presentations.

Sul Ross State University's Administrative Support Service units have shown continuous evidence of improvement from one year to the next as demonstrated by this report from Area 207. All assessment reports for 2014-2015, 2015-2016, and 2016-2017 are presented at the end of this narrative (See Table 2).

The purpose of Area 207 is defined as, "support the use of instructional technology by providing faculty training in instructional technology, by supporting Blackboard and related technologies for faculty and students, and by assisting faculty to incorporate emerging technologies into instructional strategies."

Table 1. Area 207 Administrative Report 2014-2015

Outcome	Assessment Method/ Tool	Target/ Criteria for Success	Assessment of Results/ Summary of Findings	Use of Results/ Action Plan
2. Area 207 provides technical support to faculty and students for Blackboard and related technologies.	2b. Blackboard Tool Support- Area 207 will track requests by faculty for the creation of Quizzes and Tests in Blackboard.	2b. Area 207 will support faculty by assisting in the use of the quiz tool in Blackboard and teach at least 50% of faculty to manage the quiz tool on their own.	2b. <i>Not Met Results:</i> 48 requests from 21 faculty were completed between June of 2014 and June Of 2015. 4 of the 20 faculty are able to manage the quiz tool pretty much on their own (19%). Several different tools were used to convert word documents into quizzes and tests in Blackboard. Some tools stood out as easier to work with and more efficient than others. Area 207 staff are performing the majority of the work, faculty are showing difficulty remembering the process of setting up exams/quizzes from semester to semester.	2b. The quiz tool is one of the most complex in Blackboard. There are many steps to setting up an exam or quiz and faculty tend to do it once a semester. After months go by it is time to do it again and faculty have difficulty remembering the steps. As part of the process of training faculty, Area 207 break the process into steps and have faculty master the steps over several semesters. Sul Ross currently has a site license to Respondus, a tool for converting word documents to Blackboard quizzes and exams. We want to continue the site license and expand the number of faculty using Respondus. Instead of Area 207 staff completing these requests, we would like to move toward teaching faculty to use Respondus and convert their word documents themselves.

In addition to the sample for Area 207 Administrative Support unit, Table 2 provides assessment reports for all units. All administrative units participate in the Institutional Effectiveness assessment process, but some are more evolved than others. All, however, demonstrate the university commitment to continuous quality improvement.

Table 2. Assessment Reports

### 3.3.1.2 Administrative Support Services

Academic Affairs/Executive Vice President and Provost	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Accounting Services	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Alumni Relations	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Area 207	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Athletics	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Bryan Wildenthal Memorial Library	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Development	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Enterprise Applications	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Facilities Planning, Construction, and Operations	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Human Resources and Payroll	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Institutional Effectiveness	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Institutional Research	<a href="#">2014-2015</a>	<a href="#">See I.E.</a>	<a href="#">2016-2017</a>
News and Publications	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of Sponsored Programs	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of the Associate Provost and Dean (RGC)	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of the Chief Information Officer	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of the President	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of the Vice President of External Affairs	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of the Vice President of Finance and Operations	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Physical Plant	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Purchasing	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Business Services for Rio Grande College	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Sul Ross Mail Service	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Technology Services	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.2

#### Supporting Documentation and Evidence:

[Administrative Assessment Template](#)

[Tracdat Guide for Success](#)

[Guide to creating an Assessment Plan](#)

[Assessment Calendar 2016-2017](#)

[Survey Monkey Results 2015-2016](#)

### Comprehensive Standard 3.3.1.3 - Academic and Student Support Services

**The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: academic and student support services.**

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University is committed to assessment and continuous improvement as indicated in the [mission statement](#), "Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance."

The Institutional Effectiveness process supports each of the five goals of the [Strategic Plan](#). Goal 1: Promote growth in Academic, Research and Artistic Excellence, Goal 2: Target Recruiting, Maximize Retention and Increase Graduation Rates, Goal 3: Strengthen Sustainability and Diversified Financial base with Ensuring Affordable Access, Goal 4: Recruit, Retain and Develop Faculty, Staff and Student Employees, and Goal 5: Unify and Enhance the Image and Visibility of Sul Ross State University.

The Assistant Vice President of Institutional Effectiveness and the Coordinator of Institutional Effectiveness conduct an annual assessment audit of the [organization chart](#) to assure all academic and student support service units are included.

Most recently, in 2017-2018, the Academic and Student Support Services Assessment Audit showed 44 out of 77 units are an academic and student support service.

Each research unit of the institution is required to complete the annual institutional effectiveness process, see [assessment calendar](#), as follows:

- Each unit reviews and re-evaluates its Statement of Purpose.
- Each fall, department heads/directors, along with staff, review their three expected outcomes that are aligned with the University's Strategic Plan. Changes for outcomes typically are done on a three year cycle.
- The unit, involving the department head/director, assesses the outcomes and provides evidence of improvement based upon those results.
- The unit department head/director and staff enter their annual report into Tracdat by July 31 each year.

Throughout the assessment year, each unit will collect data and analyze the information looking for new ways of improvement. To support this process, Institutional Effectiveness provides periodic workshops ranging from one-on-one sessions to group presentations.

Sul Ross State University's Administrative Support Service units have shown continuous evidence of improvement from one year to the next as demonstrated by this report from the Department of Computer Science and Mathematics. All assessment reports for 2014-2015, 2015-2016, and 2016-2017 are presented at the end of this narrative (See Table 2).

The purpose of the Department of Computer Science and Mathematics is defined as, "to meet the educational and research goals of Sul Ross State University by supporting faculty in their research, having students participate in undergraduate research and conferences, and by evaluating the assessments of the student learning outcomes, improve student learning for faculty and students."

Table 1. The Department of Computer Science and Mathematics Academic Service Unit Report 2014-2015

Outcome	Assessment Method/ Tool	Target/ Criteria for Success	Assessment of Results/ Summary of Findings	Use of Results/ Action Plan
2. The Department of Computer Science and Mathematics promotes student success toward career goals by mentoring projects and funding attendance for conferences.	2a. Number of Students Participating in Undergraduate Research- The Department Chair evaluates the number of students who participated in the McNair Scholars program or other forms of undergraduate research each year. The other forms of undergraduate research will have a presentation component at a conference or department seminar.	2a. At least two students will participate in undergraduate research each year.	2a. <i>Met Results:</i> Two computer science students participated in the McNair Scholars program this academic year under the mentoring of one of the Game Production Professors. Two mathematics students gave presentations at the Texas Section Meeting of the Mathematical Association of America. Four students also worked with various professors on research for their department seminars for this academic year.	2a. We plan to continue to encourage students to present at conferences. As of now, we have also not had a mathematics student participate in McNair in over 4 years, so we would like to try to increase this number in the coming years.

In addition to the sample for the Department of Computer Science and Mathematics Academic and Student Support Service unit, Table 2 provides assessment reports for all units. All academic and student support service units participate in the Institutional Effectiveness assessment process, but some are more evolved than others. All, however, demonstrate the university commitment to continuous quality improvement.

Table 2. Assessment Reports

3.3.1.3 Academic and Student Support Services			
College of Agricultural and Natural Resource Sciences			
Department of Animal Science	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Natural Resource Management	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Dean of the College of Agricultural and Natural Resource Mgt.	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
College of Arts and Sciences			
	<a href="#">2014-</a>	<a href="#">2015-</a>	<a href="#">2016-</a>

Dean of the College of Arts and Sciences	<a href="#">2015</a>	<a href="#">2016</a>	<a href="#">2017</a>
Department of Behavioral and Social Sciences	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Biology, Geology, and Physical Sciences	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Computer Science and Mathematics	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Fine Arts and Communication	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Languages and Literature	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

<b>College of Education and Professional Studies</b>
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Dean of the College and Education and Professional Studies	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Business Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Education	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Homeland Security and Criminal Justice	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Industrial Technology	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Kinesiology	No Unit	No Unit	<a href="#">2016-2017</a>

<b>College of Graduate Studies</b>
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Dean of the College of Graduate Studies	No Unit	No Unit	<a href="#">2016-2017</a>
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<b>Rio Grande College</b>
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Department of Business Administration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Education	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Humanities	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Natural and Behavioral Sciences	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

<b>Units</b>
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Academic Center for Excellence	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Admission and Records Rio Grande College	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Career Services and Testing Center	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Center for Enrollment Services	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Counseling and Accessibility Services	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Financial Aid	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Gear Up	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
HITAP Program- Department of Distance Education	<a href="#">2014-2015</a>	Unit Ended	Unit Ended
Lobo Den	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of International Studies	No Unit	No Unit	<a href="#">2016-2017</a>
Office of Records and Registration	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Office of Assoc. V.P. of University Services/Dean of Student Life	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Recreation Programs	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Residential Living	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Rio Grande College- Title V PPOHA Grant	New Unit	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
	<a href="#">2014-</a>	<a href="#">2015-</a>	<a href="#">2016-</a>

Student Health Services	<a href="#">2015</a>	<a href="#">2016</a>	<a href="#">2017</a>
Student Services Rio Grande College	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Student Support Services	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Sul Ross State University Upward Bound Program	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Talent Search	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
The Office of the Vice President of Enrollment Management	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Title V El Camino Del Lobo Al Exito	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Title V Grant- CSI	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Title V Grant - PPOHA Expanding Graduate Horizons	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
University Center and Campus Activities	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.3

**Supporting Documentation and Evidence:**

[Administrative Assessment Template](#)

[Tracdat Guide for Success](#)

[Guide to creating an Assessment Plan](#)

[Assessment Calendar 2016-2017](#)

[Survey Monkey Results 2015-2016](#)

[Guide to creating an Assessment Plan for Colleges](#)

**Comprehensive Standard 3.3.1.4 - Research Related to Mission**

**The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: research within its mission.**

The Institution Certifies Compliance: **Compliant**

**Narrative:**

Sul Ross State University is committed to assessment and continuous improvement as indicated in the [mission statement](#), “Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance”.

The Institutional Effectiveness process supports each of the five goals of the [Strategic Plan](#). Goal 1: Promote growth in Academic, Research and Artistic Excellence, Goal 2: Target Recruiting, Maximize Retention and Increase Graduation Rates, Goal 3: Strengthen Sustainability and Diversified Financial base with Ensuring Affordable Access, Goal 4: Recruit, Retain and Develop Faculty, Staff and Student Employees, and Goal 5: Unify and Enhance the Image and Visibility of Sul Ross State University.

The Assistant Vice President of Institutional Effectiveness and the Coordinator of Institutional Effectiveness conduct an annual assessment audit of the [organization chart](#) to assure all Research units are included.

Most recently, in 2017-2018, the Research Unit Assessment Audit showed 2 out of 77 units are research.

Each research unit of the institution is required to complete the annual institutional effectiveness process, see [assessment calendar](#), as follows:

- Each unit reviews and re-evaluates its Statement of Purpose.
- Each fall, department heads/directors, along with staff, review their three expected outcomes that are aligned with the University’s Strategic Plan. Changes for outcomes typically are done on a three year cycle.
- The unit, involving the department head/director, assesses the outcomes and provides evidence of improvement based upon those results.
- The unit department head/director and staff enter their annual report into Tracdat by July 31 each year.

Throughout the assessment year, each unit will collect data and analyze the information looking for new ways of improvement. To support this process, Institutional Effectiveness provides periodic workshops ranging from one-on-one sessions to group presentations.

Sul Ross State University’s Research units have shown continuous evidence of improvement from one year to the next as demonstrated by this report from the Borderland’s Research Institute. All assessment reports for 2014-2015, 2015-2016, and 2016-2017 are presented at the end of this narrative (See Table 2).

The purpose of the Borderland’s Research Institute is defined as, “to help conserve the natural resources of the Chihuahuan Desert Borderlands by research, education, and outreach for the students of Sul Ross State University, local landowners and managers, and the general public.

Table 1. The Borderland’s Research Institute Unit Report 2014-2015

Outcome	Assessment Method/ Tool	Target/ Criteria for Success	Assessment of Results/ Summary of Findings	Use of Results/ Action Plan
1. The Borderlands Research Institute will conduct research investigations on wildlife, rangelands, and other components of the Chihuahuan Desert to advance our understanding and our ability to make management decisions	1a. Number of research proposals- Faculty and staff members will track the total number of formal and informal funding proposals submitted to both private and governmental organizations (not to be confused with the number of proposals that are awarded) once per fiscal year. Each faculty member will be responsible for keeping a log of proposals and submitting it to the Assessment Coordinator upon Assessment review each July.	1a. The Borderlands Research Institute’s target is at least 30 proposals (approximately 6 per faculty member) submitted per fiscal year.	1a. <i>Met Results:</i> Faculty and staff exceeded our goal with 48 proposals submitted in all for 2014-2015. Approximate amount requested: \$5,890,344.25 Approximate amount awarded: \$1,303,854.00 Grants awarded included quail, big game, and carnivore projects.	1a. The Borderlands Research Institute plans to increase the total number of submitted proposals by 5% each fiscal year. This number will be more easily achieved as we hire more faculty members and explore more sources of formal and informal grants. The Assessment Coordinator/ Administrator can also help to increase this number by learning more about grant and foundation databases as time permits.

In addition to the sample for the Borderland’s Research Institute research unit sample, Table 2 provides assessment reports for all units. All Research units participate in the Institutional Effectiveness assessment process, but some are more evolved than others. All, however, demonstrate the university commitment to continuous quality improvement.

Table 2. Assessment Reports

3.3.1.4 Research within the mission 2014-2015, 2015-2016, and 2016-2017			
Borderland’s Research Institute	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
McNair Scholar Program	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Rio Grande Research Center	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	Grant Ended

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.4

**Supporting Documentation and Evidence:**

[Administrative Assessment Template](#)

[Tracdat Guide for Success](#)

[Guide to creating an Assessment Plan](#)

[Assessment Calendar 2016-2017](#)

[Survey Monkey Results 2015-2016](#)

### Comprehensive Standard 3.3.1.5 - Public Service Related to Mission

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: community/public service within its mission.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University is committed to assessment and continuous improvement as indicated in the [mission statement](#), “Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance”.

The Institutional Effectiveness process supports each of the five goals of the [Strategic Plan](#). Goal 1: Promote growth in Academic, Research and Artistic Excellence, Goal 2: Target Recruiting, Maximize Retention and Increase Graduation Rates, Goal 3: Strengthen Sustainability and Diversified Financial base with Ensuring Affordable Access, Goal 4: Recruit, Retain and Develop Faculty, Staff and Student Employees, and Goal 5: Unify and Enhance the Image and Visibility of Sul Ross State University.

The Assistant Vice President of Institutional Effectiveness and the Coordinator of Institutional Effectiveness conduct an annual assessment audit of the [organization chart](#) to assure all Community/public service units are included.

Most recently, in 2017-2018, the Community Service Assessment Audit showed 7 out of 77 units are community service related to its mission.

Each community service unit of the institution is required to complete the annual institutional effectiveness process, see [assessment calendar](#), as follows:

- Each unit reviews and re-evaluates its Statement of Purpose.
- Each fall, department heads/directors, along with staff, review their three expected outcomes that are aligned with the University’s Strategic Plan. Changes for outcomes typically are done on a three year cycle.
- The unit, involving the department head/director, assesses the outcomes and provides evidence of improvement based upon those results.
- The unit department head/director and staff enter their annual report into Tracdat by July 31 each year.

Throughout the assessment year, each unit will collect data and analyze the information looking for new ways of improvement. To support this process, Institutional Effectiveness provides periodic workshops ranging from one-on-one sessions to group presentations.

Sul Ross State University’s Community/Public Service units have shown continuous evidence of improvement from one year to the next as demonstrated by this report from the Museum of the Big Bend. All assessment reports for 2014-2015, 2015-2016, and 2016-2017 are presented at the end of this narrative (See Table 2).

The purpose of the Museum of the Big Bend is defined as, “to serve and educate the public by collecting, preserving, exhibiting, and interpreting the cultural, historic, and natural materials that relate to the prehistory, history, and culture diversity of the Big Bend region of Texas and Mexico”.

Table 1. The Museum of the Big Bend Unit Report 2014-2015

Outcome	Assessment Method/ Tool	Target/ Criteria for Success	Assessment of Results/ Summary of Findings	Use of Results/ Action Plan
1. The Museum of the Big Bend provides visitors with a one-stop overview of the entire Big Bend region of Texas.	3b. Facebook Outreach- The Museum posts information about museum events, collections, exhibits, and news on the Facebook pages for the Museum of the Big Bend and Trappings of Texas (a major annual exhibition). The Curator of Collections and the Curator of Exhibits evaluates the number of people reached by these posts on a monthly basis.	3b. The Facebook pages for the Museum of the Big Bend and Trappings of Texas will reach at least 6000 people on average per month. Figures being collected now will show how many “hits” each of the Facebook pages received each month.	3b. <i>Met Results:</i> Through the MOBB and Trappings Facebook pages, reached a total of 136,173 people during the five-month period, for an average of 27,234 contacts per month.	3b. The Museum of the Big Bend will continue Facebook entries for both pages and may ultimately revise upward the figures for this section.

In addition to the sample for the Museum of the Big Bend Community/Public Service unit sample, Table 2 provides assessment reports for all units. All Community/Public Service units participate in the Institutional Effectiveness assessment process, but some are more evolved than others. All, however, demonstrate the university commitment to continuous quality improvement.

Table 2. Assessment Reports

3.3.1.5 Community/ public service within the mission			
Center for Big Bend Studies	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Child Care and Family Support Center	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Department of Public and Media Relations and Outreach	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Museum of the Big Bend	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Rio Grande Small Business Development Center	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
Small Business Development Center Alpine	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>
University Department of Public Safety	<a href="#">2014-2015</a>	<a href="#">2015-2016</a>	<a href="#">2016-2017</a>

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.3.1.5

**Supporting Documentation and Evidence:**

[Administrative Assessment Template](#)

[Tracdat Guide for Success](#)

[Guide to creating an Assessment Plan](#)

[Assessment Calendar 2016-2017](#)

[Survey Monkey Results 2015-2016](#)

### **Comprehensive Standard 3.3.2 - Quality Enhancement Plan**

*The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.*

**The Institution Certifies Compliance:**

**Narrative:**

This requirement is not part of the Compliance Certification.

**Supporting Documentation and Evidence:**

## Comprehensive Standard 3.4.1 - Academic Program Approval

*The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

For all academic programs and courses offered by Sul Ross State University (SRSU), the responsibility for curriculum development, review, and approval is assigned to faculty members who are academically qualified in the field. Once new programs or courses have been proposed, faculty committees review and approve them to ensure that they are in line with the [university mission](#) and meet all university standards. Once approved by the Curriculum Council, proposals are then subject to approval by the Executive Vice President and Provost, the Board of Regents of the Texas State University System, and The Texas Higher Education Coordinating Board.

### Degree Program Approval Process

All academic programs are subject to the rules and guidelines the university [Curriculum Council](#) has adopted. The Curriculum Council is the central university body that monitors, reviews, and approves all course and degree programs with input and support from the Division of Academic Affairs. The Faculty Handbook, [Section 4.01](#), offers evidence that each educational program for which academic credit is awarded is approved by the faculty and the administration at SRSU. Likewise, [degree program coversheets](#) (e.g., the first page of a program proposal submitted here) used for degree approval proposals must have appropriate signatures before the degree can receive final approval.

The curricula development at SRSU is based on the philosophy that the faculty and administration are responsible for creating sound academic programs that are within the role and scope of the mission of the institution and that meet the standards of the institution and the appropriate accrediting bodies. The faculty and administration are involved in all matters relating to curriculum development including additions, deletions, and changes in existing courses and programs; the published schedule of course offerings; and the general degree requirements for all academic programs.

As outlined in the Faculty Handbook, at least once each long term (fall and spring semesters), the faculty members of each department meet as a curriculum committee to review the course descriptions, degree plans, and proposed changes in the disciplines for which the department is responsible. The departmental curriculum committee consists of all faculty members in each department with the chairperson of the committee determined by the faculty members. Recommendations of this committee are given directly to the department chairperson.

The department chairperson reviews the recommendations of the faculty committee, adds written comments as appropriate, and forwards the recommendations to the appropriate college dean.

The college dean reviews the recommendations from the departments and submits them with comments in writing to the Executive Vice President and Provost. The dean may seek the advice of a college faculty committee composed of representatives from each department in the division if the recommendations are likely to have some effect on courses or programs in other departments in the division.

The Executive Vice President and Provost presents the curriculum recommendations to the Curriculum Council. The Council serves as the coordinating body on curriculum matters for the entire institution and makes recommendations to the President. The Council also will seek the recommendations of the Teacher Education Council and the Graduate Council on matters relating to programs for which these councils have responsibility before making final recommendations.

Finally, the President of SRSU will act on the recommendations of the Curriculum Council and submit those that he approves to the Board of Regents for its consideration. When the Board of Regents has acted, the Executive Vice President and Provost will communicate the results to the university.

Courses that are offered through distance education are required to follow the same development, review and approval process as traditional face-to-face programs. However, distance education programs must also provide additional information in the course proposals. Specifically, distance education courses must provide evidence of how students will meet required contact hours equivalent to contact hours in face-to-face courses, explain measures implemented to deter academic misconduct, describe the technology used to deliver the course content through distance learning, and give details on the target audience for courses and the degree.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.1.

### **Supporting Documentation and Evidence:**

[Curriculum Action Request](#)

[Curriculum Council Web Page](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[SRSU Mission Statement](#)

## Comprehensive Standard 3.4.2 - Continuing Education/Service Programs

*The institution's continuing education, outreach, and service programs are consistent with the institution's mission.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University has no office of continuing education, nor does it award continuing education units (CEU's). However, the following offices and programs give example to the university's efforts pursuant to its [mission](#) to enhance cultural awareness and to serve as a resource for the development of the university's service regions.

#### Center for Big Bend Studies

Established in 1987, the Center for Big Bend Studies engages in regional cultural research and provides archeological impact statements for construction in the region. The Center is committed to the recovery, protection, and sharing the cultural legacy of the Trans-Pecos Texas and north-central Mexico through programs of research, education, public outreach, and publication. The Center hosts an annual meeting and conference providing researchers a forum to present their findings regarding the archeology, anthropology, and history of the region. Transnational in its focus, the Center engages in [collaborative projects](#) with cultural agencies in Mexico.

#### Child Care and Family Support Services

The Child Care and Family Support Center was established in 2002 to provide care to children of Sul Ross students; children from the community are accepted when openings are available. The Center serves children from the ages of six weeks to twelve years old and is currently the only licensed child care center in Alpine providing care for children under the age of one. The Center strives to be a development center as well as a day care center. The Center also provides Sul Ross students the opportunity to enhance their educational experiences.

#### Fine Arts Programming

The university is the major cultural institution in the Trans-Pecos and Big Bend regions of Texas. The Fine Arts and Communication department provides theatrical, musical, artistic, and literary events that are open to the general public for little or no fee. The [Theatre of the Big Bend](#) provides opportunities for students and non-students from the community to participate in community theatre through its summer outdoor theatre program. The theatre faculty also host the SRSU children's theatre program giving regional children an opportunity to begin their development as actors. The faculty provide two one-week summer camps for children: one camp for children six years old to ten years old and one camp for children eleven years old to fourteen years old. Each camp concludes with a performance for family and friends. The theatre faculty also host a children's theatre event in the fall that brings public school students across West Texas to campus. Admission to the event is a can of food to be donated to the food pantries in the region. The [music faculty](#) host the Sul Ross State University Music Vista Camps. Although the camps focus on middle-school students, the program also features a leadership program for high school band students. Students who participate have the benefit of a large ensemble experience and private instruction. Additionally, the director of the Sul Ross Band Program also directs the Big Bend Community Band, and the community band performs regularly on the campus of Sul Ross State University.

#### H. Joaquin Jackson Law Enforcement Academy

Sul Ross State University was licensed as a certified Texas law enforcement academy by the Texas Commission on Law Enforcement Standards and Education in May, 1982. The [H. Joaquin Jackson Law Enforcement Academy](#) concentrates on small-town and rural law enforcement. The academy provides two types of training programs: a basic police academy is conducted annually which prepares the cadets for the TCOLE Basic Peace Officer Examination and in-service training for law enforcement and corrections personnel in the Sul Ross State University service area.

#### Museum of the Big Bend

The mission of the Museum is to serve and educate the public by collecting, preserving, exhibiting and interpreting the cultural, historic, and natural materials that relate to the prehistory, history, and cultural diversity of the Big Bend region of Texas and Mexico. In addition to its collections and exhibits, the Museum of the Big Bend offers educational opportunities through its children's education programming and outreach initiatives and through the adult education programming and outreach initiatives. Examples of the museum's programming for children are the Museum of the Big Bend Summer Art Camp, the Little Sprout Song Swap, and the Wee Explore programs. Examples of the museum's programming for adults are the fused glass workshops and the photo workshop.

#### Outreach to Secondary Education Students

Among these activities are federally-funded programs such as [Gear Up](#), [Upward Bound](#), and [Talent Search](#). The Gear Up program provides enrichment activities to a cohort of students from the 7th grade through high school. The program is designed to increase the number of students who ultimately enroll in an institution of higher learning. The Upward Bound program works with a smaller group of at-risk high school students with a goal of having them enroll in an institution of higher education. Talent Search makes information available to students and parents in middle and high schools regarding financial aid, the cost of attendance, and procedures for applying to institutions of higher education. The geographic regions surrounding SRSU and Rio Grande College have a large percentage of Hispanic students who have traditionally had a low college matriculation rates. These programs are designed to close the gaps between various ethnic groups in Texas in the completion of college-level studies.

#### Small Business Development Centers

Both the [Alpine campus](#) and the [Rio Grande College](#) of Sul Ross State University host Small Business Development Centers. In addition to providing assistance in the start-up of new businesses, the centers provide regional residents training and educational opportunities to develop their business skills, thereby increasing the success of small businesses in the region.

#### Departmental Initiatives

Through the various offices of the university, Sul Ross State University deliberately engages the community through [constructive initiatives](#) designed to enhance cultural awareness and to serve as a resource for the development of the university's service region.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.2.

#### **Supporting Documentation and Evidence:**

[Binational Agreement Facilitates Collaboration](#)

[Center for Big Bend Studies Activities](#)

[Departmental Initiatives](#)

[Gear Up](#)

[H. Joaquin Jackson Law Enforcement Academy](#)

[Museum of the Big Bend](#)

[Music at Sul Ross State University](#)

[Small Business Development Center - Alpine](#)

[Small Business Development Center - Rio Grande College](#)

[SRSU Childcare and Family Support Center](#)

[SRSU Mission Statement](#)

[Talent Search](#)

[Theatre of the Big Bend](#)

[Upward Bound](#)

## Comprehensive Standard 3.4.3 - Admissions Policies

*The institution publishes admissions policies consistent with its mission.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University publishes admissions policies that are consistent with the university's mission[1] to advance knowledge, enrich teaching, encourage professional development, and utilize the distinctive environment of the Big Bend and Middle Rio Grande areas of Texas as well as supports goal number two as outlined in the Strategic Plan [2]. Undergraduate, transfer, and graduate admissions policies are published in the SRSU- Alpine University Catalog [3] and in the SRSU- RGC University Catalog (pages 15-17) [4]; the SRSU- Alpine Student Handbook (page 2) [5]; and on the Web site for the university's Center for Enrollment Services [6].

The university adheres to a Texas State University System's policy of nondiscrimination (Chapter V, Section 2) [7] in all of its practices, including its admission policies. In addition, it is committed to the recruitment, retention, and graduation of a diverse student body. SACSCOC Federal Requirement 4.6 (page 97) [8] documents that recruitment materials and presentations accurately reflect the institution's practices and policies.

The university's admissions policies, for both Sul Ross State University Alpine and Sul Ross State University Rio Grande College are consistent with the Texas State University System's Rules and Regulations (Chapter VI, Section 2) [9], that states, "student admissions standards, entrance requirements, and degree qualifications shall be determined and prescribed by each component subject to the approval of the Board upon the recommendation of the Chancellor and of the Academic Affairs Committee. Enrollment preference shall be given to residents of the State of Texas. Each Component shall implement the American College Testing Program, Scholastic Aptitude Test, and/or the College Entrance Examination Board testing program as appropriate to its mission for entering first-time students after approval of the program by the Board. No otherwise qualified applicant for enrollment shall be denied admission on the basis of sex, religion, race, color, national origin, age, ancestry, marital status, veteran status, disability, or other criteria prohibited by law."

#### The Office of Admissions at Sul Ross State University, Alpine

The Office of Admissions maintains oversight of the university's undergraduate admission policies and graduate admissions requirements. Criteria for admission are determined with input from each of the colleges of the university – the Agricultural and Natural Resource Sciences, College of Arts and Sciences and from the College of Education and Professional Studies.

**Table 1: Summary of Undergraduate Admissions Policies for Sul Ross State University- Alpine**

Type of Student	Admissions Requirements
<b>Undergraduates, First Time in College</b>	<p><b>Full Admissions-if on Recommended, Endorsement or Distinguished High School Graduation Plan</b></p> <ul style="list-style-type: none"> <li>Graduate in Top 50% of high school class and submit SAT or ACT test scores, OR</li> <li>Score above 20 on ACT or 1000 on SAT*</li> </ul> <p><b>Probationary Admissions- if on Standard, Regular, or Minimum High School Graduation Plan without endorsement</b></p> <ul style="list-style-type: none"> <li>Graduate in Top 50% of high school class and submit test scores, OR</li> <li>Score 20 or above on ACT or 1030 on SAT* if in third quarter of graduating class, OR</li> <li>Score 22 or above on ACT or 1060 on SAT* if in fourth quarter of graduating class</li> </ul>

#### \*SAT scores prior to March 2016 required for admission

Type of Student including International Undergraduate Students	Admissions Requirement		
	Graduation Plan	Rank in Graduating High School Class	SAT Score(for test prior to March 2016)
Undergraduates, First Time in College	Distinguished, Recommended, or Endorsed	3rd and 4th Quarter	920 (combined critical reading and math)
	Regular or Standard Graduation Plan	3rd Quarter	950 (combined critical reading and math)
		4th Quarter	980 (combined critical reading and math)

#### Special Undergraduate Admission

As stated in the Sul Ross State University-Alpine catalog [10], students who have earned their high school diploma or GED and are age 24 or older at the time of application are eligible for special admission. These applicants must submit an official copy of GED certificate with GED test scores or official copy of final high school transcript showing date of graduation. Specially admitted students are not required to take or provide ACT or SAT scores but they must take the Texas State Initiative Assessment (TSIA) placement exams prior to advising and registration.

#### International Undergraduate Admissions

As stated in Sul Ross State University (SRSU) Alpine [11] and Sul Ross State University Rio Grande College (RGC) catalogs [12], international students must also meet freshman or transfer admission requirements. In addition, students must demonstrate English language proficiency, Web site [13] and SRSU-RGC undergraduate international admissions Web site [15] also provide information on international student admissions.

The Office of Admissions at Sul Ross State University, Rio Grande College

The Office of Admissions, Sul Ross State University-Rio Grande College, that includes locations in Del Rio, Uvalde, Eagle Pass, and Castroville, provides undergraduate degree completion for transfer students seeking a four-year degree. The Office of Admissions for Rio Grande College maintains oversight of the admissions policies for these locations.

**Table 2: Summary of Undergraduate Admissions Policies for Sul Ross State University- Rio Grande College**

Type of Student	Admissions Requirements
<b>Undergraduates, Transfer Students (applicants have attempted or earned college credits after high school graduation)</b>	<ul style="list-style-type: none"> <li>Fully admitted if transferring 42 or more hours and a 2.0 overall GPA</li> </ul>

#### Transfer Admissions

The university places a high value on maintaining a diverse campus culture—one that includes students from varied backgrounds and experiences. Every year, a portion of the new student enrollment at Sul Ross State University, Alpine, includes transfer students. However, at Sul Ross State University Rio Grande College, undergraduate, transfer students comprise 100% of new student enrollment.

Collectively, more than 1000 transfer students enroll at the university. The university works to ensure its transfer policies meet the academic expectations of the university faculty, as well as the needs of the transfer applicants.

To assist transfer students, the university publishes an “Admissions Checklist for Transfer Students” for the Alpine campus [14] and the requirements for admissions as a transfer student to the Rio Grande campus [15].

**Table 3: Summary of Transfer Student Admissions Requirements for Sul Ross State University- Alpine**

Type of Student including International Transfer Students	Admissions Requirements
<b>Transfer Student with 12 or less transferable college credits</b>	<ul style="list-style-type: none"> <li>2.0 overall GPA and meet freshmen admission requirements listed in Table 1</li> </ul>
<b>Transfer Student with 12 or more transferable college credits</b>	<ul style="list-style-type: none"> <li>2.0 overall GPA</li> </ul>

**Table 4: Summary of Transfer Student Admissions Requirements for Sul Ross State University- RGC**

Type of Student	Admissions Requirements
<b>Undergraduates, Transfer Students (applicants have attempted or earned college credits after high school graduation)</b>	<ul style="list-style-type: none"> <li>Fully admitted if transferring 42 or more hours and a 2.0 overall GPA</li> </ul>

#### Graduate Students

Pages 133-134 of the catalog outline the admission policies for graduate and professional degree programs at Sul Ross State University, Alpine [16]; graduate admissions policies for Sul Ross State- RGC are found on pages 18-19 of the catalog [17]. Graduate admissions for both Sul Ross State University- Alpine and Sul Ross State University Rio Grande College, are determined at the individual college level. Because graduate and professional education are more specialized than undergraduate education, this decentralized approach enables colleges to ensure that admission policies appropriately reflect the specific fields and disciplines within each school. All departments and colleges at Sul Ross State- RGC follow general graduate admissions criteria. The graduate admissions Web site for SRSU- Alpine [18] as well as the graduate admissions Web site for SRSU- RGC [19] reflect the requirements for graduate admissions.

**Table 6: Summary of Sul Ross State University-RGC Graduate Admissions Requirements**

Type of Student	Admissions Requirements
<b>Graduate Student and International Graduate Student</b>	<ul style="list-style-type: none"> <li>Have 2.5 GPA on 4.0 scale on the last 60 hours prior to the issuance of the bachelor's degree AND GRE score of at least 850 (verbal and quantitative) or minimum GMAT score of 400, OR</li> <li>Graduate with a bachelor's degree with a minimum of 3.0 overall GPA, OR</li> <li>Hold a master's degree from an accredited college or university and has approval from the department in which the applicant proposes to work</li> <li>Probationary* status may be granted with approval of the major academic department with the submission of all transcripts; GRE or GMAT scores; and satisfies at least one of the requirements listed above for full admission, OR</li> <li>Probationary status may be granted to any student who has not taken the GRE prior to the start of the semester; the GRE must be taken before the end of the semester.</li> </ul>

\* Upon completion of the 12 semester credit hours with at least a 3.0 GPA, the student may be admitted on a full admission status upon recommendation of the chair of the major department and with the approval of the dean/director of the school or division.

At Sul Ross State- Alpine, all graduate degree programs follow the general admissions criteria with the exception of the Natural Resource Management graduate program located within the College of Agricultural and Natural Resource Management. Admission requirements for that degree are found on the department's Web site [20] as well the SRSU- Alpine catalog [21].

**Table 5: Summary of Sul Ross State University -Alpine Graduate Admissions Requirements**

Type of Student	Admissions Requirements
<b>Graduate Student</b>	<ul style="list-style-type: none"> <li>Have 2.5 GPA on 4.0 scale on the last 60 hours prior to the issuance of the bachelor's degree AND GRE score of</li> </ul>

<b>and International Graduate Student</b>	<p>at least 850 (verbal and quantitative) or minimum GMAT score of 400, OR</p> <ul style="list-style-type: none"> <li>• Graduate with a bachelor's degree with a minimum of 3.0 overall GPA , OR</li> <li>• Hold a master's degree from an accredited college or university and has approval from the department in which the applicant proposes to work</li> <li>• Probationary* status may be granted with approval of the major academic department with the submission of all transcripts; GRE or GMAT scores; and satisfies at least one of the requirements listed above for full admission, OR</li> <li>• Probationary status may be granted to any student who has not taken the GRE prior to the start of the semester; the GRE must be taken before the end of the semester.</li> </ul>
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\* Upon completion of the 12 semester credit hours with at least a 3.0 GPA, the student may be admitted on a full admission status upon recommendation of the chair of the major department and with the approval of the dean/director of the school or division.

#### International Graduate Student Admissions

As stated in Sul Ross State University, Alpine catalog [22] pages 135-136 and Sul Ross State University Rio Grande College (RGC) catalog, page 20, [23], international students must also meet graduate admission requirements. In addition, students must demonstrate English language proficiency, provide certified, translated copies of all transcripts and diplomas, and submit proof of financial support. The SRSU- Alpine Web site [24] also provides information on international student admissions as does the SRSU-RGC Web site [25].

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.3

#### **Supporting Documentation and Evidence:**

1. [The University's Mission \(Administrative Policy Manual, Chapter 1.02\)](#)
2. [Sul Ross State University Strategic Plan](#)
3. [Undergraduate Admissions Policy- Sul Ross State University Catalog- Alpine, pages 44-52](#)
4. [Undergraduate Admissions Policy- Sul Ross State University Catalog- RGC, pages 15-17](#)
5. [Sul Ross State University Alpine Admissions Standards and Requirements, page 2: Student Handbook](#)
6. [Sul Ross State University Alpine Center for Enrollment website](#)
7. [Texas State University System, Non-Discrimination Policy, Chapter V, Section 2: TSUS Rules and Regulations](#)
8. [SACSCOC Federal Requirement 4.6, page 97](#)
9. [Texas State University System, Rules and Regulations, Chapter VI, Section 2](#)
10. [Special Individual Undergraduate Admission- Sul Ross State University Catalog- Alpine, page 45](#)
11. [International Undergraduate Admissions Requirements- Sul Ross State University- Alpine catalog, page 48](#)
12. [International Undergraduate Admissions Requirements- Sul Ross State University – RGC catalog, page 18](#)
13. [International Undergraduate Student Admissions Requirements Web site-Sul Ross State University- Alpine](#)
14. [International Undergraduate Student Admissions Requirements Web site- Sul Ross State University-RGC](#)
15. [Transfer Application and Admissions Requirements, Alpine; Web site](#)
16. [Transfer Application and Admissions Requirements, RGC; Web site](#)
17. [Graduate Admissions Policy, Sul Ross State University Catalog Alpine, pages 133-134](#)
18. [Graduate Admissions Policy, Sul Ross State University Catalog RGC, pages 18-19](#)
19. [Graduate Application and Admissions Requirements Web site, Alpine](#)
20. [Graduate Application and Admissions Requirements Web site, RGC](#)
21. [Graduate Admission Requirements, Natural Resource Management, Alpine: NRM Graduate Program We bsite](#)
23. [Natural Resource Management Graduate Admissions requirements- Sul Ross State University Catalog- Alpine, page 162](#)
23. [International Graduate Student Admissions requirements- Sul Ross State University Catalog- Alpine, pages 135-136](#)
24. [International Graduate Student Admissions requirements- Sul Ross State University Catalog- RGC, page 2](#)
25. [International Student Admissions Requirement Web page-Sul Ross State University - Alpine](#)
26. [International Graduate Student Admissions Requirement Web page- Sul Ross State University- RGC](#)

## Comprehensive Standard 3.4.4 - Transfer of Credit

***The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.***

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) has clear and published policies for evaluating, awarding and accepting credit for transfer from other universities, as well as policies for awarding credit for Advanced Placement (AP), College Level Examination Program (CLEP), DSST, International Baccalaureate (IB), experiential learning, and educational experiences in the armed services. These policies are published in the SRSU-Alpine Catalog and are available on the university Web site. University policies are developed and reviewed through a shared governance process involving faculty and academic administrators. The policies are consistent with its mission and ensure that course work and learning outcomes are at the collegiate level and are comparable to the institution's own degree programs. SRSU uses semester hours and follows the Carnegie model for defining the credit hour (refer to Federal Requirements 4.9 for more information).

### Undergraduate Transfer Policies

As stated in the Administrative Policy and Practices ([APM](#)) Credits Grades, and Academic Standing, *SRSU accepts credits transferred from regionally accredited institutions.* Transfer credit policies are published in the [SRSU-Alpine Catalog](#) and in the [SRSU-Rio Grande College Catalog](#). Students must provide official transcripts from all institutions where they received coursework. Evaluation of all undergraduate transcripts from other institutions is conducted by the admissions staff in Alpine and at the off-site campuses prior to or upon a student's enrollment. All academic courses (excluding developmental, remedial, vocational/technical, continuing education, or lifelong learning courses) attempted at a regionally accredited US college or university are transferred and grades received are used to calculate the student's overall grade point average. Applicability of transferred courses to degree requirements is determined by the individual departments and colleges.

In accordance with the [Texas Administrative Code Rule 4.25](#), SRSU-Alpine has identified in its undergraduate catalog each lower-division course that is substantially equivalent to an academic course listed in the current edition of the Lower Division Academic Course Guide Manual. To facilitate the transfer of these courses, SRSU participates in the Texas Common Course Numbering System (TCCNS). The TCCNS is a voluntary, co-operative effort among Texas community colleges and universities to facilitate transfer of freshman and sophomore level general academic coursework. TCCNS provides a shared, uniform set of course designations for students and their advisors to use in determining both course equivalency and degree applicability of transfer credit on a statewide basis. When students transfer between two participating TCCNS institutions, a course taken at the sending institution transfers as the course carrying the same TCCNS designation at the receiving institution. TCCNS equivalent courses are listed in the [SRSU-Alpine Catalog](#) and on the [Texas Common Course Numbering System](#) Web site.

Equivalencies are also described in articulation agreements. Currently, Sul Ross State University has 92 [articulation agreements](#).

For equivalencies not determined by the TCCNS or articulation agreements, admissions staff will review catalog descriptions and consult with appropriate departments and faculty as necessary to determine appropriate equivalencies. Courses with no equivalent to Sul Ross courses are transferred as "non-equivalent," with credit value and course equivalent to the credit value and the level awarded by the transfer institution. Such non-equivalent courses may be applied to degree requirements by individual departments and colleges. Undergraduate courses taken elsewhere that may count toward teacher certification are evaluated by the certification staff in the Department of Education.

The Registrar's Office maintains records of all transfer-credit decisions to ensure consistency over time. Students are encouraged to have courses at other institutions evaluated for transferability before enrolling.

### Graduate Transfer Policies

Transfer credit policies are published in the [SRSU-Alpine Catalog](#) and in the [SRSU-Rio Grande College Catalog](#). There is no automatic transfer from other institutions of credits applicable to a graduate degree. A request for transfer of hours must be made to the major advisor at the time a degree plan is prepared. No requests for transfer of hours will be accepted after the degree plan is prepared without written approval of the major advisor and the Dean of the College. Graduate students in a 36-hour program will not be permitted to apply toward the master's degree more than twelve semester credit hours of transferred credits, military service credits, non-collegiate educational experiences, undergraduate courses taken for graduate credit, graduate-level independent study courses, or any combination of these. Such courses must be pertinent to the candidate's program of study.

A student may request transfer of a maximum of twelve semester credit hours in a 36-hour program, nine semester credit hours in a 30-hour program, or six semester hours in a 30-hour thesis program from an accredited college or university provided the course work has been approved by the student's major advisor and the Dean of the College. Before courses will be approved for transfer, they must meet the following standards:

1. The grade for each course must be at least a "B";
2. The course must be unmistakably designated as graduate credit on the official transcript, which must be on file in the Center for Enrollment Services;
3. The time limit of six years must not have expired at the projected time of graduation;
4. The total number of hours taken at Sul Ross State University and any other institution may not exceed 15 semester credit hours in any one semester in the long term or six semester credit hours in either summer term, and
5. No more than twelve semester credit hours in any combination of transfer work, undergraduate courses taken for graduate credit, and graduate-level independent study courses may be credited toward the master's degree in a 36-hour program and no more than nine can be used in a 30-hour non-thesis program.

### Credit for Non-collegiate Organization Courses and Prior Learning

Sul Ross State University may grant limited credit for the successful completion of courses conducted by non-collegiate organizations. In order for non-collegiate organizations' courses to be considered, students must request that the sponsoring organization submit to the Center for Enrollment Services a transcript, certificate or statement verifying that the courses have been successfully completed. The Academic Council on Education (ACE) credit recommendations are utilized when possible. Where possible, credit will be given for Sul Ross State University courses which are equivalent to those completed. The Center for Enrollment Services will determine the equivalencies. In all cases, credit will be awarded on the basis of one semester hour for each fifteen hours of classroom lecture contact, or one semester hour for each thirty hours of laboratory work, as outlined in the [SRSU-Alpine Catalog](#) and the [SRSU-Rio Grande College Catalog](#).

Students admitted to the Bachelor of Applied Science program at the SRSU Rio Grande College may obtain college credit for relevant work experience. Relevant experience is defined as previous learning suitable for submission as Prior Learning Experience (PLA) yielding at least nine semester hours of credit through LearningCounts.org or an online portfolio assessment service provided by Council of Adult and Experiential Learning (CAEL) or equivalent recognized assessment process. CAEL and Learning Counts.org are nationally recognized authorities for assessment of Prior Learning. CAEL's quality principles are recognized by all regional accrediting bodies. Learning Counts works with students to demonstrate their learning for college credit recommendations. Successful students will receive a transcript documenting their prior learning, acceptable for transfer of credit at [SRSU Rio Grande College](#).

#### Credit by Examination

SRSU-Alpine awards academic credit for acceptable scores on the College Level Examination Program (CLEP), DSST, Advanced Placement (AP), International Baccalaureate (IB) program, and ACT/SAT test scores. SRSU-Rio Grande College awards credit for acceptable scores on specific CLEP subject tests. Credit may be awarded for other alternative credit examinations. For this purpose, SRSU utilizes the credit recommendations of the [American Council on Education](#) (ACE) College Credit Recommendation Service (CREDIT).

SRSU awards credit for English 1301 and Mathematics 1314 to entering first year students whose American College Test (ACT) and Scholastic Aptitude Test (SAT) scores are sufficient to meet the guidelines published in the [SRSU-Alpine Catalog](#) and the [SRSU- Rio Grande College Catalog](#).

#### Credit for Military Training and Service School Courses

Sul Ross State University has been designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Sul Ross State University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences when such actions are consistent with general university requirements. Recognition will be given to educational experiences obtained in the Armed Service which are consistent with general university policies regarding admission procedures, transfer credit from other colleges and universities, and courses completed through the United States Armed Forces Institute (USAFI), the College Level Examination Program (CLEP), and Defense Activity for Traditional Educational Support (DANTES), which are equivalent to CLEP credit awarded. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC). The university utilizes the American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Services in the evaluating and awarding of credit for military service and service school courses. The maximum amount of college credit awarded by examination and for military training will vary according to individual circumstances, but the total undergraduate credit awarded may not exceed thirty hours. Policies are listed in the [SRSU-Alpine Catalog](#) and the [SRSU-Rio Grande College Catalog](#).

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.4.

#### **Supporting Documentation and Evidence:**

[APM Acceptance of Academic Credit](#)

[SRSU Alpine Catalog page 46](#)

[SRSU RGC Catalog page 16-17](#)

[Texas Administrative Code Rule 4.25](#)

[SRSU Alpine Catalog page 84-91](#)

[Texas Common Course Numbering System](#)

[SRSU Alpine Catalog page 136-137](#)

[SRSU RGC Catalog page 20](#)

[SRSU Alpine Catalog page 107-108](#)

[SRSU RGC Catalog page 39](#)

[SRSU RGC Catalog page 46](#)

[SRSU Alpine Catalog page 100-106](#)

[SRSU RGC Catalog page 36-37](#)

[SRSU Alpine Catalog page 106-107](#)

[SRSU RGC Catalog page 38-39](#)

## Comprehensive Standard 3.4.5 - Academic Policies

*The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University (SRSU) has established academic policies consistent with the recommendations of SACSCOC and the American Association of Collegiate Registrars and Admissions Officials (AACRAO). Further, SRSU academic policies ensure compliance with the System Rules and Regulations of the Texas State University System, the Texas Education Code, and federal regulations. All academic policies follow an approval process that involves stakeholders, members of the Academic Committee, the Executive Cabinet, and, as needed, the Texas State University System Vice Chancellor and General Counsel. All approved academic policies are published in the [SRSU Catalog](#) and on the SRSU Web site. As appropriate, academic policies are also published in the [Administrative Policy and Procedure Manual](#), the [Faculty Handbook](#), and the [Student Handbook](#).

#### Principles of Good Educational Practice

SRSU ensures principles of good educational practice in reviewing, establishing, and modifying academic policies by seeking input and participation, at various levels, from students to faculty to administrators to the president. The Executive Vice President and Provost (hereafter Provost) meets regularly with the President of the Faculty Assembly (Alpine), the Faculty Senate (off-site campuses), and with the student leadership of the student government organizations in an effort to identify areas which need to be addressed through establishment or revision of academic policy. The Provost further addresses issues of academic policy through regular meetings of the [Academic Committee](#) and the Academic Deans Council. The Academic Committee is comprised of Provost, academic deans, Dean of the Library and Information Technologies, Director of Teacher Education, Chief Information Officer, Director of Records and Registration, AVP for Enrollment Management, AVP for University Services, AVP for Institutional Effectiveness, Director of Institutional Research, Coordinator for Institutional Effectiveness, HB5 College Placement Course Coordinator and one faculty member nominated by the Faculty Assembly; the Deans Council is comprised of the Dean of the College of Agricultural and Natural Resource Sciences, the Dean of the College of Arts and Sciences, the Dean of the College of Education and Professional Studies, the Dean of the Rio Grande College, the Dean of the College of Graduate Studies, and the Dean of Library and Information Technologies.

#### Policy Approval Process

[Administrative Policy 2.00, Policy Development/Review Guidelines](#) provides the process for proposal, development, and approval of academic policies. Section C of the policy states that “[a]ny member of the Sul Ross community can suggest the need for a new academic policy.” Many recommendations for academic policies originate in Faculty Assembly committees and councils who draft proposed policies for the Provost. Table 1 shows committees and councils assigned to deal with academic policies, consistent with the faculty bylaws in the Faculty Handbook.

Once identified as a need by the Provost, the draft is then presented sequentially to the Faculty Assembly, Academic Committee, Academic Deans Council and the President and Executive Cabinet for review, revision, and further development. If necessary, consultation with the Vice Chancellor and General Counsel is sought. Final approval and policy adoption is made by the President.

Table 1. Faculty Committees and Councils and Policies

Committee/Council	Policies	Reference
Budget Oversight Council (main campus) & Budget Advisory Council (off-site campuses)	Consider budget policies, procedures, and practices, with special emphasis on the academic budget	<a href="#">Budget Oversight Council</a>
Committee on Core Curriculum (general education)	Review new applications and conduct an annual peer review of the assessments of the six core objectives	<a href="#">Committee on Core Curriculum</a>
Curriculum Council	Review and recommend changes in the curriculum	<a href="#">Curriculum Council</a>
Faculty Affairs Council	Make recommendations to the Provost on all matters involving the granting of tenure and promotion	<a href="#">Faculty Affairs Council</a>
Faculty Executive Council	Review and make recommendations to the Provost concerning the revision of the Faculty Handbook	<a href="#">Faculty Executive Council</a>
Graduate Council	Recommend general policies and regulations for graduate programs	<a href="#">Graduate Council</a>
Honors Council	Establish policies for the recruitment of students	<a href="#">Honors Council</a>
Library and Information Technologies Council	Review collection policies and make changes as needed	<a href="#">Library and Information Technologies Council</a>
Online Distance Learning Committee	Propose recommendations for on-line courses, faculty training, and policies and protocols	<a href="#">Online Distance Learning Committee</a>
Research Council	Advise on policies and matters relating to research and grant administration	<a href="#">Research Council</a>

Sustainability Committee	Investigate current university practices and recommend innovative changes	<a href="#">Sustainability Council</a>
Teacher Education Council	Develop policies and guidelines to meet the standards of the university, the Texas Education Agency, and the Southern Association of Colleges and Schools Commission on Colleges	<a href="#">Teacher Education Council</a>
Teaching Council	Organize and develop policies aimed at improving teaching and fostering academic integrity	<a href="#">Teaching Council</a>

Recent changes to the Student Complaint policy illustrate the process of academic policy change and the application of good educational practices. In 2017, the Provost considered expanding the policy to address student complaints on grades and faculty conduct which resulted in a revised policy that was presented to the Faculty Assembly, the Academic Committee, the Deans Council and ultimately approved on May 5, 2017.

#### Publication and Dissemination of Academic Policies

If approved by the President, policies are published in the Administrative Policy Manual, the Faculty Handbook, the Student Handbook, the University catalog, and on university Web pages as appropriate. Communication of academic policies is a responsibility shared by the offices of the President, Provost, Registrar, Admissions, New Student Programs, Dean of Graduate Studies, and Dean of Student Life.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.5.

#### **Supporting Documentation and Evidence:**

[Academic Committee](#)

[Administrative Policy and Procedure Manual](#)

[Policy Development Review Guidelines APM 2.00](#)

[Budget Oversight Council](#)

[Chapter 1.07 University Committees](#)

[Committee on Core Curriculum](#)

[Curriculum Council](#)

[Faculty Affairs Council](#)

[Faculty Executive Council](#)

[Graduate Council](#)

[Honors Council](#)

[Library and Information Technologies Council](#)

[Online Distance Learning Committee](#)

[Research Council](#)

[SRSU Policy Development and Review Guidelines](#)

[Faculty Handbook](#)

[Student Handbook](#)

[Sustainability Council](#)

[Teacher Education Council](#)

[Teaching Council](#)

[University Catalog 2016](#)

## Comprehensive Standard 3.4.6 - Practices for Awarding Credit

***The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.***

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format and mode of delivery. SRSU follows the standard credit hour as discussed in more detail in Federal Requirement 4.9. The university does not award academic credit for experiential learning. Year or quarter system hours transferred from another institution are converted into semester credit hours for purposes of uniformity in determining graduation requirements. The level and amount of credit for each course is determined by the academic department at the time that the course is proposed. New course proposals must be approved by the Department Chair, the College Dean, the Curriculum Council, the Provost, and the President. The Curriculum Council will seek the recommendations of the Teacher Education Council and the Graduate Council on matters relating to programs for which these councils have responsibility before making final recommendations. All new courses are approved by the Board of Regents of Texas State University System and forwarded to the Texas Higher Education Coordinating Board for inclusion in the approved course list for state funding. The course approval process is described in the [Faculty Handbook 4.01 Curriculum Development](#). The role of the Curriculum Council is defined in the [Administrative Policy Manual 1.08, Faculty Governance and Councils](#).

### Definition of Semester Credit Hour

SRSU follows the standard credit hour and semester system as defined by its state governing board, the Texas Higher Education Coordinating Board, and codified in the [Texas Administrative Code Title 19, Rule 4.6](#). These requirements mandate that 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. Courses that meet in an alternative format, such as weekend format courses or summer courses, meet the same requirements for contact hours, although over a shortened period of days. In no case may credit be awarded at a rate faster than one semester hour per week, and each class must meet on at least three separate days for one semester hour credit.

Courses taught in non-traditional formats, such as Web-based courses, must have the same course outcomes and expectations regarding student effort as the same course taught in a traditional format. It is expected that time spent in preparation and course mastery will be equal to that required for a traditional course. Teleconferencing courses meet the same requirements as traditional formats.

In addition to traditional in-class instruction, the following formats are used for instruction: laboratories, studio courses, Web-based courses, shortened and weekend courses, individual studies, and internship courses. The policy of the university is for each format to require the following hours of course activity per week:

- One-hour laboratory courses shall require three hours of in-laboratory and preparation time per week during the course of the semester;
- Three-hour studio courses shall require nine hours of in-studio instruction per week during the course of the semester;
- Three-hour Web-based courses shall require twelve hours of activity or study time per week during the course of the semester;
- Three-hour shorted-format or weekend-format courses shall require the equivalent of nine hours of instruction and preparation per week during the course of the semester;
- Three-hour individual studies courses shall require nine hours of instruction and preparation per week during the course of the semester;
- Three-hour internship courses shall require nine hours of instruction and on-site experience per week during the course of the semester;
- Four-hour courses shall require four hours of lecture contact hours per week during the course of the semester; and
- Other alternative format courses shall require the equivalent of three hours of course activity per week of a traditional semester for each credit hour awarded for the course.

### Brief Discussion of Course Approval Process

The faculty members at Sul Ross State University have full responsibility for developing the courses and curricula for their respective academic programs. SRSU has appointed the faculty-led [Curriculum Council](#) to review all new courses and academic programs after the faculty, department chair, and dean of the respective college have approved the additions or modifications. Part of the Curriculum Council's [action request](#) requires details about the level and amount of credit that will be awarded for each course.

### Practices for Assigning the Amount of Credit Hours to Courses

All proposals for new courses, whether delivered through face-to-face or distance education, must provide detailed information, such as catalog description, semester credit hours, and student learning outcomes, as published in the [Faculty Handbook 4.01 Curriculum Development](#). One of the categories of the proposal requires a detailed course outline that provides sufficient information necessary to judge the quality, depth, and scope of the course.

### Evaluating Transfer Credit to Determine the Amount and Level of Credit Awarded

Sul Ross State University will review course descriptions from other regionally accredited institutions to consider accepting undergraduate and graduate transfer credits. The maximum number of transfer hours earned at a two-year institution that may be applied to a bachelor's degree is sixty (60) credit hours. A maximum of 12 credits may be transferred to a master's degree plan (36 credit hours), and nine credit hours may be transferred into a 30 credit hours master's degree plan. All [transfer credits](#) are noted on the SRSU transcript.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.6.

**Supporting Documentation and Evidence:**

[2017 RGC Catalog](#)

[Chapter 1.08 Faculty Councils](#)

[Curriculum Council Action Request](#)

[Curriculum Council](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[Transfer Credits Noted on Transcript](#)

[TSUS Rules and Regulations May 2017](#)

[University Catalog 2016-2017](#)

### **Comprehensive Standard 3.4.7 - Consortial Relationships**

***The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.***

**The Institution Certifies Compliance: Compliant**

**Narrative:**

The Southern Association of Colleges and Schools, Commission on Colleges in its document, *Agreements Involving Joint and Dual Academic Credit Awards: Policies and Procedures*, addresses arrangements of the following two types:

1. An agreement by two or more institutions to grant dual academic awards is one whereby students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature; and
2. An agreement by two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions.

Sul Ross State University has no consortial relationships as defined in this standard.

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.7.

## Comprehensive Standard 3.4.8 - Non-credit Coursework

*The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) has established policies to ensure that credit awarded for military service and experiential learning is equivalent to designated credit experience. For this purpose, the Academic Council on Education (ACE) credit recommendation and the Council of Adult and Experiential Learning (CAEL) or equivalent recognized assessment process are utilized.

#### Military Service

Sul Ross State University utilizes the American Council on Education's Guide to the Evaluation of Education Experiences in the Armed Services in evaluating and awarding credit for military service and service school courses. Veterans and service personnel may submit requests for credit as follows:

1. Veterans should submit to the Center for Enrollment Services DD Form 214, "Armed Forces of the United States Report of Transfer or Discharge" for consideration of credit. To be eligible for consideration, the veteran must have served on active duty at least 181 days exclusive of training.
2. Service personnel currently on active duty should submit to the Center for Enrollment Services DD Form 295, "Application for the Evaluation of Educational Experiences During Military Service," certified by a military education officer, in order to have service school courses evaluated.
3. Air Force personnel desiring credit for vocational certificates earned through the Community College of the Air Force (CCAF) should request the CCAF to send an official transcript to the Center for Enrollment Services.

The total amount of undergraduate credit which may be awarded for all categories of military service, service school courses, CLEP/DANTES, and collegiate organization courses is thirty semester hours, as stated in the [SRSU Course Catalog](#) and the [Rio Grande College Course Catalog](#).

#### Credit for Noncollegiate Organization Courses

Sul Ross State University may grant limited credit for the successful completion of courses conducted by a non-collegiate organization. For this purpose, the university will follow the general recommendations of the American Council on Education (ACE) College Credit Recommendation Service (CREDIT). The maximum amount of college credit awarded will vary according to individual circumstances, but the total undergraduate credit for such courses, for military service, and for CLEP or DANTES may not exceed thirty semester hours. In order for the non-collegiate organizations' courses to be considered, these procedures must be followed:

1. The student must request the sponsoring organization to submit to the Center for Enrollment Services a transcript, certificate, or statement verifying that the courses have been successfully completed.
2. The student must enroll in Sul Ross State University and successfully complete one long semester or one summer session of at least twelve semester hours work before credit for the non-collegiate organization's courses will be awarded.
3. Where possible, credit will be given for Sul Ross State University courses which are equivalent to those completed. The Center for Enrollment Services will determine the equivalencies. In all cases, credit will be awarded on the basis of one semester hour for each fifteen hours of classroom lecture contact, or one semester hour for each thirty hours of laboratory work, or one semester hour for not less than forty-five hours of vocational shop instruction.
4. Credit awarded for non-collegiate organization course work may or may not be utilized to satisfy requirements in the major or minor fields, depending on the evaluation of individual needs by the academic administration of the university. Such decisions will be made in consultation with the student using guidelines in the [SRSU Course Catalog](#) and the [Rio Grande Course Catalog](#).

#### Credit for Prior Learning

The Rio Grande College of Sul Ross State University offers a Bachelor of Applied Science degree which awards academic credit for coursework taken on a non-credit basis. As an admission requirement for Bachelor of Applied Science in Organizational Leadership or Bachelor of Applied Science in Child Development, a student may utilize a minimum of ten years of relevant work experience in lieu of an earned Associate of Applied Science degree or equivalent.

Relevant work experience is defined as previous learning suitable for admission as Prior Learning Credit (PLC) yielding at least nine semester hours of credit through LearningCounts.org, an on-line portfolio assessment service provided by Council of Adult and Experiential Learning (CAEL) or equivalent recognized assessment process. CAEL and LearningCounts are nationally recognized authorities for assessment of Prior Learning and CAEL's quality principles are recognized by all regional accrediting bodies. LearningCounts works with students to demonstrate their learning for college credit recommendations. Successful students will receive a transcript documenting their prior learning acceptable for transfer of credit, as referenced in the [Rio Grande College Course Catalog](#).

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.8.

#### **Supporting Documentation and Evidence:**

[SRSU Alpine Catalog page 106-107](#)

[SRSU RGC Catalog page 38-39](#)

[SRSU Alpine Catalog page 107-108](#)

[SRSU RGC Catalog page 39](#)

[SRSU RGC Catalog page 46](#)

## Comprehensive Standard 3.4.9 - Academic Support Services

*The institution provides appropriate academic support services.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University's mission statement to "provide accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service" is supported by a wide variety of academic support services for all students and faculty, resulting in a rewarding and enriching experience inside and outside of the classroom. The Office of the Executive Vice President and Provost works cooperatively with other divisions on campus to enhance the personal, social, and intellectual development of students and faculty. Throughout the university, academic and student support units work together to provide extensive student support programs, services, and activities promoting student learning and enhance student development. Students involved in off-site or distance education programs have full access to the student support services, as well. All service units are reviewed on an annual basis through the Institutional Effectiveness program review process.

The following are examples of the academic support opportunities at SRSU. Additional information can be found in Core Requirement 2.9 (Learning Resources and Services) and Core Requirement 2.10 (Student Support Services) along with Comprehensive Standard 3.4.12 (Technology Use), Comprehensive Standard 3.8.1 Learning/Information Resources, Comprehensive Standard 3.8.2 (Instruction of Library Use), and Comprehensive Standard 3.8.3 (Qualified Staff).

#### Academic Center for Excellence

The [Academic Center for Excellence](#) (ACE) provides multifaceted services for the academic programs and students at SRSU. The program is supervised by a Faculty Coordinator who holds a doctorate in English and also teaches in the College of Arts and Sciences. The following programs are offered by ACE.

#### Texas Success Initiative (TSI) and Developmental Education

The [Texas Success Initiative](#), or TSI, was established in 2003 by the Texas State Legislature to insure that students are prepared to be successful in their college level coursework. Each post-secondary institution must assess all students entering the institution to determine college readiness. All students must be assessed in the areas of reading, writing, and mathematics. Determination of a student's TSI status is dependent upon whether a student is a first-time student (a freshman) or a transfer student. Assessments for first time students are done in one of two ways. If a first-time student's SAT, ACT, or End-Of-Course (EOC) scores are above the standard set by the state, then the student is exempt from further assessment and may enroll in coursework approved by his/her advisor. If the student is not TSI exempt, then the student must take a state approved assessment examination or present scores from one of the assessments. Transfer students should present evidence of success in college-level work for each of the three areas: reading, writing and mathematics. If a student has earned college-level credit (with a minimum grade of "C") in designated courses that relate to one of these areas, then no further assessment is required, and the student is TSI clear. Otherwise, each transfer student must take one of the state approved assessment examinations or present scores from one of the assessments. For students who are not TSI compliant, Sul Ross State University provides customized plans for student development in the areas of reading, writing and mathematics to ensure all students will be college-ready and successful in their selected academic majors.

#### Tutoring and Learning Center

The Tutoring and Learning Center ([TLC](#)) is staffed by tutors who are also SRSU students. Tutors help students improve their academic skills as well as other life and study skills that are needed for success in higher education. The TLC's tutor training program has been certified by the College Reading and Learning Associations' International Tutor Training Certification Program (CRLA/ITTCP) at Level One. All tutors are either certified at the CRLA/ITTCP Level One, or they are in the process of being certified. Tutors are available to help their fellow students in a variety of courses. The TLC attempts to have tutors in reading, writing, and math available during all Center hours. Dependent upon the discipline specialties of our tutors, they are often able to help in other academic areas such as the sciences and humanities. The "Tutor Wall" identifies tutors' areas of specialization as well as their weekly schedules. The TLC also offers Academic Enhancement Seminars which offer students the opportunity to learn a variety of study skills needed to succeed in higher education. These workshops are offered free of charge to all SRSU students and last approximately one hour. The TLC was recently moved to its new location in the Bryan Wildenthal Memorial Library, where it can more centrally serve students with state of the art computers, additional resources, and programs.

#### Honors Program

The [SRSU Honors Program](#) is a challenging and exciting integrative program of academic experiences designed to stimulate the more motivated student. This program offers the outstanding student an opportunity to take intellectually motivating academic classes and seminars. It is not an accelerated program but an in-depth approach to the understanding of ideas and relationships. It offers students a chance to go beyond the norms of traditional classroom experience and explore more challenging concepts and issues while applying critical thinking to the learning experience. Students in the SRSU Honors Program have the opportunity to take courses designed with a low student to teacher ratio. Program members also have the opportunity to participate in honors sections of courses offered by individual departments. A third option is for students to enter into an Honors Contract with the faculty member of a regular course in which the student is already registered.

#### Student Success Initiatives

Sul Ross State University provides coordinated programs, services, and activities to support students' educational planning and to encourage student retention and progress toward a degree. Entering college and becoming a successful student requires significant adaptations on the part of the student. Effective advisement can help students to adjust to university life and to learn effective self-management and decision-making skills. The programs and services that provide academic advising and enrollment management are designed to assist in educational planning, including clarification of career and educational goals, curriculum planning, and short-term course selection, and coordinated by the [Office of New Student Programs](#).

#### Lobo Den

The [First Year Seminar](#) experience at Sul Ross is designed to assist new students with their transition to college and provide them with the skills that will help them succeed throughout their academic careers. The program also gives new students chances to meet other new students and develop peer relationships and an opportunity to work closely with both faculty and advisors.

The [Lobo Den Freshmen Center](#) has been established to help meet the needs of first- and second-year students at the university. The Lobo Den is the advising center for all new students from their first semester through their third semester. Lobo Den professional advisors are responsible for advising all first time freshmen, transfer students under 30 hours, Texas Success Initiative (TSI) non-compliant students, and students admitted on probation. The objective of the professional advisor is to get the student started on their way through the Core Curriculum. Students must complete

18 hours of Core Curriculum their first year. The Lobo Den advisor will advise students through their third long semester at which time they will be transitioned to their major department advisor.

Additionally, the center houses advising for undeclared students and for students with developmental course needs as established by the Texas Success Initiative (TSI). The Lobo Den also provides a faculty mentoring program in conjunction with learning communities which are piloted through a Title V development grant from the United States Department of Education.

#### Orientation Programs

New incoming students are supported in three ways. First, students may sign up to come to a Registration Day at the main campus to receive academic advising and to register for classes. Second, students are required to attend [Lobo Days](#) welcome activities, which begin with Move-In Day. Orientation programs are carried out by the Lobo Den Freshmen Center. Third, at off-campus sites, orientation is held the Saturday morning before the first day of class. Students who live in the area attend. The off-campus site sessions are recorded and posted to the Web site for on-line students to view.

#### Writing Centers

The Writing Center on the main campus is housed within the Department of Languages and Literature. Writing Centers also are located at the off-site campuses: Castroville, Del Rio, Eagle Pass, and Uvalde. Each center provides information on basic writing skills, teaches students to proofread their own written work, guides students in written course work, and provides suggestions and options for papers.

#### Student Support Services

The Student Support Services program is a TRIO program funded by a US Department of Education Grant. It is an academic support program designed to increase the performance, retention rates, and graduation rates of 160 program participants who qualify for the program by being low income, first generation students, or having a disability. Student Support Services offers academic advising, career and major counseling, personal support, classroom instruction, academic support programs, computer training, financial aid counseling, and social and cultural activities.

The [Student Support Services](#) center is designed to increase the academic performance, retention rates and graduation rates of 160 program participants. This program, funded by the United States Department of Education, offers academic advising, career/major counseling, personal support, classroom instruction, academic workshops, tutoring, financial aid counseling, graduate admission guidance and social/cultural activities. Students at off-campus sites receive comparable services through the [Student Services Office](#).

#### Graduate Student Centers

The [Graduate Student Centers](#) are designed to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location. There is a Graduate Student Center located on the main campus and at each of the four off-site campuses. Services include orientation, mentoring, workshops/direct assistance in financial literacy, academic research, writing, thesis preparation, preparing external funding requests, and career/education planning. The Graduate Student Centers are part of the Title V Post-Baccalaureate grant project, funded by the United States Department of Education.

#### Career Services

The Career Services & Testing Office provides comprehensive career services for students, alumni and staff. Staff members are available to provide assistance in initiating, developing and effectively implementing career plans. The office also assists students in locating on campus and off campus employment.

[Career Services](#) guides students on their career paths before they leave the university by assisting them with obtaining internships, job searches, resume preparation, cover letters, and practice interview sessions. The services available include career advising, from exploring potential careers to writing resumes and interviewing skills, and a credential mailing service and co-curricular transcript development.

Career Services provides students the opportunity to do personal assessments through Sigi3 (an online program found on our Web site), which shows their aptitude for different professions and Myers Briggs Type Indicator (MBTI, a personality type assessment) to better determine individual career choices through their personality type.

Career Services are provided to:

- Entering students, in selecting a major by exploring career options through Sigi3
- Freshmen and sophomores, in tailoring career decisions, considering options such as graduate study, and specializing in a chosen field;
- Juniors and seniors, in selecting a graduate program, securing an internship, writing a resume and cover letters, preparing for interviews, career planning and job search strategies.
- Graduating students and alumni, in accessing job openings, career planning and job search strategies.
- Off-campus students through the resources listed on the Career Services website.

Individual consultations are available to assist students with college and career related concerns. Resources are available on colleges, school directories, career exploration, self-assessment, job search skills, and resume writing. Career Fairs are held bi-annually giving students the opportunity to visit formally with prospective employers.

#### Counseling and Advising Center

The [Counseling and Advising Center](#) on the main campus is established to provide a supportive environment which helps promote intellectual growth and development of individual potential for undergraduate students from all backgrounds. Particular efforts are made to promote access, retention, academic advisement and advocacy. Services offered include counseling services, academic advising, support for students needing assistance with meeting the requirements of the Texas Success Initiative (state-mandated developmental education), and other services. Students enrolled in off-site campuses receive counseling and advising through the Graduate Student Centers.

#### Childcare and Family Support Center

The [Child Care & Family Support Center](#) at Sul Ross State University provides affordable year-round care for the children of SRSU students, faculty and staff members. Serving children ages 6 weeks to 12 years old, it is currently the only licensed center in Alpine providing care for children under the age of one. The child care program was established in 2002 to provide care to children of Sul Ross students. The center strives to be a development center, not just a day care. The staff includes SRSU students who receive annual training with an emphasis on areas of development, setting developmentally appropriate goals and providing positive behavior management strategies that meet standard licensing requirements. Full-time students receive discounted tuition rates and can receive extra tuition help through the Workforce Child Care Services Program. The center is licensed by the Texas Department of Protective & Regulatory Services. Funding is provided in part by a Department of Education grant as well as

through tuition payments, fund raisers and donations. Childcare services for off-site campuses are available through the Work Force Centers in Del Rio, Eagle Pass, and Uvalde.

#### Accessibility Services

Accessibility Services are offered through the [Office of Counseling and Accessibility Services](#) on the main campus and through the Office of Student Services on the off-site campuses. All locations provide support and assistance to students with physical disabilities, including hearing and visual impairments; psychological disabilities; learning disabilities; and Attention Deficit Disorder. A student is eligible for services, if he or she has been admitted to Sul Ross State University and has a physical or mental impairment that substantially limits one or more major life activities.

Services provided include:

- Academic support
- Advisement and scheduling assistance
- Counseling for specific academic needs due to disabilities
- Reasonable classroom accommodations
- Request for accessible residence hall rooms
- Study skills and time management instruction

Sign-language interpreting services are available to any person who is deaf or hard of hearing who wishes to request an interpreter in order to facilitate communication for classes and any other university-related activities.

#### Information Technology Services, Distance Education, and Other Support

SRSU provides its faculty and students with appropriate teaching and learning computer spaces at all campuses. At present, the university supports approximately 60 computer stations in three labs, one of which is open 24 hours. Computer resources are also available in the Bryan Wildenthal Memorial Library, which offers 24 computer workstations for students, faculty, staff, and community borrowers. In addition, SRSU has implemented wireless connectivity across all four SRSU-RGC campus locations and wireless hotspots in areas of high traffic on the Alpine campus, including the University Center and the Library.

Programs and activities related to the mission of the university are also provided through the [Office of Information Technology](#) and other programs that provide off-campus support to students in distance education programs and at the four Rio Grande College campuses. All course syllabi, offered in distance learning, are required to include a statement for students about how to access the university's academic support services, library resources, and instructional technology support.

#### The Office of Information Technology

The Office of Information Technology (OIT) exists to provide technology support and leadership in the selection, acquisition, application and management of technologies that enhance the university's teaching, learning, research and administrative environments. OIT manages and supports an advanced network of data, voice, video, and wireless technologies deployed at the Sul Ross Alpine campus and at all SRSU-RGC campuses. OIT also offers numerous professional development training opportunities for faculty and staff, such as the Brown Bag Lunches held at the main campus and off-campus sites throughout the academic year. Each session focuses on the latest applications of technology for instruction, research and administrative offices.

#### Bryan Wildenthal Memorial Library

The library contributes to the instructional and research programs of the university by collecting, organizing, making readily available, and assisting in the use of books, periodicals, electronic services, and other information resources needed by the students, faculty, and staff of the university (including those at Rio Grande College or taking distance education courses). The library also seeks to provide education, resources, services, and information relevant to the general informational and recreational needs of the university, the Alpine community, and the Big Bend Area.

Through ownership and cooperative arrangements, Southwest Texas Junior College (SWTJC) provides books, periodicals, databases, computers, and copiers to students, faculty, and staff at off-site campuses and maintains libraries at the Uvalde, Eagle Pass, and Del Rio campuses.

Formal arrangements through the [SWTJC Library](#) include an interlibrary loan service through the Texas State Library and Archives Commission, subscription services to various educational databases, and a formal agreement with SRSU-Alpine regarding borrowing privileges for SWTJC full-time faculty, staff, and students. In addition, the Southwest Texas Junior College Library has an agreement with SRSU-RGC to provide access to resources and services to Rio Grande College students.

#### HITAP and the MC - SRSU Science Initiative

This initiative offers opportunities for students in Midland, Texas to pursue a degree from Sul Ross through distance education. Through [HITAP and the Science Initiative](#), students at Midland College can earn four-year degrees from Sul Ross. The Science Initiative began on October 1, 2002. HITAP launched on October 1, 2010. Under HITAP, 63 Sul Ross courses are being converted to Distance Education courses. Some courses are broadcast to Midland College via interactive television (ITV), some are Web-based, and some are hybrids of Web content mixed with ITV broadcasts. HITAP students can earn four-year degrees in Education and Kinesiology; Science Initiative students can earn four-year degrees in Biology, Geology, and Mathematics. HITAP is funded by a United States Department of Education grant at Sul Ross State University in cooperation with Midland College.

#### Office of Student Life

The University Services Associate Vice President & Dean of Student Life oversees the Office of Student Life on the main campus; while the Director of Student Services supervises the Office of Student Life at the off-site campuses. These offices serve to enhance the student experience at SRSU and help students develop personal, social and leadership skills that will contribute to their careers and communities.

#### Office of International Studies

The [Office of International Studies](#) enhances the educational experience of SRSU students, attracts international scholars who enrich the community, and provides students and faculty with educational experiences abroad. Academic services provided include:

- Cultural Encounter Programs
- Cultural Exchange Programs
- Study Abroad for Students and Teaching Abroad for Faculty
- International Student Association
- International Studies Club

#### Academic Support Programs for Faculty

As indicated in the earlier narrative, there are numerous support services for both students and faculty: library services, technology, and international studies. Research and professional development are supported by the institution through special programs, too.

#### Research Enhancement and Faculty Development and Enrichment Programs

SRSU fosters research opportunities for faculty at the main campus and off-site campuses. The Office of the Executive Vice President and Provost funds research grants for faculty on an annual basis in collaboration with the Faculty Assembly for the main campus and the Faculty Senate for the off-site campuses. Each spring, faculty members are invited to submit proposals for a grant. The [faculty councils](#) review the applications and make recommendations for funding to the Executive Vice President and Provost.

#### Review of Academic Support Services

The Office of Institutional Research implements annual surveys to measure the adequacy of services and the level of satisfaction among students, faculty and staff. Surveys indicate that SRSU is providing adequate academic support services to main campus, off-site campuses, and distance learning students and faculty.

#### [Undergraduate Degree Graduating Students' Survey](#)

#### [Master's Degree Graduating Students' Survey](#)

#### [Student and Faculty Satisfaction Survey in Distance Education](#)

#### [Student and Faculty Satisfaction Survey in Library Services](#)

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.9.

#### **Supporting Documentation and Evidence:**

[Bryan Wildenthal Memorial Library](#)

[Career Services Web page](#)

[Counseling & Accessibility Services](#)

[First Year Seminar Web page](#)

[Graduate Student Center Web page](#)

[HITAP and MC-SRSU Science Initiative](#)

[Lobos Days- Student Orientation Program](#)

[Lobo Den Freshmen Center Web page](#)

[Master's Degree Graduates Survey\\_Student Services 2016](#)

[Off-Campus Student Services Web page](#)

[Off-Site Campus Student Services Brochure](#)

[Office of Information Technology Web page](#)

[Office of International Studies Web page](#)

[Office of New Student Programs](#)

[Research Enhancement Committee Minutes](#)

[Southwest Texas Junior College Libraries Web page](#)

[SRSU Honors Program Web page](#)[The Texas Success Initiative \(TSI\) Webpage](#)

[Student Support Services SRSU](#)

[Student & Faculty Satisfaction with Distance Learning](#)

[Student & Faculty Satisfaction with Library](#)

[The Texas Success Initiative \(TSI\) Web page](#)

[Undergraduate Graduation Student Survey\\_Student Services2016](#)

## Comprehensive Standard 3.4.10 - Responsibility for Curriculum

*The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University places responsibility for the content, quality, and effectiveness of its curriculum with the faculty. The Faculty Handbook states that faculty and administration are responsible for developing sound academic programs that are within the role and scope of the institution's [mission](#) and that meet the standards of the institution and the appropriate accrediting bodies. Faculty and administration will be involved in all matters relating to curriculum development. Furthermore, a faculty member from each academic program creates an assessment plan to monitor the program's quality and effectiveness.

#### Curriculum Process and Procedures

The Curriculum Councils for the [main campus](#) and the [off-site campuses](#) have the responsibility to review and recommend changes in the curriculum. More specifically, the councils shall review all proposals for curriculum programs and degree changes, review proposed changes in the requirements for graduation and develop the means for evaluating the educational effectiveness of the curriculum. The following procedures are outlined in the [Faculty Handbook](#):

1. At least once each year (fall and spring semesters), the faculty members of each department shall meet as a curriculum committee to review the course descriptions, degree plans, and proposed changes in the disciplines for which the department is responsible. The departmental curriculum committee will consist of all faculty members in each department with the chairman of the committee determined by the faculty members. Recommendations of this committee will be given directly to the department chair.
2. The department chair will review the recommendations of the faculty committee, add written comments as appropriate, and forward the recommendations to the appropriate college dean.
3. The college dean will review the recommendations from the departments and submit them with comments in writing to the Executive Vice President and Provost. The dean may seek the advice of a college faculty committee composed of representatives from each department in the division if the recommendations are likely to have some effect on courses or programs in other departments in the division.
4. The Executive Vice President and Provost will present the curriculum recommendations to the Curriculum Council for the main campus or for the off-site campuses. Those Councils will make recommendations to the President. The Council will seek the recommendations of the Teacher Education Council and the Graduate council on matters relating to programs for which these councils have responsibility before making final recommendations.
5. The President will act on the recommendations of the Curriculum Councils and submit those which he approves to the Board of Regents for its consideration.
6. When the Board of Regents has acted, the results will be communicated by the Executive Vice President and Provost to the college deans, divisions, and department chairs. The results also will be submitted, as may be required, to the Texas Higher Education Coordinating Board.
7. New programs and substantive changes are forwarded to the Office of Institutional Effectiveness to submit to SACSCOC for review.
8. Once approved, newly adopted courses are published in the course catalog.

Graduate curriculum proposals that are approved by the Curriculum Council are sent to the Dean of the College of Graduate Studies for review and approval. The [Graduate Council](#) reviews and approves all graduate degree additions, deletions, and modifications. The Graduate Council is responsible for general policies and regulations for graduate programs. Periodically, the Graduate Council reviews graduate programs and makes recommendations concerning their strengths and weaknesses.

#### Quality and Effectiveness of Curriculum

Sul Ross State University ensures the quality and effectiveness of its curriculum through the curriculum councils' approval process for all additions, deletions, and modifications of courses and degree programs. The Office of Institutional Effectiveness monitors all academic programs on an annual basis through the academic assessment reports that detail student learning outcomes.

#### Summary

Sul Ross State University is in compliance with comprehensive standard 3.4.10.

#### Supporting Documentation and Evidence:

[Curriculum Council Off-Site Campuses](#)

[Curriculum Council](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[Graduate Council](#)

[SRSU Mission Statement](#)

## Comprehensive Standard 3.4.11 - Academic Program Coordination

**For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.**

**The Institution Certifies Compliance: Compliant**

### Narrative:

At Sul Ross State University, primary responsibility for the content, quality, and effectiveness of the curriculum rests with the faculty. One component of this responsibility is the assignment of faculty, academically qualified in the field, to coordinate degree programs and conduct program reviews.

Department chairs select program coordinators from among the eligible, full-time faculty members who are academically qualified to serve for a particular program. In each instance, a departmental chairperson is the first line of authority for supervising the program coordinator, followed by the college's academic dean, who then reports to the Executive Vice President and Provost. The institution annually evaluates all program coordinators and ensures that each possesses proper credentials for maintaining this role within a specific department. All off-site and distance education programs have the same academic program coordinator as on-site programs, and all curriculum development and changes for on-site programs apply to off-site and distance education programs.

Based on the guidelines for [Faculty Credentials](#), provided by the Southern Association of Colleges and Schools Commission on Colleges, all of the program coordinators have doctorates or master's degrees in their disciplines or special expertise in the field. When possible, consideration is given in the selection of program coordinators to the person with the highest degree in the discipline and the most experience in the field.

The specific qualifications of the academic program coordinators are described in Table 1. In the context of Comprehensive Standard 3.4.11, the term "field" refers to an academic discipline or teaching/research specialty that bears relation to the academic degree in question. While, in selected cases, the relationship between the program coordinator's terminal degree and the academic program may not be readily apparent, the program coordinator brings expertise that makes him or her competent to provide program oversight. Program coordinators are selected based on the following qualifications:

- Area of responsibility, such as degree program;
- Academic qualifications, including the highest earned degree, the field of the highest earned degree, and the institution conferring the highest earned degree;
- Indication of whether the highest earned degree is the terminal degree in the field;
- In cases where an individual does not hold the terminal degree in the field, a statement of other qualifications that provides evidence that the individual is qualified in the field; and/or
- In cases where an individual holds a terminal degree from a related discipline, a statement of other qualifications that provides evidence that the individual is qualified in the field.

Note that in selected fields—such as Art (M.F.A.) creative writing (M.F.A.), drama (M.F.A.)—a master's degree is considered the terminal degree.

Table 1. Academic Program Coordinators

Degree	CIP Code	Site	Program Coordinator	Program Coordinator Credentials	Relevant Qualification
<b>Bachelor of Applied Science</b>					
Education—Child Development	30.9999	Rio Grande College Campus	<a href="#">Dr. Tim Wilson</a>	Ed.D., Curriculum and Instruction, East Texas State University, 1989	Professor of Elementary/Early Childhood Education
Education—Organizational Leadership	30.9999	Rio Grande College Campus	<a href="#">Dr. Sarah Roche</a>	Ph.D., English, Texas A&M University, 1998	Professor of English
<b>Bachelor of Arts</b>					
Administrative Systems and Business Technology	52.0204.00	Alpine Campus	<a href="#">Professor Mazie Will</a>	M.S., Business Education, Oklahoma State University, 1977	Associate Professor of Business Administration
Communication	23.1304.00	Alpine Campus	<a href="#">Dr. Esther Rumsey</a>	Ph.D., Communication, Rutgers University, 2001	Professor of Communications
English	23.0101.00	Alpine Campus	<a href="#">Dr. Sharon Hileman</a>	Ph.D., English, University of New Mexico, 1985	Professor of English
		Rio Grande College Campus	<a href="#">Dr. Sarah Roche</a>	Ph.D., English, Texas A&M University, 1998	Professor of English
General Studies	24.0102.00	Alpine Campus	<a href="#">Dr. Jay Downing</a>	Ph.D., Psychology, University of Colorado, 1991.	Dean of Arts and Sciences
History	54.0101.00	Alpine Campus	<a href="#">Dr. Mark Saka</a>	Ph.D., Latin American History, University of Houston, 1995	Professor of History
		Rio Grande College Campus	<a href="#">Dr. Jorge Hernandez</a>	Ph.D., History, Texas Christian University, 1995	Professor of History
Music	50.0901.00	Alpine	<a href="#">Dr. Donald</a>	Ph.D., Vocal	Associate

		Campus	<a href="#">Freed</a>	Pedagogy, University of Nebraska, 1991	Professor of Music
Political Science	45.1001.00	Alpine Campus	<a href="#">Dr. David Watson</a>	Ph.D., Comparative Politics/International Relations, Texas Tech University, 2011	Assistant Professor of Political Science
Psychology	42.0101.00	Alpine Campus	<a href="#">Dr. Jay Downing</a>	Ph.D., Psychology, University of Colorado, 1991	Professor of Psychology
		Rio Grande College Campus	<a href="#">Dr. Wesley Wynne</a>	Ph.D., Psychology, University of Texas at Austin, 2003	Associate Professor of Psychology
Social Science	45.0101.00	Alpine Campus	<a href="#">Dr. Mark Saka</a>	Ph.D., Latin American History, University of Houston, 1995	Professor of History
		Rio Grande College Campus	<a href="#">Dr. Jeremy Roethler</a>	Ph.D., History, University of Washington, 2007	Professor of History
Spanish	16.0905.00	Alpine Campus	<a href="#">Professor Ilda Gonzalez</a>	M.A., Spanish Linguistics, University of Texas at San Antonio, 2004	Lecturer in Spanish
		Rio Grande College Campus	<a href="#">Dr. Ana Acevedo</a>	Ph.D., Spanish, Texas Tech University, 2015	Professor of Spanish and Linguistics
<b>Bachelor of Business Administration</b>					
Business Administration	52.0201.00	Alpine Campus	<a href="#">Dr. William Green</a>	Ph.D., Marketing, University of Houston, 1985	Professor of Marketing
		Rio Grande College Campus	<a href="#">Dr. Terry Carson</a>	D.B.A., Management, University of Sarasota, 1998	Professor of Business Administration
<b>Bachelor of Fine Arts</b>					
Art	50.0701.00	Alpine Campus	<a href="#">Professor Carol Fairlie</a>	M.F.A., Painting and Drawing, University of North Texas, 1993	Professor of Art
Theatre	24.0101.00	Alpine Campus	<a href="#">Professor Dona Roman</a>	M.F.A., Acting, University of California at Los Angeles, 1989	Professor of Theatre
<b>Bachelor of Science</b>					
Animal Science	01.0901.00	Alpine Campus	<a href="#">Dr. Christopher Estapp</a>	Ph.D., Agricultural Education, University of Florida, 2012	Associate Professor of Animal Science
Biology	26.0101.00	Alpine Campus	<a href="#">Dr. Chris Ritzi</a>	Ph.D., Life Sciences, Indiana State University, 2004	Associate Professor of Biology
		Rio Grande College Campus	<a href="#">Dr. Dan Foley</a>	Ph.D., Biology/Ecology, Utah State University, 2002	Associate Professor of Biology
Computer Science	11.0101.00	Alpine Campus	<a href="#">Dr. Ken Laviers</a>	Ph.D., Computer Science, University of Central Florida, 2011	Associate Professor of Mathematics and Computer Science
Criminal Justice	43.0104.00	Alpine Campus	<a href="#">Dr. Robert Hunter</a>	Ph.D., Criminal Justice, Sam Houston State University, 1993	Associate Professor of Criminal Justice
		Rio Grande College Campus	<a href="#">Dr. Ferris Byxbe</a>	Ph.D., Education, University of Southern Mississippi, 1998	Professor of Criminal Justice
Geology	40.0601.00	Alpine Campus	<a href="#">Dr. Liz Measures</a>	Ph.D., Geology, University of Idaho, 1992	Professor of Geology

Homeland Security	43.0301.00	Alpine Campus	<a href="#">Dr. Robert Hunter</a>	Ph.D., Criminal Justice, Sam Houston State University, 1993	Associate Professor of Criminal Justice
Industrial Technology	15.0612.00	Alpine Campus	<a href="#">Professor Scott Wassermann</a>	B.S., Industrial Technology, Sul Ross State University, 2009	Instructor of Industrial Technology
Interdisciplinary Studies	30.9999.01	Alpine Campus	<a href="#">Dr. Jeanne Qvarnstrom</a>	Ed.D., University of the Pacific, Administration, 1986	Director of Teacher Education and Assistant Professor
		Rio Grande College Campus	<a href="#">Dr. Tim Wilson</a>	Ed.D., Curriculum and Instruction, East Texas State University, 1989	Professor of Elementary/Early Childhood Education
Kinesiology and Sport Science	31.0505.00	Alpine Campus	<a href="#">Dr. Jim Hector</a>	Ed.D., Education, East Texas State University, 1993	Associate Professor of Education
Mathematics	27.0101.00	Alpine Campus	<a href="#">Dr. Angela Brown</a>	Ph.D., Mathematics, University of Texas at Arlington, 2012	Associate Professor of Mathematics
		Rio Grande College Campus	<a href="#">Dr. Michael Ortiz</a>	Ph.D., Mathematics, University of Texas, Austin, 2009	Professor of Mathematics
Natural Resource Management	03.0601.00	Alpine Campus	<a href="#">Dr. Bonnie Warnock</a>	Ph.D., Soil Science/Range Science, Texas A&M University, 2003	Associate Professor of Natural Resource Management
<b>Master of Arts</b>					
Art	50.0701.00	Alpine Campus	<a href="#">Professor Carol Fairlie</a>	M.F.A., Painting and Drawing, University of North Texas, 1993	Professor of Art
English	23.0101.00	Alpine Campus	<a href="#">Dr. Laura Payne</a>	Ph.D., English-Creative Writing, Texas Tech University, 2001	Professor of English
History	54.0101.00	Alpine Campus	<a href="#">Dr. Mark Saka</a>	Ph.D., Latin American History, University of Houston, 1995	Professor of History
Liberal Arts	24.0101.00	Alpine Campus	<a href="#">Dr. Sharon Hileman</a>	Ph.D., English, University of New Mexico, 1985	Dean of College of Graduate Studies
Public Administration	44.0401.00	Alpine Campus	<a href="#">Dr. David Watson</a>	Ph.D., Comparative Politics/International Relations, Texas Tech University, 2011	Assistant Professor of Political Science
<b>Master of Agriculture</b>					
Animal Science	01.0901.00	Alpine Campus	<a href="#">Dr. Christopher Estep</a>	Ph.D., Agricultural Education, University of Florida, 2012	Assistant Professor of Animal Science
Range and Wildlife Management	03.0601.00	Alpine Campus	<a href="#">Dr. Bonnie Warnock</a>	Ph.D., Soil Science/Range Science, Texas A&M University, 2003	Associate Professor of Natural Resource Management
<b>Master of Business Administration</b>					
Business Administration	52.0201.00	Alpine Campus	<a href="#">Dr. William Green</a>	Ph.D., Marketing, University of Houston, 1985	Professor of Marketing
		Rio Grande College Campus	<a href="#">Dr. Terry Carson</a>	D.B.A., Management, University of Sarasota, 1998	Professor of Business Administration
<b>Master of Education</b>					
Counseling	13.1101.00	Alpine Campus	<a href="#">Dr. Barbara Tucker</a>	Ph.D., Educational Psychology, Capella University, 2012	Assistant Professor of Education
Education, General	13.0101.00	Alpine	<a href="#">Dr. Jeanne</a>	Ed.D.,	Director of

		Campus	<a href="#">Qvarnstrom</a>	Administration, University of the Pacific, 1986	Teacher Education and Assistant Professor
		Rio Grande College Campus	<a href="#">Dr. Maria Gear</a>	Ed.D., Education, University of Texas, San Antonio, 2011	Assistant Professor of Education
Educational Diagnostician/Special Education	13.1001.01	Alpine Campus	<a href="#">Dr. Scarlet Clouse</a>	Ed.D., Higher Education Administration, Texas A&M University, Commerce, 2013	Assistant Professor of Education
Educational Administration	13.0401.00	Alpine Campus	<a href="#">Dr. James Blincoe</a>	Ed.D., Educational Administration, University of Texas, 2008	Associate Professor of Education
		Rio Grande College Campus	<a href="#">Dr. Clay Baulch</a>	Ed.D., Educational Leadership, Stephen F. Austin State University, 2004	Associate Professor of Education
Reading Specialist	13.1315.00	Alpine Campus	<a href="#">Dr. Rita Seawell</a>	Ph.D., Curriculum and Instruction, University of Texas, 1985	Associate Professor of Education
		Rio Grande College Campus	<a href="#">Dr. Gina Stocks</a>	Ph.D., Curriculum and Instruction-Reading, Texas A&M University at Corpus Christi, 2011	Associate Professor of Education
<b>Master of Science</b>					
Animal Science	01.0901.00	Alpine Campus	<a href="#">Dr. Christopher Estep</a>	Ph.D., Agricultural Education, University of Florida, 2012	Associate Professor of Animal Science
Biology	26.0101.00	Alpine Campus	<a href="#">Dr. Chris Ritzi</a>	Ph.D., Life Sciences, Indiana State University, 2004	Associate Professor of Biology
Geology	40.0601.00	Alpine Campus	<a href="#">Dr. Liz Measures</a>	Ph.D., Geology, University of Idaho, 1992	Professor of Geology
Health and Human Performance	13.1314.00	Alpine Campus	<a href="#">Dr. Jim Hector</a>	Ed.D., Education, East Texas State University, 1993	Associate Professor of Kinesiology
Homeland Security	43.0301.00	Alpine Campus	<a href="#">Dr. Robert Hunter</a>	Ph.D. Criminal Justice, Sam Houston State University, 1993	Associate Professor of Criminal Justice
Range and Wildlife Management	03.0601.00	Alpine Campus	<a href="#">Dr. Bonnie Warnock</a>	Ph.D., Soil Science - Range Science, Texas A&M University, 2003	Associate Professor of Natural Resource Management
<b>Certification</b>					
BSN Nursing	51.3901.00	Rio Grande College Campus	<a href="#">Dr. Geraldine Goosen</a>	Ph.D., Nursing, University of Arizona, 1985	Director of Vocational Nursing

#### Summary

Sul Ross State University is in compliance for Comprehensive Standard 3.4.11.

#### Supporting Documentation and Evidence:

[SACSCOC Guidelines for Faculty Credentials](#)

## Comprehensive Standard 3.4.12 - Technology Use

*The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University (SRSU) is committed to enhancing student learning through technology, as is evidenced by the breadth and depth of technology resources and services available to the institution. The use of technology provides a larger pedagogical toolbox and facilitates more instructional strategies and methods than traditional classroom instruction. Technology also provides students flexibility in scheduling their work and in accommodating diverse learning styles. The university invests in information resources to deliver an advanced technology environment that is appropriate for its academic and research programs and is available to all levels of students, faculty, and staff at all locations, including distance education programs and classes. The university provides numerous training opportunities on a variety of topics to help ensure faculty, staff and students have effective, efficient, and appropriate use of the technology.

The discussion below describes the current technology environment at Sul Ross State University and how it (1) enhances student learning, (2) meets objectives of university programs, and (3) provides ubiquitous access to students, faculty, and staff. Also discussed is how students and faculty have access to training in the use of the technology.

#### Technology to Enhance Student Learning

Technology for Sul Ross State University is overseen by the Office of Information Technology (OIT). SRSU continues to demonstrate its commitment to the adoption of technologies to enhance student learning by providing the following:

- A network infrastructure (Internet2) enhanced in 2011 to provide high bandwidth internet and wireless access across all campuses, off-campus instructional sites, and including student residential areas in Alpine
- Multiple labs, including general purpose, and academic labs as well as Distance Education classrooms. ([Appendix A](#))
- The upgrade and deployment of Blackboard's Learn as a cloud-based learning management system in 2013 to ensure its availability anytime, anywhere and on any device
- The re-establishment of a media center in 2014 that allow access to campus events when in-person attendance is not possible
- The 2015 rollout of Blackboard's Collaborate and Blackboard Instant Messaging in the SRSU instructional technology portfolio that allows faculty to leverage synchronous and asynchronous delivery of classroom instruction
- The 2014 purchase of the Blackboard Portfolio that expands the options for student assessment at the program level
- The 2015 rollout of Office 365 that gives students free access to the Microsoft Suite of applications (Word, Excel, etc.) while also offering the OneDrive for Business option to store their important documents
- The 2016 advent of a portal environment, mySRSU, that provides students a more holistic view of their administrative and academic life at the institution in a single place

In order to meet a more rigorous demand for better advising and tracking progress toward a degree, Sul Ross has implemented Ellucian's DegreeWorks for undergraduate and graduate programs and students in 2017. This program from Ellucian is more intuitive, user-friendly and informative than the manual processes used in some areas and represents a significant leap forward in the area of degree advising than the previous solution from Ellucian, CAPP.

SRSU provides its faculty and students appropriate teaching and learning computer spaces across the five campuses. At present the university supports 1500 computers overall with 262 computers available to students in labs. Additionally, SRSU offers wireless connectivity across all campuses.

SRSU has an established an ongoing commitment to the successful use of technology in education by instituting a four-year replacement cycle for computers in class and labs spaces and is working toward similar replacement cycles for all other technology components.

SRSU also uses video-based distance education to provide opportunities for students throughout its service area. Currently, SRSU supports 20 fully integrated distance education classrooms in Alpine and the Rio Grande College campuses. ([See Appendix A](#)). Ongoing staff support is provided by technicians who coordinate setup, train and support the technology in these spaces.

All of this technology is now supported and maintained by the Office of Information Technology (OIT) as this model allows the university to benefit from equipment model standardization, resulting in convenience, consistency, and interoperability, as well as quicker resolution for problems. Technology services provided in classrooms are appropriate to the needs of faculty using various media in their instruction. Software and equipment training as well as pedagogy [workshops](#) are provided each semester in Area 207.

In addition to hardware and software infrastructure to enhance student learning, Sul Ross supports "soft" infrastructure through partnerships and technology committees structured to facilitate policy decisions, communications, and strengthen the partnership between OIT and faculty, staff and students. Through these partnerships and committees, Sul Ross continually monitors and assesses technology to determine which tool set works best for our students.

In 2015, OIT convened the Instructional Technology Committee (ITC), which advises the Office of Information Technology on issues, trends and opportunities within the institution. This committee currently includes a diverse group of faculty, the Chief Information Officer, and the Director of Educational Technology. Others are invited on an ad-hoc basis, and we continually consider bringing others to the discussion. We consistently engage in conversations with the faculty that use technology to ensure their classroom and on-line needs are met.

In 2016, the Office of the Provost convened the On-line Distance Education Committee (ODE) whose charge is to identify technology support

services for on-line faculty and students, propose recommendations to assure the quality of on-line courses, develop policies and protocols for on-line courses and programs, address any other issues related to distance education. OIT coordinates and collaborates with other academic support units to provide access to and support for technology resources, which include: The Lobo Den Freshman Center, Student Support Services, Academic Center for Excellence, Graduate Student Center, Counseling & Accessibility Services.

To ensure our service goals are met, OIT continues to hire, train and retain the technology expertise the campus needs in the pursuit of teaching our students. SRSU has partnered with Ellucian, LLC to provide Technology Management Services (TMS) for some of our campus applications and software infrastructure. This allows us to focus our hiring, retaining and training efforts in areas that are more closely tied to the departmental and institutional goals, including the majority of our technology services, software, both on-premise and cloud-hosted, networks, servers, desktop computers, and a plethora of technologies used in class rooms and labs.

#### Technology Meets Objectives of SRSU programs

Students use LoboOnline, built upon Ellucian's Self Service Banner product, to register for classes, check their grades, and maintain many of their student records, including addresses and phone numbers. E-mail is offered to all students via Microsoft's Exchange Server and its browser interface, Online Web Access (OWA), and represents the official communications channel to and for students. Recognizing that many students today operate fluidly in the social media world, a number of Sul Ross social media sites, such as Facebook, Twitter, and Instagram are also used as a secondary means of communications to students. These and other systems such as Blackboard, are integrated into the aforementioned mySRSU that forms the unified experience needed in today's technology-rich environment.

The ability to teach on-line in the rural setting of Alpine, Texas has helped SRSU degree programs meet their objectives. Acquiring tools such as the Blackboard Learn Learning Management System including Web conferencing, lecture capture, portfolio and course evaluation capabilities has allowed Sul Ross to monitor and meet its program objectives. Being able to offer software such as the Office 365 suite for no cost provides the tools students need to complete and submit course assignments from on-campus or off-campus.

Purchase of the Portfolio tool in Blackboard facilitated program objectives for the School Administration, Health and Human Performance, and Reading Specialist programs as they switched from a final comprehensive exam to a portfolio defense for graduating seniors.

Blackboard Collaborate Web conferencing allows faculty to meet in real time with distance students as well as invite guest lecturers into the classroom and their on-line courses, exposing students to resources otherwise not available.

Distance Education classrooms allow real time connections with remote sites, so students do not have to travel large distances to attend the university. It expands the university's reach and the reach of the students.

#### Technology Students Access and Training in the Use of Technology

Student training is handled as a part of course work, new student orientation, posting on the Web site, and direct and indirect marketing material using print, posters, e-mail and social media. Online and face-to-face tutoring is available to students through · [Smarthinking](#), · [Graduate Student Center](#), · [Library trainings](#), · [LTAC](#), the institution's Help Desk · [Area 207](#), · [Academic Center for Excellence](#), · [Lobo Den](#), · [Student Technology Support Services](#).

SRSU offers training and refresher videos which are available 24/7 via Blackboard and [Atomic Learning](#). These materials are available as both open, self-enlisting format as well as instructor-directed sequences, the former boasting a complete catalogue of over 60,000 videos. Specific elements on the production of these materials includes the foci of (1) maximizing utilization of existing technologies, (2) keeping materials in synch with instructional expectations, (3) engaging students while maximizing outcomes, and (4) maximizing the effectiveness of the limited time available for training. Training in the use of technology for faculty is provided in multiple forms and by multiple units at SRSU. A calendar of training opportunities is provided every long semester on the public Web site. Faculty and staff are made aware of training opportunities provided to them by OIT. In addition to the training opportunities listed here, Area 207 offers one-on-one training sessions for faculty aimed at helping faculty incorporate and properly use technology in the teaching and learning processes. The [Academic Technology Orientation Handbook](#) is available on-line and technology orientations for faculty are also conducted face-to-face on request.

After purchasing Blackboard Collaborate and Blackboard instant messaging in 2015, Sul Ross also purchased six webinars ([Appendix C](#)) conducted by Blackboard. The webinars were scheduled from September 2015 through May 2016 and covered technical and end user instruction for Blackboard Collaborate and Instant Messaging. The webinars were available to all faculty and staff via a web conference link provided by Blackboard to attend live and also view a recording at a later date.

During 2016-2017, Sul Ross purchased onsite training from Blackboard available to 30 faculty at the off-campus instructional site at RGC. Sul Ross also partnered with Sam Houston State University to send 16 SRSU faculty to two Blackboard workshops (one in March of 2017 and one in May of 2017) at Sam Houston State University. These week long workshops included training on the use of Blackboard as well as instructional design and multimedia applications for on-line courses.

Sul Ross State University full time training staff includes instructional designers, Blackboard Certified Trainers through Area 207 and the Graduate Student Center and technology specialists located at the Lobo Technology Assistance Center ([LTAC](#)). Sul Ross training staff offer multiple "Brown Bag" events each long semester. Lunch is provided at the mini-workshops where OIT staff can update faculty with the latest technology information and provide opportunities to practice using the newest tools. These Brown Bag events are well attended, averaging at least 25 faculty and staff at each event.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.4.12

#### **Supporting Documentation and Evidence:**

[Computer Labs](#)

[Appendix A](#)

[Appendix B](#)

[Workshops](#)

[Academic Support Units](#)

[Tutoring](#)

[Student Technology Support Services](#)

[Atomic Learning](#)

[Support Services Offered to Faculty](#)

[Academic Technology Orientation Handbook](#)

[Appendix C](#)

[Lobo Technology Assistance Center \(LTAC\)](#)

## Comprehensive Standard 3.5.1 - College-level Competencies

*The institution identifies college-level general education competencies and the extent to which graduates have attained them.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University has clearly identified six general education competencies and assesses two each year on a three-year rotation basis. The competencies are as follows:

- Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.
- Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Students will develop principles of personal responsibility for living in a diverse world, to include intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities.
- Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

Students must earn a minimum of 120 credit hours to graduate, and the core curriculum comprises 42 credit hours. Students must complete a core curriculum consisting of the following:

Communication	6 credit hours
Language, Philosophy and Culture	3 credit hours
American History	6 credit hours
Mathematics	3 credit hours
Life and Physical Sciences	6 credit hours
Social and Behavioral Science	3 credit hours
Creative Arts	3 credit hours
Political Science	6 credit hours
Component Area Option	6 credit hours

#### Evidence of Attainment

Assessment of general education competencies occurs at the following levels: institution-wide and course-specific. The institution-wide assessment utilizes the Educational Testing Services Proficiency Profile and the National Survey of Student Engagement. Both of these assessments were administered for the first time in 2016.

The Educational Testing Services Proficiency Profile assesses communication skills competency, the critical thinking skills competency, and the empirical and quantitative skills competency. Results from the spring 2016 assessment of 211 students in core curriculum courses are reported in Table 1. These results were far below the set target of 70% proficient.

Table 1. ETS Proficiency Profile Scores for Core Curriculum Students, Spring 2016

Skill Dimension	Proficient	Marginal	Not Proficient
Critical Thinking	0%	4%	96%
Writing, Level 1	36%	30%	33%
Writing, Level 2	6%	20%	73%
Writing, Level 3	2%	8%	90%
Mathematics, Level 1	33%	36%	32%
Mathematics, Level 2	14%	17%	69%
Mathematics, Level 3	2%	7%	91%

The National Survey of Student Engagement was administered in spring 2016 and 2017. The data provided useful evidence of students' perceptions of their cognitive and affective development. The survey questions, relevant to general education students, were posed, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas...", and then several general education skills were listed. Students had a choice from 1 to 4 (1 = very little; 2 = some; 3 = quite a bit; 4 = very much) as a response. Table 2 shows the percentage of seniors who felt that Sul Ross State University contributed quite a bit or very much to their knowledge of these core curriculum competencies. The set target for senior responses is for the percentage of students reporting "quite a bit" or "very much" to increase each year or maintain at 75 percent or higher. The writing target was met in 2017, listed in Table 2.

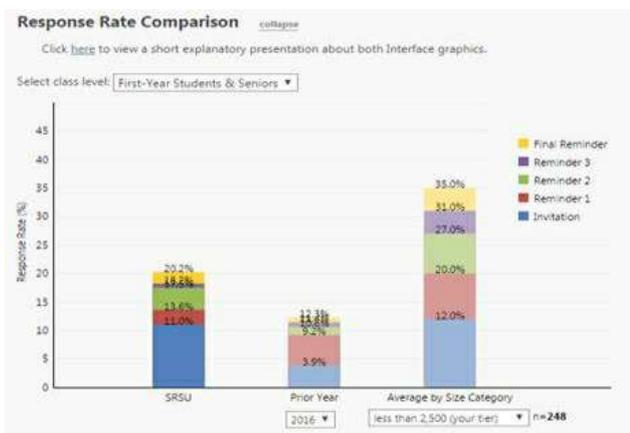
Table 2. National Survey of Student Engagement, Spring 2016 and Spring 2017

SKILL AREA	PERCENTAGE OF SENIORS RESPONDING "VERY MUCH" OF "QUITE A BIT"
<b>Writing</b>	
Skill increase in <i>writing clearly and effectively</i>	72% (2016) 78% (2017)

<b>Mathematics</b>		
Skill increase in <i>analyzing numerical and statistical information</i>	60%(2016)	61% (2017)

When the National Survey of Student Engagement (NSSE) was administered again in spring 2017. This time, the overall response rate was much higher, 20.2 percent than in 2016 with a response rate of 12.3 percent. The Office of Institutional Effectiveness attributes this increase to greater outreach to faculty to promote participation and to students through the Student Government Association and greater publicity with flyers on campus and incentives, such as a raffle. With the increased participation, greater confidence may be placed in the percentages reported for 2017.

Figure 1. 2016 - 2017 NSSE Student Response Rates



### Course-Specific Assessments

Each faculty member who teaches a core curriculum course designs a content specific pre-assessment and post-assessment to measure the two designated competencies for the academic year. The plans for the embedded assessment are submitted to the department chair for review using the [Core Curriculum Instructor Report Form](#). Faculty administer the assessments and then report the growth in performance and plan for improvement on the [Embedded Assessment Worksheet](#). Department chairs review the data and forward it to the Office of Institutional Effectiveness for evaluation. Between the pre-assessment and the post-assessment, student scores should increase to 75 percent or maintain at 75 percent or higher.

Each semester, the Office of Institutional Effectiveness holds a Faculty Exchange where faculty present their assessments and share their findings. From Institutional Effectiveness Reports, the following section provides several examples of course-specific assessments used to evaluate the core curriculum skill, *social and personal responsibility*.

The Fine Arts and Communication Department. Faculty developed a [survey](#) on *social and personal responsibility* that they administered at the beginning of the semester and then at the end of the semester. The faculty member who presented his findings at the January 2017 Faculty Exchange reported students achieved the target between the pre-assessment and the post-assessments. The faculty member presented his reflections in the power point, [Social and Personal Responsibility](#).

The Behavioral and Social Science Department. Faculty used a writing assessment to measure students' understanding of competency six, social responsibility. Students were given a quote from [Helen Keller](#) and responded to guided questions over the quote. Students responded well and met the target of increasing to 75 percent or maintaining at 75 percent or higher.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.5.1.

### Supporting Documentation and Evidence:

[Core Curriculum Instructor Report Form](#)

[Embedded Assessment Worksheet](#)

[Embedded Assessment Writing Sample](#)

[Faculty Exchange Presentation on Social and Personal Responsibilities Skills](#)

[NSSE 2016](#)

[NSSE 2017](#)

[Survey of Personal and Social Responsibility](#)

## **Comprehensive Standard 3.5.2 - Institutional Credits for a Degree**

*At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree.*

### **The Institution Certifies Compliance:**

#### **Narrative:**

The minimum number of undergraduate semester credit hours required to earn a degree from Sul Ross State University is 120 semester credit hours [1]. Of the 120 semester credit hours, thirty semester credit hours equals 25 percent of the minimum 120 semester credit hours.

The minimum number of undergraduate semester credit hours to receive an undergraduate degree from Sul Ross State University, Rio Grande College is also 120 credit hours [2]. Of the 120 semester credit hours, thirty must be granted by the Rio Grande College of Sul Ross State University. These thirty semester credit hours equal 25 percent of the minimum 120 semester credit hours.

To insure that each undergraduate is in compliance with the standard, the degree plan of each graduate is audited by the office of the academic colleges to verify that the student has met all the degree requirements. The dean of each academic college transmits to the Office of the Executive Vice President and Provost a verified list of graduating students in the college. The Administrative Coordinator of the Provost consolidates and reviews the lists from the colleges. The Provost then certifies to the President of the university that each undergraduate on the graduation list has met the requirements for the degree.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.5.2.

### **Supporting Documentation and Evidence:**

1. [SRSU Alpine Catalog Undergraduate Degree Requirements](#)
2. [RGC Catalog Undergraduate Degree Requirements](#)

### Comprehensive Standard 3.5.3 - Undergraduate Program Requirements

*The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.*

#### The Institution Certifies Compliance: Compliant

##### Narrative:

Sul Ross State University publishes the requirements for each of its undergraduate programs in the SRSU Catalog and in the SRSU-Rio Grande College Catalog. The SRSU Catalog is exclusively an on-line publication; whereas the Rio Grande College Catalog is both an on-line and hard-copy publication. SRSU offers the Bachelor of Science, the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Business Administration, and the Bachelor of Applied Science degrees. The faculty at SRSU initiates, modifies, and reviews all of the curricula at the institution first at the department level and then through the faculty-led curriculum councils. The Office of Institutional Effectiveness maintains an undergraduate program review schedule to monitor and improve the quality of academic offerings and to assure these programs are competitive with national and regional norms in the discipline.

##### Published Undergraduate Degree Requirement

Degree requirements are printed in the [Sul Ross State University Course Catalog 2014-2016](#) and the Rio Grande College Course Catalog. In addition, they are posted on individual program Web sites, handbooks, and programs of study.

##### General Education Requirements

Each undergraduate degree at Sul Ross State University shares the same core curriculum. Effective fall 2014, pursuant to a mandate of the Texas Higher Education Coordinating Board, state universities in Texas instituted 42-hours core curricula. Although each university would have a different 42-hours core curriculum, each core curriculum was reviewed and approved by the Texas Higher Education Coordinating Board. Each year, the Texas Higher Education Coordinating Board accepts proposals to amend the core curriculum at each of the universities. Each proposed addition to the core is reviewed by the Coordinating Board for its appropriateness for the core. The listing of core curriculum courses is on the [SRSU Web page](#), in the course catalog, and in Degree Works.

##### Undergraduate Degree Requirements

Because degree programs are authorized and approved by the Texas Higher Education Coordinating Board, the university also conforms to [Field of Study](#) requirements published by the Coordinating Board. These requirements define certain transfer requirements for students transferring to the university from public junior colleges. Major requirements are set by each degree offering department within the broad context of university regulations regarding majors which may be found in the university catalog for each degree. The course catalogs list every approved course in the SRSU inventory along with prerequisites for those courses.

The approval of new programs or courses is a rigorous process of review and assessment beginning at the department level to a college-wide review body, to the dean of the college and finally at the university level. New programs and courses are reviewed and approved externally by the Board of Regents and the Texas Higher Education Coordinating Board as are changes in the number of hours required in a degree and changes in the degree designation. Course inventories are reviewed annually, and courses not taught for three years must be justified by the department and college to remain in the inventory.

##### Commonly Accepted Standards

SRSU implements a seven year review cycle for all programs that are not accredited by programmatic accrediting agencies. The Undergraduate Program Review for the [Bachelor of Science in Chemistry](#) is a recent example of this process.

##### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.5.3.

##### **Supporting Documentation and Evidence:**

[BS Degree Plan with Core Curriculum](#)

[Core Curriculum 2014-2016](#)

[Sul Ross State University Course Catalog 2014-2016](#)

[THECB Developing Field of Study Curricula](#)

[Undergraduate Program Review for BS Chemistry](#)

### Comprehensive Standard 3.5.4 - Terminal Degrees of Faculty

*At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.*

#### The Institution Certifies Compliance:

##### Narrative:

Sul Ross State University seeks to provide a quality education for its students by hiring faculty with terminal degrees in the disciplines to teach undergraduate coursework. During the 2016-2017 academic year, at least 25 percent of the student credit hours in each baccalaureate major program were taught by faculty members with a terminal degree in the course discipline. The following doctoral-level degrees are considered the terminal degree:

- Ed.D. – Doctor of Education
- D.B.A – Doctor of Business Administration
- D.P.A. – Doctor of Public Administration
- Ph.d. – Doctor of Philosophy

The following master's degree is considered the terminal degree in the respective disciplines:

- M.F.A. – Master of Fine Arts (in the performance areas of art, music, and theater)

The Faculty with Terminal Degrees tables for fall 2016 and spring 2017 provide more detailed information for each baccalaureate program at SRSU. The first table provides a [list of terminally-degreed faculty for each baccalaureate program](#) for the academic year 2016-17. The second provides the [percentage of semester credit-hours taught by terminally-degreed faculty by term](#). For the second table, the following process was used to calculate the percentages:

The official class reports for the fall 2016 and spring 2017 semesters were used to determine the percentage of semester-credit-hours taught (SCH) by terminally-degreed faculty. The percentages are presented by term. The class report provides information on all courses taught each term, the semester credit-hour value of the course, enrollment in each course section and the course instructor among other data. For each faculty, the highest degree earned was evaluated using the criteria above to determine if the degree was considered a terminal degree; and faculty were identified by the primary degree program in which they teach.

Included in the calculations are undergraduate level courses where instruction mode is lecture, lab or seminar; and excluded are 1000-level core curriculum and freshman seminar courses as they are not part of the major requirements. For example, the calculations for the B.S. Natural Resource Management program includes courses with subject codes AGB, NRM and RCH and 1000, 2000, 3000 and 4000 level courses.

The SCH was aggregated given total course enrollment by term and major. The percentage reflects the total amount of SCH taught by terminally-degreed faculty divided by the total SCH taught by faculty in the same primary degree program .

##### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.5.4.

#### Supporting Documentation and Evidence:

[3.5.4 Faculty List](#)

[3.5.4 SCH Table](#)

### Comprehensive Standard 3.6.1 - Post-baccalaureate Program Rigor

*The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.*

#### The Institution Certifies Compliance: Compliant

##### Narrative:

A careful examination of program descriptions, external program reviews, selection of graduate faculty, and course syllabi reveals that graduate education is distinguished from undergraduate education in several areas and that graduate students must exhibit mastery of their subject areas in order to complete their degrees. In each program, students must successfully accomplish a formal completion activity such as (a) oral and/or written comprehensive examinations, (b) public thesis defense, (c) public exhibition, performance, or recital, (d) inclusion of the thesis in the on-line ProQuest database.

Sul Ross State University offers five categories of graduate degrees and a dual degree option in the following programs [\[Reference 1\]](#):

##### Master of Agriculture

Animal Science

Range and Wildlife Management

##### Master of Arts

Art

English

History

Liberal Arts

Political Science

Political Science - Public Administration

##### Master of Business Administration

Business Administration

##### Master of Education

Bilingual Education\*

Education – College Teaching\*

Education - Counseling\*\*

Education - Educational Diagnostician

Education – Educational Leadership

Education - General\*\*

Education - Reading Specialist\*\*

Education- School Administration\*

##### Master of Science

Animal Science

Biology

Criminal Justice

Geology

Health and Human Performance

Homeland Security

Range and Wildlife Management

##### Dual Degree: Master of Science/Master of Arts

Criminal Justice and Public Administration

Homeland Security and Public Administration

\* Offered at Rio Grande College only

\*\* Also available at Rio Grande College

### Graduate Expectations, Curricula, and Facilities

To be admitted to graduate study, students must demonstrate content area mastery through an undergraduate grade point average and/or performance on entrance examinations [\[Reference 2\]](#). Depending upon the recommendation of the academic department for which the student has applied for admission to graduate study, the candidate may be required to complete leveling work, i.e., undergraduate courses taken to remove deficiencies in the student's field of study. Leveling work is not counted in the graduate level grade point average.

The curriculum for graduate programs is designed to be concentrated with a narrower focus than an undergraduate program and to require the student to use both synthesis and analysis in oral and written projects and assignments. Average class sizes are smaller for graduate than undergraduate courses to enable students to engage in discussion with peers, present original ideas, and share research findings. Thus, graduate seminars, graduate research classes, and practicums and internships are offered for graduate students. Those who are writing a thesis are responsible for data collection, analysis, research, and collaboration with faculty and professionals in their fields. Students in the M.A. in Liberal Arts program must create an interdisciplinary project combining data, research, and modes of presentation from three different academic areas.

Many graduate classes are taught in small seminar rooms, usually with chairs arranged around a conference table to facilitate small group discussion. Every department with graduate programs has access to one or more seminar rooms. Major renovation of the Warnock Science Building and the Turner Range Animal Science Building has provided new, improved laboratory facilities for classes and individual research projects conducted by graduate students and faculty.

The Graduate Student Center provides a study area, computer lab, conference room, and access to a whiteboard and projector for graduate students to practice presentations they will make in classes or at conferences. The Center is staffed all week into the evenings and is open on week-ends so that graduate students have an accessible work environment when other campus facilities may not be available.

### Graduate Program Reviews

Reviews of all of the university's graduate programs are conducted according to a schedule set of by the Texas Higher Education Coordinating Board. Each review must include the following data:

- (A) Faculty qualifications;
- (B) Faculty publications;
- (C) Faculty external grants;
- (D) Faculty teaching load;
- (E) Faculty/student ratio;
- (F) Student demographics;
- (G) Student time-to-degree;
- (H) Student publication and awards;
- (I) Student retention rates;
- (J) Student graduation rates;
- (K) Student enrollment;
- (L) Graduate licensure rates (if applicable);
- (M) Graduate placement (i.e. employment or further education/training);
- (N) Number of degrees conferred annually;
- (O) Alignment of program with stated program and institutional goals and purposes;
- (P) Program curriculum and duration in comparison to peer programs;
- (Q) Program facilities and equipment;
- (R) Program finance and resources; and
- (S) Program administration.

Institutions must submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program [\[Reference 3\]](#). At this time the following graduate program reviews have been conducted at Sul Ross State University and submitted to the Coordinating Board: Animal Science, Biology, Business Administration, Criminal Justice, English, Geology, History, Liberal Arts, Political Science—Public Administration, and Range and Wildlife Management [\[Reference 4\]](#).

### Graduate Faculty

Requirements to be a member of the graduate faculty require evidence of expertise beyond that of other faculty members. The requirements to be a member of the graduate faculty are defined in the Faculty Handbook [\[Reference 5\]](#) and the 2014- 2016 Catalog [\[Reference 6\]](#). To be a member

of the graduate faculty, faculty members must have a terminal degree or equivalent in their discipline, exhibit scholarly excellence through research or artistic creativity, and regularly teach graduate classes.

Membership on the graduate faculty at Sul Ross State University represents recognition of the individual members as professionals in their disciplines who possess high degrees of competence and who are respected for their capabilities. In working with graduate students, they are expected to demonstrate effective teaching, demands for high standards of scholarship, a commitment to quantitative and qualitative practices, and an appreciation for learning at the highest levels.

#### Graduate Syllabi

Syllabi from the university's four academic colleges of Agricultural and Natural Resource Management, Arts and Sciences, Education and Professional Studies, and Rio Grande College illustrate the advanced and specialized nature of post-baccalaureate programs. Learning outcomes in these graduate syllabi demonstrate greater academic rigor and require the application of more higher level thinking skills than might be expected in undergraduate classes.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.6.1.

#### **Supporting Documentation and Evidence:**

[Sul Ross State University 2014-16 Catalog](#)

[Texas Higher Education Coordinating Board Website](#)

[Graduate Program Review Samples Liberal Arts](#)

[Sul Ross State University Faculty Handbook](#)

## Comprehensive Standard 3.6.2 - Graduate Curriculum

*The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

All graduate programs at Sul Ross State University emphasize knowledge of the current literature of the discipline and ensure ongoing student engagement in research and/or appropriate professional practice and training experience. Students have access to the Wildenthal Memorial Library's collections, which total over 232,000 cataloged books, 2576 serial titles, 73 newspaper subscriptions, 464,000 microforms, 8382 DVDs, videos, films, and audio recordings; 5,000 maps, pictures, and charts; and 25,000 photographs. Electronic searching of the collections is provided by the WebCat online catalog, which includes links to over 116,000 full-text e-books and 154 electronic databases, with full text from over 85,000 journals, newspapers, and periodicals ([library search page](#)).

The following list by type of degree indicates required courses that prepare students to engage in research or professional activities. Many other courses include requirements for defining problems, applying discipline-specific methods of research to investigate them, and preparing a written report of the study.

#### Program Required Professional or Research Courses:

##### MASTER of AGRICULTURE

Range and Wildlife Management NRM 5306 GIS, GPS, and Remote Sensing for Research Managers

NRM 5304 Research

NRM 5329 Internship

##### MASTER of ARTS

ART 5304 Capstone Exhibition

ART 6301 Thesis Proposal

ART 6302 Thesis Defense

ENG 5304 Studies and Research Techniques in General Literature

ENG 5306 Seminar: Studies and Research Techniques in English Literature

ENG 5307 Seminar: Studies and Research Techniques in American Literature

ENG 5308 Studies and Research Techniques in the English Language

HIST 6301 Thesis Proposal

HIST 6302 Thesis Defense

LA 5101 Prospectus for Master's Project

LA 5301 Master's Project

Political Science

Political Science-Public Administration PS 5307 Scope and Methods in Social Science

PS 6301 Thesis Proposal

PS 6302 Thesis Defense

##### MASTER of BUSINESS ADMINISTRATION

Business Administration GBA 5309 Quantitative Analysis and Decision Theory

##### MASTER of EDUCATION

Counseling ED 5307 Graduate Research

ED 5314 Personality and Counseling Theories

ED 7316 Practicum in Guidance and Counseling

Educational Diagnostician ED 5307 Graduate Research

ED 5312 Advanced Survey, Exceptional Children

ED 7318 Practicum in Special Education

Educational Leadership ED 5307 Graduate Research

ED 7313 Practicum in School Administration

General ED 5307 Graduate Research

ED 6308 Advanced Human Growth and Development

Reading Specialist ED 5307 Graduate Research

ED 5308 Foundations of Reading

ED 6308 Advanced Human Growth and Development

### MASTER of SCIENCE

ANSC 5312 Biostatistical Analysis I

ANSC 5313 Biostatistical Analysis II

ANSC 6301 Thesis Proposal

ANSC 6302 Thesis Defense

BIOL 5305—Techniques of Scientific Research

BIOL 6301 Thesis Proposal

BIOL 6302 Thesis Defense

CJ 5334 Methods of Social Research

Geology GEOL 6301 Thesis Proposal

GEOL 6302 Thesis Defense

Health and Human Performance KES 5305 Research Methods

Homeland Security CJ 5334 Methods of Social Research

NRM 5305 Range and Wildlife Research Methods

NRM 5312 Biostatistical Analysis I

NRM 5313 Biostatistical Analysis II

NRM 6301 Thesis Proposal

NRM 6302 Thesis Defense

Students conduct research and then write theses in disciplines such as natural resource management, biology, geology, history, animal science, and English. All theses are uploaded into ProQuest, an on-line database, which can be searched by subject, author, and title. Representative theses are accessible in an attached file ([example of thesis](#)). Students in the M.A. in Liberal Arts program create capstone projects, which may take the form of a publishable article, an exhibit, a dramatic production, or a film documentary. Representative titles of capstone projects include the following:

Permian Pulse by Grant Griffin, which integrated Art, Geology, and Natural Resource Management into a public art project transforming pump-jacks in an oil field into a spectacular display of light.

Analysis of Emergency Contact Procedures for Brewster County by Spenser Smith. Motivated by the 2011 catastrophic wildfires in Brewster County, the author analyzed the state of emergency contact procedures in Brewster County by incorporating Communication, Public Administration, and Education into his research.

Under the Stasi by Marilynne Crill-Dieckert, who combined English, Theater, and Music into an original musical composition bringing to our social consciousness the "...pervasiveness of the dehumanization demonstrated by the Soviets during their occupation of East Germany following the Second World War."

Petra's Sueno by Olivia Gallegos, who used History, Art, and Theatre to develop the costuming for Tia Cuca, a curandera, in performances of Rupert Reyes's play Petra's Sueno. The author based the costuming upon her research of renown Mexican curandera, Teresa Urrea.

Crying for Peace, Crying for Justice: Tears for the Murdered Women of Ciudad Juarez by Martha May, who combined research in English, History, and Women's Studies to write a publishable article on the unsolved murders of hundreds of women in El Paso's sister city of Juarez.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.6.2

### **Supporting Documentation and Evidence:**

[Sul Ross State University 2014-16 Catalog](#)



### **Comprehensive Standard 3.6.3 - Institutional Credits for a Degree**

*At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.*

**The Institution Certifies Compliance: Compliant**

#### **Narrative:**

To receive a graduate degree, students must earn two-thirds of their credits from the university. The university will accept no more than 12 graduate semester hours (in a 36-hour program) and no more than nine graduate semester hours (in a 30-hour program) from another regionally accredited institution. All credits are subject to approval by the academic department and the dean of the college to which the student is applying. Any student already enrolled in one of the university's graduate program who wishes to take a course at another institution must obtain advanced approval from the academic department and the college dean (["Transfer Students," SRSU Catalog](#)).

The university offers no graduate degrees through a joint, cooperative, or consortia arrangement.

#### Monitoring Credit Earned at the Institution

Sul Ross State University has adopted Degree Works ([sample](#)) that is an online degree auditing system. The program flags students who have not met the degree requirements. The Graduate Council of faculty meet regularly to review the credits for degrees, among other topics ([sample meeting minutes](#)). This system clearly reflects the required credits policy of the institution.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.6.3.

#### **Supporting Documentation and Evidence:**

[Graduate Council Meeting Minutes](#)

[Transfer Student Credit Policy, SRSU Course Catalog](#)

[Degree Works Sample](#)

## Comprehensive Standard 3.6.4 - Post-baccalaureate Program Requirements

*The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University defines and publishes requirements for graduate and post-baccalaureate programs which conform to commonly accepted standards and practices for degree programs. The University Catalog lists the regulations governing graduate study. The specific degree requirements are listed in the [Catalog](#) under each academic department's listing of degree plans and courses. Master's degrees require from 30 to 36 semester credit hours, depending upon program specifics, such as whether the student has selected a thesis or non-thesis option. Because of a one-hour prospectus course that was added to the master's in Liberal Arts program, the Master of Arts Degree in Liberal Arts requires 37 semester credit hours.

The only post-baccalaureate program at the university which does not lead to a degree is the Post- Baccalaureate Initial Certification Program ([PBICP](#)) for students who already have a bachelor's degree and are pursuing teacher certification.

#### Commonly Accepted Standards and Practices for Degree Programs

The Graduate Council is the executive committee of the graduate faculty. Chairs or representatives of departments with graduate programs are members of the Graduate Council. Responsibilities of the Graduate Council include recommendations for general policies and regulations for graduate programs, general admission requirements, language requirements, procedures for conducting general examinations, criteria for admission to candidacy, regulations for the preparation and submission of theses, and the coordination of interdisciplinary programs.

SRSU uses external reviews to assess the graduate programs and determine their appropriateness. Graduate program reviews have been conducted in a number of departments and submitted to the Texas Higher Education Coordinating Board to demonstrate that the university's programs compare to those of peer institutions. A [schedule of program review dates](#) is followed, so that all graduate programs undergo a self-study, followed by an external review conducted by a reviewer in a program outside the state of Texas. The reviewer identifies the strengths and weaknesses of the university's programs and makes recommendations for improvement. A written response is required to each external review to indicate the means by which the program will implement recommendations for improvement. All three documents—the self-study, the external review, and the response to the review—are submitted to the Coordinating Board for its approval. A sample graduate program review for the Master of Arts in Public Administration included the [self study](#), [external review](#), and [faculty response](#) to the external review.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.6.4.

#### Supporting Documentation and Evidence:

[External Review of Master of Arts in Public Administration](#)

[Faculty Response to External Review](#)

[Post-Baccalaureate Initial Certification](#)

[Program Review Cycle 2016-2023](#)

[Sample Post-Baccalaureate Degree Requirements](#)

[Self Review: Master of Arts in Public Administration](#)

## Comprehensive Standard 3.7.1 - Faculty Credentials

*The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.*

### The Institution Certifies Compliance: Compliant

Narrative:

Sul Ross State University's primary [mission](#) is teaching and learning. To successfully complete this mission the University recruits, appoints, evaluates, and verifies credentials for a qualified, competent faculty.

#### Faculty Recruitment and Appointment

National searches are conducted for tenure track positions and follow Affirmative Action guidelines. Candidates are invited to the campus and visit with administrators, faculty, and students. Often they present a guest lecture or seminar to assist in evaluating their competence to teach and perform in a manner expected of the faculty.

#### Faculty Development and Evaluation

Faculty development and evaluation processes and policies are in effect to ensure the highest performance of faculty. Comprehensive Standard 3.7.2 covers faculty evaluation, and Comprehensive Standard 3.7.3 provides information of faculty development. Faculty teaching graduate courses must be approved by the Graduate Council for membership in the graduate faculty, either as full members or associate members. This approval process considers academic degrees, teaching, and scholarly activities.

#### Credential Verification

Credential verification for all faculty, full and part-time, tenure-track or non-tenure track, is the responsibility of the college dean. To comply with a state law, deans must also certify that each faculty member is proficient in the English language. The Office of the Executive Vice President and Provost maintains the permanent personnel files for all faculty. Each faculty member's file must include official copies of all degree transcripts, a letter of application, a vita, and documentation of any exceptional qualifications for individuals who lack the terminal degree.

#### Faculty Qualifications

Qualifications of all faculty employed during the fall 2016 semester and spring 2017 semester are provided with this certificate of compliance. The faculty rosters are organized alphabetically by department. The rosters follow the SACSCOC template. Rosters include all faculty who teach at all locations, including courses taught by distance education. The qualifications of some faculty members may not be apparent when looking at the degrees awarded. For such cases, copies of all transcripts are provided along with other descriptions of qualifications.

### Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** Sul Ross State University

**Name of Primary Department, Academic Program, or Discipline:** Academic Center for Excellence

**Academic Term(s) Included:** Fall 2016

**Date Form Completed:** 08/22/2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Chambers, Sandra</a> (F)	<a href="#">MATH 0100</a> <a href="#">MATH 0300</a> <a href="#">MATH 0301</a>	B.S. Mathematics, Sul Ross State University, 1986; M.S. Education, Sul Ross State University, 1998 <a href="#">Chambers Transcripts</a>	Master's Math Educator Program Graduate; Trained in the University of Chicago Math Education Program for Gifted and Talented Students – This training resulted in her being designated as a Master Mathematics Teacher by the State of Texas
<a href="#">Garcia, Chris</a> (F)	<a href="#">ED 0200</a> <a href="#">ED 0300</a>	B.A. Spanish, Sul Ross State University, 1998; M.A. English, Sul Ross State University, 2000 <a href="#">Garcia Transcripts</a>	Developmental Reading Lecturer at SRSU since Fall 2002
<a href="#">Gonzalez, Amy</a> (P)	<a href="#">ENG 0100</a> <a href="#">ENG 0300</a>	B.A. English, Sul Ross State University, 2003; M.A., Liberal Arts, Sul Ross State University, 2005 <a href="#">Gonzales Transcripts</a>	
			Academic Center for

<a href="#">Hardison, Alex</a> (F)	<a href="#">MATH 0101</a> <a href="#">MATH 0200</a> <a href="#">MATH 0300</a> <a href="#">MATH 0301</a>	B.S. Geology, Sul Ross State University, 2013 <a href="#">Hardison Transcripts</a>	Excellence (ACE) math tutor (both in the classroom and in the Academic Learning Center): 5 years. He tutored for the developmental math courses and college algebra.
<a href="#">Larrinaga, Julianna</a> (P)	<a href="#">ED B100</a> <a href="#">ENG 0300</a>	B.A. English, Sul Ross State University, 2014 M.A. English, Sul Ross State University, 2016 <a href="#">Larrinaga Transcripts</a>	
<a href="#">McAllister, Cynthia</a> (F)	<a href="#">MATH B100</a> <a href="#">MATH 0300</a>	B.S. Biology, Sul Ross State University, 2004 M.S. Biology, Sul Ross State University, 2012 <a href="#">McAlister Transcripts</a>	State of Texas Teacher Certification in Science Grades 7-12, May 2016 6 hours of Math coursework
<a href="#">Vega Julie</a> (F)	<a href="#">ENG 0300</a> <a href="#">ENG 0310</a>	B.A., English, Sul Ross State University, 1998; M.A., English, Sul Ross State University, 2000 <a href="#">Vega Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution:** Sul Ross State University

**Name of Primary Department, Academic Program, or Discipline:** Academic Center for Excellence

**Academic Term(s) Included:** Spring 2017

**Date Form Completed:** 02/24/2017

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Chambers, Sandra</a> (F)	<a href="#">MATH 0100</a> <a href="#">MATH 0300</a> <a href="#">Review</a> (D) <a href="#">MATH 0301 Intermediate</a> <a href="#">Algebra</a> (D)	B.S. Mathematics, Sul Ross State University, 1986; M.S. Education, Sul Ross State University, 1998 <a href="#">Chambers Transcripts</a>	Trained in the University of Chicago Math Education Program for Gifted and Talented Students – This training resulted in her being designated as a Master Mathematics Teacher by the State of Texas
<a href="#">Garcia, Chris</a> (F)	<a href="#">ED 0100</a> <a href="#">ED 0300</a> <a href="#">Reading</a> <a href="#">Review</a> (D) <a href="#">ED 0300 Reading Skills</a> (D) <a href="#">NCBO 0111</a> (D)	B.A. Spanish, Sul Ross State University, 1998; M.A. English, Sul Ross State University, 2000 <a href="#">Garcia Transcripts</a>	Developmental Reading Lecturer at SRSU since Fall 2002
<a href="#">Gonzalez, Amy</a> (P)	<a href="#">ENG 0100</a> <a href="#">Writing Skills</a> <a href="#">Review</a> (D)	B.A. English, Sul Ross State University, 2003; M.A., Liberal Arts, Sul Ross State University, 2005 <a href="#">Gonzales Transcripts</a>	
<a href="#">Hardison, Alex</a> (F)	<a href="#">MATH 0101</a> <a href="#">MATH 0301</a> <a href="#">Review</a> (D) <a href="#">MATH 0200 BASE Math</a> <a href="#">Skills</a> (D) <a href="#">MATH 0300 Introductory</a> <a href="#">Algebra</a> (D) <a href="#">MATH 0301 Intermediate</a> <a href="#">Algebra</a> (D)	B.S. Geology, Sul Ross State University, 2013 <a href="#">Hardison Transcripts</a>	Academic Center for Excellence (ACE) math tutor (both in the classroom and in the Academic Learning Center): 5 years. He tutored for the developmental math courses and college algebra.
<a href="#">McAllister, Cynthia</a> (F)	<a href="#">MATH B100</a> <a href="#">BASE Math</a> <a href="#">Review</a> (D) <a href="#">MATH 0300 Introductory</a> <a href="#">Algebra</a> (D)	B.S. Biology, Sul Ross State University, 2004 M.S. Biology, Sul Ross State University, 2012 <a href="#">McAlister Transcripts</a>	State of Texas Teacher Certification in Science Grades 7-12, May 2016 6 hours of Math coursework
<a href="#">Vega Julie</a> (F)	<a href="#">ENG 0110</a> <a href="#">IRW</a> <a href="#">Review</a> (D) <a href="#">ENG 0300</a> <a href="#">Writing Skills</a> (D) <a href="#">ENG 0310</a> <a href="#">Integrated</a> <a href="#">Reading</a> <a href="#">and Writing</a> (D)	B.A., English, Sul Ross State University, 1998; M.A., English, Sul Ross State University, 2000 <a href="#">Vega Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Animal Science  
Academic Term(s) Included: Fall 2016  
Date Form Completed: 9/7/16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Christopher M. Estep</a> (F)	<a href="#">Fall 2016, ANSC 2313-Principles of Agricultural Leadership</a> , Credit=3, UN  <a href="#">Fall 2016, ANSC 3321-Curriculum Development in Agricultural Education</a> , Credit=3, UN  <a href="#">Fall 2016, ANSC 5308-Principles of Teaching Adult Learners</a> , Credit=3, G	B.S. Animal Science, Texas A&M University  M.Ed. Agricultural Education, Texas A&M University  Ph.D. Agricultural Education, University of Florida <a href="#">Estep Transcripts</a>	
<a href="#">Scott Ericsson</a> (F)	<a href="#">Fall 2016, ANSC 4307 Reproductive Techniques</a> . Credit=3, UT  <a href="#">Fall 2016, ANSC 4304 Reproductive Physiology</a> . Credit=3, UT  <a href="#">Fall 2016, ANSC 5325, Agricultural Genetics and Biotechnology</a> . Credit=3, G	Ph.D. Biology, Reproductive Physiology. University of Nevada, Reno  M.S. Animal Science, Reproductive Physiology. University of Nevada, Reno  B.A. Economics, San Francisco State University  B.S. Animal Science, Reproductive Physiology. Colorado State University <a href="#">Ericsson Transcripts</a>	Postdoctoral training, Animal Science, Reproductive Physiology. University of Missouri, Columbia
<a href="#">Jamie Boyd</a> (F)	<a href="#">Fall 2016, ANSC 1101 Freshman Seminar</a> , Credit=3, UT  <a href="#">Fall 2016, ANSC 2310 Anatomy &amp; Physiology</a> Credit=3, UT  <a href="#">Fall 2016, ANSC 4306 Control of Domestic &amp; Wildlife Diseases</a> , Credit=3, UT  <a href="#">Fall 2016, ANSC 5324 Anatomy &amp; Physiology</a> , Credit=3, G	Ph.D. Animal Science/Ruminant Nutrition, University of Georgia  M.S. Animal Science University of Georgia  B.S. Animal Science, Berry College <a href="#">Boyd Transcripts</a>	

<a href="#">Rebecca Splan</a> (F)	<a href="#">Fall 2016, ANSC 1419 Introductory Animal Science, Credit=4, UT</a>  <a href="#">Fall 2016, ANSC 2315 Equine Exercise Physiology, Credit=3, UT</a>  <a href="#">Fall 2016, ANSC 3315 Behavior and Management of Domestic Animals, Credit=3, UT</a>	Ph.D. Animal Breeding and Genetics, University of Nebraska  M.S. Animal Breeding and Genetics, University of Nebraska  B.S. Animal Science, Michigan State University  <a href="#">Splan Transcripts</a>	
<a href="#">Richard Mrozinski</a> (P)	<a href="#">Fall 2016, ANSC 5312, Biostatistical Analysis I, Credit=3, G</a>  <a href="#">Fall 2016, ANSC 3308, Agricultural Statistics, Credit=3, UT</a>	M.S. in Range and Wildlife Management, Sul Ross State University (IN PROGRESS, EXPECTED DEC 2016)  M.S.E. in Aerospace Engineering, University of Texas at Austin  B.S.E. in Aerospace Engineering, University of Michigan  <a href="#">Mrozinski Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Animal Science  
Academic Term(s) Included: Spring 2017  
Date Form Completed: 1/25/17

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Christopher M. Estep</a> (F)	<a href="#">Spring 2017, ANSC 2312- Current Issues in Agriculture, Credit=3, UN</a>  <a href="#">Spring 2017, ANSC 2304- Teaching Agriculture in Secondary Schools, Credit=3, UN</a>	B.S. Animal Science, Texas A&M University  M.Ed. Agricultural Education, Texas A&M University  Ph.D. Agricultural Education, University of Florida  <a href="#">Estep Transcripts</a>	
<a href="#">Scott Ericsson</a> (F)	<a href="#">Spring 2017, ANSC 4305 Agricultural Genetics, Credit = 3, UT</a>  <a href="#">Spring 2017, ANSC ANSC 3402 Beef Cattle Production and Management, Credit = 3, UT</a>  <a href="#">Spring 2017, ANSC Animal Science Business Planning, Credit = 3, G</a>  <a href="#">Spring 2017, ANSC 5326 Animal Reproduction, Credit = 3, G</a>	Ph.D. Biology, Reproductive Physiology, University of Nevada, Reno  M.S. Animal Science, Reproductive Physiology, University of Nevada, Reno  B.A. Economics, San Francisco State University  B.S. Animal Science, Reproductive Physiology, Colorado State University  <a href="#">Ericsson Transcripts</a>	Postdoctoral training, Animal Science, Reproductive Physiology, University of Missouri, Columbia

<p><a href="#">Jamie Boyd</a> (F)</p>	<p><a href="#">Spring 2017, ANSC 1101 Freshman Seminar</a>, Credit = 1, UT</p> <p><a href="#">Spring 2017, ANSC 3317 Livestock Nutrition</a>, Credit = 3, UT</p> <p><a href="#">Spring 2017, ANSC 3316 Feeds and Feed Formulation</a>, Credit = 3, UT</p>	<p>Ph.D. Animal Science/Ruminant Nutrition, University of Georgia</p> <p>M.S. Animal Science University of Georgia</p> <p>B.S. Animal Science, Berry College</p> <p><a href="#">Boyd Transcripts</a></p>	
<p><a href="#">Rebecca Splan</a> (F)</p>	<p><a href="#">Spring 2017, ANSC 3305 Horse Production and Management</a>, Credit=3, UT</p> <p><a href="#">Spring 2017, ANSC 4317 Senior Capstone</a>, Credit=3, UT</p> <p><a href="#">Spring 2017 5322 Statistics for the Animal Sciences</a>, Credit=3, G</p>	<p>Ph.D. Animal Breeding and Genetics, University of Nebraska</p> <p>M.S. Animal Breeding and Genetics, University of Nebraska</p> <p>B.S. Animal Science, Michigan State University</p> <p><a href="#">Splan Transcripts</a></p>	
<p><a href="#">Richard Mrozinski</a> (P)</p>	<p><a href="#">Spring 2017, ANSC, ANSC 5313, Biostatistical Analysis I</a>, Credit=3, G</p>	<p>M.S. in Range and Wildlife Management, Sul Ross State University (IN PROGRESS, EXPECTED DEC 2016)</p> <p>M.S.E. in Aerospace Engineering, University of Texas at Austin</p> <p>B.S.E. in Aerospace Engineering, University of Michigan</p> <p><a href="#">Mrozinski Transcripts</a></p>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Behavioral and Social Sciences  
Academic Term(s) Included: Fall 2016  
Date Form Completed: 9/21/16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p><a href="#">Ibrahim Alsaeed</a> (P)</p>	<p>Fall 2016 <a href="#">PS 2306, Federal Government</a>, 3 (UT)</p>	<p>PhD (History), University of Houston</p> <p>PhD (Political Science), University of Houston</p> <p>BA (Political Science), University of Baghdad</p> <p><a href="#">Alsaeed Transcripts</a></p>	<p>More than 15 years in academia teaching history and political science</p> <p>Has 54 graduate hours of political sciences</p>
<p><a href="#">Jim Case</a> (P)</p>	<p>Fall 2016 <a href="#">PS 5311, Intergovernmental Relations</a>, 3 (G)</p>	<p>PhD (Political Science), Texas Tech University</p> <p>MA (Political Science), Texas Tech University</p> <p>BA (Political Science), Baylor University</p>	<p>Has taught Political Science courses at Sul Ross State University since 1994</p>

		<a href="#">Case Transcripts</a>	
<a href="#">Kendra DeHart</a> (F)	<b>Fall 2016</b> <a href="#">HIST 1301, History of the US to 1877</a> , 3 (UT) <a href="#">HIST 4321, History of American Women</a> , 3 (UT)	MA (History), Texas State University BA (History), Southwestern University <a href="#">DeHart Transcripts</a>	Worked as a teaching assistant at Texas State University  Currently working as a PhD candidate at Texas Christian University since 2013
<a href="#">James Downing</a> (F)	<b>Fall 2016</b> <a href="#">PSY 3313, Social Attitudes</a> , 3 (UT)	PhD (Psychology), University of Colorado MA (Psychology), University of Colorado BS (Psychology), Indiana State University BS (Marketing), Indiana State University <a href="#">Downing Transcripts</a>	Has taught Psychology courses at Sul Ross State University since 1998
<a href="#">Mark Emerson</a> (P)	<b>Fall 2016</b> <a href="#">HIST 3309, Europe 19<sup>th</sup> Century</a> , 3 (UT) <a href="#">HIST 4305, History of Modern Asia</a> , 3 (UT) <a href="#">HIST 5308, Comparative Colonial Empires</a> , 3 (G)	PhD (History), University of California MA (History), University of New Mexico BA (History), University of New Mexico <a href="#">Emerson Transcripts</a>	Has taught History courses at Sul Ross State University since 2008  Went on sabbatical in Portugal from 2014-2015
<a href="#">Bibiana Gutierrez</a> (F)	<b>Fall 2016</b> <a href="#">PSY 1302, Introduction to Psychology</a> , 3 (UT) <a href="#">PSY 3302, Theories of Personality – Psychology</a> , 3 (UT) <a href="#">PSY 3304, Abnormal Behavior</a> , 3 (UT) <a href="#">PSY 4315, History of Psychology</a> , 3 (UT)	PhD (Counseling Psychology), Texas A&M University MA (School Psychology), Trinity University BA (Biology and Psychology), Trinity University <a href="#">Gutierrez Transcripts</a>	Licensed Psychologist in Texas (Lic. No. 30732)  Clinical Psychologist at Children's Cancer and Blood Center, Methodist Children's Hospital in San Antonio, Texas from 2013-2015
<a href="#">Kelly Lara</a> (P)	<b>Fall 2016</b> <a href="#">PSY 2307, Introduction to Statistics for Behavioral Sciences</a> , 3 (UT)	BA (Psychology), Sul Ross State University	Currently working on her MA in Counseling and has 18 credit hours completely.
<a href="#">Matthew Marsh</a> (P)	<b>Fall 2016</b> <a href="#">HIST 1301, History of the US to 1877</a> , 3 (UT) <a href="#">HIST 2301, World History to 1500</a> , 3 (UT)	MA (History), Sul Ross State University MA (Political Science), Sul Ross State University BS (Political Science), University of Houston AA (Liberal Arts), North Harris College <a href="#">Marsh Transcripts</a>	Has taught as an adjunct History professor since Fall 2013
<a href="#">Bobby McCall</a> (P)	<b>Fall 2016</b> <a href="#">PS 2305, Federal Government</a> , 3 (UT)	MEd (Political Science), Southwest Texas State University BS (History), Southwest Texas State University <a href="#">McCall Transcripts</a>	Has taught dual credit courses in Political Science since 2010
		PhD (Geography and American Indian Studies), University of Arizona	

<a href="#">Jennifer McCormack</a> (F)	<p><b>Fall 2016</b>  <a href="#">GEOG 1302. World Regional Geography</a>, 3 (UT)  <a href="#">GEOG 2302. Geography of US and Canada</a>, 3 (UT)  <a href="#">SOC 2303. Introduction to Sociology</a>, 3 (UT)</p>	<p>MA (Middle Eastern Studies), University of Texas-Austin  BA (Geography and Photography), University of Arizona  <a href="#">McCormack Transcripts</a></p>	<p>Taught as an adjunct professor at Houston Community College, University of Arizona Colorado College and Tohono O'odham Community College.</p>
<a href="#">Andrea Powers</a> (P)	<p><b>Fall 2016</b>  <a href="#">PSY 4306. Biopsychology</a>, 3 (UT)  <a href="#">PSY 4310. Animal Behavior</a>, 3 (UT)</p>	<p>PhD (Psychology), University of Vermont  MA (Psychology), University of Vermont  BA (Psychology), Western State College  <a href="#">Powers Transcripts</a></p>	<p>Has taught Psychology courses at Sul Ross State University since 1997</p>
<a href="#">Mark Saka</a> (F)	<p><b>Fall 2016</b>  <a href="#">HIST 1302. History of the US Since 1877</a>, 3 (UT)  <a href="#">HIST 4317. Jacksonian America</a>, 3 (UT)  <a href="#">HIST 5310. Jacksonian America</a>, 3 (G)  <a href="#">HIST 5310. America: 1920-1945</a>, 3 (G)</p>	<p>PhD (Latin American History), University of Houston  MA (Mexican History), University of Houston  BS (Political Science), University of Houston  <a href="#">Saka Transcripts</a></p>	<p>Has taught History courses at Sul Ross State University since 1995</p>
<a href="#">Michael Sandoval</a> (P)	<p><b>Fall 2016</b>  <a href="#">PS 2305. Federal Government</a>, 3 (UT)  <a href="#">PS 2306. State Government</a>, 3 (UT)</p>	<p>MA (Political Science), Sul Ross State University  BA (Political Science), Sul Ross State University  <a href="#">Sandoval Transcripts</a></p>	<p>Has taught dual credit courses in Political Science since 2007.</p>
<a href="#">Emery Scown</a> (P)	<p><b>Fall 2016</b>  <a href="#">HIST 1301. History of the US to 1877</a>, 3 (UT)</p>	<p>MA (History), Sul Ross State University  BA (History), Sul Ross State University  <a href="#">Scown Transcripts</a></p>	<p>Worked as a History Teaching Assistant at Sul Ross State University</p>
<a href="#">Tiffany Vincent</a> (F)	<p><b>Fall 2016</b>  <a href="#">PS 2305. Federal Government</a>, 3 (UT)  <a href="#">PS 3306. International Relations</a>, 3 (UT)  <a href="#">PS 5301. Seminar in Comparative Government</a>, 3 (G)  <a href="#">PS 5302. Seminar in International Relations</a>, 3 (G)</p>	<p>PhD (Political Science), Texas Tech University  MA (Political Science), Texas Tech University  BS (Political Science), West Texas A&amp;M University  <a href="#">Vincent Transcripts</a></p>	<p>Taught Government courses at Blinn College from 2008 to 2015</p>
<a href="#">Matthew Walter</a> (P)	<p><b>Fall 2016</b>  <a href="#">HIST 2309. History of Texas</a>, 3 (UT)  <a href="#">HIST 4317. US Military History</a>, 3 (UT)</p>	<p>MA (History), Sul Ross State University  BA (History), Sul Ross State University  <a href="#">Walter Transcripts</a></p>	<p>Has taught as an adjunct History professor since 2002  Curator at the Museum of the Big Bend since 2003</p>
	<p><b>Fall 2016</b></p>	<p>PhD (Comparative Politics, International Relations), Texas Tech University</p>	

<a href="#">David Watson</a> (F)	<a href="#">PS 2306. State Government</a> , 3 (UT) <a href="#">PS 3308. The Presidency</a> , 3 (UT) <a href="#">PS 5307. Scope &amp; Methods in Social Science</a> (G)	MA (Political Science), Texas Tech University  BA (Political Science), Midwestern State University <a href="#">Watson Transcripts</a>	Has taught Political Science courses at Sul Ross State University since 2008
<a href="#">Heath Wilkerson</a> (P)	<b>Fall 2016</b> <a href="#">HIST 1301. History of the US to 1877</a> , 3 (UT)	MA (History), Sul Ross State University  BA (History), Sul Ross State University <a href="#">Wilkerson Transcripts</a>	Works as a History Teaching Assistant at Sul Ross State University
<a href="#">Rebecca Wren</a> (P)	<b>Fall 2016</b> <a href="#">PSY 1302. Introduction to Psychology</a> , 3 (UT)	M.Ed (Art), Sul Ross State University M.Ed (School Administration), Sul Ross State University M.Ed (Counseling), Sul Ross State University BFA (Art), Sul Ross State University  <a href="#">Wren Transcripts</a>	Texas State Board of Examiners of Professional Counselors – Licensed Professional Counselor and Supervisor (LPCS)
<a href="#">Filemon Zamora</a> (P)	<a href="#">MAS 2301. Introduction to Mexican-American Studies</a> , 3 (UT)	PhD (Spanish Literature), University of California, San Diego  MA (Spanish), San Diego State University  BA (Spanish), San Diego State University <a href="#">Zamora Transcripts</a>	Has taught Mexican-American Studies classes at Sul Ross State University since 2009

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Behavioral and Social Sciences  
Academic Term(s) Included: Spring 2017  
Date Form Completed: 1/24/17

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Ibrahim Alsaeed</a> (P)	<b>Spring 2017</b> <a href="#">PS 2305. Federal Government</a> , 3 (UT)  <a href="#">PS 2306. State Government</a> , 3 (UT)	PhD (History), University of Houston  PhD (Political Science), University of Houston  BA (Political Science), University of Baghdad <a href="#">Alsaeed Transcripts</a>	More than 15 years in academia teaching history and political science  Has 54 graduate hours of political sciences
		PhD (Political Science), Texas Tech University	

<a href="#">Jim Case</a> (P)	<p><b>Spring 2017</b>  <a href="#">PS 5303. Public Administrative Survey</a>, 3 (G)</p>	<p>MA (Political Science), Texas Tech University</p> <p>BA (Political Science), Baylor University</p> <p><a href="#">Case Transcripts</a></p>	<p>Has taught Political Science courses at Sul Ross State University since 1994</p>
<a href="#">Kendra DeHart</a> (F)	<p><b>Spring 2017</b>  <a href="#">HIST 1302. History of the US Since 1877</a>, 3 (UT)  <a href="#">HIST 3311. The Study of History</a>, 3 (UT)</p>	<p>MA (History), Texas State University</p> <p>BA (History), Southwestern University</p> <p><a href="#">DeHart Transcripts</a></p>	<p>Worked as a teaching assistant at Texas State University</p> <p>Currently working as a PhD candidate at Texas Christian University since 2013</p>
<a href="#">James Downing</a> (F)	<p><b>Spring 2017</b>  <a href="#">PSY 1302. Introduction to Psychology</a>, 3 (UT)</p>	<p>PhD (Psychology), University of Colorado</p> <p>MA (Psychology), University of Colorado</p> <p>BS (Psychology), Indiana State University</p> <p>BS (Marketing), Indiana State University</p> <p><a href="#">Downing Transcripts</a></p>	<p>Has taught Psychology courses at Sul Ross State University since 1998</p>
<a href="#">Mark Emerson</a> (P)	<p><b>Spring 2017</b>  <a href="#">HIST 5308. Modern Germany</a>, 3 (G)</p>	<p>PhD (History), University of California</p> <p>MA (History), University of New Mexico</p> <p>BA (History), University of New Mexico</p> <p><a href="#">Emerson Transcripts</a></p>	<p>Has taught History courses at Sul Ross State University since 2008</p> <p>Went on sabbatical in Portugal from 2014-2015</p>
<a href="#">Jolie Grout</a> (P)	<p><b>Spring 2017</b>  <a href="#">PHIL 1301. Introduction to Philosophy</a>, 3 (UT)</p>	<p>MA (Classical and Christian Studies), Knox Theological Seminary</p> <p>MA (Religion), Cranmer Theological House</p> <p>BS (Fine Arts), Pensacola Christian College</p> <p><a href="#">Grout Transcripts</a></p>	<p>Teaches Biblical Studies, Theology and History at the Holy Cross Anglican Church</p>
<a href="#">Bibiana Gutierrez</a> (F)	<p><b>Spring 2017</b>  <a href="#">PSY 1302. Introduction to Psychology</a>, 3 (UT)  <a href="#">PSY 4310. Trauma &amp; Resiliency</a>, 3 (UT)  <a href="#">PSY 4310. Health Psychology</a>, 3 (UT)</p>	<p>PhD (Counseling Psychology), Texas A&amp;M University</p> <p>MA (School Psychology), Trinity University</p> <p>BA (Biology and Psychology), Trinity University</p> <p><a href="#">Gutierrez Transcripts</a></p>	<p>Licensed Psychologist in Texas (Lic. No. 30732)</p> <p>Clinical Psychologist at Children's Cancer and Blood Center, Methodist Children's Hospital in San Antonio, Texas from 2013-2015</p>
<a href="#">David Keller</a> (P)	<p><b>Spring 2017</b>  <a href="#">ANTH 1301. Cultural Anthropology</a>, 3 (UT)</p>	<p>MA (Environmental History), University of Montana</p> <p>BA (History and Psychology), Texas Tech University</p> <p><a href="#">Keller Transcripts</a></p>	<p>Taught field courses for the University of Montana and San Francisco University</p> <p>Conducted archeological and historical research in Montana and Big Bend region</p>
<a href="#">Kelly Lara</a> (P)	<p><b>Spring 2017</b>  <a href="#">PSY 3308. Experimental Psychology</a>, 3 (UT)</p>	<p>BA (Psychology), Sul Ross State University</p>	<p>Currently working on her MEd in Counseling and has 18 credit hours completely.</p> <p>Experimental Psychology course taken: PSY 3308</p>
		<p>MA (History), Sul Ross State University</p>	

<a href="#">Matthew Marsh</a> (P)	<p><b>Spring 2017</b>  <a href="#">HIST 3300. Ancient Civilizations</a>, 3 (UT)</p>	<p>MA (Political Science), Sul Ross State University</p> <p>BS (Political Science), University of Houston</p> <p>AA (Liberal Arts), North Harris College</p> <p><a href="#">Marsh Transcripts</a></p>	Has taught as an adjunct History professor since Fall 2013
<a href="#">Bobby McCall</a> (P)	<p><b>Spring 2017</b>  <a href="#">PS 2306. State Government</a>, 3 (UT)</p>	<p>MEd (Political Science), Southwest Texas State University</p> <p>BS (History), Southwest Texas State University</p> <p><a href="#">McCall Transcripts</a></p>	Has taught dual credit courses in Political Science since 2010
<a href="#">Jennifer McCormack</a> (F)	<p><b>Spring 2017</b>  <a href="#">GEOG 3301. Geography of Texas</a>, 3 (UT)  <a href="#">GEOG 3303. Native American Geography</a>, 3 (UT)  <a href="#">SOC 2303. Introduction to Sociology</a>, 3 (UT)</p>	<p>PhD (Geography and American Indian Studies), University of Arizona</p> <p>MA (Middle Eastern Studies), University of Texas-Austin</p> <p>BA (Geography and Photography), University of Arizona</p> <p><a href="#">McCormack Transcripts</a></p>	Taught as an adjunct professor at Houston Community College, University of Arizona Colorado College and Tohono O'odham Community College.
<a href="#">Andrea Powers</a> (P)	<p><b>Spring 2017</b>  <a href="#">PSY 2310. Developmental Psychology</a>, 3 (UT)  <a href="#">PSY 4310. Drugs and Behavior</a>, 3 (UT)</p>	<p>PhD (Psychology), University of Vermont</p> <p>MA (Psychology), University of Vermont</p> <p>BA (Psychology), Western State College</p> <p><a href="#">Powers Transcripts</a></p>	Has taught Psychology courses at Sul Ross State University since 1997
<a href="#">Mark Saka</a> (F)	<p><b>Spring 2017</b>  <a href="#">HIST 2302. World History Since 1500</a>, 3 (UT)  <a href="#">HIST 3313. Mexican Americans in the History of the US</a>, 3 (UT)  <a href="#">HIST 4304. History of Immigration and Ethnicity in America</a>, 3 (UT)  <a href="#">HIST 5310. Immigration and Ethnicity</a>, 3 (G)  <a href="#">HIST 5310. The American Revolution</a>, 3 (G)</p>	<p>PhD (Latin American History), University of Houston</p> <p>MA (Mexican History), University of Houston</p> <p>BS (Political Science), University of Houston</p> <p><a href="#">Saka Transcripts</a></p>	Has taught History courses at Sul Ross State University since 1995
<a href="#">Emery Scown</a> (P)	<p><b>Spring 2017</b>  <a href="#">HIST 1301. History of the US to 1877</a>, 3 (UT)  <a href="#">HIST 1302. History of the US to 1877</a>, 3 (UT)</p>	<p>MEd (General Education), Sul Ross State University</p> <p>MA (History), Sul Ross State University</p> <p>BA (History), Sul Ross State University</p> <p><a href="#">Scown Transcripts</a></p>	Worked as a History Teaching Assistant at Sul Ross State University from 2014-2015.
<a href="#">Jessica Velasco</a> (P)	<p><b>Spring 2017</b>  <a href="#">PS 2305. Federal Government</a>, 3 (UT)</p>	<p>MS (Educational Administration), Texas A&amp;M University</p> <p>BA (Political Science), Texas A&amp;M University</p> <p><a href="#">Velasco Transcripts</a></p>	Has post graduate work in Public Administration from Sul Ross State University

<a href="#">Tiffany Vincent</a> (F)	<p><b>Spring 2017</b>  <a href="#">PS 2305. Federal Government</a>, 3 (UT)  <a href="#">PS 3307. Contemporary American Foreign Policy</a>, 3 (UT)  <a href="#">PS 5316. Contemporary American Foreign Policy</a>, 3, (G)  <a href="#">PS 5316. Globalization and America</a>, 3 (G)</p>	<p>PhD (Political Science), Texas Tech University  MA (Political Science), Texas Tech University  BS (Political Science), West Texas A&amp;M University  <a href="#">Vincent Transcripts</a></p>	<p>Taught Government courses at Blinn College from 2008 to 2015</p>
<a href="#">Matthew Walter</a> (P)	<p><b>Spring 2017</b>  <a href="#">HIST 2309. History of Texas</a>, 3 (UT)  <a href="#">HIST 4323. US Civil War and Reconstruction</a>, 3 (UT)  <a href="#">HIST 5310. US Civil War and Reconstruction</a>, 3 (G)</p>	<p>MA (History), Sul Ross State University  BA (History), Sul Ross State University  <a href="#">Walter Transcripts</a></p>	<p>Has taught as an adjunct History professor since 2002  Curator at the Museum of the Big Bend since 2003</p>
<a href="#">David Watson</a> (F)	<p><b>Spring 2017</b>  <a href="#">PS 2306. State Government</a>, 3 (UT)  <a href="#">PS 3300. The Study of Politics</a>, 3 (UT)  <a href="#">PS 5301. Seminar in Comparative Government</a>, 3 (G)</p>	<p>PhD (Comparative Politics, International Relations), Texas Tech University  MA (Political Science), Texas Tech University  BA (Political Science), Midwestern State University  <a href="#">Watson Transcripts</a></p>	<p>Has taught Political Science courses at Sul Ross State University since 2008</p>
<a href="#">Heath Wilkerson</a> (P)	<p><b>Spring 2017</b>  <a href="#">HIST 1302. History of the US Since 1877</a>, 3 (UT)</p>	<p>MA (History), Sul Ross State University  BA (History), Sul Ross State University  <a href="#">Wilkerson Transcripts</a></p>	<p>Works as a History Teaching Assistant at Sul Ross State University from the Fall 2015 to present</p>
<a href="#">Rebecca Wren</a> (P)	<p><b>Spring 2017</b>  PSY 1302, Introduction to Psychology, 3 (UT)  <a href="#">PSY 2309. Human Sexuality</a>, 3 (UT)</p>	<p>M.Ed (Art), Sul Ross State University  M.Ed (School Administration), Sul Ross State University  M.Ed (Counseling), Sul Ross State University  BFA (Art), Sul Ross State University  <a href="#">Wren Transcripts</a></p>	<p>Texas State Board of Examiners of Professional Counselors – Licensed Professional Counselor and Supervisor (LPCS)</p>
<a href="#">Filemon Zamora</a> (P)	<p><b>Fall 2016</b>  <a href="#">MAS 2301. Introduction to Mexican-American Studies</a>, 3 (UT)</p>	<p>PhD (Spanish Literature), University of California, San Diego  MA (Spanish), San Diego State University  BA (Spanish), San Diego State University  <a href="#">Zamora Transcripts</a></p>	<p>Has taught Mexican-American Studies classes at Sul Ross State University since 2009</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Biology, Geology, & Physical Sciences

Academic Term(s) Included: Fall 2016

Date Form Completed: October 21, 2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

		List specific graduate coursework, if needed	
<a href="#">Ritzi, Christopher</a> F	<p><b>Fall 2016</b></p> <p><a href="#">SRSU 1101 - 1<sup>st</sup> Year Experience</a>  <a href="#">Biol 2406 Environmental Biology</a>  4 hr cr  <a href="#">Biol 4410/5407 Med &amp; Vet Entomology</a>  4 hr cr  <a href="#">Biol 5305 – Tech of Scientific Research</a>  3 hr cr  <a href="#">Biol 6301 – Thesis Prospectus</a>  1 hr cr  <a href="#">Biol 6302 – Thesis Defense</a>  1 hr cr</p>	<p>BA Biology – 1996  Texas A &amp; M University  MS Biology – 1999  Sul Ross State University  Biol 5307 – Environmental Science  PhD Life Sciences (Ecology) – 2004  Indiana State University  <a href="#">Ritzi Transcripts</a></p>	<p>2003 – Intro to Acarology Course at OSU  2004 – Med-Vet Acarology Course at OSU</p>
<a href="#">Kelsch, Jesse</a> F	<p><b>Fall 2016</b></p> <p><a href="#">Geol 1303 Physical Geology</a>  3 hr cr  <a href="#">Geol 4308 Tectonics</a>  3 hr cr</p>	<p>BS Geology – University of Arizona includes Organic systems, thermotechnology, Magmatic of Metamorphic processes  Field School, Field seminar to Rocky Mtn Basins, Advanced Sedimentology, Geophysics, GIS  MS Geology – University of New Mexico includes Advanced Sed/ diagenesis, Volcanology, Geomorphiosm, Tectonics Seminar, Geochemistry  <a href="#">Kelsch Transcripts</a></p>	<p>MS Thesis project incorporated sedimentology, stratimorphy, tectonics, volcanology and structural geology.  TA at UNM of structural geology, field camp, physical geology, field course for minors  Employment as hydrogeologist  Employment as petroleum geologist, both production and exploration.</p>
<a href="#">Green, Julia</a> P	<p><b>Fall 2016</b></p> <p><a href="#">Biol 2401 Anatomy and Physiology I</a>  4 hr cr</p>	<p>BA English – The Colorado College  University Nevada Las Vegas –  Undergraduate science  MS in Biology – ABD – Sul Ross State University  <a href="#">Green Transcripts</a></p>	
<a href="#">Graham, Sean</a> F	<p><b>Fall 2016</b></p> <p><a href="#">Biol 1313 General Zoology</a>  4 hr cr  <a href="#">Biol 3306 Genetics</a>  3 hr cr  <a href="#">Biol 4403/5407 Herpetology</a>  4 hr cr</p>	<p>BS – Georgia State University  MS – Georgia State University  PhD – Auburn University  4 Biol 3000 Genetics – AU  4 Biol 5740 Herpetology – AU  4 Biol 4015 Vert Biol – GSU  4 Biol 3840 An. Biol – GSU  <a href="#">S. Graham Transcripts</a></p>	
<a href="#">Zech, James</a> F	<p><b>Fall 2016</b></p> <p><a href="#">Biol 1311 – General Botany</a>  3 hr cr  <a href="#">Biol 4101 – Senior Review</a>  1 hr cr  <a href="#">Biol 4408 – Morphology of Vascular Plants</a>  4 hr cr</p>	<p>AA – Grand Rapids Junior college, Biology &amp; Psychology – 1981  BS Central Michigan University, Biology &amp; Psychology – 1983  MS Central Michigan University – Botany 1986  PhD The Ohio State University – Plant Biology &amp; Systematics 1992  <a href="#">Zech Transcripts</a></p>	
	<b>Fall 2016</b>		

<p><a href="#">Terry, F</a> <a href="#">Martin</a></p>	<p><a href="#">Biol 1311 General Botany</a> 3 hr cr <a href="#">Biol 2404 - Anatomy and Physiology</a> 4 hr cr <a href="#">Biol 3301 – Human Nutrition</a> 3 hr cr <a href="#">Biol 5307 - Composites &amp; Legumes</a> 3 hr cr <a href="#">Biol 6302 – Thesis Defense</a> 1 hr cr</p>	<p>PhD – Texas A &amp; M 4 VTAN – 301 Anatomy 4 VTAN – 302 Anatomy 4 VTAN – 326 Physiology 4VTAN – 427 Physiology DVM – Texas A &amp; M University Bachelors – Harvard College <a href="#">Terry Transcripts</a></p>	
<p><a href="#">Urbanczyk, F</a> <a href="#">Kevin</a></p>	<p><b>Fall 2016</b> <a href="#">Geol 3401- Interdisciplinary GIS</a> 4 hr cr <a href="#">Geol 5317 – Aqueous Geochemistry</a> 3 hr cr <a href="#">Geol 5402 Interdisciplinary GIS</a> 4 hr cr <a href="#">Geol 6301 – Thesis Proposal</a> 1 hr cr <a href="#">Geol 6302 – Thesis Defense</a></p>	<p>BS and MS Geology – SRSU PhD Geology - Washington State University BS and MS Geology – SRSU PhD Geology - Washington State University Including specific focus on analytical geochem Including specific focus on analytical geochem  <a href="#">Urbanczyk Transcripts</a></p>	<p>Received NSF funding to set up GIS lab; formerly an ESRI authorized training partner, completed ESRI courses: Intro to Arc GIS Server, Intro to Arc GIS I, Intro to Arc GIS II, Advanced Analysis, and numerous online courses. Director of analytical lab</p>
<p><a href="#">Rohr, P</a> <a href="#">David</a></p>	<p><b>Fall 2016</b> <a href="#">Geol 3302 - Dinos/Volc/Earthquakes</a> 3 hr cr <a href="#">Geol 5328 – Advanced Sedimentation</a> 3 hr cr <a href="#">Geol 6301 – Thesis Proposal</a> <a href="#">Geol 6302 – Thesis Defense</a></p>	<p>PhD – Geology/Paleontology Oregon State University Extensive Field Research and Publications on the Topic Bachelors – The College of William &amp; Mary Masters – Oregon State University  <a href="#">Rohr Transcripts</a></p>	<p>Published Research Published Research</p>
<p><a href="#">Bhattacharjee, F</a> <a href="#">Anirban</a></p>	<p><b>Fall 2016</b> <a href="#">Astr 1303 – Stars and Galaxies</a> 3 hr cr <a href="#">Astr 1103 – Stars and Galaxies</a> 1 hr cr <a href="#">Phys1301 – College Physics I</a> 3 hr cr <a href="#">Phys 1101 – College Physics I lab</a> 1 hr cr <a href="#">Phys 2115 – University Physics I</a> 4 hr cr</p>	<p>Stellar Interiors &amp; Stellar atmosphere University of Wyoming Engineering Physics VTU Engineering Physics NTU BS – Yokogawa Blue Star 2004 MS – University of Wyoming 2014 PhD – University of Wyoming December 2015  <a href="#">Bhattacharjee Transcripts</a></p>	<p>Taught Intro to Astronomy University of Wyoming TA 6-7 years University of Wyoming TA 6-7 years University of Wyoming</p>
<p><a href="#">Leaver, F</a> <a href="#">David</a></p>	<p><b>Fall 2016</b> <a href="#">Chem 1311 - General Chemistry I</a> 3 hr cr <a href="#">Chem 3407 - Organic Chemistry I</a> 4 hr cr</p>	<p>La Trobe University – Bachelor of Science Natural &amp; Physical Sciences Bachelor of Science (Honors) Chemistry No Masters PhD – La Trobe University  <a href="#">Leaver Transcripts</a></p>	

<p>Yue, _____ F Yanfeng</p>	<p><b>Fall 2016</b> <a href="#">Chem 1311 General Chemistry I</a> 3 hr cr <a href="#">Chem 1312 General Chemistry II</a> 3 hr cr <a href="#">Chem 2401 – Analytical Chemistry I</a> 3 hr cr</p>	<p>Jining College – Bachelor of Science Chemistry Education Jining College – Bachelor of Science Chemistry Education Masters – Qufu Normal University PhD – Peking University <a href="#">Yue Transcripts</a></p>	
<p>Measures, _____ F Elizabeth</p>	<p><b>Fall 2016</b> <a href="#">Geol 2401 - Optical Minerology</a> 4 hr cr <a href="#">Geol 3301 - Geology of West Nat'l Parks</a> 3 hr cr <a href="#">Geol 3408 – Stratigraphy and Sedimentation</a> 4 hr cr <a href="#">Geol 6301 – Thesis Proposal</a> 1 hr cr <a href="#">Geol 6302 – Thesis Defense</a></p>	<p>Bachelor of Science – Geology Sul Ross State University Masters of Science – Geology Sul Ross State University PhD – Geology University of Idaho <a href="#">Measures Transcripts</a></p>	
<p>Jordan, _____ P Charles</p>	<p><b>Fall 2016</b> <a href="#">Biol 1313 – General Zoology</a> 3 cr hr <a href="#">Biol 1113 General Zoology Lab</a> 1 cr hr</p>	<p>AAS – Science Blinn College BSEd – Education, Biology University of North Texas Composite Science Certification – Science Tarleton State University  Science – Education, Chemistry Abilene Christian University MS Ed – Education, Biology Sul Ross State University <a href="#">Jordan Transcripts</a></p>	
<p>Scown, _____ P Barbara</p>	<p><b>Fall 2016</b> <a href="#">Biol 1311 - General Botany</a> 3 hr cr <a href="#">Biol 1111 - General Botany Lab</a> 1 hr cr</p>	<p>Bachelor of Science – Biology Sul Ross State University Master of Science – Biology Sul Ross State University  <a href="#">B. Scown Transcripts</a></p>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**ScienFaculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Biology, Geology, & Physical Sciences  
Academic Term(s) Included: Spring 2017  
Date Form Completed: January 30, 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p>Ritzi, _____ F Christopher</p>	<p><b>Spring 2017</b> <a href="#">Biol 3307/5307 – Animal Behavior</a> 3 hr cr <a href="#">Biol 3403/5407 – Parasitology</a></p>	<p>BA Biology – 1996 Texas A &amp; M University MS Biology – 1999 Sul Ross State University Biol 5307 – Environmental Science PhD Life Sciences (Ecology) – 2004</p>	<p>2003 – Intro to Acarology Course at OSU 2004 – Med-Vet Acarology Course at OSU</p>

	4 hr cr	Indiana State University <a href="#">Ritzi Transcripts</a>	
<a href="#">Kelsch, Jesse</a> F	<b>Spring 2017</b> <a href="#">Geol 1303 – Physical Geology</a> 3 hr cr <a href="#">Geol 3402 – Structural Geology</a> 4 hr cr	BS Geology – University of Arizona includes Organic systems, thermotechnology, Magmatic of Metamorphic processes Field School, Field seminar to Rocky Mtn Basins, Advanced Sedimentology, Geophysics, GIS MS Geology – University of New Mexico includes Advanced Sed/ diagenesis, Volcanology, Geomorphiosm, Tectonics Seminar, Geochemistry <a href="#">Kelsch Transcripts</a>	MS Thesis project incorporated sedimentology, stratigmorph, tectonics, volcanology and structural geology. TA at UNM of structural geology, field camp, physical geology, field course for minors Employment as hydrogeologist Employment as petroleum geologist, both production and exploration.
<a href="#">Green, Julia</a> P	<b>Spring 2017</b> <a href="#">Biol 1313 – General Zoology</a> 3 hr cr	BA English – The Colorado College University Navada Las Vegas – Undergraduate science MS in Biology – Dec 2016 – Sul Ross State University <a href="#">Green Transcripts</a>	
<a href="#">Graham, Sean</a> F	<b>Spring 2017</b> <a href="#">Biol 1313 – General Zoology</a> 3 hr cr <a href="#">Biol 4301 – Cell Biology</a> 3 hr cr <a href="#">Biol 4404 – Ornithology</a> 4 hr cr <a href="#">Biol 4406 – Principals of Ecology</a> 4 hr cr	BS – Georgia State University MS – Georgia State University PhD – Auburn University <a href="#">S. Graham Transcripts</a>	
<a href="#">Zech, James</a> F	<b>Spring 2017</b> <a href="#">Biol 1311 – General Botany</a> 3 hr cr <a href="#">Biol 3305 – Women in Science</a> 3 hr cr <a href="#">Biol 4101 – Senior Review</a> 1 hr cr <a href="#">Biol 4405 – Plant Physiology</a> 4 hr cr	AA – Grand Rapids Junior college, Biology & Psychology – 1981 BS Central Michigan University, Biology & Psychology – 1983 MS Central Michigan University – Botany 1986  PhD The Ohio State University – Plant Biology & Systematics 1992 <a href="#">Zech Transcripts</a>	
<a href="#">Terry, Martin</a> F	<b>Spring 2017</b> <a href="#">Biol 1311 – General Botany</a> 3 hr cr <a href="#">Biol 2401 – Plants and People</a> 4 hr cr <a href="#">Biol 5101 – Graduate Seminar</a> 1 hr cr <a href="#">Biol 5301 – Cacti &amp; Succulents</a> 3 hr cr	PhD – Texas A & M 4 VTAN – 301 Anatomy 4 VTAN – 302 Anatomy 4 VTAN – 326 Physiology 4VTAN – 427 Physiology DVM – Texas A & M University Bachelors – Harvard College <a href="#">Terry Transcripts</a>	
<a href="#">Urbanczyk, Kevin</a> F	<b>Spring 2017</b> <a href="#">Geol 3403 – Advanced GIS</a> 4 hr cr <a href="#">Geol 5403 – Advanced GIS</a> 4 hr cr <a href="#">Geol 6040 – Thesis Research</a> <a href="#">Geol 6301 – Thesis Proposal</a> <a href="#">Geol 6302 – Thesis Defense</a>	BS and MS Geology – SRSU PhD Geology - Washington State University BS and MS Geology – SRSU PhD Geology - Washington State University Including specific focus on analytical geochem Including specific focus on analytical geochem  <a href="#">Urbanczyk Transcripts</a>	Received NSF funding to set up GIS lab; formerly an ESRI authorized training partner, completed ESRI courses: Intro to Arc GIS Server, Intro to Arc GIS I, Intro to Arc GIS II, Advanced Analysis, and numerous online courses.

<p><a href="#">Rohr, P David</a></p>	<p><b>Spring 2017</b>  <a href="#">Geol 1304 – Historical Geology</a>  3 hr cr  <a href="#">Geol 5326 – Carbonate Petrology</a>  3 hr cr  <a href="#">Geol 6301 – Thesis Proposal</a>  <a href="#">Geol 6302 – Thesis Defense</a></p>	<p>PhD – Geology/Paleontology  Oregon State University  Extensive Field Research and Publications on the Topic  Bachelors – The College of William &amp; Mary  Masters – Oregon State University  <a href="#">Rohr Transcripts</a></p>	<p>Published Research  Published Research</p>
<p><a href="#">Bhattacharjee, F Anirban</a></p>	<p><b>Spring 2017</b>  <a href="#">Astr 1304 – Solar System</a>  3 hr cr  <a href="#">Geol 4311/5304 – Geophysics</a>  3 hr cr  <a href="#">Phys 1302 – General Physics I</a>  3 hr cr  <a href="#">Phys 2326 – University Physics</a>  3 hr cr</p>	<p>Stellar Interiors &amp; Stellar atmosphere  University of Wyoming  Engineering Physics  VTU  Engineering Physics  NTU  BS – Yokogawa Blue Star 2004  MS – University of Wyoming 2014  PhD – University of Wyoming December 2015  <a href="#">Bhattacharjee Transcripts</a></p>	<p>Taught Intro to Astronomy  University of Wyoming  TA 6-7 years  University of Wyoming  TA 6-7 years  University of Wyoming</p>
<p><a href="#">Leaver, F David</a></p>	<p><b>Spring 2017</b>  <a href="#">Chem 1311 - General Chemistry I</a>  3 hr cr  <a href="#">Chem 3408 – Organic Chemistry II</a>  4 hr cr  <a href="#">Chem 4301 – Biochemistry I</a>  3 hr cr</p>	<p>La Trobe University –  Bachelor of Science  Natural &amp; Physical Sciences  Bachelor of Science (Honors)  Chemistry  No Masters  PhD – La Trobe University  <a href="#">Leaver Transcripts</a></p>	
<p><a href="#">Yue, F Yanfeng</a></p>	<p><b>Spring 2017</b>  <a href="#">Chem 1311 – General Chemistry I</a>  3 hr cr  <a href="#">Chem 1312 – General Chemistry II</a>  3 hr cr  <a href="#">Chem 2404 – Inorganic Chemistry I</a>  4 hr cr</p>	<p>Jining College –  Bachelor of Science  Chemistry Education  Jining College –  Bachelor of Science  Chemistry Education  Masters – Qufu Normal University  PhD – Peking University  <a href="#">Yue Transcripts</a></p>	
<p><a href="#">Measures, F Elizabeth</a></p>	<p><b>Spring 2017</b>  <a href="#">Geol 2401 – Lithology</a>  4 hr cr  <a href="#">Geol 4311 – History of Geology</a>  3 hr cr  <a href="#">Geol 4401 – Sedimentary Petrology</a>  4 hr cr  <a href="#">Geol 6301 – Thesis Proposal</a>  <a href="#">Geol 6302 – Thesis Defense</a></p>	<p>Bachelor of Science –  Geology  Sul Ross State University  Masters of Science –  Geology  Sul Ross State University  PhD – Geology  University of Idaho  <a href="#">Measures Transcripts</a></p>	
<p><a href="#">Jordan, P Charles</a></p>	<p><b>Spring 2017</b>  <a href="#">Biol 1311 – General Botany</a>  3 cr hr  <a href="#">Biol 1111 – General Botany Lab</a>  1 cr hr</p>	<p>AAS – Science  Blinn College  BSEd – Education, Biology  University of North Texas  Composite Science  Certification –  Science  Tarelton State University  Science – Education,  Chemistry  Abilene Christian University  MS Ed – Education, Biology  Sul Ross State University  <a href="#">Jordan Transcripts</a></p>	

<a href="#">Scown, P</a> <a href="#">Barbara</a>	<b>Spring 2017</b> <a href="#">Biol 1313 – General Zoology</a> 3 hr cr <a href="#">Biol 1113 – General Zoology Lab</a> 1 hr cr	Bachelor of Science – Biology Sul Ross State University Master of Science – Biology Sul Ross State University  <a href="#">B. Scown Transcripts</a>	
<a href="#">Graham, F</a> <a href="#">Crystal</a>	<a href="#">Biol 2405 – Human Anatomy &amp; Physiology II</a> 4 hr cr <a href="#">Biol 2421 – Intro to Microbiology</a> 4 hr cr <a href="#">Biol 5307 – Invasion Ecology</a>	2007: Bachelor of Advanced Science – The University of Sydney  2012: Doctor of Philosophy – Biological Sciences <a href="#">C. Graham Transcripts</a>	Teaching Assistant – Smithsonian Tropical Research Institute Teaching Assistant – The University of Findlay Teaching Assistant – The University of Sydney Workshop leader & laboratory demonstrator – The University of Sydney

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Business Administration

Academic Term(s) Included: Fall 2016

Date Form Completed: 9/16/16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Clark Nussbaum</a> (P)	<b>Fall 2016</b> , <a href="#">FIN 3340, Corporation Finance</a> , 3hrs, UT	MBA – Sul Ross State University <a href="#">Nussbaum Transcripts</a>	10 plus years industry experience in financial planning and accounting
<a href="#">William C. Green, Ph.D.</a> (F)	<b>Fall 2016</b> <a href="#">GBA 3352:W01 Quantitative Systems in Business</a> , 3 (UT) <a href="#">MGT 3360:001 Principles of Management</a> , 3 (UT) <a href="#">MGT 5304:001 Seminar in Management</a> , 3 (G) <a href="#">MGT 5304:W01, W02 Seminar in Management</a> , 3 (G) (2 sections) <a href="#">MKT 5303:001 International Marketing</a> , 3 (G) <a href="#">SRSU 1101:001 First Year Seminar</a> , 3 (U)	Ph.D. – Marketing - University of Houston MBA - California State University; Bakersfield BS – Business Administration – Marketing; California State University, Bakersfield  <a href="#">Green Transcripts</a>	Fifteen (15) years industry experience in business/sales/consulting
<a href="#">Pamela Marett, Ph.D.</a> (F)	<b>Fall 2016</b> <a href="#">ECO 2302: 001 Principles of Microeconomics</a> 3 (UT) <a href="#">ECO 5303: 001 Managerial Economics</a> 3 (G) <a href="#">MGT 5312: 001 International Management</a> 3 (G) <a href="#">MGT 5312: W01, W02 International Management</a> , 3 (G) (2 sections)	Ph.D. Economics, University of Tennessee BA Economics, Michigan State University MA Economics, Clemson University, S.C.  <a href="#">Marett Transcripts</a>	1987 – 2003 Director Industrial Relations of an International Airline with over 2,000 employees
<a href="#">Linda McAnally</a> (F)	<b>Fall 2016</b> <a href="#">AST 1305:001 Business Computer Applications</a> (3) UTI <a href="#">ACC 2301:002 Principles of Accounting</a> (3), UTI <a href="#">GBA 1301:001 Bus.</a>	MBA, Accounting Concentration-Sul Ross State University  BBA with Teacher Certification Sul Ross State University	

	<a href="#">Principles (3) UT</a> <a href="#">GBA 1301:002 -Bus.</a> <a href="#">Principles (3) UT</a> <a href="#">GBA 3351:001 -Business</a> <a href="#">Law (3) UT</a>	<a href="#">Mcanally Transcripts</a>	
<a href="#">Mary Jane Saucedo (F)</a>	<b>Fall 2016</b> <a href="#">ACC 2301:001 Principles of Accounting (3) UT</a> <a href="#">ACC 3330:001 Intermediate Accounting I (3) UT</a> <a href="#">ACC 3333:001 Accounting for Managers (3) UT</a> <a href="#">ACC 3334:001 Governmental Accounting (3) UT</a>	PhD in Accounting, Texas A&M University – College Station included the following coursework: IBUS 645 International Finance (3)  MACC, Texas A&M University – Brownsville (Now name The University of Texas – RGV) Included the following coursework: FINA 6340 Financial Admin. (3)  BBA in Accounting, Pan American University – Brownsville (now named The University of Texas – RGV) <a href="#">Saucedo Transcripts</a>	Current CPA license, TX

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Business Administration

Academic Term(s) Included: Spring 2017

Date Form Completed: 1/24/2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Santiago Castillo (P)</a>	<b>SPRING 2017</b> <a href="#">ACC 4330:001 Principles of Taxation 3 (UT)</a>	BBA – Accounting – University of Texas Brownsville MACC – Master of Accountancy – University of Texas Pan American MSOL–Organizational Management, PhD Doctoral Candidate, Our Lady of the Lake University <a href="#">Castillo Transcripts</a>	
<a href="#">William C. Green, Ph.D. (F)</a>	<b>SPRING 2017</b> <a href="#">GBA 5301:001 Business Strategy 3 (G)</a> <a href="#">GBA 5308:W01, W02 Project Management 6 (G)</a> <a href="#">MKT 3370:001 Principles of Marketing 3 (UT)</a> <a href="#">MKT 4379:001 Business Capstone 3 (UT)</a>	Ph.D – Marketing – University of Houston MBA – California State University; Bakersfield BS – Business Administration –Marketing; California State University, Bakersfield <a href="#">Green Transcripts</a>	Sixteen (16) years industry experience in business/sales/consulting
<a href="#">Pamela Marett, Ph.D. (F)</a>	<b>SPRING 2017</b> <a href="#">ECO 2301:001 Principles of Macroeconomics 3 (UT)</a> <a href="#">ECO 5301:W01, W02 Comparative Economic Thought Free Enterprise 6 (G)</a> <a href="#">ECO 5304:001 Research &amp; Readings in Economics 3 (G)</a> <a href="#">GBA 4355:001 International Business 3 (UT)</a> <a href="#">MGT 4361:W01 Organizational Behavior 3</a>	PhD in Economics, University of Tennessee <a href="#">Marett Transcripts</a>	1987-2003 Upper Level Business Management Experience in 2000 employee International Airline

	(UT)		
<a href="#">Linda McAnally</a> , (F)	<b>SPRING 2017</b> <a href="#">ACC 2302:002 Principles of Accounting II</a> 3 (UT) <a href="#">GBA 1301:001 Business Principles</a> 3 (UT) <a href="#">GBA 3350:001 Business Information Systems</a> 3 (UT) <a href="#">GBA 5304:001 Management Information Systems</a> 3 (G)	MBA, Accounting Concentration-Sul Ross State University BBA with Teacher Certification-Sul Ross State University <a href="#">Mcanally Transcripts</a>	
<a href="#">Mary Jane Saucedo</a> (F)	<b>SPRING 2017</b> <a href="#">ACC 2302:001 Principles of Accounting II</a> 3 (UT) <a href="#">ACC 3331:001 Intermediate Accounting II</a> 3 (UT) <a href="#">ACC 4333:001 Auditing Principles</a> 3 (UT) <a href="#">FIN 5306:001 Seminar in Financial Management</a> 3 (G)	PhD in Accounting, Texas A&M University – College Station included the following coursework: IBUS 645 International Finance (3)  MACC, Texas A&M University – Brownsville (Now named The University of Texas –RGV) Included the following coursework: FINA 6340 Financial Admin. (3)  BBA in Accounting, Pan American University – Brownsville (Now named The University of Texas – RGV) <a href="#">Saucedo Transcripts</a>	Current CPA License, TX

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University – Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Business Administration  
Academic Term(s) Included: Fall 2016  
Date Form Completed: October 14, 2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Terry Carson</a> (F)	<b>Fall 2016</b> <a href="#">ECON 5303 Managerial Economics</a> (3) (G)	Doctor of Business Administration DBA (Management) - University of Sarasota  MBA - Sul Ross State University  BBA (Marketing) - Texas State University  AA (General Studies) - Southwest Texas Jr. College  Relevant Coursework: ECON5391 Free Enterprise Economics; ECON5303 Managerial Economics; ECON5302 Economic History; ECON7307 International Economics; B7606 International Monetary Economics; IBUS5313 Global Systems  <a href="#">Carson Transcripts</a>	Licensed Texas Real Estate Agent
		Doctor of Business Administration	

<p><a href="#">Edison Moura</a> (F)</p>	<p><b>Fall 2016</b></p> <p><a href="#">IBUS 4306 International Business</a> (3) (U)</p> <p><a href="#">MKTG 3307 Principles of Marketing</a> (3) (U)</p> <p><a href="#">MGMT 4340 International Logistics</a> (3) (U)</p> <p><a href="#">MGMT 5304 Seminar in Management</a> (3) (G)</p>	<p>DBA (International Business) Argosy University MBA - Brigham Young University</p> <p>BS - (Management) Brigham Young University</p> <p>Relevant Coursework: B7601 Multinational Marketing Strategy; M550 Marketing Management; M654 Sales Management; M651 Behavior and Marketing Decisions <a href="#">Moura Transcripts</a></p>	<p>Marketing consultant 1984-1990 E.M. Consultants, Sao Paulo Brazil</p> <p>Director of International Trade and Marketing Connaught Trading Company 1990-1996, St. Paul Minnesota</p> <p>Strategic Management instructor School of Business Administration of Sao Paulo – MBA Program</p>
<p><a href="#">Randal Stitts</a> (F)</p>	<p><b>Fall 2016</b></p> <p><a href="#">BLAW 3310 Business Law</a> (3) (U)</p> <p><a href="#">GBUS 4305 Business &amp; Society</a> (3) (U)</p> <p><a href="#">ACCT 5307 Seminar in Accounting</a> (3) (G)</p> <p><a href="#">FINA 5320 Personal Finance</a> (3) (G)</p>	<p>Doctor of Philosophy, Texas Tech University (Accounting)</p> <p>Masters of Professional Accounting, University of Texas at Austin</p> <p>BBA (Accounting) - University of Texas at Austin</p> <p>Certified Public Accountant <a href="#">Stitts Transcripts</a></p>	<p>Continuing CPA education (40 contact hours) each year for past 35 years</p>
<p><a href="#">Efrain Adames</a> (F)</p>	<p><b>Fall 2016</b></p> <p><a href="#">MGMT 4321 Organizational Behavior</a> (3) (U)</p> <p><a href="#">MISY 3310 Management Information Systems</a></p> <p><a href="#">MGMT 3306 Principles of Management</a> (3) (U)</p>	<p>Master of Professional Accounting (MPA) University of Texas, Austin</p> <p>BA (Accounting) InterAmerican University of Puerto Rico</p> <p>Relevant coursework: North Central University, doctoral courses in Management - MGMT 5000 Business Organization and Management; MGMT 7031 History of Management Theory <a href="#">Adames Transcripts</a></p>	<p>Twenty years professional experience in Management Information Systems including</p> <ul style="list-style-type: none"> <li>• Business Applications Analysis, Design and Programming</li> <li>• Management of Information systems Department</li> <li>• Project Manager of Oracle financials</li> </ul>
<p><a href="#">Barbara Nunley</a> (P)</p>	<p><b>Fall 2016</b></p> <p><a href="#">QMTS 4311 Business Statistics</a> (3) (U)</p>	<p>Texas A&amp;M University, Master of Science (Mathematics) <a href="#">Nunley Transcripts</a></p>	
<p><a href="#">Thomas Matula</a> (F)</p>	<p><b>Fall 2016</b></p> <p><a href="#">QMTS 5309 Quantitative Analysis and Decision Theory</a> (3) (G)</p> <p><a href="#">MGMT 4322 Management Communication</a> (3) (U)</p> <p><a href="#">MGMT 4317 Strategic Management</a> (3) (U)</p>	<p>Ph.D. New Mexico State University (Marketing)</p> <p>MBA - New Mexico State University</p> <p>Bachelors of General Studies - New Mexico Institute of Mining and Technology</p> <p>AA (General Studies) - New Mexico Institute of Mining and Technology</p> <p>Relevant coursework: MGT 512 Operations Management; ECON545 Forecasting; ST505 Statistical Inference; MKTG698 Multivariate Analysis; MGT514</p>	<p>Significant research and publication in the fields of Management, Marketing and Economics. Selected research includes:</p> <p>“Reconsideration of Globalization and Free Trade.” 2014.</p> <p>“A Study of the Relationship between Talent Management and Organizational Success.” 2013.</p> <p>“A Proposed Framework to Guide the Adoption of MOOC’s in Business Education.” 2012.</p> <p>“Debt Based Currency and Borrowing from the Future.” 2012.</p> <p>“The Role of Business</p>

		Organization Theory; JOUR589 Communications Methods. <a href="#">Matula Transcripts</a>	Schools in Preparing Students for the Emerging Cyber Economy." 2011. "The Insurance Industry and Climate Change Economics." 2010.
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University – Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Business Administration  
Academic Term(s) Included: Spring 2017  
Date Form Completed: January 11, 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Terry Carson</a> (F) Interim Department Chair	<b>Spring 2017</b> <a href="#">ECON 4304 International Economics</a> (3) U	Doctor of Business Administration DBA (Management) - University of Sarasota  MBA - Sul Ross State University  BBA (Marketing) - Texas State University  AA (General Studies) - Southwest Texas Jr. College  Relevant Coursework: ECON5391 Free Enterprise Economics; ECON5303 Managerial Economics; ECON5302 Economic History; ECON7307 International Economics; B7606 International Monetary Economics; IBUS5313 Global Systems <a href="#">Carson Transcripts</a>	Licensed Texas Real Estate Broker
<a href="#">Edison Moura</a> (F)	<b>Fall 2016</b> <a href="#">IBUS 4306 International Business</a> (3) (U)  <a href="#">MKTG 3307 Principles of Marketing</a> (3) (U)  <a href="#">MGMT 4340 International Logistics</a> (3) (U)  <a href="#">MKTG 5305 Seminar in Marketing</a> (3) (G)	Doctor of Business Administration  DBA (International Business) Argosy University MBA - Brigham Young University  BS - (Management) Brigham Young University  Relevant Coursework: B7601 Multinational Marketing Strategy; M550 Marketing Management; M654 Sales Management; M651 Behavior and Marketing Decisions <a href="#">Moura Transcripts</a>	Marketing consultant 1984-1990 E.M. Consultants, Sao Paulo Brazil Director of International Trade and Marketing Connaught Trading Company 1990-1996, St. Paul Minnesota Strategic Management instructor School of Business Administration of Sao Paulo – MBA Program

<p><a href="#">Randal Stitts</a> (F)</p>	<p><b>Spring 2017</b></p> <p><a href="#">BLAW 3310 Business Law</a> (3) (U)</p> <p><a href="#">MGMT 4314 Small Business Management</a> (3) (U)</p> <p><a href="#">ACCT 4308 Managerial Accounting</a> (3) (U)</p>	<p>Doctor of Philosophy, Texas Tech University (Accounting)</p> <p>Masters of Professional Accounting, University of Texas at Austin</p> <p>BBA (Accounting) - University of Texas at Austin</p> <p>Certified Public Accountant <a href="#">Stitts Transcripts</a></p>	<p>Continuing CPA education (40 contact hours) each year for past 35 years</p>
<p><a href="#">Efrain Adames</a> (F)</p>	<p><b>Spring 2017</b></p> <p><a href="#">MISY 3360 Business Data Communications</a> (3) (U)</p> <p><a href="#">FINA 4303 Investments</a> (3) (U)</p> <p><a href="#">MGMT 3306 Principles of Management</a> (3) (U)</p>	<p>Master of Professional Accounting (MPA) University of Texas, Austin</p> <p>BA (Accounting) InterAmerican University of Puerto Rico</p> <p>Relevant coursework: North Central University, doctoral courses in Management - MGMT 5000 Business Organization and Management; MGMT 7031 History of Management Theory <a href="#">Adames Transcripts</a></p>	<p>Twenty years professional experience in Management Information Systems including</p> <ul style="list-style-type: none"> <li>• Business Applications</li> <li>• Analysis, Design and Programming</li> <li>• Management of Information systems Department Project Manager of Oracle financials</li> </ul>
<p><a href="#">Barbara Nunley</a> (P)</p>	<p><b>Spring 2017</b></p> <p><a href="#">QMTS 4311 Business Statistics</a> (3) (U)</p>	<p>Texas A&amp;M University, Master of Science (Mathematics) <a href="#">Nunley Transcripts</a></p>	
<p><a href="#">Thomas Matula</a> (F)</p>	<p><b>Spring 2017</b></p> <p><a href="#">ECON 3301 Intermediate Economics</a> (3) (U)</p> <p><a href="#">GBUS 4315 Current Topics in Business Administration</a> (3) (U)</p> <p><a href="#">MGMT 4322 Management Communication</a> (3) (U)</p> <p><a href="#">MGMT 4317 Strategic Management</a> (3) (U)</p>	<p>Ph.D. New Mexico State University (Marketing)</p> <p>MBA - New Mexico State University</p> <p>Bachelors of General Studies - New Mexico Institute of Mining and Technology</p> <p>AA (General Studies) - New Mexico Institute of Mining and Technology</p> <p>Relevant coursework: MGT 512 Operations Management; ECON545 Forecasting; ST505 Statistical Inference; MKTG698 Multivariate Analysis; MGT514 Organization Theory; JOUR589 Communications Methods. <a href="#">Matula Transcripts</a></p>	<p>Significant research and publication in the fields of Management, Marketing and Economics. Selected research includes:</p> <p>“Reconsideration of Globalization and Free Trade.” 2014.</p> <p>“A Study of the Relationship between Talent Management and Organizational Success.” 2013.</p> <p>“A Proposed Framework to Guide the Adoption of MOOC’s in Business Education.” 2012.</p> <p>“Debt Based Currency and Borrowing from the Future.” 2012.</p> <p>“The Role of Business Schools in Preparing Students for the Emerging Cyber Economy.” 2011.</p> <p>“The Insurance Industry and Climate Change Economics.” 2010.</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Computer Science and Mathematics  
Academic Term(s) Included: Fall 2016  
Date Form Completed: 1/30/2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Angela M. Brown</a> (F)	<a href="#">MATH 1314 College Algebra</a> ,3, (UT) <a href="#">MATH 2413. Calculus I</a> , 4, (UT) <a href="#">MATH 3340 Foundations of Higher Math</a> ,3, (UT)	Ph.D. Mathematics from University of Texas at Arlington M.S. Mathematics from Sam Houston State University B.S. Mathematics with Secondary Education and Second Teaching Field in Physical Sciences from Sam Houston State University A.S. Mathematics/Physics/Pre-Engineering from Lee College <a href="#">Brown Transcripts</a>	
<a href="#">Kristofer Jorgenson</a> (F)	<a href="#">Math 1314- College Algebra</a> , 3, (UT) <a href="#">Math 3301- Geometry</a> , 3,(UT) <a href="#">Math 3330- Number Theory and Cryptography</a> ,3, (UT)	Ph.D. in Mathematics at New Mexico St. University M.Ed. in Mathematics at Texas State University—San Marcos (Southwest Texas State University at that time) <a href="#">Jorgenson Transcripts</a>	
<a href="#">Eric T. Funasaki</a> (F)	<a href="#">MATH 1342 Elementary Statistical Methods</a> , 3 (UT) <a href="#">MATH 2318 Linear Algebra</a> , 3 (UT) <a href="#">MATH 3415 Calculus III</a> , 4 (UT)	Ph.D. (Mathematics), University of Tennessee, Knoxville M.S. (Applied Mathematics), University of Washington B.S. (Mathematics), Harvey Mudd College <a href="#">Funasaki Transcripts</a>	
<a href="#">Marina Kimball</a> (F)	<a href="#">Math 1342 Elementary Stats Methods</a> - 3 C.H. (UT) <a href="#">Math 1332 Contemporary Mathematics</a> - 3 C.H. (UT) <a href="#">Math 2310- Foundations Elementary Math I</a> 3 C.H. (UT)	MBA in Actuarial Science The College of Insurance, New York, NY BS in Mechanical Engineering. Moscow Institute of Chemical Machine Contracting, Russia ACT 701 Calculus & Linear Algebra ACT 702 Probability & Statistics ACT 735 Numerical Analysis ACT 720 Applied Statistical Methods ED 5311 Improve of Instruction in Public Schools <a href="#">Kimball Transcripts</a>	Successfully completed Post-Baccalaureate Initial Certification Program at SRSU
<a href="#">Robie Golden</a> (P)	<a href="#">MATH 1314 College Algebra</a> , 3, (UT)	M.Ed. Education Sul Ross State University B.S. Mathematics <a href="#">Golden Transcripts</a>	
	<a href="#">CS 1309 Computer Science I</a> , UT,3 <a href="#">CS 2315. Data Structures</a> , UT,3		

<p><a href="#">Kennard R. Laviers</a> (F)</p>	<p><a href="#">CS 3101 Department Seminar I</a>, U,1</p> <p><a href="#">CSAT 2110 Computer Graphics Programming</a>, UT,1</p> <p><a href="#">CS 2315 Intro to Game Programming</a>, UT,3</p> <p><a href="#">CS 3360 User Interface Programming</a>, UT,3</p> <p><a href="#">CSAT 4310 Senior Capstone</a>, U,3</p> <p><a href="#">SRSU 1101 Freshman Seminar</a>, U,1</p>	<p>B.S., Computer Science University of TX at El Paso</p> <p>M.S. Computer Science Air Force Institute of Technology</p> <p>Ph.D. Computer Science University of Central FL <a href="#">Laviers Transcripts</a></p>	
<p><a href="#">Thea Glenn</a> (P)</p>	<p><a href="#">CS 3370 – Systems Analysis and Design</a>, 3, (U)</p> <p><a href="#">CS 4340 Computer Architecture</a>,3, (UT)</p> <p><a href="#">CSAT 4310 – Senior Capstone</a>, 3, (U)</p> <p><a href="#">CS 2374 - Cyber Threats &amp; Defenses</a>, 3 (U)</p> <p><a href="#">CS 3382 - Cyber Sec Plan &amp; Mgmt</a>, 3, (U)</p>	<p>Strayer University M.S. Management Information Systems NorthCentral University</p> <p>CIS7010-8 Disaster Recovery and Contingency Planning for the Security Professional <a href="#">Glenn Transcripts</a></p>	<p>Certificate of Completion: SEC560 Network Penetration Testing and Ethical Hacking</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Computer Science and Mathematics  
Academic Term(s) Included: Spring 2017  
Date Form Completed: 1/30/2017

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p><a href="#">Angela M. Brown</a> (F)</p>	<p><a href="#">MATH 1332- Contemporary Mathematics</a>, 3, (UT)</p> <p><a href="#">MATH 2414- Calculus II</a>, 4, (UT)</p> <p><a href="#">MATH 3350 History of Mathematics</a>,3, (UT)</p>	<p>Ph.D. Mathematics from University of Texas at Arlington</p> <p>M.S. Mathematics from Sam Houston State University</p> <p>B.S. Mathematics with Secondary Education and Second Teaching Field in Physical Sciences from Sam Houston State University</p> <p>A.S. Mathematics/Physics/Pre-Engineering from Lee College <a href="#">Brown Transcripts</a></p>	
<p><a href="#">Kristofer Jorgenson</a> (F)</p>	<p><a href="#">MATH 1314 - College Algebra</a>,3, (UT)</p> <p><a href="#">MATH 1342- Elementary Statistical Methods</a>,3, (UT)</p> <p><a href="#">MATH 4320- Analysis I</a>,3, (UT)</p>	<p>Ph.D. in Mathematics at New Mexico St. University</p> <p>M.Ed. in Mathematics at Texas State University—San Marcos (Southwest Texas State University at that time) <a href="#">Jorgenson Transcripts</a></p>	
	<p><a href="#">MATH 1314 College Algebra</a>, 3 (UT)</p>	<p>Ph.D. (Mathematics), University of Tennessee, Knoxville</p>	

<a href="#">Eric T. Funasaki</a> (F)	<a href="#">MATH 1316 Plane Trigonometry</a> , 3 (UT) <a href="#">MATH 3320 Differential Equations</a> , 3 (UT)	M.S. (Applied Mathematics), University of Washington  B.S. (Mathematics), Harvey Mudd College <a href="#">Funasaki Transcripts</a>	
<a href="#">Marina Kimball</a> (F)	<a href="#">Math 1342 Elementary Stats Methods</a> , 3, (UT)  <a href="#">Math 1314 College Algebra</a> , 3,(UT)  <a href="#">Math 2311- Foundations Elementary Math II</a> ,3, (UT)	MBA in Actuarial Science The College of Insurance, New York, NY  BS in Mechanical Engineering. Moscow Institute of Chemical Machine Contracting, Russia  ACT 701 Calculus & Linear Algebra ACT 702 Probability & Statistics ACT 735 Numerical Analysis ACT 720 Applied Statistical Methods ED 5311 Improve of Instruction in Public Schools <a href="#">Kimball Transcripts</a>	Successfully completed Post-Baccalaureate Initial Certification Program at SRSU
<a href="#">Kennard R. Lavers</a> (F)	<a href="#">CS 1320 Computer Science I</a> ,3, (UT)  <a href="#">CS 2360 LINUX</a> ,3, (UT)  <a href="#">CS 3101 Department Seminar</a> ,3, (U)  <a href="#">CS 3306 Operating Systems</a> ,3, (UT)  <a href="#">CS 3331 Advanced Database Systems</a> , 3, (UT)  <a href="#">CSAT 4310 Senior Capstone</a> , 3, (U)  <a href="#">CSAT 4311 Senior Capstone I</a> , 3, (U)	B.S., Computer Science University of TX at El Paso  M.S. Computer Science Air Force Institute of Technology  Ph.D. Computer Science University of Central FL  <a href="#">Lavers Transcripts</a>	
<a href="#">Thea Glenn</a> (P)	<a href="#">CSST 4374 Network Defense</a> ,3,(U)  <a href="#">CS 3310 Computer Communications</a> ,3, (U)  <a href="#">CSST 4372 Intrusion Detect/Prevent</a> ,3, (U)  <a href="#">CSST 1170 – 001 Ethics Comp/Net Resources</a> ,1, (U)	Strayer University M.S. Management Information Systems NorthCentral University  MGT7019-8 Ethics in Business  CIS7002-8 Organizations Corporate Computer and Network Security  CIS7010-8 Disaster Recovery and Contingency Planning for the Security Professional <a href="#">Glenn Transcripts</a>	Certificate of Completion: SEC560 Network Penetration Testing and Ethical Hacking

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution:** Sul Ross State University  
**Name of Primary Department, Academic Program, or Discipline:** Education

Academic Term(s) Included: Fall 2016

Date Form Completed: October 2, 2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Clouse, Scarlet (F)</a>	Fall 2016: <a href="#">ED 5312 Advanced Survey Exceptional Children</a> , 3 sch, G <a href="#">ED 5322 Behavior Management</a> , 3 sch, G <a href="#">ED 5361 Teaching Diverse Learners</a> , 3 sch, G <a href="#">ED 6308 Advanced Human Growth and Development</a> , 3 sch, G <a href="#">ED 7318 Practicum in Special Education</a>	Ed.D. Texas A & M-Commerce, Major-Higher Education Administration Minor-Educational Leadership & Curriculum, Supervision, and Leadership, MEd, Sul Ross State University-Kinesiology, BS, Sul Ross State University  18 graduate sch special education/educational diagnostician; 18 graduate sch instructional technology; 18 graduate sch kinesiology <a href="#">Clouse Transcripts</a>	Current Texas Educator Certification in Educational Diagnostician, Special Education, Physical Education
<a href="#">Blincoe, James (A)</a>	Fall 2016: <a href="#">ED 5316 Diversity in Public Education</a> , 3 sch, G <a href="#">ED 5330 Introduction to School Administration</a> , 3 sch, G <a href="#">ED 7304 Educational Leadership for Principals</a> , 3 sch, G <a href="#">ED 7313 Practicum in School Administration</a> , 3 sch, G	Ed.D. University of Texas-Austin, Major-Educational Administration MEd, Texas State University, BS, Texas State University <a href="#">Blincoe Transcripts</a>	Current Texas Educator Certification in Superintendent, Mid-Management Administrator, Vocational Agriculture
<a href="#">Tamara Olive (A)</a>	Fall 2016: <a href="#">ED 6345 Family Counseling</a> , 3 sch, G	M. Ed in Counseling, Sul Ross State University Ph.D in Psychology, Saybrook Graduate School and Research Center <a href="#">Olive Transcripts</a>	Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). Certified School Counselor in the state of Texas. Published a number of articles in peer-reviewed, professional journals. Presented research nationally and internationally, in Norway and in England (at Oxford and Cambridge).
<a href="#">Mary Schwartze (A)</a>	Fall 2016: <a href="#">ED 6346 Ethics and Legal Issues in Counseling</a> , 3 sch, G	M.Ed in Counseling, Sul Ross State University <a href="#">Schwartze Transcripts</a>	Licensed Professional Counselor, National Certified Counselor. Counselor for several years at The High Frontier, a residential treatment center and boarding school, serving a co-educational student population between ages 12 and 17. Director of Counseling and Accessibility Services at Sul Ross State University.
<a href="#">Fox, Caroline (A)</a>	Fall 2016: <a href="#">ED 3300 Principles of Education</a> , 3 sch, UN <a href="#">ED 4322 Classroom Management</a> , 3 sch, UN	MA, Sul Ross State University, History, MEd, Sul Ross State University, Reading Specialist, BA, Sul Ross State University, Interdisciplinary Studies <a href="#">Fox Transcripts</a>	Current Texas Educator Certification in Reading Specialist, Secondary History, Secondary Reading, Elementary English, Elementary Self-Contained, Elementary Reading,
			Current Texas Educator Certification in Mid-Management Administrator,

<p><a href="#">Hayes, Ronda</a> (A)</p>	<p>Fall 2016:  <a href="#">ED 5313 Career Development and Life Planning</a>, 3 sch, G  <a href="#">ED 7302 Management of Guidance and HS Programs</a></p>	<p>MEd, Sul Ross State University, Counselor Education; MEd, Angelo State University; Mid-Management, BA, Angelo State University, Journalism  <a href="#">Hayes Transcripts</a></p>	<p>Counselor, Secondary English, Secondary Journalism  APA Board Certified Professional Counselor, Texas Licensed Professional Counselor, Trauma and Loss Specialist, Peer Mediation Facilitator, Practical Parent Educator, Certified Professional Counselor</p>
<p><a href="#">Privitt, Galen</a> (F)</p>	<p>Fall 2016:  <a href="#">ED 5319 School Law</a>, 3 sch, G  <a href="#">ED 7211 Practicum in Superintendency</a>, 2 sch, G  <a href="#">ED 5317 History, Philosophy, and Trends in Education</a>, 3 sch, G  <a href="#">ED 7306 Superintendent Leadership</a>, 3 sch, G  <a href="#">ED 7308 The Superintendency</a>, 3 sch, G  <a href="#">ED 7311 Superintendent Internship</a>, 3 sch, G</p>	<p>EdD, UT-Austin, Educational Administration  MEd, UT-Pan American, Educational Administration, BS, Lubbock Christian University-Secondary Education  <a href="#">Privitt Transcripts</a></p>	<p>Current Texas Educator Certification in Superintendent, Mid-Management Administrator, Secondary English, Secondary Health and Physical Education, Driver Education</p>
<p><a href="#">Qvamstrom, Jeanne</a> (F)</p>	<p>Fall 2016:  <a href="#">ED 3301 Curriculum and Instruction for the Classroom Teacher</a>, 3 sch, UN  <a href="#">ED 3303 Methods and Materials for the Classroom Teacher</a>, 3sc, UN  <a href="#">ED 3314 Language Arts/Social Studies Methods</a>, 3 sch, UN  <a href="#">ED 4601 Student Teaching in the Elementary School</a>, 3 sch, UN  <a href="#">ED 4602 Student Teaching in the Middle School</a>, 3 sch, UN  <a href="#">ED 4603 Student Teach: All-Level Certificate</a>, 3 sch, UN  <a href="#">ED 4605 Student Teaching in Secondary School</a>, 3 sch, UN  <a href="#">ED 5300 Internship in Teaching I</a>, 3 sch, G  <a href="#">ED 5310 Organization and Structure of Public School Curriculum</a>, 3 sch, G  <a href="#">ED 5327 Service Learning</a>, 3 sch, G  <a href="#">ED 5360 Professional Roles and Responsibilities</a>, 3 sch, G  <a href="#">ED 5627 Clinical Teaching in the PB Program</a>, 3 sch, G</p>	<p>Ed. D, University of the Pacific, Administration  MA, CSU Hayward, History  BS, Iowa State University, History &amp; English  <a href="#">Qvamstrom Transcripts</a></p>	<p>Current Texas Educator Certification in Principal, Superintendent, 4-8 social studies, and 4-8 English Language Arts,  School principal 1989-1991,  Director of Curriculum and Instruction 1992-2012</p>
<p><a href="#">Rodriguez, Diana</a> (F)</p>	<p>Fall 2016:  <a href="#">ED 3302 Developmental and Learning Theory</a>, 3 sch, UN  <a href="#">ED 3309 Early Childhood: Young Child</a>, 3 sch, UN  <a href="#">ED 3314 Language Arts/Social Studies Methods</a>, 3 sch, UN  <a href="#">ED 4313 Reading Comprehension and Enrichment</a>, 3 sch, UN  <a href="#">ED 4314 Reading Skills for the Content Subjects</a>, 3 sch, UN</p>	<p>PhD, Northeastern University, Curriculum, Teaching, and Leadership, In Progress, MA, Sul Ross State University, Liberal Arts, BA, Sul Ross State University  Courses Completed: EDU 7209 Intro to Doctoral Studies, EDU 7214 Learning and Human Development, EDU 7217 Ed Systems Policy, Values, Prac, EDU 7244 Curriculum Theory and Practice, EDU 7210 Leadership Theory and Research, EDU 7280 Fundamentals of Research  <a href="#">D. Rodriguez Transcripts</a></p>	<p>Current Texas Educator Certification Generalist EC-4, English/Language Arts 8-12 and 4-8</p>

<a href="#">Schlosser, Rebecca</a> (F)	Fall 2016: <a href="#">ED 5319 School Law</a> , 3 sch, G <a href="#">ED 6315 Design and Implementation of Instructional</a> , 3 sch, G <a href="#">ED 6320 School Support Services</a> , 3 sch, G <a href="#">ED 7309 State and Federal Programs in Public Schools</a> , 3 sch, G	Ed..D., Sam Houston State University, Educational Leadership J.D., University of Houston, Law, MEd, Sam Houston State University, BA, University of Denver- Education <a href="#">Schlosser Transcripts</a>	Current Texas Educator Certification in Mid-Management Administrator Licenses: State Bar of Texas, State Bar of Florida, , Southern and Eastern US District Courts of Texas, Southern District of Florida, Fifth and Eleventh US Courts of Appeal City of Alpine Municipal Judge 2010
<a href="#">Seawell, Rita</a> (F)	Fall 2016: <a href="#">ED 5308 Foundations of Reading</a> , 3 sch, G <a href="#">ED 6311 Emergent Literacy and Language Development</a> , 3 sch, G <a href="#">ED 6313 Teaching Reading in the Content Area</a> , 3 sch, G <a href="#">ED 6314 Diagnosis and Correction of Reading Disabilities</a> , 3 sch, G <a href="#">ED 7312 Practicum in Reading</a> , 3 sch, G	PhD, UT-Austin, Curriculum and Instruction, MA, The George Washington University-Education and Human Development, BA The University of Texas-Austin- English and Spanish <a href="#">Seawell Transcripts</a>	Current Texas Educator Certification in Reading Specialist, Elementary Self-Contained, Secondary Spanish, Secondary English, Kindergarten, English As A Second Language
<a href="#">Short, Glenn</a> (P)	Fall 2016: <a href="#">ED 7303 Techniques of Counseling</a> , 3 sch, G <a href="#">ED 7315 Group Process in Guidance and Counseling</a> , 3 sch, G <a href="#">ED 7316 Practicum in Guidance and Counseling</a> , 3 sch, G <a href="#">ED 7323 Emotional Intelligence</a> , 3 sch, G	MEd, Sul Ross State University, Counseling <a href="#">Short Transcripts</a>	Work within numerous state mental health agencies, as well as operating private clinical practice.
<a href="#">Tucker, Barbara</a> (F)	Fall 2016: <a href="#">ED 5314 Personality and Counseling Theories</a> , 3 sch, G <a href="#">ED 7301 Clinical Practicum in Counseling</a> , 3 sch, G <a href="#">ED 7316 Practicum in Counseling</a> , 3 sch, G <a href="#">ED 7317 Internship in Counseling</a> , 3 sch, G	PhD, Capella University, Counseling, MEd, Sul Ross State University-Counseling, BSW, Moorehead State University-Social Work <a href="#">B. Tucker Transcripts</a>	Certified Iowa test administrator, Licensed Social Worker, Served as social worker for state agency for 8 years, taught for 3 years in a private K-12 school
<a href="#">Wadley, Cynthia Ann</a> (A)	Fall 2016: <a href="#">ED 5307 Graduate Research</a> , 3 sch, G	EdD, Texas A&M-Commerce, In Progress MEd, Texas Tech University, Instructional Technology EPSY 5379 Intro Ed Research EPSY 5332 Ed Psychology EDIT 7000 Research <a href="#">Wadley Trancripts</a>	Current Texas Educator Certification in Master Technology Teacher, Technology Applications, English as a Second Language. Principal, Superintendent, Elementary Self-Contained, Elementary Music
<a href="#">Wassermann, Heidi</a> (A)	Fall 2016: <a href="#">ED 5306 Assessment of Individual Intelligence</a> , 3 sch, UN <a href="#">ED 5323 Appraisal of Educational Disabilities</a> , 3 sch, G	MEd, Sul Ross State University, Educational Diagnostician, BA, Spring Arbor University-Communications <a href="#">H. Wassermann Transcripts</a>	Has taught and worked as an educational diagnostician in Texas public schools since 2007 ; Private practice since 2014; Current Texas Educator Certification in Educational Diagnostician, Special Education, Generalist EC-4, Generalist 4-8
			Served as chair of student

<p><a href="#">Wickersham-Fish, Leah (A)</a></p>	<p>Fall 2016:  <a href="#">ED 3307 Technology in the Instructional Setting</a>, 3 sch, UN  <a href="#">ED 5305 Technology in the Educational Setting</a>, 3 sch, G</p>	<p>PhD, Texas A&amp;M, Ag Education, MST, Tarleton State University-Agriculture, BS, Sul Ross State University-Animal Science, AS, Central Texas College, Agriculture Science</p> <p>Advanced Courses Taken:  EDTC 654 Instruc Design Tech  EHRD 673 Intro Dist Learning  EDTC 645 Appl Microcomputer  AGED 689 Adv Meth Dist Educ  EDTC 651 Computer Assis Tech  EHRD 671 Org Distance Learning  <a href="#">Wickersham-Fish Transcripts</a></p>	<p>dissertation and theses for TAMU-C and Northcentral universities, Courses taught: ETEC 424 Integration of Technology into the Middle/Secondary Curriculum, ETEC 524 Introduction to Educational Technology, ETEC 534 Desktop Publishing, ETEC 561 Technology and Learning, ETEC 578 Instructional Design and Development, ETEC 588 Issues in Technology, ETEC 591 Distance Education Design and Implementation, HIED 595 Research Methodologies, EDAD 697 Qualitative Methodologies, HIED 696 Qualitative Research, HIED 698 Advanced Qualitative Research</p>
<p><a href="#">Wallace, Paula (A)</a></p>	<p>Fall 2016:  <a href="#">ED 7305 Instructional Design</a>, 3 sch, G</p>	<p>Ph.D, New Mexico State University, Curriculum and Instruction. Minor: Learning Technologies</p> <p>M.Ed, New Mexico State University  <a href="#">Wallace Transcripts</a></p>	<p>Testing Coordinator/College-Career Advisor/D2L Administrator Instructional Designer, New Mexico Junior College. Project Director, SRSU, Computer Science Initiative Grant, Manager, Instructional Technology/Director of Online Learning</p>
<p><a href="#">Wren, Rebecca (A)</a></p>	<p>Fall 2016:  <a href="#">ED 6344 Counseling in a Multicultural Society</a>, 3 sch, G</p>	<p>M.Ed in Counseling and M.Ed in School Administration, Sul Ross State University</p> <p>M.Ed in Art Therapy, University of Illinois Chicago  <a href="#">Wren Transcripts</a></p>	<p>Licensed Professional Counselor since 1987, and an LPC Supervisor since 1996. Counselor for Sul Ross Counseling Center. Instructs for the Psychology and Counseling departments at SRSU, private counseling practice, and meditation groups. Worked as a school administrator (principal), and all-level counselor, and special education counselor. Program Manager of an alcohol and drug program. Fifteen years as a clinical director of a residential treatment center for emotionally and behaviorally disturbed adolescents.</p>

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Education  
Academic Term(s) Included: Spring 2017  
Date Form Completed: Spring 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	<p>Spring 2017:  <a href="#">ED 5302 The Principalship</a>, 3 sch, G  <a href="#">ED 5316 Diversity in Public</a></p>		

<a href="#">Blincoe, James</a> (F)	<a href="#">Education</a> , 3 sch, G <a href="#">ED 5330 Introduction to School Administration</a> , 3 sch, G <a href="#">ED 7304 Educational Leadership for Principals</a> , 3 sch, G <a href="#">ED 7313 Practicum in School Administration</a> , 3 sch, G	Ed.D. University of Texas-Austin, Major-Educational Administration MEd, Texas State University, BS, Texas State University <a href="#">Blincoe Transcripts</a>	Current Texas Educator Certification in Superintendent, Mid-Management Administrator, Vocational Agriculture
<a href="#">Clouse, Scarlet</a> (F)	Spring 2017: <a href="#">ED 4306 Survey of Exceptional Children</a> , 3 sch, UN <a href="#">ED 5322 Behavior Management</a> , 3 sch, G <a href="#">ED 5361 Teaching Diverse Learners</a> , 3 sch, G <a href="#">ED 6308 Advanced Human Growth and Development</a> , 3 sch, G <a href="#">ED 7305 Foundations of Ed Tech</a> , 3 sch, G <a href="#">ED 7318 Practicum in Special Education</a>	Ed.D. Texas A & M-Commerce, Major-Higher Education Administration Minor-Educational Leadership & Curriculum, Supervision, and Leadership, MEd, Sul Ross State University-Kinesiology, BS, Sul Ross State University  18 graduate sch special education/educational diagnostician; 18 graduate sch instructional technology; 18 graduate sch kinesiology <a href="#">Clouse Transcripts</a>	Current Texas Educator Certification in Educational Diagnostician, Special Education, Physical Education
<a href="#">Fox, Caroline</a> (A)	Spring 2017: <a href="#">ED 3300 Principles of Education</a> , 3sch, UN <a href="#">ED 4322 Classroom Management</a> , 3 sch, UN	MA, Sul Ross State University, History, MEd, Sul Ross State University, Reading Specialist, BA, Sul Ross State University, Interdisciplinary Studies <a href="#">Fox Transcripts</a>	Current Texas Educator Certification in Reading Specialist, Secondary History, Secondary Reading, Elementary English, Elementary Self-Contained, Elementary Reading,
<a href="#">Gluck, Martha</a> (A)	Spring 2017 <a href="#">ED3312 Fine Arts in the Classroom</a>	Masters of Library Science, Texas Woman's University. Masters of Science in Education, Texas Wesleyan University Bachelors of Fine Arts, Virginia Commonwealth University <a href="#">Gluck Transcripts</a>	Current Texas Educator. Current certification all level Art Grades PK-12. School Librarian All level, All Subject Elementary grades 1-8. Fifteen years of teaching experience, art teacher, librarian, and ESL instructor
<a href="#">Hayes, Ronda</a> (A)	Spring 2017: <a href="#">ED 5313 Career Development and Life Planning</a> , 3 sch, G <a href="#">ED 7302 Management of Guidance and HS Programs</a> , 3 sch, G	MEd, Sul Ross State University, Counselor Education; MEd, Angelo State University; Mid-Management, BA, Angelo State University, Journalism <a href="#">Hayes Transcripts</a>	Current Texas Educator Certification in Mid-Management Administrator, Counselor, Secondary English, Secondary Journalism APA Board Certified Professional Counselor, Texas Licensed Professional Counselor, Trauma and Loss Specialist, Peer Mediation Facilitator, Practical Parent Educator, Certified School Counselor
<a href="#">Kimberlin, Melissa</a> (A)	Spring 2017: <a href="#">ED 5315 Assessment in Counseling</a>	MEd, Sul Ross State University, Counselor Education; BA, Texas Tech University, Psychology <a href="#">Kimberlin Transcripts</a>	Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC), 22 years of experience working in the mental health field, 16 years of experience with mental health assessment, intake assessments and assessment of services
<a href="#">Olive, Tamara</a> (A)	Spring 2017: <a href="#">ED 6341 Psychopathology</a> , 3	M. Ed in Counseling, Sul Ross State University PhD in Psychology, Saybrook Graduate School and	Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). Certified School Counselor in the State of Texas and has received an M.Ed. in counseling and a Ph.D. in Psychology. Published a number of

	sch, G	Research Center <a href="#">Olive Transcripts</a>	articles in peer-reviewed, professional journals. Presented research nationally and internationally, in Norway and in England (at Oxford and Cambridge).
<a href="#">Privitt, Galen</a> (F)	Spring 2017: <a href="#">ED 5317 History, Philosophy, and Trends of Education</a> , 3 sch, G <a href="#">ED 6304 Organization and Theory in Administration</a> , 3 sch, G <a href="#">ED 6315 Dsgn Impl Instruct Program</a> , 3 sch, G <a href="#">ED7311 Superintendent Internship</a> , 3 sch, G <a href="#">ED 7321 Supt/Sch Bd Relations</a> , 3 sch, G <a href="#">ED 7322 Supt Finances Issues</a> , 3 sch, G	EdD, UT-Austin, Educational Administration MEd, UT-Pan American, Educational Administration, BS, Lubbock Christian University-Secondary Education <a href="#">Privitt Transcripts</a>	Current Texas Educator Certification in Superintendent, Mid-Management Administrator, Secondary English, Secondary Health and Physical Education, Driver Education
<a href="#">Qvarnstrom, Jeanne</a> (F)	Spring 2017: <a href="#">ED 3301 Curriculum and Instruction for the Classroom Teacher</a> , 3 sch, UN <a href="#">ED 3303 Methods and Materials for the Classroom Teacher</a> , 3sc, UN <a href="#">ED 4601 Student Teaching in the Elementary School</a> , 3 sch, UN <a href="#">ED 4602 Student Teaching in the Middle School</a> , 3 sch, UN <a href="#">ED 4605 Student Teaching in Secondary School</a> , 3 sch, UN <a href="#">ED 5300 Internship in Teaching I</a> , 3 sch, G <a href="#">ED 5327 Service Learning</a> , 3 sch, G <a href="#">ED 5360 Professional Roles, and Responsibilities</a> , 3 sch, G <a href="#">ED5627 Clinical Teaching in the PB Program</a> , 3sch, G	Ed. D, University of the Pacific, Administration MA, CSU Hayward, History BS, Iowa State University, History & English <a href="#">Qvarnstrom Transcripts</a>	Current Texas Educator Certification in Principal, Superintendent, 4-8 social studies, and 4-8 English Language Arts, School principal 1989-1991, Director of Curriculum and Instruction 1992-2012
<a href="#">Rodriguez, Diana</a> (F)	Spring 2017: <a href="#">ED 3302 Developmental and Learning Theory</a> , 3 sch, UN <a href="#">ED 3308 Land Acqui &amp; Emergent Literacy</a> , 3 sch, UN <a href="#">ED 4314 Reading Skills for the Content Subjects</a> , 3 sch, UN <a href="#">ED 4315 Rdng Diagnosis &amp; Remediation</a> , 3 sch, UN	PhD, Northeastern University, Curriculum, Teaching, and Leadership, In Progress, MA, Sul Ross State University, Liberal Arts, BA, Sul Ross State University Courses Completed: EDU 7209 Intro to Doctoral Studies, EDU 7214 Learning and Human Development, EDU 7217 Ed Systems Policy, Values, Prac, EDU 7244 Curriculum Theory and Practice, EDU 7210 Leadership Theory and Research, EDU 7280 Fundamentals of Research <a href="#">D. Rodriguez Transcripts</a>	Current Texas Educator Certification Generalist EC-4, English/Language Arts 8-12 and 4-8

<p><a href="#">Schlosser, Rebecca</a> (F)</p>	<p>Spring 2017:  <a href="#">ED 5319 School Law</a>, 3 sch, G  <a href="#">ED 6315 Design and Implementation of Instructional Services</a>, 3 sch, G  <a href="#">ED 7309 State and Federal Programs in Public Schools</a>, 3 sch, G</p>	<p>Ed..D., Sam Houston State University, Educational Leadership  J.D., University of Houston, Law, MEd, Sam Houston State University, BA, University of Denver-Education  <a href="#">Schlosser Transcripts</a></p>	<p>Current Texas Educator Certification in Mid-Management Administrator Licenses: State Bar of Texas, State Bar of Florida, , Southern and Eastern US District Courts of Texas, Southern District of Florida, Fifth and Eleventh US Courts of Appeal  City of Alpine Municipal Judge 2010</p>
<p><a href="#">Schwartz, Mary</a> (A)</p>	<p>Spring 2017:  <a href="#">ED6346 Ethics and Legal Issues in Counseling</a>, 3 sch, G</p>	<p>M. Ed in Counseling, Sul Ross Sate University  <a href="#">Schwartz Transcripts</a></p>	<p>Licensed Professional Counselor, National Certified Counselor. Counselor for several years at a The Frontier High Frontier, a residential treatment center and boarding school, serving a co-educational student population between the ages of 12 and 17.  Director of Counseing and Accessibility Services at Sul Ross State University</p>
<p><a href="#">Seawell, Rita</a> (F)</p>	<p>Spring 2017:  <a href="#">ED 6313 Teaching Reading in the Content Area</a>, 3 sch, G  <a href="#">ED 6314 Diagnosis and Correction of Reading Disabilities</a>, 3 sch, G  <a href="#">ED 6318 Literacy Through Literature</a>, 3 sch, G  <a href="#">ED 7312 Practicum in Reading</a>, 3 sch, G</p>	<p>PhD, UT-Austin, Curriculum and Instruction, MA, The George Washington University-Education and Human Development, BA The University of Texas-Austin-English and Spanish  <a href="#">Seawell Transcripts</a></p>	<p>Current Texas Educator Certification in Reading Specialist, Elementary Self-Contained, Secondary Spanish, Secondary English, Kindergarten, English As A Second Language</p>
<p><a href="#">Short, Glenn</a> (F)</p>	<p>Spring 2017:  <a href="#">ED 6344 Coun in Multicultural Society</a>, 3 sch, G  <a href="#">ED 7303 Techniques of Counseling</a>, 3 sch, G  <a href="#">ED 7315 Group Process in Guidance and Counseling</a>, 3 sch, G  <a href="#">ED7316 Practicum in Guidance and Counseling</a>, 3 sch, G</p>	<p>MEd, Sul Ross State University, Counseling  <a href="#">Short Transcripts</a></p>	<p>Thirty years of work within numerous state mental health agencies. Licensed Professional Counselor, with private practice for 10 years. National Certified Counselor, Certified Emotional Intelligence. Certified Child and Adolescence Response Team.</p>
<p><a href="#">Tucker, Barbara</a> (F)</p>	<p>Spring 2017:  <a href="#">ED5314 Personality and Counseling Theories</a>, 3 sch, G  <a href="#">ED 7301 Clinical Practicum in Counseling</a>, 3 sch, G  <a href="#">ED 7316 Practicum in Counseling</a>, 3 sch, G  <a href="#">ED 7317 Internship in Counseling</a>, 3 sch, G</p>	<p>PhD, Capella University, Counseling, MEd, Sul Ross State University-Counseling, BSW, Moorehead State University-Social Work  <a href="#">B. Tucker Transcripts</a></p>	<p>Certified Iowa test administrator, Licensed Social Worker, Qualified Mental Health Professional. Served as social worker for state agency for 11 years, taught for 3 years in a private K-12 school.</p>
<p><a href="#">Wadley, Cynthia Ann</a> (A)</p>	<p>Spring 2017:  <a href="#">ED 5307 Graduate Research</a>, 3 sch, G</p>	<p>EdD, Texas A&amp;M-Commerce, In Progress  MEd, Texas Tech University, Instructional Technology  EPSY 5379 Intro Ed Research  EPSY 5332 Ed Psychology  EDIT 7000 Research  <a href="#">Wadley Trancripts</a></p>	<p>Current Texas Educator Certification in Master Technology Teacher, Technology Applications, English as a Second Language. Principal, Superintendent, Elementary Self-Contained, Elementary Music</p>
<p><a href="#">Wallace, Paula</a> (A)</p>	<p>Spring 2017:  <a href="#">ED7305 Instructional Design</a>, 3 sch, G</p>	<p>PhD, New Mexico State University, Curriculum and Instruction. Minor: Learning Technologies  Med, New Mexico State</p>	<p>Testing coordinator/College-Career Advisor/  D2LAdministrator  Instructional Designer, New Mexico Junior College.  Project Director, SRSU,</p>

		University <a href="#">Wallace Transcripts</a>	Computer Science Initiative Grant, Manager, Instructional Technology/Director of Online Learning
<a href="#">Wassermann, Heidi (A)</a>	Spring 2017: <a href="#">ED 5306 Assessment of Individual Intelligence</a> , 3 sch, UN <a href="#">ED5323 Appraisal of Educ Disabilities</a> , 3 sch, G	MEd, Sul Ross State University, Educational Diagnostician, BA, Spring Arbor University-Communications <a href="#">H. Wassermann Transcripts</a>	Has taught and worked as an educational diagnostician in Texas public schools since 2007 ; Private practice since 2014; Current Texas Educator Certification in Educational Diagnostician, Special Education, Generalist EC-4, Generalist 4-8
<a href="#">Wickersham-Fish, Leah (A)</a>	Spring 2017: <a href="#">ED 3307 Technology in the Instructional Setting</a> , 3 sch, UN <a href="#">ED 5305 Technology in the Educational Setting</a> , 3 sch, G	PhD, Texas A&M, Ag Education, MST, Tarleton State University-Agriculture, BS, Sul Ross State University-Animal Science, AS, Central Texas College, Agriculture Science  Advanced Courses Taken: EDTC 654 Instruc Design Tech EHRD 673 Intro Dist Learning EDTC 645 Appl Microcomputer AGED 689 Adv Meth Dist Educ EDTC 651 Computer Assis Tech EHRD 671 Org Distance Learning <a href="#">Wickersham-Fish Transcripts</a>	Served as chair of student dissertation and theses for TAMU-C and Northcentral universities, Courses taught: ETEC 424 Integration of Technology into the Middle/Secondary Curriculum, ETEC 524 Introduction to Educational Technology, ETEC 534 Desktop Publishing, ETEC 561 Technology and Learning, ETEC 578 Instructional Design and Development, ETEC 588 Issues in Technology, ETEC 591 Distance Education Design and Implementation, HIED 595 Research Methodologies, EDAD 697 Qualitative Methodologies, HIED 696 Qualitative Research, HIED 698 Advanced Qualitative Research
<a href="#">Wren, Rebecca (A)</a>	Spring 2017: <a href="#">ED7320 Professional Issues and Ethics in Counseling Society</a> , 3 sch, G	M.Ed. in Counseling and M.Ed. in School Administration, Sul Ross State University  M.Ed. in Art Therapy University of Illinois Chicago <a href="#">Wren Transcripts</a>	Licensed Professional Counselor since 1987, and an LPC Supervisor since 1996. Counselor for Sul Ross Counseling Center. Instructs for the Psychology and Counseling Education Departments at SRSU. Private counseling practice, and facilitates meditation groups. Worked as a school administrator (principal), an all-level counselor and special education counselor. Program Manager of an alcohol and drug program. Fifteen years as a clinical director of a residential treatment center for emotionally and behaviorally disturbed adolescents.

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross – Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Education  
Academic Term(s) Included: Fall, 2016  
Date Form Completed:

1	2	3	4
<b>NAME (F, P)</b>	<b>COURSES TAUGHT</b> Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> Relevant to Courses Taught, Including Institution & Major  List specific graduate coursework, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> Related to Courses Taught
		Doctorate in Educational	

<p><a href="#">Clay Baulch, Ed.D.</a> (F)</p>	<p><a href="#">EDUC 5302 – The Principalship</a>, 3 (G)</p> <p><a href="#">EDUC 5336 – Instructional Leadership</a>, 3 (G)</p> <p><a href="#">EDUC 6315 – Curriculum Theory and Development</a>, 3 (G)</p> <p><a href="#">EDUC 4300 - Internship in Teaching</a>, 3 (UT)</p>	<p>Leadership (Stephen F. Austin State University) – 66 hours Graduate Education coursework</p> <p>Masters in Education Administration (Sul Ross State University) – 45 hours Graduate Education coursework</p> <p>Bachelor of Arts (Southwest Texas State University) English/Mathematics</p> <p><a href="#">Baulch Transcripts</a></p>	<p>Certified instructor for Instructional Leadership Development (PK-12) and Teacher Appraisal (PK-12) in Texas</p> <p>Certified Mid-Management Administrator (PK-12) in Texas</p> <p>7 years as School Principal; 11 years Higher Education teaching</p>
<p><a href="#">Samuel Garcia, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 6318 – Multiculturalism and Diversity in Counseling</a>, 3 (G)</p>	<p>Doctorate in Counseling and Supervision (St. Mary's University) – 67 hours Graduate Counseling coursework</p> <p>Masters in Counseling (Sul Ross State University) – 48 Graduate Education and Counseling hours</p> <p>Bachelor of Arts (Sul Ross State University) – Social Science</p> <p><a href="#">S. Garcia Transcripts</a></p>	<p>Licensed Professional Counselor in Texas</p> <p>Second year in Higher Education</p>
<p><a href="#">Maria Gear, Ed.D.</a> (F)</p>	<p><a href="#">EDUC 4312 – Methods and Classroom Management in Secondary Schools</a>, 3 (UT)</p> <p><a href="#">EDUC 3300 – Foundations in Education</a>, 3 (UT)</p> <p><a href="#">EDUC 5301 – Research Methodology</a>, 3 (G)</p> <p><a href="#">EDUC 4601 – Student Teaching in Elementary School</a>, 6 (UT)</p> <p><a href="#">EDUC 4605 – Student Teaching in Secondary School</a>, 6 (UT)</p> <p><a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)</p>	<p>Doctorate in Educational Leadership (University of Texas-San Antonio) – 60 hours in Graduate Education coursework</p> <p>Masters in School Counseling (Sul Ross State University) – 36 hours Graduate Education and Counseling coursework</p> <p>Bachelor of Science (The University of Texas at Austin) - Education</p> <p><a href="#">Gear Transcripts</a></p>	<p>Certified as Teacher Appraiser (PK-12) in Texas;</p> <p>Certified Teacher for Spanish (6-12), Physical Science (6-12), and Physics (6-12) in Texas;</p> <p>Certified School Counselor (PK-12) in Texas</p> <p>10 years Public School teaching; 16 years School Counselor; 4 years Adjunct instructor at UTSA; 3 years Higher Education teaching</p>
<p><a href="#">Monica Gutierrez, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3301 – Math/Science Methods for the Elementary Teacher</a>, 3 (UT)</p> <p><a href="#">EDUC 4300 – Internship in Teaching</a>, 3 (UT)</p> <p><a href="#">EDUC 4320 – Diverse Populations</a>, 3 (UT)</p> <p><a href="#">EDUC 4601 – Student Teaching in the Elementary School</a>, 6 (UT)</p> <p><a href="#">EDUC 4605 – Student Teaching in the Secondary School</a>, 6 (UT)</p> <p><a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)</p> <p><a href="#">EDUC 5315 – Standardized Assessment Principles</a>, 3 (G)</p> <p><a href="#">EDUC 6323 – Marriage and Family Counseling</a>, 3 (G)</p> <p><a href="#">EDUC 7302 – Management of Counseling Programs</a>, 3 (G)</p>	<p>Doctorate in Education Human Resource Development (Texas A&amp;M University) – 71 hours Graduate Education coursework;</p> <p>Masters in Counseling (Sul Ross State University) – 36 hours Graduate Education and Counseling coursework</p> <p>Bachelor of Science (The University of Texas at Austin) - Education</p> <p><a href="#">Gutierrez Transcripts</a></p>	<p>Certified School Counselor (PK-12) in Texas;</p> <p>Certified to teach Elementary Biology (Grades 1-8) and Elementary (Grades 1-8) in Texas;</p> <p>Certified as Teacher Appraiser (PK-12) in Texas</p> <p>4 years Public School teaching; 12 years School Counselor; 24 years Higher Education teaching</p>
		<p>Doctorate in Educational</p>	

<p><a href="#">Dorman Moore, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 5319 – School Law</a>, 3 (G)</p> <p><a href="#">EDUC 7311 – Superintendent Internship</a>, 3 (G)</p> <p><a href="#">EDUC 7306 – School Finance</a>, 3 (G)</p> <p><a href="#">EDUC 7313 – Administration Internship</a>, 3 (G)</p>	<p>Administration (University of Texas at Austin) – 52 hours Graduate Education coursework</p> <p>Masters in School Administration (Angelo State University) – 45 hour Graduate Education coursework</p> <p>Superintendent Certification (Abilene Christian University) – 15 hours Graduate Education coursework</p> <p>Bachelor of Science (Angelo State University) – Math Education</p> <p><a href="#">Moore Transcripts</a></p>	<p>Certified Mid-Management Administrator (PK-12) and Superintendent (PK-12) in Texas</p> <p>4 years School Principal; 17 years School Superintendent; 19 years Higher Education teaching</p>
<p><a href="#">Fernando Quiz, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3328 – Foundations of Bilingual Education</a>, 3 (UT)</p> <p><a href="#">EDUC 3329 – Methodology of Second Language Teaching</a>, 3 (UT)</p> <p><a href="#">EDUC 4328 – Teaching Spanish Language Arts in the Bilingual Classroom</a>, 3 (UT)</p> <p><a href="#">EDUC 4329 – Teaching Content Areas in the Bilingual Classroom</a>, 3 (UT)</p> <p><a href="#">EDUC 5328 – Bilingual Education: Principles and Curriculum</a>, 3 (G)</p> <p><a href="#">EDUC 5329 – Methodology of Second Language Teaching</a>, 3 (G)</p>	<p>Doctorate in Education Administration (New Mexico State University) – 75 Graduate Education hours</p> <p>Masters in School Administration (Sul Ross State University) – 45 Graduate Education hours</p> <p>Bachelor of Business Administration (Southwest Texas State University) - Management</p> <p><a href="#">Quiz Transcripts</a></p>	<p>Certified teacher in Bilingual/ESL (Grades PK-6) and Elementary (Grades PK-6) in Texas</p> <p>6 years Public School teaching – Elementary Bilingual; 17 years Higher Education teaching</p>
<p><a href="#">Miriam Muniz Quiz, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3300 – Foundations in Education</a>, 3 (UT)</p> <p><a href="#">EDUC 4601 – Student Teaching in the Elementary School 4-8</a>, 6 (UT)</p> <p><a href="#">EDUC 4605 – Student Teaching in the Secondary School</a>, 6 (UT)</p> <p><a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)</p> <p><a href="#">EDUC 4300 – Internship in Teaching</a>, 3 (UT)</p> <p><a href="#">EDUC 5316 – The Multicultural Learner</a>, 3 (G)</p>	<p>Doctorate in Education Administration (New Mexico State University) – 75 hours Graduate Education coursework</p> <p>Masters in School Administration (Sul Ross State University) – 45 hours Graduate Education coursework</p> <p>Bachelor of Science (Pan American University) – Elementary Education</p> <p><a href="#">Muniz Quiz Transcripts</a></p>	<p>Certified Mid-Management Administrator (Grades PK-12); Elementary Reading teacher (Grades 1-8), and Elementary teacher (Grades 1-8) in Texas</p> <p>9 years Public School teaching; 17 years Higher Education teaching</p>
<p><a href="#">Todd Russell, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 6319 – Psychopathology</a>, 3 (G)</p> <p><a href="#">EDUC 6321 – Techniques of Counseling I</a>, 3 (G)</p> <p><a href="#">EDUC 7315 – Group Counseling</a>, 3 (G)</p> <p><a href="#">EDUC 7316 – Practicum in Counseling</a>, 3 (G)</p>	<p>Doctorate in Counseling Psychology (University of Oregon) – 160 hours Graduate Counseling and Psychology coursework</p> <p>Masters in Counseling (University of Oregon) – 69 Graduate Counseling hours coursework</p> <p>Bachelor of Science (University of Oregon) - Psychology</p> <p><a href="#">Russell Transcripts</a></p>	<p>6 years School Counseling in Oregon; 30 years Higher Education teaching</p>
	<p><a href="#">EDUC 4308 – The Teaching of Reading</a>, 3 (UT)</p> <p><a href="#">EDUC 4314 – Reading Skills</a></p>	<p>Doctorate in Curriculum and</p>	

<p><a href="#">Gina Stocks, Ph.D.</a> (F)</p>	<p><a href="#">for Content Subjects</a>, 3 (UT)</p> <p><a href="#">EDUC 5301 – Research Methodology</a>, 3 (G)</p> <p><a href="#">EDUC 5308 – Elementary Reading</a>, 3 (G)</p> <p><a href="#">EDUC 6308 – Advanced Human Growth and Development</a>, 3 (G)</p> <p><a href="#">EDUC 6309 – Human Growth and Development w/Emphasis on Adult Learning</a>, 3 (G)</p> <p><a href="#">EDUC 6317 – Organization and Supervision of Reading Programs</a>, 3 (G)</p>	<p>Instruction – Reading (Texas A&amp;M University – Corpus Christi) – 66 hours Graduate Education and Reading coursework</p> <p>Masters in Reading (Sul Ross State University) – 36 hours Graduate Education and Reading coursework</p> <p>Bachelor of Arts (Sul Ross State University) – Interdisciplinary Studies</p> <p><a href="#">Stocks Transcripts</a></p>	<p>Certified to teach Elementary Reading (Grades 1-8); Elementary (Grades 1-8); and Early Childhood Education (Grades PK-KG) in Texas</p> <p>12 years Public School teaching; 10 years Higher education teaching</p>
<p><a href="#">Timothy Wilson, ED.D.</a> (F)</p>	<p><a href="#">EDUC 3302 – Educational Psychology</a>, 3 (UT)</p> <p><a href="#">EDUC 3304 – Educational Child Growth and Development</a>, 3 (UT)</p> <p><a href="#">EDUC 3308 – EC-6 Educational Language Acquisition and Emergent Literacy</a>, 3 (UT)</p> <p><a href="#">EDUC 3309 – EC-6 Early Childhood methods and Classroom Management Education</a>, 3 (UT)</p> <p><a href="#">EDUC 3310 – EC-6 Early Childhood Curriculum</a>, 3 (UT)</p>	<p>Doctorate in Supervision of Curriculum and Instruction w/minor in Early Childhood Education (East Texas State University) – 93 hours Graduate Education coursework</p> <p>Masters of Education in Elementary Education/Early Childhood (Houston Baptist University) – 36 hours Graduate Education coursework</p> <p>Bachelor of Arts (Wayland Baptist University) – Elementary Education</p> <p><a href="#">Wilson Transcripts</a></p>	<p>Certified to teach Special Education (Grades EC-12); Elementary Music (Grades 1-8); Elementary (Grades 1-8); Bilingual/ESL (Grades 1-8) and Kindergarten (Grades PK-KG) in Texas</p> <p>12 years Public School teaching; 28 years Higher Education teaching</p>
<p><a href="#">Amado De La Cruz, M.Ed.</a> (P)</p>	<p><a href="#">EDUC 4308 – The Teaching of Reading</a>, 3 (UT)</p>	<p>Masters in Elementary Education (Sul Ross State University) – 36 hours Graduate Education coursework</p> <p>Bachelors in Elementary Education (Sul Ross State University)</p> <p><a href="#">DeLaCruz Transcripts</a></p>	<p>Certified to teach Elementary (Grades 1-8), and Bilingual/ESL (Grades 1-8) in Texas</p> <p>Has 39 hours (12 hours Graduate) preparation in Reading instruction</p> <p>8 years Public School teacher; 19 years Assistant Principal</p>
<p><a href="#">Joy Watkins, M.Ed.</a> (P)</p>	<p><a href="#">EDUC 4313 – Phonics, Skills, and Comprehension</a>, 3 (UT)</p>	<p>Masters in Reading Specialist ((Midwestern State University)- 52 hours Graduate Education and Reading coursework</p> <p>Bachelors in Elementary Education (Southwest Texas State University)</p> <p><a href="#">Watkins Transcripts</a></p>	<p>Certified as a Reading Specialist in Texas;</p> <p>Certified to teach Elementary (Grades 1-8) in Texas</p> <p>22 years Public School teacher; 22 years Principal</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross – Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Education  
Academic Term(s) Included: Spring, 2017  
Date Form Completed: 01/20/2017

1	2	3	4
<p align="center"><b>NAME (F, P)</b></p>	<p align="center"><b>COURSES TAUGHT</b> Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G)</p>	<p align="center"><b>ACADEMIC DEGREES &amp; COURSEWORK</b> Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</p>	<p align="center"><b>OTHER QUALIFICATIONS &amp; COMMENTS</b> Related to Courses Taught</p>

<p><a href="#">Clay Baulch, Ed.D.</a> (F)</p>	<p><a href="#">EDUC 5302 – The Principalship</a>, 3 (G)  <a href="#">EDUC 5318 – Administration of Personnel Services</a>, 3 (G)  <a href="#">EDUC 6307 – School Public Relations</a>, 3 (G)  <a href="#">EDUC 6315 – Curriculum Theory and Development</a>, 3 (G)  <a href="#">EDUC 4300 - Internship in Teaching</a>, 3 (UT)</p>	<p>Doctorate in Educational Leadership (Stephen F. Austin State University) – 66 hours Graduate Education coursework</p> <p>Masters in Education Administration (Sul Ross State University) – 45 hours Graduate Education coursework</p> <p>Bachelor of Arts (Southwest Texas State University) English/Mathematics  <a href="#">Baulch Transcripts</a></p>	<p>Certified instructor for Instructional Leadership Development (PK-12) and Teacher Appraisal (PK-12) in Texas</p> <p>Certified Mid-Management Administrator (PK-12) in Texas</p> <p>7 years as School Principal; 11 years Higher Education teaching</p>
<p><a href="#">Samuel Garcia, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 6340 – Bilingual and Bicultural Counseling</a>, 3 (G)  <a href="#">EDUC 6333 – Ethical, Legal, and Professional Issues in Counseling</a>, 3 (G)  <a href="#">EDUC 6352 – Community Treatment Planning &amp; Mental Health Advocacy</a>, 3 (G)  <a href="#">EDUC 6366 Counseling and Spirituality</a>, 3 (G)</p>	<p>Doctorate in Counseling and Supervision (St. Mary's University) – 67 hours Graduate Counseling coursework</p> <p>Masters in Counseling (Sul Ross State University) – 48 Graduate Education and Counseling hours</p> <p>Bachelor of Arts (Sul Ross State University) – Social Science  <a href="#">S. Garcia Transcripts</a></p>	<p>Licensed Professional Counselor in Texas</p> <p>Second year in Higher Education</p>
<p><a href="#">Maria Gear, Ed.D.</a> (F)</p>	<p><a href="#">EDUC 3300 – Foundations in Education</a>, 3 (UT)  <a href="#">EDUC 3305 – Teaching Strategies and Classroom Management</a>, 3 (UT)  <a href="#">EDUC 5301 – Research Methodology</a>, 3 (G)  <a href="#">EDUC 4601 – Student Teaching in Elementary School</a>, 6 (UT)  <a href="#">EDUC 4605 – Student Teaching in Secondary School</a>, 6 (UT)  <a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)</p>	<p>Doctorate in Educational Leadership (University of Texas-San Antonio) – 60 hours in Graduate Education coursework</p> <p>Masters in School Counseling (Sul Ross State University) – 36 hours Graduate Education and Counseling coursework</p> <p>Bachelor of Science (The University of Texas at Austin) - Education  <a href="#">Gear Transcripts</a></p>	<p>Certified as Teacher Appraiser (PK-12) in Texas; Certified Teacher for Spanish (6-12), Physical Science (6-12), and Physics (6-12) in Texas;  Certified School Counselor (PK-12) in Texas</p> <p>10 years Public School teaching; 16 years School Counselor; 4 years Adjunct instructor at UTSA; 3 years Higher Education teaching</p>
<p><a href="#">Monica Gutierrez, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3301 – Math/Science Methods for the Elementary Teacher</a>, 3 (UT)  <a href="#">EDUC 4300 – Internship in Teaching</a>, 3 (UT)  <a href="#">EDUC 4320 – Diverse Populations</a>, 3 (UT)  <a href="#">EDUC 4601 – Student Teaching in the Elementary School</a>, 6 (UT)  <a href="#">EDUC 4605 – Student Teaching in the Secondary School</a>, 6 (UT)  <a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)  <a href="#">EDUC 5314 – Personality and Theories</a>, 3 (G)</p>	<p>Doctorate in Education Human Resource Development (Texas A&amp;M University) – 71 hours Graduate Education coursework;</p> <p>Masters in Counseling (Sul Ross State University) – 36 hours Graduate Education and Counseling coursework</p> <p>Bachelor of Science (The University of Texas at Austin) - Education  <a href="#">M. Gutierrez Transcripts</a></p>	<p>Certified School Counselor (PK-12) in Texas;  Certified to teach Elementary Biology (Grades 1-8) and Elementary (Grades 1-8) in Texas;  Certified as Teacher Appraiser (PK-12) in Texas</p> <p>4 years Public School teaching; 12 years School Counselor; 24 years Higher Education teaching</p>
	<p><a href="#">EDUC 5319 – School Law</a>, 3</p>	<p>Doctorate in Educational Administration (University of Texas at Austin) – 52 hours Graduate Education coursework</p>	

<p><a href="#">Dorman Moore, Ph.D.</a> (F)</p>	<p>(G)  <a href="#">EDUC 7307 – Advanced Seminar in Administration</a>, 3 (G)  <a href="#">EDUC 7311 – Superintendent Internship</a>, 3 (G)  <a href="#">EDUC 7313 – Administration Internship</a>, 3 (G)</p>	<p>Masters in School Administration (Angelo State University) – 45 hour Graduate Education coursework</p> <p>Superintendent Certification (Abilene Christian University) – 15 hours Graduate Education coursework</p> <p>Bachelor of Science (Angelo State University) – Math Education  <a href="#">Moore Transcripts</a></p>	<p>Certified Mid-Management Administrator (PK-12) and Superintendent (PK-12) in Texas</p> <p>4 years School Principal; 17 years School Superintendent; 19 years Higher Education teaching</p>
<p><a href="#">Fernando Quiz, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3328 – Foundations of Bilingual Education</a>, 3 (UT)  <a href="#">EDUC 3329 – Methodology of Second Language Teaching</a>, 3 (UT)  <a href="#">EDUC 4328 – Teaching Spanish Language Arts in the Bilingual Classroom</a>, 3 (UT)  <a href="#">EDUC 4329 – Teaching Content Areas in the Bilingual Classroom</a>, 3 (UT)  <a href="#">EDUC 5328 – Bilingual Education: Principles and Curriculum</a>, 3 (G)  <a href="#">EDUC 5329 – Methodology of Second Language Teaching</a>, 3 (G)  <a href="#">EDUC 6328 – Methodology in Reading/Language Arts in Bilingual Education</a>, 3 (G)  <a href="#">EDUC 6329 – Methodology in Content Area Instruction in Bilingual Education</a>, 3 (G)</p>	<p>Doctorate in Education Administration (New Mexico State University) – 75 Graduate Education hours</p> <p>Masters in School Administration (Sul Ross State University) – 45 Graduate Education hours</p> <p>Bachelor of Business Administration (Southwest Texas State University) - Management  <a href="#">Quiz Transcripts</a></p>	<p>Certified teacher in Bilingual/ESL (Grades PK-6) and Elementary (Grades PK-6) in Texas</p> <p>6 years Public School teaching – Elementary Bilingual; 17 years Higher Education teaching</p>
<p><a href="#">Miriam Muniz Quiz, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 3300 – Foundations in Education</a>, 3 (UT)  <a href="#">EDUC 4601 – Student Teaching in the Elementary School 4-8</a>, 6 (UT)  <a href="#">EDUC 4605 – Student Teaching in the Secondary School</a>, 6 (UT)  <a href="#">EDUC 4607 – Student Teaching in Early Childhood through Sixth Grade</a>, 6 (UT)  <a href="#">EDUC 4300 – Internship in Teaching</a>, 3 (UT)  <a href="#">EDUC 6304 – Organization and Theory in School Administration</a>, 3 (G)</p>	<p>Doctorate in Education Administration (New Mexico State University) – 75 hours Graduate Education coursework</p> <p>Masters in School Administration (Sul Ross State University) – 45 hours Graduate Education coursework</p> <p>Bachelor of Science (Pan American University) – Elementary Education  <a href="#">Muniz Quiz Transcripts</a></p>	<p>Certified Mid-Management Administrator (Grades PK-12); Elementary Reading teacher (Grades 1-8), and Elementary teacher (Grades 1-8) in Texas</p> <p>9 years Public School teaching; 17 years Higher Education teaching</p>
<p><a href="#">Todd Russell, Ph.D.</a> (F)</p>	<p><a href="#">EDUC 6322 – Techniques of Counseling II</a>, 3 (G)  <a href="#">EDUC 6330 – Play Therapy</a>, 3 (G)  <a href="#">EDUC 6331 – Advanced Strategies in Play Therapy</a>, 3 (G)  <a href="#">EDUC 7316 – Practicum in Counseling</a>, 3 (G)  <a href="#">EDUC 5327 – Internship in Counseling</a>, 3 (G)</p>	<p>Doctorate in Counseling Psychology (University of Oregon) – 160 hours Graduate Counseling and Psychology coursework</p> <p>Masters in Counseling (University of Oregon) – 69 Graduate Counseling hours coursework</p> <p>Bachelor of Science (University of Oregon) - Psychology  <a href="#">Russell Transcripts</a></p>	<p>6 years School Counseling in Oregon; 30 years Higher Education teaching</p>
	<p><a href="#">EDUC 4314 – Reading Skills</a></p>	<p>Doctorate in Curriculum and Instruction – Reading (Texas A&amp;M University – Corpus</p>	

<p><a href="#">Gina Stocks, Ph.D.</a> (F)</p>	<p><a href="#">for Content Subjects</a>, 3 (UT)  <a href="#">EDUC 5301 – Research Methodology</a>, 3 (G)  <a href="#">EDUC 5308 – Elementary Reading</a>, 3 (G)  <a href="#">EDUC 6313 – Teaching Reading in the Content Area</a>, 3 (G)  <a href="#">EDUC 6314 – Diagnosis and Correction of Reading Disabilities</a>, 3 (G)</p>	<p>Christi) – 66 hours Graduate Education and Reading coursework</p> <p>Masters in Reading (Sul Ross State University) – 36 hours Graduate Education and Reading coursework</p> <p>Bachelor of Arts (Sul Ross State University) – Interdisciplinary Studies  <a href="#">Stocks Transcripts</a></p>	<p>Certified to teach Elementary Reading (Grades 1-8); Elementary (Grades 1-8); and Early Childhood Education (Grades PK-KG) in Texas</p> <p>12 years Public School teaching; 10 years Higher education teaching</p>
<p><a href="#">Timothy Wilson, ED.D.</a> (F)</p>	<p><a href="#">EDUC 3304 – Educational Child Growth and Development</a>, 3 (UT)  <a href="#">EDUC 3302 – Educational Psychology</a>, 3 (UT)  <a href="#">EDUC 3308 – EC-6 Educational Language Acquisition and Emergent Literacy</a>, 3 (UT)  <a href="#">EDUC 3309 – EC-6 Early Childhood methods and Classroom Management Education</a>, 3 (UT)  <a href="#">EDUC 3310 – EC-6 Early Childhood Curriculum</a>, 3 (UT)  <a href="#">EDUC 6308 – Advanced Human Growth and Development</a>, 3 (G)  <a href="#">EDUC 6309 – Human Growth and Development w/Emphasis on Adult Learning Pedagogy</a>, 3 (G)</p>	<p>Doctorate in Supervision of Curriculum and Instruction w/minor in Early Childhood Education (East Texas State University) – 93 hours Graduate Education coursework</p> <p>Masters of Education in Elementary Education/Early Childhood (Houston Baptist University) – 36 hours Graduate Education coursework</p> <p>Bachelor of Arts (Wayland Baptist University) – Elementary Education  <a href="#">Wilson Transcripts</a></p>	<p>Certified to teach Special Education (Grades EC-12); Elementary Music (Grades 1-8); Elementary (Grades 1-8); Bilingual/ESL (Grades 1-8) and Kindergarten (Grades PK-KG) in Texas</p> <p>12 years Public School teaching; 28 years Higher Education teaching</p>
<p><a href="#">Amado De La Cruz, M.Ed.</a> (P)</p>	<p><a href="#">EDUC 4308 – The Teaching of Reading</a>, 3 (UT)  <a href="#">EDUC 4314 – Reading Skills for Content Subjects</a>, 3 (UT)</p>	<p>Masters in Elementary Education (Sul Ross State University) – 36 hours Graduate Education coursework</p> <p>Bachelors in Elementary Education (Sul Ross State University)  <a href="#">DeLaCruz Transcripts</a></p>	<p>Certified to teach Elementary (Grades 1-8), and Bilingual/ESL (Grades 1-8) in Texas</p> <p>Has 39 hours (12 hours Graduate) preparation in Reading instruction</p> <p>8 years Public School teacher; 19 years Assistant Principal</p>
<p><a href="#">Joy Watkins, M.Ed.</a> (P)</p>	<p><a href="#">EDUC 4313 – Phonics, Skills, and Comprehension</a>, 3 (UT)  <a href="#">EDUC 3303 – Methods &amp; Classroom Mgmt. in Elementary School</a>, 3 (UT)</p>	<p>Masters in Reading Specialist ((Midwestern State University)- 52 hours Graduate Education and Reading coursework</p> <p>Bachelors in Elementary Education (Southwest Texas State University)  <a href="#">Watkins Transcripts</a></p>	<p>Certified as a Reading Specialist in Texas; Certified to teach Elementary (Grades 1-8) in Texas</p> <p>22 years Public School teacher; 22 years Principal</p>

**F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate Supporting Documentation and Evidence:**

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Fine Arts and Communication

Academic Term(s) Included: Fall 2016

Date Form Completed: 9/14/16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Avram Dumitrescu</a> (F)	<a href="#">ART 3301 Art Studio Conc: Digital Art</a> (3 UT) <a href="#">ART 3301 Art Studio Conc: Animation</a> (3 UT) <a href="#">ART 5304 Grad Art Studio I: Digital Art</a> (3 G) <a href="#">ARTC 2331 Intro to Animation</a> (3 UT) <a href="#">CSAT 2310 Intro to Digital Imaging</a> (3 UT) <a href="#">CSAT 2312 Introduction to Animation</a> (3 UT) <a href="#">FA 2302 Intro to Digital Design</a> (3 UT) <a href="#">JOUR 3302 Layout and Design</a> (3 UT)	MAA (Illustration), University of Ulster at Belfast; BA (Visual Communication). <a href="#">Dumitrescu Transcripts</a>	Weeklong training for Autodesk Maya through Future Media Concepts; Weeklong Maya training through Ledet Training; Game Design, Game Animation, and Game Art research through multiple visits to Game Developer's Conference
<a href="#">Carol Fairlie</a> (F)	<a href="#">ART 1316 Drawing I</a> (UT 3) <a href="#">ART 2366 Watercolor I</a> (UT 3) <a href="#">ART 3301 Art Studio Conc.: Painting</a> (UT 3) <a href="#">ART 4301 Adv Studio Conc I: Painting</a> (UT 3) <a href="#">ART 5304 Grad Art Studio I: Painting</a> (G 3) <a href="#">ART 5304 Graduate Art Studio I</a> (G 3)	MFA (Painting/Drawing), University of North Texas; BFA (Painting/Drawing, minor metalsmithing/ceramics), Texas Woman's University; Four-year certification, (Painting/Drawing, minor figure sculpture), Pennsylvania Academy of the Fine Arts. <a href="#">Fairlie Transcripts</a>	Week long water color workshop in Albuquerque, NM
<a href="#">Gregory Tegarden</a> (F)	<a href="#">ART 1301 Art Appreciation</a> - 2 sections (UT 3) <a href="#">ART 1311 Design I</a> (UT 3) <a href="#">ART 2346 Ceramics I</a> (UT 3) <a href="#">ART 4301 Adv Studio Conc I: Sculpture</a> (UT 3) <a href="#">ART 5304 Grad Art Studio I: Ceramics</a> (G 3)	MFA (Ceramics), Texas A&M University – Corpus Christi; BS (Botany), Sul Ross State University <a href="#">Tegarden Transcripts</a>	Internship, Daniel Johnston Pottery, North Carolina Workshop, Bull's Eye Glass, New Mexico Annual Workshops, Chicken Farm Art Center, Texas Kiln Assistant, Mark Hewitt Pottery, North Carolina SLOSS workshop and Iron Pour Team Member with Texas A&M University - CC, Alabama
<a href="#">Stephen Lang</a> (F)	<a href="#">JOUR 1102 Journalism Lab</a> (UT 1) <a href="#">JOUR 3301 Student Publications Workshop</a> (UT 3)	MA (Liberal Arts), Sul Ross State University <a href="#">Lang Transcripts</a>	Director of News/Publications at Sul Ross State University  Information Specialist at Univ. South Dakota, 1991-1998
<a href="#">Esther Rumsey</a> (F)	<a href="#">COMM 1310 Fund of Comm</a> (UT 3) <a href="#">COMM 4301 Persuasion</a> (UT 3) <a href="#">COMM 4310 Senior Capstone</a> (UT 3) <a href="#">COMM 5304 Persuasion</a> (G 3) <a href="#">COMM 5312</a> (G 3)	PhD (Communication), Rutgers University; MA (Communication) University of Northern Colorado; BS (Political Science) Willamette University <a href="#">Rumsey Transcripts</a>	National Communication Association Faculty Development Workshop. One week workshop attended every other summer for 10 years.
<a href="#">Dominique Sanchez</a> (F)	<a href="#">COMM 3320 Prin of Public Relations</a> (UT 3)	MA (Journalism), University of Southern California; BA (Communication), Sul Ross State University; Graduate credits in MED Counselor, Sul Ross State University <a href="#">Sanchez Vargas Transcripts</a>	Public Relations Internship in London, England; Two years work experience in Public Relations
	<a href="#">COMM 1311 Intro to Speech Comm</a> (3 UT) <a href="#">COMM 4303 European Media Prod</a> (3 UT) <a href="#">COMM 4304 Advanced</a>		Workshops: The Second City Chicago professional conservatory 14-month program, scholarship

<a href="#">Bret Scott</a> (F)	<a href="#">Audio Wksh</a> (3 UT) <a href="#">COMM 5305 Motion Graphics</a> (3 G) <a href="#">CSAT 3342 Advanced Audio Prod</a> (3 UT) <a href="#">THEA 1120 Theatre Practicum I</a> (UT 1) <a href="#">THEA 3304 Adv Acting: Improvisation</a> (UG 3) <a href="#">THEA 3304 Adv Audio Workshop</a> (UT 3) <a href="#">THEA 5303 Acting/Improvisation</a> (G 3)	MFA (Film & Television Production), University of Southern California; BFA (Theatre Arts), University of Arizona <a href="#">B. Scott Transcripts</a>	student - graduated 02/1995 ImproOlympic school of improvisation - 1 year of study, scholarship student Del Close master class in improvisation - 3 years, by invitation only Annoyance theater - 1 year of study under Joe Bill, Susan Messing, and Mick Napier
<a href="#">Stanley S. Standly</a>	<a href="#">COMM 1311 Intro to Speech Communication</a> - 4 sections (UT 3) <a href="#">THEA 1120 Theatre Practicum I</a> (UT 1) <a href="#">FA 1315 Fine Arts Appreciation</a> (UT 3)	MA (Liberal Arts, Concentration in Communication and Theatre) Sul Ross State University; BA (Communication) Sul Ross State University; BA (Theatre) Sul Ross State University. <a href="#">Standly Transcripts</a>	
<a href="#">Joseph Velasco</a> (F)	<a href="#">COMM 1311 Intro to Speech Comm</a> (UT 3) <a href="#">COMM 1320 Business and Prof Comm</a> (UT 3) <a href="#">COMM 2309 Communication and Sport</a> (UT 3)	PhD (Communication), University of Denver; MA (Interdisciplinary Study), Texas A & M Corpus Christi; BA (Communication), University of New Mexico <a href="#">Velasco Transcripts</a>	
<a href="#">Steven Bennack</a> (P)	<a href="#">MUS 1111 Ind Instruction: Guitar</a> (UT 1) <a href="#">MUS 1113 Guitar Ensemble</a> (UT 1) <a href="#">MUS 1118 Guitar Class</a> (UT 1) <a href="#">MUS 1181 Piano Class I</a> (UT 1) <a href="#">MUS 1211 Ind Instruction: Guitar</a> (UT 2) <a href="#">MUS 3111 Ind Instruction: Guitar</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Guitar</a> (UT 2) <a href="#">MUS 5319 Guitar Pedagogy</a> (G 3)	MA (Liberal Arts), Sul Ross State University; BA (Music), Sul Ross State University, <a href="#">Bennack Transcripts</a>	: 3 semesters of Jazz Guitar at North Texas State University (83-85). Guitarist for the 5:00 Lab Band at N.T.S.U. for 2 semesters (90-91). Attended a flamenco guitar workshop at the National Institute of Flamenco Albuquerque, NM (June 2009.)44sch in Music Theory/Jazz at UNT
<a href="#">Karrin Ford</a> (F)	<a href="#">MUS 1111 Ind Instruction: Piano</a> (UT 1) <a href="#">MUS 1311 Music Theory I</a> (UT 3) <a href="#">MUS 3111 Ind Instruction: Piano</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Piano</a> (UT 2) <a href="#">MUS 5319 Music Theory Pedagogy</a> (G 3)	PhD (Music Theory, History), University of Connecticut; DMA (Organ) Cincinnati Conservatory of Music; MM (Organ) University of Kansas; BME (Piano) Baylor University <a href="#">Ford Transcripts</a>	
<a href="#">Donald Freed</a> (F)	<a href="#">MUS 1111 Ind Instruction: Voice</a> (UT 1) <a href="#">MUS 1112 Concert Choir</a> (UT 2) <a href="#">MUS 1211 Ind Instruction: Voice</a> (UT 2) <a href="#">MUS 1308 Music Literature I</a> (UT 3) <a href="#">MUS 3111 Ind Instruction: Voice</a> (UT 1) <a href="#">MUS 3112 Concert Choir</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Voice</a>	PhD (Music), University of Nebraska <a href="#">Freed Transcripts</a>	Vocal Pedagogy Workshop, Oberlin College Conservatory of Music, Oberlin, Ohio, January 31-February 2, 2014. Vocal pedagogy, Broadway styles with Jeannie LoVetri, operatic styles with Lorraine Manz, vocal health with otolaryngology MDs from the Cleveland Clinic.  Private voice study and coaching with Thomas Houser, New Holland, PA (March, 2008).
<a href="#">Jeffrey Meyer</a> (F)	<a href="#">MUS 1111 Ind Instruction: Trumpet</a> (UT 1) <a href="#">MUS 1113 Wind Ensemble</a> (UT 1) <a href="#">MUS 1113 Marching Band</a> (UT 1) <a href="#">MUS 1114 Brass Techniques</a> (UT 1) <a href="#">MUS 1116 Sight Sing Ear Train I</a> (UT 1) <a href="#">MUS 1211 Ind Instruction: Trumpet</a> (UT 2) <a href="#">MUS 1211 Ind Instruction: Euphonium</a> (UT 2) <a href="#">MUS 3113 Wind Ensemble</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: French Horn</a> (UT 2) <a href="#">MUS 3313 Fundamentals of Conducting</a> (UT 3)	DMA (Tuba), Cleveland Institute of Music; MM (Conducting), Kent State University; BM (Tuba), Eastman School of Music <a href="#">Meyer Transcripts</a>	Blackboard Certification, <i>El Paso Community College</i> , El Paso, TX 2014 Residency in Electronic Music, <i>Centro Mexicano para la Música y las Artes Sonoras</i> , Morelia, Michoacán, Mexico 2012 Moodle Certification, <i>Highland Community College</i> , Highland, KS 2011 Conducting Fellowship, <i>New England Conservatory</i> , Boston, MA 2004 Associate Conductor, <i>Conductor's Institute of South Carolina</i> , Columbia, SC 2004 Arts Leadership Certification, <i>Eastman School of Music</i> , Rochester, NY 2004
	<a href="#">FA 1315 Fine Arts Appreciation</a> (UT 3) <a href="#">FA 1302</a>		

<a href="#">Mary-Elizabeth Thompson</a> (F)	<a href="#">Music Appreciation</a> (UT 3) <a href="#">MUS 1111 Ind Instruction: Saxophone</a> (UT 1) <a href="#">MUS 1211 Ind Instruction: Flute</a> (UT 2) <a href="#">MUS 3111 Ind Instruction: Flute</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Bassoon</a> (UT 2) <a href="#">MUS 4311 History of Music I</a> (UT 3) <a href="#">MUS 5319 Teach Music History &amp; Appreciation</a> (G 3)	DMA (Flute), University of Kansas; MM (Flute), Kent State University; BM (Music Education) Furman University <a href="#">Thompson Transcripts</a>	Fulbright in Mexican Music, Mexico City, August 2011 – May 2012.
<a href="#">Elizabeth Castillo</a> (P)	<a href="#">THEA 1310 Intro to the Theatre</a> (UT 3) <a href="#">THEA 4305 Playwriting</a> (UT 3)	MFA (Playwriting), Texas Tech University; BA (Theatre) Sul Ross State University. <a href="#">Castillo Transcripts</a>	Published play writer
<a href="#">Dona Roman</a> (F)	<a href="#">THEA 1351 Acting I</a> (UT 3) <a href="#">THEA 2304 Oral Interpretation</a> (UT 3) <a href="#">THEA 2311 Stage Management</a> (UT 3) <a href="#">THEA 3318 Directing I</a> (UT 3) <a href="#">THEA 5305 Playwriting</a> (G 3)	MFA (Theatre), University of California; BFA (Theatre) <a href="#">Roman Transcripts</a>	
<a href="#">Gregory Schwab</a> (F)	<a href="#">THEA 1310 Intro to Theatre</a> (UT 3) <a href="#">THEA 3302 Hist of Theatre I</a> (UT 3)	MFA (Theatre), Trinity University <a href="#">Schwab Transcripts</a>	
<a href="#">Marjorie Scott</a> (F)	<a href="#">COMM 3307 Studies in Film</a> (UT 3) <a href="#">COMM 5304 Studies in Film</a> (G 3) <a href="#">THEA 1310 Intro to Theatre</a> (UT 3) <a href="#">THEA 1322 Stage Movement</a> (UT 3) <a href="#">THEA 2112 Musical Theatre Performance</a> (UT 1) <a href="#">THEA 5305 Acting for the Camera</a> (G 3)	MFA (Film/TV Producing), University of Southern California; BFA (Theatre) <a href="#">M. Scott Transcripts</a>	PROFESSIONAL TRAINING IO West (formerly Improv Olympic West) Training program 2007-2008 Los Angeles, CA Bang! Improv Training Program 2001-2003 Los Angeles, CA Orphans Theater Company 6-Week Viewpoints workshop with Tracy Young February- March 2002 Los Angeles, CA Orphans Theater Company Story Theater Workshop with Byrne Piven March 2000
<a href="#">Jay Sawyer</a> (P)	<a href="#">COMM 1311 Intro to Speech Communication</a> (3UT),	MFA (Theatre), Texas Tech University; MA (Communication), Southern Baptist <a href="#">Sawyer Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Fine Arts and Communication

Academic Term(s) Included: Spring 2017

Date Form Completed: 01/20/2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Avram Dumitrescu</a> (F)	<a href="#">ART 1301 Art Appreciation</a> (UT 3) <a href="#">ART 5304 Grad Art Studio I: 3D Digital</a> (G 3) <a href="#">ARTC 3332 Advanced 2-D Imaging</a> (UT 3) <a href="#">ARTC 3334</a>	MFA (Illustration), University of Ulster at Belfast; BA (Visual Communication).	Weeklong training for Autodesk Maya through Future Media Concepts; Weeklong Maya training through Ledet Training; Game Design, Game Animation,

	<a href="#">Intro to Maya (UT 3) FA 3302 Advanced Digital Imaging (UT 3)</a>	<a href="#">Dumitrescu Transcripts</a>	and Game Art research through multiple visits to Game Developer's Conference
<a href="#">Carol Fairlie (F)</a>	<a href="#">ART 2316 Painting I (UT 3)</a> <a href="#">ART 3301 Art Studio Conc: Painting (UT 3)</a> <a href="#">ART 4301 Art Studio Conc I: Painting (UT 3)</a> <a href="#">ART 4302 Art Studio Conc II: Painting (UT 3)</a> <a href="#">Art 5301 Curriculum Enrichment (G 3)</a> <a href="#">Art 5303 Photography Internship (G 3)</a> <a href="#">ART 5304 Grad Art Studio I: Painting (G 3)</a> <a href="#">ART 5304 Graduate Research in Studio Practices (G 3)</a>	MFA (Painting/Drawing), University of North Texas; BFA (Painting/Drawing, minor metalsmithing/ceramics), Texas Woman's University; Four-year certification, (Painting/Drawing, minor figure sculpture), Pennsylvania Academy of the Fine Arts. <a href="#">Fairlie Transcripts</a>	Week long water color workshop in Albuquerque, NM
<a href="#">Gregory Tegarden (F)</a>	<a href="#">ART 1301 Art Appreciation (UT 3)</a> <a href="#">ART 1312 Design II (UT 3)</a> <a href="#">ART 2347 Ceramics II (UT 3)</a> <a href="#">ART 3301 Art Studio Conc: Ceramics (UT 3)</a> <a href="#">ART 3304 Fused &amp; Slump Glass (UT 3)</a> <a href="#">ART 4301 Adv Studio Conc I: Ceramics (UT3)</a> <a href="#">ART 4302 Adv Studio Conc II: Ceramics (UT 3)</a> <a href="#">ART 4302 Adv Studio Conc II: Sculpture (UT 3)</a> <a href="#">ART 5303 Grad Art Studio: Ceramics (G 3)</a>	MFA (Ceramics), Texas A&M University – Corpus Christi; BS (Botany), Sul Ross State University <a href="#">Tegarden Transcripts</a>	Internship, Daniel Johnston Pottery, North Carolina Workshop, Bull's Eye Glass, New Mexico Annual Workshops, Chicken Farm Art Center, Texas Kiln Assistant, Mark Hewitt Pottery, North Carolina SLOSS workshop and Iron Pour Team Member with Texas A&M University - CC, Alabama
<a href="#">Valerie Breuvar</a>	<a href="#">ART 1304 Art History II (UG 3)</a> <a href="#">ART 5306 Art History (G 3)</a>	MA (Art History) Paris X University Nanterre <a href="#">Breuvar Transcripts</a>	
<a href="#">Stephen Lang (F)</a>	<a href="#">JOUR 3301 Student Publications Workshop (UT 3)</a>	MA (Liberal Arts), Sul Ross State University <a href="#">Lang Transcripts</a>	Director of News/Publications at Sul Ross State University  Information Specialist at Univ. South Dakota, 1991-1998
<a href="#">Esther Rumsey (F)</a>	<a href="#">COMM 3304 Critical Reasoning (UT 3)</a> <a href="#">COMM 4303 Organizational Communication (UT 3)</a> <a href="#">COMM 4310 Senior Capstone (UT 3)</a> <a href="#">COMM 5305 Critical Reasoning (G 3)</a>	PhD (Communication), Rutgers University; MA (Communication) University of Northern Colorado; BS (Political Science) Willamette University <a href="#">Rumsey Transcripts</a>	National Communication Association Faculty Development Workshop. One week workshop attended every other summer for 10 years.
<a href="#">Dominique Vargas (F)</a>	<a href="#">COMM 4315 PR Campaigns (UT 3)</a> <a href="#">COMM 5307 Public Relations (G 3)</a>	MA (Journalism), University of Southern California; BA (Communication), Sul Ross State University; Graduate credits in MED Counselor, Sul Ross State University <a href="#">Sanchez Vargas Transcripts</a>	Public Relations Internship in London, England; Two years work experience in Public Relations
<a href="#">Bret Scott (F)</a>	<a href="#">COMM 1325 Intro to Film Studies (UT 3)</a> <a href="#">COMM 2306 Basic Video Production (UT 3)</a> <a href="#">COMM 3305 Mass Communication &amp; Culture (UT 3)</a> <a href="#">THEA 2120 Theatre Practicum III (UT 1)</a> <a href="#">THEA 5305 Ind Research: Sound Production (G 3)</a>	MFA (Film & Television Production), University of Southern California; BFA (Theatre Arts), University of Arizona <a href="#">B. Scott Transcripts</a>	Workshops: The Second City Chicago professional conservatory 14-month program, scholarship student - graduated 02/1995 ImprovOlympic school of improvisation - 1 year of study, scholarship student Del Close master class in improvisation - 3 years, by invitation only Annoyance theater - 1 year of study under Joe Bill, Susan Messing, and Mick Napier
<a href="#">Stanley S. Standly</a>	<a href="#">COMM 1311 Intro to Speech Communication - 3 sections (UT 3)</a> <a href="#">COMM 2333 Small Group Communication (UT 3)</a> <a href="#">THEA 1120 Theatre Practicum I (UT 1)</a>	MA (Liberal Arts, Concentration in Communication and Theatre) Sul Ross State University; BA (Communication) Sul Ross State University; BA (Theatre) Sul Ross State University. <a href="#">Standly Transcripts</a>	
		PhD (Communication),	

<a href="#">Joseph Velasco</a> (F)	<a href="#">COMM 1320 Business and Prof Comm</a> (UT 3) <a href="#">COMM 4305 Relational Communication</a> (UT 3)	University of Denver; MA (Interdisciplinary Study), Texas A & M Corpus Christi; BA (Communication), University of New Mexico <a href="#">Velasco Transcripts</a>	
<a href="#">Steven Bennack</a> (P)	<a href="#">MUS 1111 Ind Instruction: Guitar</a> (UT 1) <a href="#">MUS 1113 Guitar Ensemble</a> (UT 1) <a href="#">MUS 1118 Guitar Class</a> (UT 1) <a href="#">MUS 1181 Piano Class I</a> (UT 1) <a href="#">MUS 1211 Ind Instruction: Guitar</a> (UT 2) <a href="#">MUS 3111 Ind Instruction: Guitar</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Guitar</a> (UT 2)	MA (Liberal Arts), Sul Ross State University; BA (Music), Sul Ross State University, <a href="#">Bennack Transcripts</a>	: 3 semesters of Jazz Guitar at North Texas State University (83-85). Guitarist for the 5:00 Lab Band at N.T.S.U. for 2 semesters (90-91). Attended a flamenco guitar workshop at the National Institute of Flamenco Albuquerque, NM (June 2009.)44sch in Music Theory/Jazz at UNT
<a href="#">Karrin Ford</a> (F)	<a href="#">MUS 1111 Ind Instruction: Piano</a> (UT 1) <a href="#">MUS 1312 Music Theory II</a> (UT 3) <a href="#">MUS 3111 Ind Instruction: Piano</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Piano</a> (UT 2)	PhD (Music Theory, History), University of Connecticut; DMA (Organ) Cincinnati Conservatory of Music; MM (Organ) University of Kansas; BME (Piano) Baylor University <a href="#">Ford Transcripts</a>	
<a href="#">Donald Freed</a> (F)	<a href="#">MUS 1111 Ind Instruction: Voice</a> (UT 1) <a href="#">MUS 1112 Concert Choir</a> (UT 2) <a href="#">MUS 1211 Ind Instruction: Voice</a> (UT 2) <a href="#">MUS 3111 Ind Instruction: Voice</a> (UT 1) <a href="#">MUS 3112 Concert Choir</a> (UT 1) <a href="#">MUS 3211 Ind Instruction: Voice</a>	PhD (Music), University of Nebraska <a href="#">Freed Transcripts</a>	Vocal Pedagogy Workshop, Oberlin College Conservatory of Music, Oberlin, Ohio, January 31-February 2, 2014. Vocal pedagogy, Broadway styles with Jeannie LoVetri, operatic styles with Lorraine Manz, vocal health with otolaryngology MDs from the Cleveland Clinic.  Private voice study and coaching with Thomas Houser, New Holland, PA (March, 2008).
<a href="#">Jeffrey Meyer</a> (F)	<a href="#">MUS 1111 Individual Instrument Instruction</a> (UT 1) <a href="#">MUS 1113 Brass Ensemble</a> (UT 1) <a href="#">MUS 1113 Instrumental Ensemble</a> (UT 1) <a href="#">MUS 1113 Wind Ensemble</a> (UT 1) <a href="#">MUS 1114 Percussion Techniques</a> (UT 1) <a href="#">1117 Sight Sing Ear Training II</a> (UT 1) <a href="#">MUS 1211 Individual Instruction</a> (UT 2) <a href="#">MUS 3111 Individual Instruction</a> (UT 1) <a href="#">MUS 3111 Wind Ensemble</a> (UT 1) <a href="#">MUS 3211 Individual Instruction</a> (UT 2)	DMA (Tuba), Cleveland Institute of Music; MM (Conducting), Kent State University; BM (Tuba), Eastman School of Music <a href="#">Meyer Transcripts</a>	Blackboard Certification, <i>El Paso Community College</i> , El Paso, TX 2014 Residency in Electronic Music, <i>Centro Mexicano para la Música y las Artes Sonoras</i> , Morelia, Michoacán, Mexico 2012 Moodle Certification, <i>Highland Community College</i> , Highland, KS 2011 Conducting Fellowship, <i>New England Conservatory</i> , Boston, MA 2004 Associate Conductor, <i>Conductor's Institute of South Carolina</i> , Columbia, SC 2004 Arts Leadership Certification, <i>Eastman School of Music</i> , Rochester, NY 2004
<a href="#">Mary-Elizabeth Thompson</a> (F)	<a href="#">MUS 1111 Individual Instruction</a> (UT 1) <a href="#">MUS 1113 Woodwind Ensemble</a> (UT 1) <a href="#">MUS 1211 Individual Instruction</a> (UT 2) <a href="#">MUS 1303 Fundamentals of Music</a> (UT 3) <a href="#">MUS 3111 Individual Instruction</a> (UT 1) <a href="#">MUS 3211 Individual Instruction</a> (UT 2) <a href="#">MUS 3316 Secondary Music Methods</a> (UT 3) <a href="#">MUS 4215 Marching Band Techniques</a> (UT 2)	DMA (Flute), University of Kansas; MM (Flute), Kent State University; BM (Music Education) Furman University <a href="#">Thompson Transcripts</a>	Fulbright in Mexican Music, Mexico City, August 2011 – May 2012.
<a href="#">Elizabeth Castillo</a> (P)	<a href="#">THEA 1310 Intro to the Theatre</a> (UT 3)	MFA (Playwriting), Texas Tech University; BA (Theatre) Sul Ross State University. <a href="#">Castillo Transcripts</a>	Published play writer
<a href="#">Dona Roman</a> (F)		MFA (Theatre), University of California; BFA (Theatre) <a href="#">Roman Transcripts</a>	

<a href="#">Gregory Schwab</a> (F)	<a href="#">THEA 1310 Introduction to Theatre</a> (UG 3) <a href="#">THEA 3316 Hist Thea II: Eng Restoration – Contemporary</a> (UT 3) <a href="#">THEA 5303 Theatre History II</a> (G 3)	MFA (Theatre), Trinity University <a href="#">Schwab Transcripts</a>	
<a href="#">Marjorie Scott</a> (F)	<a href="#">COMM 1311 Intro to Speech Comm</a> (UT 3) <a href="#">THEA 1310 Introduction to Theatre</a> (UT 3) <a href="#">THEA 1352 Acting II with lab</a> (UT 3)	MFA (Film/TV Producing), University of Southern California; BFA (Theatre) <a href="#">M. Scott Transcripts</a>	PROFESSIONAL TRAINING IO West (formerly Improv Olympic West) Training program 2007-2008 Los Angeles, CA Bang! Improv Training Program 2001-2003 Los Angeles, CA Orphans Theater Company 6-Week Viewpoints workshop with Tracy Young February- March 2002 Los Angeles, CA Orphans Theater Company Story Theater Workshop with Byrne Piven March 2000
<a href="#">Jay Sawyer</a> (P)	<a href="#">COMM 1311 Intro to Speech Communication</a> (3UT),	MFA (Theatre), Texas Tech University; MA (Communication), Southern Baptist <a href="#">Sawyer Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution:

Name of Primary Department, Academic Program, or Discipline: First-Year Seminar

Academic Term(s) Included: Fall 2016

Date Form Completed:

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Dr. Angela Brown</a> (F) – Assistant Professor & Chair of Mathematics	<a href="#">Fall 2016, SRSU 1101 –014 (1)</a> <a href="#">Freshman Seminar</a> (UT)	A.S. Math/Physics/ Pre-Engineering  Lee College  B.S. Mathematics/ Sec Ed., Physical Sciences  Sam Houston State University  M.S. Mathematics  Sam Houston State University <a href="#">Brown Transcripts</a>	Ph.D. Mathematics  University of Texas, Arlington
<a href="#">Liz Castillo</a> (P) - Adjunct (F)- Director of Student Support Services)	<a href="#">Fall 2016, SRSU 1101 – SSS (1)</a> <a href="#">Freshman Seminar</a> (UT)	M.F.A. - Theater Texas Tech University <a href="#">Castillo Transcripts</a>	
<a href="#">Theron Francis</a> (F) - Assistant Professor Language & Literature	<a href="#">Fall 2016, SRSU 1101- 012 (1)</a> <a href="#">Freshman Seminar</a> (UT)	Ph.D. - English  Purdue University <a href="#">Francis Transcripts</a>	
		B.S. – Business/ Marketing	

<p><a href="#">William Green</a> (F) Professor &amp; Chair of Business</p>	<p><a href="#">Fall 2016, SRSU 1101.001 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>California State University, Bakersfield M.B.A. – Business</p> <p>California State University, Bakersfield <a href="#">Green Transcripts</a></p>	<p>Ph.D. – Marketing University of Houston  + 15 years industry experience</p>
<p><a href="#">James Hector</a> (F) Associate Professor of Education &amp; Kinesiology</p>	<p><a href="#">Fall 2016, SRSU 1101 – 003 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>B.S. – Education UT Austin</p> <p>M.Ed. – Education (Physical Education)</p> <p>Sul Ross State University <a href="#">Hector Transcripts</a></p>	<p>Ed. D. - Physical Education &amp; Health</p> <p>ETSU – Texas A &amp; M - Commerce</p>
<p><a href="#">Jennifer (Jenny) L. Penland</a> (P) - Adjunct (F) - Activity Director/ Director of Experiential Learning- Title V Lobo Road to Success)</p>	<p><a href="#">Fall 2016 SRSU 1101 - 016, 004 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>B.S. (Elem Ed) Earth Science Minor/ 1-8</p> <p>Lamar University</p> <p>M. Ed. (Sec Ed. 8-12, Supervision &amp; Geology)</p> <p>University of Colorado- Pueblo, Lamar University <a href="#">Penland Transcripts</a></p>	<p>Ed. D. (Educational Leadership/ Multicultural Studies/  Lamar University</p>
<p><a href="#">Kyle Williams</a> (P) Adjunct- Kinesiology</p>	<p><a href="#">Fall 2016, SRSU 1101-004(1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>B.S. (Social Science) Kansas State University M.S. (Counseling and Student Development) Kansas State University <a href="#">Williams Transcripts</a></p>	
<p><a href="#">Christopher Ritzi</a> (F) – Professor of Biology</p>	<p><a href="#">Fall 2016, SRSU 1101- 008 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>B.A. Biology</p> <p>Texas A &amp; M University</p> <p>M.S. – Biology</p> <p>Sul Ross State University <a href="#">Ritzi Transcripts</a></p>	<p>Ph. D. – Life Sciences (Ecology)</p> <p>Indiana State University</p>
<p><a href="#">Mark Saka</a> (F) - Professor of History &amp; Chair of BSS</p>	<p><a href="#">Fall 2016, SRSU 1101-007, 018 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>Ph. D. – History</p> <p>University of Houston <a href="#">Saka Transcripts</a></p>	
<p><a href="#">Bobby Mesker</a> (F) Athletic Director</p>	<p><a href="#">Fall 2016, SRSU 1101- 002 (1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>M.Ed. Sul Ross State University B.S. Sul Ross State University <a href="#">Mesker Transcripts</a></p>	
<p><a href="#">Greg Schwab</a> (F) - Professor of Theater</p>	<p><a href="#">Fall 2016, SRSU 1101 – W01(1)</a> <a href="#">Freshman Seminar</a> (UT)</p>	<p>M.F.A. – Theater</p> <p>Trinity University <a href="#">Schwab Transcripts</a></p>	

<a href="#">Liza Ware</a> (F)- Homeland Security and Criminal Justice	<a href="#">Fall 2016, SRSU 1101-005 (1)</a> <a href="#">Freshman Seminar</a> (UT)	M.S. (Criminal Justice) Sul Ross State University B.S. (Criminal Justice) Sul Ross State University <a href="#">Ware Transcripts</a>	
<a href="#">Kennard Laviers</a> (F)- Computer Science and Mathematics	<a href="#">Fall 2016, SRSU 1101- 006 (1)</a> <a href="#">Freshman Seminar</a> (UT)	B.S. (Computer Science) University of Texas at El Paso M.S. (Computer Science) Air Force Institute of Technology Ph.D. (Computer Science) University of Central Florida <a href="#">Laviers Transcripts</a>	
<a href="#">Brandy Snyder</a> (P) – Adjunct (F) - Associate Director of the Lobo Den, Advisor)	<a href="#">Fall 2016, SRSU 1101- 015 (1)</a> <a href="#">Freshman Seminar</a> (UT)	B.S. (Elem Ed) S.S. Composite  Baylor University <a href="#">Snyder Transcripts</a>	M.S. Ed Administration- Student Services Admin/ College Student Personnel  Baylor University
<a href="#">Kathy Stein</a> (F) - Associate Professor and Director of ACE	<a href="#">Fall 2016, SRSU 1101-011 (1)</a> <a href="#">Freshman Seminar</a> (UT)	Ed. D. – English  University of Texas- El Paso <a href="#">Stein Transcripts</a>	
<a href="#">Filemon Zamora</a> (F)- Languages and Literature	<a href="#">Fall 2016, SRSU 1101- 013 (1)</a> <a href="#">Freshman Seminar</a> (UT)	B.A. (Spanish) San Diego State University M.A. (Spanish) San Diego State University Ph.D (Spanish Literature) University of California at San Diego <a href="#">Zamora Transcripts</a>	
<a href="#">Francine Richter</a> (F)- Languages and Literature	<a href="#">Fall 2016, SRSU 1101- 017 (1)</a> <a href="#">Freshman Seminar</a> (UT)	B.A. (English) Tarleton State University M.A. (English) Tarleton State University Ph.D. (English) Texas Christian University <a href="#">Richter Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: First Year Seminar

Academic Term(s) Included: Spring 2017

Date Form Completed: 1/31/2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

<a href="#">Jamie Boyd</a> (F) – Assistant Professor of Animal Science	Spring 2017, <a href="#">ANSC 1101-01 First Year Seminar</a> (UT) <a href="#">NRM 1101-01 First Year Seminar</a> (UT)	Ph. D. – Dairy Science-Ruminant Nutrition emphasis University of Georgia <a href="#">Boyd Transcripts</a>	
<a href="#">Mark Saka</a> (F) - Professor of History & Chair of BSS	Spring 2017, <a href="#">SRSU 1101-001 First Year Seminar</a> (UT)	Ph. D. – History University of Houston <a href="#">Saka Transcripts</a>	
<a href="#">Greg Schwab</a> (F) - Professor of Theater	Spring 2017, <a href="#">SRSU 1101 – W01 First Year Seminar</a> (UT)	M.F.A. – Theater Trinity University <a href="#">Schwab Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: SUL ROSS STATE UNIVERSITY, ALPINE, TX.

Name of Primary Department, Academic Program, or Discipline: HOMELAND SECURITY AND CRIMINAL JUSTICE

Academic Term(s) Included: FALL 2016

Date Form Completed: 9/17/16

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Dr. Robert Hunter</a> (F)	FALL, 2016 <a href="#">CJ 4308: Terrorism</a> (UT) <a href="#">CJ 4309: Senior Seminar</a> (UT) <a href="#">CJ 4321: Forensic Ballistics – Long Guns</a> (UT) <a href="#">CJ 4334: Police Corruption</a> (UT)	PhD. Criminal Justice; Sam Houston State Univ. TX 1993  M.A. Criminology and Corrections; Sam Houston State Univ. TX 1990  B.S. Criminology and Corrections; Sam Houston State Univ. TX 1988  A.A.S. Police Science; Tyler Community College, VA 1978 <a href="#">Hunter Transcripts</a>	Peace Officer, Texas Commission on Law Enforcement, State of Texas  Police Instructor, Texas Commission on Law Enforcement, State of Texas
<a href="#">Dr. Lorie Rubenser</a> (F)	Fall, 2016 <a href="#">CJ 5305: White Collar Crime</a> (G) <a href="#">CJ 5318: Seminar in Criminal Justice Theory</a> (G) <a href="#">CJ 5322: Immigration Issues</a> (G) <a href="#">CJ 5325: Graduate Seminar</a> (G)	PhD. Criminal Justice; University of Nebraska NE 2000  M.S. Justice Studies; Arizona State Univ. AZ 1996  B.A. Law and Justice; Central Washington Univ. WA 1994  A.A. Administration of Justice; Bellevue Community College WA 1992 <a href="#">Rubenser Transcripts</a>	Police Instructor, Texas Commission on Law Enforcement, State of Texas
	Fall, 2016 <a href="#">CJ 1302: Introduction to Homeland Security</a> (UT) <a href="#">CJ 1307: Crime in America</a>	Ph.D. Philosophy; Capella Univ. MN	

<p><a href="#">Dr. Mark Rubin</a> (F)</p>	<p>(UT)  <a href="#">CJ 2323: Legal Aspects of Law Enforcement</a> (UT)  <a href="#">CJ 3340 Criminal Justice Ethics</a> (UT)  <a href="#">CJ 4302: Special Topics : Sex Crimes</a> (UT)  <a href="#">CJ 4363: Criminal Profiling</a> (UT)  <a href="#">CJ 5328: Transnational Crime</a> (G)</p>	<p>2012  M.E. Measurement and Evaluation; Western Governor's Univ. UT 2008  B.S. Economics; University of Houston TX 1987  <a href="#">Rubin Transcripts</a></p>	<p>Master Peace Officer, Texas Commission on Law Enforcement, State of Texas  Police Instructor, Texas Commission on Law Enforcement, State of Texas</p>
<p><a href="#">Liza Ware</a> (F)</p>	<p>Fall, 2016  <a href="#">CJ 1301: Introduction to Criminal Justice</a> (UT)  <a href="#">CJ 3302: Victimology</a> (UT)  <a href="#">CJ 3311: Women and Crime</a> (UT)  <a href="#">CJ 3316: Domestic Violence</a> (UT)  <a href="#">CJ 3321: Human Trafficking</a> (UT)  <a href="#">CJ 4304: Criminology</a> (UT)</p>	<p>M.S. Criminal Justice; Sul Ross State Univ. TX 2007  B.S. Criminal Justice; Sul Ross State Univ. TX 2006  <a href="#">Ware Transcripts</a></p>	<p>Former Child Protective Services Investigator</p>
<p><a href="#">Dr. Hamin Shabazz</a> (F)</p>	<p>Fall, 2016  <i>No Classes</i></p>	<p>PhD. Administration of Justice; Univ. of Baltimore MD 2006  M.P.A. Administration of Justice; Widener Univ. PA 2001  B.S. Criminal Justice; Widener Univ. PA 1997  <a href="#">Shabazz Transcripts</a></p>	
<p><a href="#">Dr. Heath Dingwell</a> (P)</p>	<p>Fall, 2016  <a href="#">CJ 5306: Drug Abuse</a> (G)  <a href="#">CJ 5317: Juvenile Delinquency</a> (G)</p>	<p>PhD. Sociology; Washington State Univ. WA 2001  M.S. Justice Studies; Arizona State Univ. AZ 1997  B.S. Criminal Justice; Rochester Institute of Technology NY 1995  <a href="#">Dingwell Transcripts</a></p>	
<p><a href="#">Travis Laco</a> (P)</p>	<p>Fall, 2016  <a href="#">CJ 4323: Transnational Crime</a> (UT)</p>	<p>M.S. Criminal Justice; Sam Houston State Univ. TX 2011  B.S. Criminal Justice; Sam Houston State Univ. TX 2004  <a href="#">Laco Transcripts</a></p>	<p>Master Peace Officer, Texas Commission on Law Enforcement, State of Texas</p>
<p><a href="#">Russell Scown</a> (P)</p>	<p>Fall, 2016  <a href="#">CJ 4302: Special Topics : Police Management</a> (UT)  <a href="#">CJ 4302: Special Topics: Police Use of Force</a> (UT)</p>	<p>M.A. Public Administration; Sul Ross State Univ. TX 1994  B.S. Criminal Justice; Sul Ross State Univ. TX 1990  <a href="#">R. Scown Transcripts</a></p>	<p>Master Peace Officer, Texas Commission on Law Enforcement, State of Texas  Police Instructor, Texas Commission on Law Enforcement, State of Texas</p>
<p><a href="#">Eleazar Cano</a> (P)</p>	<p>Fall, 2016:  <i>No Classes Taught</i></p>	<p>M.A. Education; Sul Ross State Univ. TX 1995  B.A. Criminal Justice; St. Edwards Univ. TX 1989  <a href="#">Cano Transcripts</a></p>	<p>Current County Judge with oversight of county misdemeanor, probate, and juvenile courts</p>
		<p>M.S. Criminal Justice; Sul</p>	

<a href="#">Shaun Barak</a> (P)	Fall, 2016: No Classes Taught	Ross State Univ. TX 2008  B.S. Criminal Justice; Sul Ross State Univ. TX 2006 <a href="#">Barack Transcripts</a>	Juvenile Probation Officer: 10 Years of Field Experience
<a href="#">Dr. Rochelle McGhee-Cobb</a> (P)	Fall, 2016: No Classes Taught	PhD. Juvenile Justice; Prairie View A&M Univ. TX 2015  PhD. Candidate; Capella Univ. MN  M. ED. Sociology; Delta State Univ. MS 1999  M.S. Criminal Justice; Delta State Univ. MS 1998  B.S. Criminal Justice; Delta State Univ. MS 1996 <a href="#">McGhee-Cobb Transcript</a>	Police Officer and Chief of Police: 10 Years of Field Experience
<a href="#">Dr. Evaristus Obinyan</a> (P)	Fall, 2016: No Classes Taught	Ph.D. Criminology and Criminal Justice; Univ. of South Florida FL  2005  M.S. Corrections and Criminal Justice; Chicago State Univ. IL  1989  B.A. Liberal Arts; University of Illinois IL 1988 <a href="#">Obinyan Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: **SUL ROSS STATE UNIVERSITY, ALPINE, TX.**  
Name of Primary Department, Academic Program, or Discipline: **HOMELAND SECURITY AND CRIMINAL JUSTICE**  
Academic Term(s) Included: **SPRING, 2017**  
Date Form Completed: **January 23, 2017**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK  Relevant to Courses Taught, Including Institution & Major  List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Dr. Robert Hunter</a> (F)	<a href="#">CJ 4302: Special Topics (Critical Issues in Policing)</a> (UT) <a href="#">CJ 4320: Forensic Ballistics</a> = <a href="#">Handguns</a> (UT) <a href="#">CJ 4333: Community Policing</a> (UT)	PhD. Criminal Justice; Sam Houston State Univ. TX 1993  M.A. Criminology and Corrections; Sam Houston State Univ. TX 1990  B.S. Criminology and Corrections; Sam Houston State Univ. TX 1988  A.A.S. Police Science; Tyler Community College, VA 1978 <a href="#">Hunter Transcripts</a>	Peace Officer, Texas Commission on Law Enforcement, State of Texas Police Instructor, Texas Commission on Law Enforcement, State of Texas

<p><a href="#">Dr. Lorie Rubenser</a> (F)</p>	<p><a href="#">CJ 5301: Overview and Administration of Criminal Justice</a> (G)  <a href="#">CJ 5323: Homeland Security</a> (G)  <a href="#">CJ 5330: Emerging Issues in Homeland Security: Border Security</a> (G)  <a href="#">CJ 5331: Hate Crimes</a> (G)  <a href="#">CJ 5342: Women in Policing</a> (G)</p>	<p>Ph.D. Criminal Justice; University of Nebraska NE 2000  M.S. Justice Studies; Arizona State Univ. AZ 1996  B.A. Law and Justice; Central Washington Univ. WA 1994  A.A. Administration of Justice; Bellevue Community College WA 1992  <a href="#">Rubenser Transcripts</a></p>	<p>Police Instructor, Texas Commission on Law Enforcement, State of Texas</p>
<p><a href="#">Dr. Mark Rubin</a> (F)</p>	<p><a href="#">CJ 1302: Introduction to Homeland Security</a> (UT)  <a href="#">CJ 1307: Crime in America</a> (UT)  <a href="#">CJ 2323: Legal Aspects of Law Enforcement</a> (UT)  <a href="#">CJ 3322: Cybercrime in the 21st Century</a> (UT)  <a href="#">CJ 5334: Methods of Social Research</a> (G)</p>	<p>Ph.D. Philosophy; Capella Univ. MN 2012  M.E. Measurement and Evaluation; Western Governor's Univ. UT 2008  B.S. Economics; University of Houston TX 1987  <a href="#">Rubin Transcripts</a></p>	<p>Master Peace Officer, Texas Commission on Law Enforcement, State of Texas  Police Instructor, Texas Commission on Law Enforcement, State of Texas</p>
<p><a href="#">Liza Ware</a> (F)</p>	<p><a href="#">CJ 1301: Introduction to Criminal Justice</a> (UT)  <a href="#">CJ 2351: Hate Crimes</a> (UT)  <a href="#">CJ 2353: Crimes Against Children</a> (UT)  <a href="#">CJ 3303: Crime &amp; Justice in the Movies</a> (UT)  <a href="#">CJ 4304: Criminology</a> (UT)</p>	<p>M.S. Criminal Justice; Sul Ross State Univ. TX 2007  B.S. Criminal Justice; Sul Ross State Univ. TX 2006  <a href="#">Ware Transcripts</a></p>	<p>Former Child Protective Services Investigator</p>
<p><a href="#">Dr. Hamin Shabazz</a> (F)</p>	<p><a href="#">CJ 2321: Fundamentals of Law</a> (UT)</p>	<p>Ph.D. Administration of Justice; Univ. of Baltimore MD 2006  M.P.A. Administration of Justice; Widener Univ. PA 2001  B.S. Criminal Justice; Widener Univ. PA 1997  <a href="#">Shabazz Transcripts</a></p>	
<p><a href="#">Dr. Heath Dingwell</a> (P)</p>	<p>Spring, 2017  No Classes</p>	<p>Ph.D. Sociology; Washington State Univ. WA 2001  M.S. Justice Studies; Arizona State Univ. AZ 1997  B.S. Criminal Justice; Rochester Institute of Technology NY 1995  <a href="#">Dingwell Transcripts</a></p>	

<a href="#">Mr. Travis Laco</a> (P)	<a href="#">CJ 3307: Organized Crime (UT)</a>	M.S. Criminal Justice; Sam Houston State Univ. TX 2011  B.S. Criminal Justice; Sam Houston State Univ. TX 2004  <a href="#">Laco Transcripts</a>	Master Peace Officer, Texas Commission on Law Enforcement, State of Texas
<a href="#">Mr. Russell Scown</a> (P)	<a href="#">CJ 3304: Wildlife Law Enforcement (UT)</a> <a href="#">CJ 4313: Juvenile Delinquency (UT)</a>	M.A. Public Administration; Sul Ross State Univ. TX 1994  B.S. Criminal Justice; Sul Ross State Univ. TX 1990  <a href="#">R. Scown Transcripts</a>	Master Peace Officer, Texas Commission on Law Enforcement, State of Texas Police Instructor, Texas Commission on Law Enforcement, State of Texas
<a href="#">Eleazar Cano</a> (P)	<a href="#">CJ 4302: Special Topics (War on Drugs) (UT)</a>	M.A. Education; Sul Ross State Univ. TX 1995  B.A. Criminal Justice; St. Edwards Univ. TX 1989  <a href="#">Cano Transcripts</a>	Current County Judge with oversight of county misdemeanor, probate, and juvenile courts
<a href="#">Mr. Shaun Barak</a> (P)	<a href="#">CJ 4302: Special Topics (War on Drugs) (UT)</a>	M.S. Criminal Justice; Sul Ross State Univ. TX 2008  B.S. Criminal Justice; Sul Ross State Univ. TX 2006  <a href="#">Barak Transcripts</a>	Juvenile Probation Officer: 10 Years of Field Experience
<a href="#">Dr. Rochelle McGhee-Cobb</a> (P)	<a href="#">CJ 4301: Multicultural Studies in Criminal Justice (UT)</a>	PhD. Juvenile Justice; Prairie View A&M Univ. TX 2015  PhD. Candidate; Capella Univ. MN  M. ED. Sociology; Delta State Univ. MS 1999  M.S. Criminal Justice; Delta State Univ. MS 1998  B.S. Criminal Justice; Delta State Univ. MS 1996  <a href="#">McGhee-Cobb Transcript</a>	Police Officer and Chief of Police: 10 Years of Field Experience
<a href="#">Dr. Evaristus Obinyan</a> (P)	<a href="#">CJ 5340: Policy Making in Criminal Justice (G)</a>	Ph.D. Criminology and Criminal Justice; Univ. of South Florida FL 2005  M.S. Corrections and Criminal Justice; Chicago State Univ. IL 1989  B.A. Liberal Arts; University of Illinois IL 1988  <a href="#">Obinyan Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Name of Institution: Sul Ross State University Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Humanities  
Academic Term(s) Included: Fall 2016  
Date Form Completed: August 31, 2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Ana Acevedo</a> (F)	Fall 2016 <a href="#">Spanish 3316: Culture and Civilization of Spanish America</a> , 3, (UT) <a href="#">Spanish 3318: The History of Spanish Art</a> , 3, (UT) <a href="#">Spanish 3320: Hispanic Literature in Translation</a> , 3, (UT) <a href="#">Spanish 4311: Readings in Spanish American Literature I</a> , 3, (UT)	Ph.D. Spanish, Texas Tech University 2015 M.A., Spanish and English as a Second Language University of Texas Pan American, 2000 B.A. (Spanish and English), The University of Texas – Pan American Edinburg, Texas, 1996 <a href="#">Acevedo Transcripts</a>	
<a href="#">Christopher Davis</a> (F)	Fall 2016 <a href="#">History 4319: Modern Britain Since 1760: Empire to Welfare State</a> , 3, (UT) <a href="#">History 5306 Latin American History</a> , 3, (G) <a href="#">History 5307 Modern Europe, 1750 to Present</a> , 3, (G)	Ph.D. (History) Rice University, 2013 Total graduate semester hours for Ph.D. 224 M.A. (History) University of Alabama at Birmingham, 2006 Total graduate semester hours for 2006 M.A. 39 M.A. (History), Rice University, 2009 Total graduate semester hours for 2009 M.A. 66 B.A. ( History), Samford University, 2004 <a href="#">Davis Transcripts</a>	
<a href="#">Jorge Hernandez</a> (F)	Fall 2016 <a href="#">History 3304: Europe 1655 to 1870</a> , 3, (UT) <a href="#">History 3308: History of Mexico</a> , 3, (UT) <a href="#">History 3309: History of Texas</a> , 3, (UT) <a href="#">History 3313: The Mexican American in US History</a> , 3, (UT)	Ph.D. (History), Texas Christian University Total graduate semester hours 78.0 M.A. (History), Texas Christian University B.A. (History), Texas Christian University, 1989 <a href="#">Hernandez Transcripts</a>	
<a href="#">Sarah Roche</a> (F)	Fall 2016 <a href="#">English 3311 Children's and Adolescent Literature</a> , 3, (UT) <a href="#">English 4320: International Literature</a> , 3, (UT) <a href="#">English 5308: Historical &amp; Pedagogical Approaches to Grammar</a> , (G)	Ph.D. (English), Texas A&M, College Station, 1998 Total graduate semester hours for Ph.D. 113 M.A. (English), Middle Tennessee State University, 1989 Total graduate semester hours for MA: 33 MTSU and 12 transferred from University of Tennessee Chattanooga B.A. (English), The University of the South, 1985 <a href="#">Roche Transcripts</a>	
		Ph.D. (Ed. Human Resource Dev.), Texas A&M University, College Station Total Graduate Semester Hours for the Ph.D. 72 at	

<a href="#">Blaine Bennett</a> (P)	Fall 2016 <a href="#">ORGL 4300. Human Resources and Risk Assessment</a> , 3, (UT)	TAMU, 3 transferred from Sul Ross State University M.A. (Educ/Counseling) Total graduate Semester hours for the M.A.: 42 at UTSA, 3 at UT Austin BBA (Business), University of Texas at Austin, 1973  <a href="#">Bennett Transcripts</a>	
<a href="#">Lisa Cortez Walden</a> (P)	Fall 2016 <a href="#">English 3312. Advanced Composition</a> , 3, (UT)	Ph.D. (Culture, Literacy and Language), The University of Texas at San Antonio, 2007 M.A. Communication, St. Mary's University, 2001 B.A. (Theatre Arts), Mt. Holyoke College, 1991  <a href="#">Cortez Walden Transcripts</a>	
<a href="#">Cristobal Garza</a> (P)	Fall 2016 <a href="#">Spanish 3301: Advanced Spanish Grammar</a> , 3, (UT)	M.A. (Spanish and French) Southwest Texas State University Total graduate semester credit hours: 39 Included the following coursework: Ling 5313, Applied Linguistics (3) SPAN 4340, Advanced Spanish Grammar (3) SPAN 5306, Fdn Span Lit, (3) B.A. (Spanish and French), Texas A&I University, Kingsville, Texas, 1971 <a href="#">Garza Transcripts</a>	1995-1978: US. Federal and US Magistrate Courts; Del Rio TX. Federal court interpreter and translator 1977: Universidad de Durango, Mexico. Summer Program for Spanish Instructors
<a href="#">Cynthia Gomez</a> (P)	Fall 2016 <a href="#">Organizational Leadership 3302: Case Studies in Leadership</a> , 3, (UT) <a href="#">Organizational Leadership 4302: Budget and Revenue</a> , 3, (UT)	MBA (Business Administration), Texas A&M International University Total graduate Semester hours for the MBA: 30 BBA (Finance), Texas A & M International University, Laredo, Texas, 2003  <a href="#">Gomez Transcripts</a>	May 2006-Present: Senior Business Advisor, CBA IV, Small Business Development Center, Eagle Pass, TX December 2004- May 2006: Financial Analyst, Kickapoo Lucky Eagle Casino, Eagle Pass, TX
<a href="#">Dennie Johnson</a> (P)	Fall 2016 <a href="#">English 3311: Children's and Adolescent Literature</a> , 3, (UT)	Master of Liberal Arts (English) University of St. Thomas B.A. (Religion), American Public University System, 2011  <a href="#">D. Johnson Transcripts</a>	2015 to Present: Faculty advisor, English Writers' Club, Southwest Texas Junior College and Rio Grande College, Eagle Pass, Tx
<a href="#">Rita Ortiz</a> (P)	Fall 2016 <a href="#">English 3312. Advanced Composition</a> , 3, (UT)	M.A. (English), Sul Ross State University Total graduate semester hours for MA: 36 B.A. (English Literature and Language), St. Mary's University, San Antonio, Texas, 2008  <a href="#">Ortiz Transcripts</a>	March 6-8, 2014: "Cultivating Authority Within and Across Social Worlds": Engaging Writers at Different Sites to Change Attitudes about Writing," South Central Writing Centers Association Conference, Stillwater, Oklahoma, 2009: <i>Poetry in the Pecan Grove</i> Literary Review, St. Mary's University, San Antonio, Tx August 16, 2016 Album Release: Composer, lyricist, and vocalist in all tracks for The Velvet Hues debut self-titled 6-song EP (short album) available via iTunes and all other streaming sites
		Ph.D. (History), Texas Christian University Total graduate semester	

<a href="#">Robert Overfelt</a> (P)	Fall 2016 <a href="#">History 3310: History of Western America</a> , 3, (UT)	hours for Ph.D. M.A. (History), Baylor University B.A. (History), Baylor University, 1967  <a href="#">Overfelt Transcripts</a>	
<a href="#">Elizabeth Pena</a> (P)	Fall 2016 <a href="#">Organizational Leadership 3300: Organizational Leadership</a> , 3, (UT) <a href="#">Organizational Leadership 4304: Project Development</a> , 3, (UT)	MBA (Business Administration), Sul Ross State University, Rio Grande College Total graduate Semester hours for the MBA: 42 BBA (General Business), Sul Ross State University, 1997  <a href="#">Pena Transcripts</a>	Director, Sul Ross State University-RGC, 01/12-Present UTSA-IED Certified Business Advisor IV, certified by RMA in Cash Flow and Financial Statement Analysis Small Business Development certifications in Contracting with the U.S. Government, Money Management for Small Businesses, Credit Repair, QuickBooks Pro, Business Plans/Loan Proposals, Recordkeeping
<a href="#">Jeremy Roethler</a> (P)	Fall 2016 <a href="#">Political Science 3304: Integrated social Sciences</a> , 3, (UT) <a href="#">Political Science 3307: Contemporary American Foreign Policy</a> , 3, (UT)	Ph.D. (History) University of Washington Total Graduate Semester hours for Ph.D.156 M.A. (Political Science), University of California, Los Angeles Total Graduate Semester Hours for MA: 52 Included the following coursework: POL SCI 201A, Formal Politcl Anly (4) POL SCI C239, Internatl Relations (4) POL SCI 259, Sel Topc-Compar Pol (4) POL SCI C226, Mkng Amer Frgn Plcy (4) POL SCI 375, Tchng Aprmtc Prctcm (12) B.A. (Political Science), 1992  <a href="#">Roethler Transcripts</a>	
<a href="#">Valerie Ruiz</a> (P)	Fall 2016 <a href="#">English 3311 Children's and Adolescent Literature</a> , 3, (UT)	M.A. (English), Sul Ross State University Included the following coursework: ENGL 5304 Graphic Novels Total graduate semester hours for MA: 36 B.A. (English), Sul Ross Rio Grande College, Eagle Pass, Texas, 2011 <a href="#">Ruiz Transcripts</a>	Fall 2013-Present, English Instructor at Southwest Texas Junior College English 1301 & 1302, British Literature I, World Literature I, World Literature II, American Literature I, American Literature II September 2014-January 2015: Site Supervisor at Southwest Texas Junior College's Adult Education and Literacy Center June 2013-December 2014: Writing Center Full Time Tutor at Southwest Texas Junior College
			Taught freshman writing in the

<p><a href="#">Donald Walden</a> (P)</p>	<p>Fall 2016  <a href="#">English 3312, Advanced Composition</a>, 3, (UT)  <a href="#">English 3314, Nineteenth Century American Novel</a>, 3, (UT)</p>	<p>Ph.D. (American Studies), University of Texas at Austin  Total graduate semester hours for Ph.D.:84  Coursework:  Fall 1998, E 398T  Supervised Teaching in English  M.A. (American Civilization), University of Texas at Austin  Total graduate semester hours for the M.A.: 33  B.A. (English), The University of Texas, 1967  <a href="#">Walden Transcripts</a></p>	<p>Rhetoric and Composition Department, University of Texas at Austin for eight semesters  Teaching experience at Rio Grande College, the University of Texas at Austin, St. Edward's University, Northwest Vista College, Mesa Community College  Associate Editor, <i>Texas Parks and Wildlife Magazine</i>  Editor, <i>The Wimberly View</i>  Editor, <i>The West San Antonio Citizen-News</i></p>
<p><a href="#">Jim Williamson</a> (P)</p>	<p>Fall 2016  <a href="#">Geography 4304, Geography of North America</a>, 3, (UT)  <a href="#">HST 4315, Nineteenth Century U.S. History</a>, 3, (UT)</p>	<p>M.Ed (School Administration) Sul Ross State University  Total graduate semester hours for M.Ed: 45  Included the following coursework out of 18 sch of graduate history courses:  HIST 5302 Sem in Texas History (6)  HIST 5310 Sem in Amer History (12)  HIST 5310 Sem U.S. Hist 19th Cent (3)  B.A. (History), Sul Ross State University – Rio Grande College, 1995  <a href="#">Williamson Transcripts</a></p>	<p>Chief flight instructor for SWTJC for 7 years; taught navigation, weather, and flight planning.  Qualifications to teach Geography of Texas include the following:  Navigation  Geographic coordinate system including meridians and parallels  Time zones, nautical and statute measurements of distance  Mapping and use of maps for calculations of flight paths, distance, and time  Compass directions and ranges  Global Positioning systems (GPS)  Land formations of Texas and North America  Economic effects of geography and influence on historical events  Geography of North America  Climate conditions of North America  Effects of weather, climate, and water on settlement patterns of North America  Meteorology and climate/atmosphere  Effects of Topography on weather patterns  Tectonic plates and effects on land masses</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Humanities  
Academic Term(s) Included: Spring 2017  
Date Form Completed: January 19, 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	Spring 2017	Ph.D. Spanish, Texas Tech	

<p><a href="#">Ana Acevedo</a> (F)</p>	<p><a href="#">Spanish 3302: Advanced Spanish Composition</a>, 3, (UT)  <a href="#">Spanish 3303: Contemporary Spanish Novel</a>, 3, (UT)  <a href="#">Spanish 3311: Readings in Spanish Literature II</a>, 3, (UT)  <a href="#">Spanish 3314: Culture and Civilization of Spain</a>, 3, (UT)</p>	<p>University 2015  M.A., Spanish and English as a Second Language  University of Texas Pan American, 2000  B.A. (Spanish and English), The University of Texas – Pan American Edinburg, Texas, 1996  <a href="#">Acevedo Transcripts</a></p>	
<p><a href="#">Christopher Davis</a> (F)</p>	<p>Spring 2017  <a href="#">History 4314: U.S. History 1600-1783</a>, 3, (UT)  <a href="#">History 4327: Readings &amp; Research: Ethnicity &amp; Religion</a>  <a href="#">History 5301: Ancient Civilization &amp; Culture</a>, 3, (G)  <a href="#">History 5314: U.S. History: 1865-Present</a>, 3, (G)</p>	<p>Ph.D. (History) Rice University, 2013  Total graduate semester hours for Ph.D. 224  M.A. (History) University of Alabama at Birmingham, 2006  Total graduate semester hours for 2006 M.A. 39  M.A. (History), Rice University, 2009  Total graduate semester hours for 2009 M.A. 66  B.A. ( History), Samford University, 2004  <a href="#">Davis Transcripts</a></p>	
<p><a href="#">Jorge Hernandez</a> (F)</p>	<p>Spring 2017  <a href="#">History 3305: Europe: 1870-Present</a>, 3, (UT)  <a href="#">History 3309: History of Texas</a>, 3, (UT)  <a href="#">History 3313: The Mexican American in U.S. History</a>, 3, (UT)  <a href="#">History 4318: Modern Russia Since 1855</a>, 3, (UT)</p>	<p>Ph.D. (History), Texas Christian University, 1995  Total graduate semester hours 78.0  M.A. (History), Texas Christian University, 1992  B.A. (History), Texas Christian University, 1989  <a href="#">Hernandez Transcripts</a></p>	
<p><a href="#">Sarah Roche</a> (F)</p>	<p>Spring 2017  <a href="#">English 3303: Structure &amp; History of English Language</a>, 3, (UT)  <a href="#">English 3309: English Literature from Beowulf - 1800</a>, 3, (UT)  <a href="#">English 5306: Seminar: Studies &amp; Research Techniques in English Lit: Early Modern Women's Writing</a>, 3, (G)</p>	<p>Ph.D. (English), Texas A&amp;M, College Station, 1998  Total graduate semester hours for Ph.D.113  M.A. (English), Middle Tennessee State University, 1989  Total graduate semester hours for MA: 33 MTSU and 12 transferred from University of Tennessee Chattanooga  B.A. (English), The University of the South, 1985  <a href="#">Roche Transcripts</a></p>	
<p><a href="#">Lisa Cortez Walden</a> (P)</p>	<p>Spring 2017  <a href="#">English 3312: Advanced Composition</a>, 3, (UT)  <a href="#">Organizational Leadership 3304. Professional Communication for Organizations</a>, 3, (UT)</p>	<p>Ph.D. (Culture, Literacy and Language), The University of Texas at San Antonio, 2007  M.A. Communication, St. Mary's University, 2001  B.A. (Theatre Arts), Mt. Holyoke College, 1991  <a href="#">Cortez Walden Transcripts</a></p>	
<p><a href="#">Ileana Garcia-Williams</a> (P)</p>	<p>Spring 2017  <a href="#">English 3311: Children's and Adolescent Literature</a>, 3, (UT)  <a href="#">English 3312: Advanced Composition</a>, 3, (UT)</p>	<p>M.Ed. (College Teaching in English), Sul Ross State University, December 2016  Included the following coursework:  ENGL 5308 Grammar  ENGL 5304 Children's Literature  Total graduate semester hours for MA: 36  B.A. (English), Sul Ross Rio Grande College, Eagle Pass, Texas, 1994  <a href="#">Garcia-Williams Transcripts</a></p>	
		<p>M.A. (Spanish and French)  Southwest Texas State</p>	

<p><a href="#">Cristobal Garza</a> (P)</p>	<p>Spring 2017  <a href="#">Spanish 3301: Advanced Spanish Grammar</a>, 3, (UT)</p>	<p>University, 1977  Total graduate semester credit hours: 39  Included the following coursework:  Ling 5313, Applied Linguistics (3)  SPAN 4340, Advanced Spanish Grammar (3)  SPAN 5306, Fdn Span Lit, (3)  B.A. (Spanish and French), Texas A&amp;I University, Kingsville, Texas, 1971</p> <p><a href="#">Garza Transcripts</a></p>	<p>1995-1978: US. Federal and US Magistrate Courts; Del Rio TX. Federal court interpreter and translator  1977: Universidad de Durango, Mexico. Summer Program for Spanish Instructors</p>
<p><a href="#">Cynthia Gomez</a> (P)</p>	<p>Spring 2017  <a href="#">Organizational Leadership 3302: Case Studies in Leadership</a>, 3, (UT)  <a href="#">Organizational Leadership 4302: Budget and Revenue</a>, 3, (UT)</p>	<p>MBA (Business Administration), Texas A&amp;M International University, 2004  Total graduate Semester hours for the MBA: 30  BBA (Finance), Texas A &amp; M International University, Laredo, Texas, 2003</p> <p><a href="#">Gomez Transcripts</a></p>	<p>May 2006-Present: Senior Business Advisor, CBA IV, Small Business Development Center, Eagle Pass, TX  December 2004- May 2006: Financial Analyst, Kickapoo Lucky Eagle Casino, Eagle Pass, TX</p>
<p><a href="#">Dennie Johnson</a> (P)</p>	<p>Spring 2017  <a href="#">English 3311: Children's and Adolescent Literature</a>, 3, (UT)</p>	<p>Master of Liberal Arts (English) University of St. Thomas, 2015  B.A. (Religion), American Public University System, 2011</p> <p><a href="#">D. Johnson Transcripts</a></p>	<p>2015 to Present: Faculty advisor, English Writers' Club, Southwest Texas Junior College and Rio Grande College, Eagle Pass, Tx</p>
<p><a href="#">Rita Ortiz</a> (P)</p>	<p>Spring 2017  <a href="#">English 3312. Advanced Composition</a>, 3, (UT)</p>	<p>M.A. (English), Sul Ross State University, August 2014  Total graduate semester hours for MA: 36  B.A. (English Literature and Language), St. Mary's University, San Antonio, Texas, 2008</p> <p><a href="#">Ortiz Transcripts</a></p>	<p>March 6-8, 2014: "Cultivating Authority Within and Across Social Worlds": Engaging Writers at Different Sites to Change Attitudes about Writing," South Central Writing Centers Association Conference, Stillwater, Oklahoma,  2009: <i>Poetry in the Pecan Grove</i> Literary Review, St. Mary's University, San Antonio, Tx  August 16, 2016 Album Release: Composer, lyricist, and vocalist in all tracks for The Velvet Hues debut self-titled 6-song EP (short album) available via iTunes and all other streaming sites</p>
<p><a href="#">Robert Overfelt</a> (P)</p>	<p>Spring 2017  <a href="#">History 4320. Twentieth Century America</a>, 3, (UT)</p>	<p>Ph.D. (History), Texas Christian University, August 1972  Total graduate semester hours for Ph.D.  M.A. (History), Baylor University, August 1968  B.A. (History), Baylor University, 1967</p> <p><a href="#">Overfelt Transcripts</a></p>	
<p><a href="#">Elizabeth Pena</a> (P)</p>	<p>Spring 2017  <a href="#">Organizational Leadership 3300: Organizational Leadership</a>, 3, (UT)  <a href="#">Organizational Leadership 4304: Project Development</a>, 3, (UT)</p>	<p>MBA (Business Administration), Sul Ross State University, Rio Grande College, 2003  Total graduate Semester hours for the MBA: 42  BBA (General Business), Sul Ross State University, 1997</p> <p><a href="#">Pena Transcripts</a></p>	<p>Director, Sul Ross State University-RGC, 01/12-Present  UTSA-IED Certified Business Advisor IV, certified by RMA in Cash Flow and Financial Statement Analysis  Small Business Development certifications in Contracting with the U.S. Government, Money Management for Small Businesses, Credit Repair, QuickBooks Pro, Business Plans/Loan</p>

			Proposals, Recordkeeping
<a href="#">Jeremy Roethler</a> (P)	Spring 2017 <a href="#">Political Science 3304: Integrated social Sciences</a> , 3, (UT) <a href="#">Political Science 3308: The Presidency</a> , 3, (UT)	Ph.D. (History) University of Washington, 2007 Total Graduate Semester hours for Ph.D.156 M.A. (Political Science), University of California, Los Angeles, 1996 Total Graduate Semester Hours for MA: 52 Included the following coursework: POL SCI 201A, Formal Politcl Anly (4) POL SCI C239, Interntl Relations (4) POL SCI 259, Sel Topc-Compar Pol (4) POL SCI C226, Mkng Amer Frgn Plcy (4) POL SCI 375, Tchng Aprmtc Prctcm (12) B.A. (Political Science), 1992  <a href="#">Roethler Transcripts</a>	
<a href="#">Valerie Ruiz</a> (P)	Spring 2017 <a href="#">English 3311 Children's and Adolescent Literature</a> , 3, (UT)	M.A. (English), Sul Ross State University, 2013 Included the following coursework: ENGL 5304 Graphic Novels Total graduate semester hours for MA: 36 B.A. (English), Sul Ross Rio Grande College, Eagle Pass, Texas, 2011  <a href="#">Ruiz Transcripts</a>	Fall 2013-Present, English Instructor at Southwest Texas Junior College English 1301 & 1302, British Literature I, World Literature I, World Literature II, American Literature I, American Literature II September 2014-January 2015: Site Supervisor at Southwest Texas Junior College's Adult Education and Literacy Center June 2013-December 2014: Writing Center Full Time Tutor at Southwest Texas Junior College
<a href="#">Donald Walden</a> (P)	Spring 2017 <a href="#">English 4302, Southwestern Literature</a> , 3, (UT) <a href="#">English 4306, American Literature to 1865</a> , 3, (UT)	Ph.D. (American Studies), University of Texas at Austin, May 2000 Total graduate semester hours for Ph.D.84 Coursework: Fall 1998, E 398T Supervised Teaching in English M.A. (American Civilization), University of Texas at Austin, 1992 Total graduate semester hours for the M.A.: 33 B.A. (English), The University of Texas, 1967  <a href="#">Walden Transcripts</a>	Taught freshman writing in the Rhetoric and Composition Department, University of Texas at Austin for eight semesters Teaching experience at Rio Grande College, the University of Texas at Austin, St. Edward's University, Northwest Vista College, Mesa Community College Associate Editor, <i>Texas Parks and Wildlife Magazine</i> Editor, <i>The Wimberly View</i> Editor, <i>The West San Antonio Citizen-News</i>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Industrial Technology

Academic Term(s) Included: Fall 2016

Date Form Completed: Aug 23, 2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS

	Number & Title, Credit Hours (D, UN, UT, G)	Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	Related to Courses Taught
<a href="#">Wassermann, John S.</a> (F)	<a href="#">IT 1306 Beginning Metalwork</a> ( UT) <a href="#">IT 1308 Basic Electricity</a> (UT) <a href="#">IT 1309 Power Technology</a> (UT)	BS Industrial Technology, Sul Ross State University M. Ed SRSU <a href="#">Wassermann Transcripts</a>	Worked in Auto body Industry 4 years Taught IT 1306 4 years Taught IT 1308 3 years Taught IT 1309 3 years
<a href="#">Bullock, Raymond A.</a> (P)	<a href="#">IT 2307 Welding Technology</a> <a href="#">IT 2314 Welding Technology II</a>	BA in Biblical Studies, Criswell Bible College <a href="#">Bullock Transcripts</a>	AWS Certified Welder CWB Certified Welding Supervisor TEA CTE Educator (30+ years)
<a href="#">Mazie E. Will</a> (F) (Tenured)	<a href="#">AST 3385 Training &amp; Development</a> (UT) <a href="#">AST 4350 Special Topics: Personal Finance</a> (UT)	University of North Texas 15 sch graduate, 2001-2003 <ul style="list-style-type: none"> <li>• ATTD 5110 Prin of Training</li> <li>• CECS 5030 Intro to Internet</li> <li>• CECS 5111 Intro to Video Technology</li> <li>• CECS 5110 Multimedia/Tech Apps</li> <li>• CECS 5800 Practicum</li> </ul> M.S. Business Education, 1977, Oklahoma State University, 36 sch <ul style="list-style-type: none"> <li>• DISED 5350 Prob Meth in Distributive Ed</li> <li>• DISED 5452 Org &amp; Admin Distri Ed Prog</li> <li>• BUSED 5770 Sem Coop Office Ed</li> <li>• BUSED 5220 Sem Bus Ed</li> <li>• BUSED 6690 Imp Instr Short &amp; Trans</li> <li>• BUSED 5110 Prob in Bus Ed</li> <li>• BUSED 5220 Seminar in BusEd</li> <li>• BUSED 5433 Bus Curr</li> <li>• BUS 6580 Imp Instr Typing</li> <li>• BUSED 5330 Field Study</li> <li>• BUSED 5660 Bus Ed Workshop</li> <li>• BUSED 6470 Imp Instr Bookkeeping</li> </ul> Sul Ross State University Graduate hours <ul style="list-style-type: none"> <li>• ED 5305 Tech in Educ Setting</li> <li>• GBA 5308 I/E Aspct Comp in Bus</li> <li>• GBA 5308 E-Commerce</li> </ul> <ul style="list-style-type: none"> <li>• 21 Graduate hours in another discipline</li> </ul> B.S. Business Administration, 1972, Oklahoma State Univ.  <a href="#">Will Transcripts</a>	CPS/CAP (Certified Professional Secretary/Certified Administrative Professional) Texas Certified Secondary Business Composite Grades 6-12 (Life) Vocational Office Education Grades 6-12 (Life) Technology Applications Grades EC-12 (Exp. 12/31/19)  Microsoft Office Systems Certified 2007  Board member, Texas Business & Technology Educators Assoc. (TBTEA)  37 years university teaching experience 3 years adult education teaching experience (vocational-technical school) 3 years administrative assistant experience

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Industrial Technology

Academic Term(s) Included: Spring 2017

Date Form Completed: Jan 24, 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
			<ul style="list-style-type: none"> <li>• Coast Guard Military Operations Specialty: Machining Technician in Avionics.</li> <li>• Coast Guard. Second in Command of a seven-person team. Conducted maintenance, troubleshooting and repair of over 350 Federal Aids to Navigation, both 12-volt dc solar systems and 120/240 volt ac power systems. Oversaw routine maintenance and repair of diesel, gasoline, and outboard engines. Oversaw routine maintenance and repair of hydraulic weight handling equipment.</li> <li>• Coast Guard Cutter Conifer, Long Beach, CA 1998-2000</li> <li>• In charge of a 14 person shipboard division. Conducted maintenance, troubleshooting and repair of over 150 Federal Aids to Navigation, both 12-volt dc solar systems and 120/240 volt ac power systems. Assisted in troubleshooting and repair of heavy lift (15 ton) shipboard weight handling equipment.</li> <li>• Coast Guard Cutter Bramble, Long Beach, CA 2000-2002</li> <li>• In charge of a 13 person shipboard division. Conducted maintenance, troubleshooting and repair of over 200</li> </ul>

<p><a href="#">Wassermann, John S.</a> (F)</p>	<p><a href="#">IT 3303 Architectural Drafting &amp; Home Planning</a> (UT)  <a href="#">IT 3322 Plastics Technology</a> (UT)  <a href="#">IT 3325 Methods &amp; Techniques of Construction</a> (UT)</p>	<p>BS Industrial Technology, Sul Ross State University  M. Ed SRSU  <a href="#">Wassermann Transcripts</a></p>	<p>Federal Aids to Navigation, both 12-volt dc solar systems and 120/240 volt ac power systems. Assisted in troubleshooting and repair of heavy lift (15 ton) shipboard weight handling equipment.</p> <ul style="list-style-type: none"> <li>• Two years drafting training at MacArthur H.S. vocational training program, San Antonio, TX.</li> <li>• Provided building design and drafting services for a local Alpine builder as well as several homeowners.</li> <li>• Trained in offset photography, silk screening, and logos creation.</li> <li>• Completed training in Custom Painting and Restoration, Huntington Beach, CA 1990-1992</li> <li>• Apprentice at a custom automotive paint and body shop. Learned sheet metal fabrication, repair and welding. Also learned some collision repair.</li> <li>• Owned and operated a custom motorcycle paint business. Provided paint and collision repair service.</li> <li>• Mechanic and apprentice machinist at Roger's Precision Machine, Corpus Christi, TX 2004-2005. Conducted troubleshooting, maintenance and repair of gas and diesel engine powered welders and associated equipment. Also learned milling and boring operations as well as manual lathe operation.</li> </ul>
			<ul style="list-style-type: none"> <li>• AWS Certified Welder</li> <li>• CWB Certified Welding Supervisor</li> <li>• TEA CTE Educator (30+ years)</li> <li>• Certified to the ASNT (American Society for</li> </ul>

<p><a href="#">Bullock, Raymond A.</a> (P)</p>	<p><a href="#">IT 2307 Welding Technology</a> <a href="#">IT 2314 Welding Technology II</a></p>	<p>BA in Biblical Studies, Criswell Bible College <a href="#">Bullock Transcripts</a></p>	<p>Non-destructive Testing) TC-1A-Lvl-2r as a visual welding inspector</p> <ul style="list-style-type: none"> <li>• Owner and Operator of Bulldog Welding and Fabrication</li> <li>• CO of Nehemiah's Outcry a non-profit organization to help vocational education on Indian Reservations.</li> </ul>
<p><a href="#">Mazie E. Will</a> (F) (Tenured)</p>	<p><a href="#">AST 3381 Social Media Concepts &amp; Applications</a> (UT) <a href="#">AST 3383 Multimedia Applications</a> (UT)</p>	<p>University of North Texas 15 sch graduate, 2001-2003</p> <ul style="list-style-type: none"> <li>• ATTD 5110 Prin of Training</li> <li>• CECS 5030 Intro to Internet</li> <li>• CECS 5111 Intro to Video Technology</li> <li>• CECS 5110 Multimedia/Tech Apps</li> <li>• CECS 5800 Practicum</li> </ul> <p>M.S. Business Education, 1977, Oklahoma State University, 36 sch</p> <ul style="list-style-type: none"> <li>• DISED 5350 Prob Meth in Distributive Ed</li> <li>• DISED 5452 Org &amp; Admin Distri Ed Prog</li> <li>• BUSED 5770 Sem Coop Office Ed</li> <li>• BUSED 5220 Sem Bus Ed</li> <li>• BUSED 6690 Imp Instr Short &amp; Trans</li> <li>• BUSED 5110 Prob in Bus Ed</li> <li>• BUSED 5220 Seminar in BusEd</li> <li>• BUSED 5433 Bus Curr</li> <li>• BUS 6580 Imp Instr Typing</li> <li>• BUSED 5330 Field Study</li> <li>• BUSED 5660 Bus Ed Workshop</li> <li>• BUSED 6470 Imp Instr Bookkeeping</li> </ul> <p>Sul Ross State University Graduate hours</p> <ul style="list-style-type: none"> <li>• ED 5305 Tech in Educ Setting</li> <li>• GBA 5308 I/E Aspct Comp in Bus</li> <li>• GBA 5308 E-Commerce</li> </ul> <ul style="list-style-type: none"> <li>• 21 Graduate hours in another discipline</li> </ul> <p>B.S. Business Administration, 1972, Oklahoma State Univ.</p> <p><a href="#">Will Transcripts</a></p>	<p>CPS/CAP (Certified Professional Secretary/Certified Administrative Professional) Texas Certified Secondary Business Composite Grades 6-12 (Life) Vocational Office Education Grades 6-12 (Life) Technology Applications Grades EC-12 (Exp. 12/31/19)</p> <p>Microsoft Office Systems Certified 2007</p> <p>Board member, Texas Business &amp; Technology Educators Assoc. (TBTEA)</p> <p>37 years university teaching experience 3 years adult education teaching experience (vocational-technical school) 3 years administrative assistant experience</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution:**

**Name of Primary Department, Academic Program, or Discipline: Kinesiology & Human Performance**

Academic Term(s) Included: Fall 2016

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Tyler Card</a> (P)	<a href="#">KES 2303 Nutrition</a> 3 (UT) <a href="#">PE 1306 First Aid</a> 3 (UT)	M.S. Professional Communication- Weber State University B.A. Business Management- Southern Virginia University  <a href="#">Card Transcripts</a>	Kinesiology Coursework at SRSU: KES 5312 Advanced Human Nutrition KES 5307 Issues in Sports Law KES 5313 Physiology and Human Performance KES 5305 Research Methods KES 5315 Group Dynamics KES 5373 Health and Human Behavior
<a href="#">James Hector</a> (F)	<a href="#">KES 3302 Health and Aging</a> 3 (UT)  <a href="#">KES 3306 Motor Learning and Development</a> 3 (UT)  <a href="#">KES 4312 Health Promotion in the Workplace</a> 3 (UT)  <a href="#">KES 4362 Senior Capstone</a> 3 (UT)  <a href="#">PE 1154 Team Activities</a> 1 (UT)  <a href="#">PE 4301 Tests and Measurements</a> 3 (UT)	Ed.D. Physical Education- East Texas State University  M.Ed. Physical Education and Health- Sul Ross State University  B.S. Education- University of Texas at Austin  <a href="#">Hector Transcripts</a>	
<a href="#">Charles Lynn</a> (P)	<a href="#">KES 3303 Care and Prevention of Athletic Injuries</a> 3 (UT)  <a href="#">PE 1301 Introduction to Physical Fitness and Sport</a> 3 (UT)	M.A. Physical Education- Sul Ross State University  B.A. History- Sul Ross State University  <a href="#">Lynn Transcripts</a>	
<a href="#">Clarence Richardson</a> (P)	<a href="#">KES 3305 Physiology of Exercise</a> 3 (UT)  <a href="#">PE 3307 Kinesiology</a> 3 (UT)	M.Ed. Health and Physical Education- Prairie View A&M University  <a href="#">Richardson Transcripts</a>	National Strength Coaches Association (NSCA) Certification
<a href="#">DeeDee DeLaO</a> (P)	<a href="#">KES 3306 Motor Learning and Development</a> 3 (UT)  <a href="#">PE 2303 Activities for Children</a> 3 (UT)	M.Ed. Physical Education- Sul Ross State University  <a href="#">DeLaO Transcripts</a>	
<a href="#">Raymond Canaba</a> (P)	<a href="#">KES 4303 Motor Learning and Development</a> 3 (UT)  <a href="#">PE 1306 First Aid</a> 3 (UT)	M.Ed. Physical Education- Sul Ross State University  <a href="#">Canaba Transcripts</a>	
<a href="#">Dewayne Roberts</a> (P)	<a href="#">KES 4313 Legal and Ethical Issues</a> 3 (UT)	M.S. Physical Education- Eastern New Mexico University  <a href="#">Roberts Transcripts</a>	
<a href="#">Elizabeth Beam</a> (P)	<a href="#">KES 4316 Exercise for Special Populations</a> 3 (UT)	M.S. Health and Human Performance- Sul Ross State University  <a href="#">Beam Transcripts</a>	
<a href="#">Christopher Herrera</a> (F)	<a href="#">KES 5305 Research Methods</a> 3 (G)  <a href="#">KES 5307 Issues in Sports Law</a> 3 (G)  <a href="#">KES 5312 Advanced Human Nutrition</a> 3 (G)	Ph.D. Health Science- University of Sydney, NSW Australia  M.A. Behavioral Science- Psychology- University of Houston-Clear Lake	

	<a href="#">KES 5313 Physiology and Human Performance</a> 3 (G) <a href="#">KES 5909 Practicum in Exercise Science</a> 9 (G)	B.S. Psychology- The Ohio State University <a href="#">Herrera Transcripts</a>	
<a href="#">Stefanie Latham</a> (F)	<a href="#">KES 5314 Diagnostic Testing and Measurements</a> 3 (G) <a href="#">KES 5315 Group Dynamics</a> 3 (G) <a href="#">KES 5316 Motor Learning and Control</a> 3 (G) <a href="#">KES 5373 Health and Human Behavior</a> 3 (G)	Ph.D. General Psychology (Emphasis on Sport Psychology)- Capella University M.S. Education (Emphasis on Sport Administration)- University of Central Oklahoma <a href="#">Latham Transcripts</a>	
<a href="#">Bobby Mesker</a> (P)	<a href="#">PE 1153 Advanced Weight Training</a> 1 (UT)	M.Ed.- Sul Ross State University B.S.- Sul Ross State University <a href="#">Mesker Transcripts</a>	
<a href="#">Antuan Washington</a> (P)	<a href="#">PE 1301 Introduction to Physical Fitness and Sport</a> 3 (UT)	M.Ed. Coaching, Sport, Recreation, and Fitness- Angelo State University B.B.A. Management- Angelo State University <a href="#">Washington Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution:  
Name of Primary Department, Academic Program, or Discipline: Kinesiology & Human Performance  
Academic Term(s) Included: Spring 2017  
Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Tyler Card</a> (P)	<a href="#">KES 2303 Nutrition</a> 3 (UT)	M.S. Professional Communication- Weber State University B.A. Business Management- Southern Virginia University <a href="#">Card Transcripts</a>	Kinesiology Coursework at SRSU: KES 5312 Advanced Human Nutrition KES 5307 Issues in Sports Law KES 5313 Physiology and Human Performance KES 5305 Research Methods KES 5315 Group Dynamics KES 5373 Health and Human Behavior
<a href="#">James Hector</a> (F)	<a href="#">KES 3302 Health and Aging</a> 3 (UT) <a href="#">KES 3306 Motor Learning and Development</a> 3 (UT) <a href="#">KES 4312 Health Promotion in the Workplace</a> 3 (UT) <a href="#">KES 4362 Senior Capstone</a> 3 (UT) <a href="#">PE 1150 Wellness/Fitness</a>	Ed.D. Physical Education- East Texas State University M.Ed. Physical Education and Health- Sul Ross State University B.S. Education- University of Texas at Austin	

	<a href="#">Assessment 1 (UT)</a> <a href="#">PE 4301 Tests and Measurements 3 (UT)</a>	<a href="#">Hector Transcripts</a>	
<a href="#">Billy Jack Ray (F)</a>	<a href="#">KES 3303 Care and Prevention of Athletic Injuries 3 (UT)</a> <a href="#">KES 4303 Fitness Testing and Exercise Prescription 3 (UT)</a> <a href="#">KES 4313 Legal and Ethical Issues 3 (UT)</a> <a href="#">PE 1301 Introduction to Physical Fitness and Sport 3 (UT)</a> <a href="#">PE 3301 Theory and Practice of Football 3 (UT)</a>	Ed.D Educational Leadership- Kinesiology (Anticipated May 2018)- Tarleton State University M.S. Kinesiology- Administration- Tarleton State University B.S. Kinesiology- Fitness Management- Tarleton State University <a href="#">Ray Transcripts</a>	
<a href="#">Clarence Richardson (P)</a>	<a href="#">KES 3305 Physiology of Exercise 3 (UT)</a> <a href="#">PE 3307 Kinesiology 3 (UT)</a>	M.Ed. Health and Physical Education- Prairie View A&M University <a href="#">Richardson Transcripts</a>	National Strength Coaches Association (NSCA) Certification
<a href="#">DeeDee DeLaO (F)</a>	<a href="#">KES 4316 Exercise for Special Populations 3 (UT)</a> <a href="#">PE 1306 First Aid 3 (UT)</a> <a href="#">PE 2303 Activities for Children 3 (UT)</a>	M.Ed. Physical Education- Sul Ross State University <a href="#">DeLaO Transcripts</a>	
<a href="#">Christopher Herrera (F)</a>	<a href="#">KES 5305 Research Methods 3 (G)</a> <a href="#">KES 5307 Issues in Sports Law 3 (G)</a> <a href="#">KES 5312 Advanced Human Nutrition 3 (G)</a> <a href="#">KES 5313 Physiology and Human Performance 3 (G)</a> <a href="#">KES 5909 Practicum in Exercise Science 9 (G)</a>	Ph.D. Health Science- University of Sydney, NSW Australia M.A. Behavioral Science- Psychology- University of Houston-Clear Lake B.S. Psychology- The Ohio State University <a href="#">Herrera Transcripts</a>	
<a href="#">Stefanie Latham (F)</a>	<a href="#">KES 5314 Diagnostic Testing and Measurements 3 (G)</a> <a href="#">KES 5315 Group Dynamics 3 (G)</a> <a href="#">KES 5316 Motor Learning and Control 3 (G)</a> <a href="#">KES 5373 Health and Human Behavior 3 (G)</a>	Ph.D. General Psychology (Emphasis on Sport Psychology)- Capella University M.S. Education (Emphasis on Sport Administration)- University of Central Oklahoma <a href="#">Latham Transcripts</a>	
<a href="#">Bobby Mesker (P)</a>	<a href="#">PE 1153 Advanced Weight Training 1 (UT)</a>	M.Ed.- Sul Ross State University B.S.- Sul Ross State University <a href="#">Mesker Transcripts</a>	
<a href="#">Clifton Carroll (P)</a>	<a href="#">PE 3302 Theory and Practice of Basketball 3 (UT)</a>	M.S. Health and Human Performance- Sul Ross State University B.S. Exercise and Sports Science- Texas Tech University <a href="#">Carroll Transcripts</a>	
<a href="#">Raymond Canaba (P)</a>	<a href="#">PE 3303 Theory and Practice of Baseball and Softball 3 (UT)</a>	M.Ed. Physical Education- Sul Ross State University <a href="#">Canaba Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Languages and Literature

Academic Term(s) Included: Fall 2016

Date Form Completed: 08/23/2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Rosemary Briseno</a> (F)	Fall 2016 <a href="#">English 1302 Composition I,3 (UT)</a> <a href="#">English 4303 Literary Studies English</a> <a href="#">Women's Studies 2301 Intro to Women's Studies</a>	PhD, Washington State University, 20 <sup>th</sup> Century American Literature (2008), with a focus in identity politics (including: Borderlands, Chicana/o Literature, and sociolinguistics)  MA in English, Sul Ross State University (2000) <a href="#">Briseno Transcripts</a>	16 years of teaching experience in the fields of: Composition 1 and 2, ESL, Introduction to Literature, World Literature, Advanced Composition, Chicana/o Studies, and Women's Studies.
<a href="#">Theron Francis</a> (F)	Fall 2016 <a href="#">English 1301 Composition I</a> <a href="#">English 2311 Technical and Business Writing</a> <a href="#">English 2327 American Literature I</a>	Purdue University PhD Early American Literature With Practicum in Teaching Professional Writing  Northern Arizona University MA in English with emphases in Rhetoric and Linguistics <a href="#">Francis Transcripts</a>	
<a href="#">Sharon Hileman</a> (P)	<a href="#">Fall 2016 English 5306 British Novels</a>	Ph.D. in English, specializing in British Literature, University of New Mexico <a href="#">Hileman Transcripts</a>	
<a href="#">Julianna Larrinaga</a> (P)	Fall 2016 <a href="#">English 1301 Composition I</a>		
<a href="#">Ian Peddie</a> (F)	Fall 2016 <a href="#">English 1301 Composition I</a> <a href="#">English 2322 British Literature I</a> <a href="#">English 3304 Shakespeare</a>	PhD in Literature (University of Rochester); MA in literature <a href="#">Peddie Transcripts</a>	Extensive publication in literature and cultural studies
<a href="#">Laura Payne</a> (F)	Fall 2016 <a href="#">English 1301 Composition I</a> <a href="#">English 2341 Forms of Literature</a> <a href="#">English 3322 Creative Writing: Non Fiction</a> <a href="#">English 4300 Portfolio Capstone</a> <a href="#">English 5302 Creative Writing: Memoir</a>	Ph.D. English—Creative Writing, Texas Tech University, 2001. 22 years' experience. <a href="#">Payne Transcripts</a>	
<a href="#">Francine Richter</a> (F)	Fall 2016 <a href="#">English 1302 Composition II</a> <a href="#">English 2341 Forms of Literature</a> <a href="#">English 3312 Advanced Composition</a>	1993 PhD in English with specialization in Rhetoric and Composition Texas Christian University Fort Worth, Texas  <a href="#">Richter Transcripts</a>	
		M. A. degree, Texas Technological University, 1966 English literature, major field	

<a href="#">Nelson Sager</a> (P)	Fall 2016 <a href="#">English 2331 World Literature</a> <a href="#">English 4320 International Literature</a> <a href="#">English 5304 International Literature</a>	German, minor field Ph. D. degree, University of California at Davis, 1974. English literature, major field; Narrative theory, minor field. 40 years full-time teaching experience varied literature courses and English composition course at the undergraduate and graduate levels of instruction <a href="#">Sager Transcripts</a>	
<a href="#">Susan Spring</a> (F)	Fall 2016 <a href="#">English 1301 Composition I</a>	B.A., English ( <i>summa cum laude</i> ) University of Houston, 1995 M.A., English Sul Ross State University, 2010 <a href="#">Spring Transcripts</a>	State of Texas lifetime certifications: Secondary English, English as a Second Language, Reading
<a href="#">Kathy Stein</a> (P)	Fall 2016 <a href="#">English 1302 Composition II</a>	The University of Texas at El Paso - M.A. Professional Writing and Rhetoric <a href="#">Stein Transcripts</a>	25+ years teaching developmental writing and freshmen composition courses
<a href="#">Julie Vega</a> (P)	Fall 2016 <a href="#">English 1301 Composition I</a>	B.A., English, Sul Ross State University, 1998; M.A., English, Sul Ross State University, 2000 <a href="#">Vega Transcripts</a>	17 years teaching developmental writing and Composition I & II
<a href="#">Ilda Gonzalez</a> (F)	Fall 2016 <a href="#">Spanish 1411 Beginning Spanish I</a> <a href="#">Spanish 2311 Intermediate Spanish I</a>	University of Texas at San Antonio. MA in Spanish, with specialization in linguistics. <a href="#">I. Gonzalez Transcripts</a>	Texas Certified Teacher – Spanish and French
<a href="#">Filemon Zamora</a> (F)	Fall 2016 <a href="#">Spanish 1411 Beginning Spanish I</a> <a href="#">Spanish 2305 Introductions to Spanish Literature</a> <a href="#">Spanish 4307 Spanish Meth to Teach Basic Spanish</a> <a href="#">Mexican American Studies 2301 Intro to Mexican American Studies</a>	I have a PH. D. in Spanish and have taught this course for over 15 years in California, Arizona and Vermont colleges and universities and also I taught this course in a Catholic High School in Tucson, AZ. I have taught Mexican American Studies and Mexican American Literature several times in Arizona before coming to Texas. I took several undergraduate and courses on Mexican American studies in SDSU and UCSD. I have presented at least three papers on Mexican American Literature and organized a panel on Chicano Literature in San Diego, CA. <a href="#">Zamora Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University  
Name of Primary Department, Academic Program, or Discipline: Languages and Literature  
Academic Term(s) Included: Spring 2017  
Date Form Completed: 01/11/2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

<p><a href="#">Rosemary Briseno</a> (F)</p>	<p>Spring 2017  <a href="#">English 1301 Composition I, (UT)</a>  <a href="#">English 5307 Twentieth Century American Short Fiction</a>  <a href="#">Women's Studies 2301 Intro to Women's Studies</a></p>	<p>PhD, Washington State University, 20<sup>th</sup> Century American Literature (2008), with a focus in identity politics (including: Borderlands, Chicana/o Literature, and sociolinguistics)   MA in English, Sul Ross State University (2000)  <a href="#">Briseno Transcripts</a></p>	<p>17 years of combined teaching experience in the fields of: Composition 1 and 2, ESL, Introduction to Literature, Intro to Literature, Advanced Composition, Women's Studies</p>
<p><a href="#">Theron Francis</a> (F)</p>	<p>Spring 2017  <a href="#">English 1302 Composition II</a>  <a href="#">English 2311 Technical and Business Writing</a>  <a href="#">English 4303 The American Renaissance</a></p>	<p>Purdue University  PhD Early American Literature  With Practicum in Teaching Professional Writing   Northern Arizona University  MA in English  with emphases in Rhetoric and Linguistics   <a href="#">Francis Transcripts</a></p>	
<p><a href="#">Sharon Hileman</a> (P)</p>	<p>Spring 2017  <a href="#">English 5305 Storytelling: Traditional and Digital</a></p>	<p>Ph.D. in English, specializing in British Literature, University of New Mexico   M.A. in English from San Jose State University  <a href="#">Hileman Transcripts</a></p>	
<p><a href="#">Julianna Larrinaga</a> (P)</p>	<p>Spring 2017  <a href="#">English 1301 Composition I</a>  <a href="#">English 1302 Composition II</a></p>		
<p><a href="#">Ian Peddie</a> (F)</p>	<p>Spring 2017  <a href="#">English 1302 Composition II</a>  <a href="#">English 2323 British Literature II</a>  <a href="#">English 2328 American Literature II</a></p>	<p>PhD in Literature (University of Rochester); MA in literature  <a href="#">Peddie Transcripts</a></p>	<p>Extensive publication in literature and cultural studies</p>
<p><a href="#">Laura Payne</a> (F)</p>	<p>Spring 2017  <a href="#">English 2341 Forms of Literature</a>  <a href="#">English 3311 Children and Adolescent Literature</a>  <a href="#">English 3320 Creative Writing: Fiction</a>  <a href="#">English 4300 Portfolio Capstone</a>  <a href="#">English 4309 Teaching Language Arts</a></p>	<p>Ph.D. English—Creative Writing, Texas Tech University, 2001.  22 years' experience.  <a href="#">Payne Transcripts</a></p>	
<p><a href="#">Francine Richter</a> (F)</p>	<p>Spring 2017  <a href="#">English 1302 Composition II</a>  <a href="#">English 2341 Forms of Literature</a>  <a href="#">English 3312 Advanced Composition</a></p>	<p>1993  PhD in English with specialization in Rhetoric and Composition  Texas Christian University  Fort Worth, Texas   <a href="#">Richter Transcripts</a></p>	
<p><a href="#">Nelson Sager</a> (P)</p>	<p>Spring 2017  <a href="#">English 2331 World Literature</a>  <a href="#">English 2341 Forms of Literature</a></p>	<p>M. A. degree, Texas Technological University, 1966  English literature, major field  German, minor field  Ph. D. degree, University of California at Davis, 1974.  English literature, major field;  Narrative theory, minor field.  40 years full-time teaching experience varied literature courses and English composition course at the undergraduate and graduate levels of instruction   <a href="#">Sager Transcripts</a></p>	

<a href="#">Susan Spring</a> (F)	Spring 2017 <a href="#">English 1301 Composition I</a> <a href="#">English 1302 Composition II</a>	B.A., English ( <i>summa cum laude</i> ) University of Houston, 1995 M.A., English Sul Ross State University, 2010 <a href="#">Spring Transcripts</a>	State of Texas lifetime certifications: Secondary English, English as a Second Language, Reading, 22 years teaching experience.
<a href="#">Kathy Stein</a> (P)	Spring 2017 <a href="#">English 1302 Composition II</a>	The University of Texas at El Paso - M.A. Professional Writing and Rhetoric <a href="#">Stein Transcripts</a>	25+ years teaching developmental writing and freshmen composition courses
<a href="#">Julie Vega</a> (P)	Spring 2017 <a href="#">English 1302 Composition II</a>	B.A., English, Sul Ross State University, 1998; M.A., English, Sul Ross State University, 2000 <a href="#">Vega Transcripts</a>	17 years teaching developmental writing and Composition I & II
<a href="#">Ilda Gonzalez</a> (F)	Spring 2017 <a href="#">Spanish 1412 Beginning Spanish II</a> <a href="#">Spanish 2312 Intermediate Spanish II</a>	University of Texas at San Antonio. MA in Spanish, with specialization in linguistics. <a href="#">I. Gonzalez Transcripts</a>	Texas Certified Teacher – Spanish and French
<a href="#">Filemon Zamora</a> (F)	Spring 2017 <a href="#">Spanish 1412 Beginning Spanish II</a> <a href="#">Spanish 3308 Novels of the Mexican Revolution</a> <a href="#">Spanish 4307 Spanish Meth to Teach Basic Spanish</a> <a href="#">Mexican American Studies 2301 Intro to Mexican American Studies</a>	I have a PH. D. in Spanish and have taught this course for over 15 years in California, Arizona and Vermont colleges and universities and I taught this course in a Catholic High School in Tucson, AZ. I have taught Mexican American Studies and Mexican American Literature several times in Arizona before coming to Texas. I took several undergraduate and courses on Mexican American studies in SDSU and UCSD. I have presented at least three papers on Mexican American Literature and organized a panel on Chicano Literature in San Diego, CA. <a href="#">Zamora Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University-Rio Grande College

Name of Primary Department, Academic Program, or Discipline: Natural and Behavioral Sciences

Academic Term(s) Included: Fall 2016

Date Form Completed: 8/22/16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Ferris R. Byxbe</a> (F)	Fall 2016 <a href="#">CRIM 3301 Police Administration</a> , 3 (UT) <a href="#">CRIM 3304 Law and Society</a> , 3 (UT) <a href="#">CRIM 3307 Police Ethics and Legal Liabilities</a> , 3 (UT) <a href="#">CRIM 4305 Procedural Law</a> , 3 (UT)	PhD (Major: Education/Minor: Criminal Justice/30 graduate sch Criminal Justice) The University of Southern Mississippi MS (Criminal Justice/30 graduate sch Criminal Justice) The University of Southern Mississippi BS (Criminal Justice) The University of Southern Mississippi <a href="#">Byxbe Transcripts</a>	

<a href="#">Tiffany F. Culver</a> (F)	Fall 2016 <a href="#">PSCH 3309 Educational Psychology</a> , 3 (UT) <a href="#">PSCH 3312 Human Sexuality</a> , 3 (UT) <a href="#">PSCH 4305 Gerontology</a> , 3 (UT) <a href="#">PSCH 4310 Special Topics: Gender</a> , 3(UT) <a href="#">PSCH 4313 Forensic Psychology</a> , 3 (UT)	PhD (Educational Psychology/18 graduate sch Psychology and 64 graduate sch, Educational Psychology, 24 graduate sch Counseling and 12 graduate sch Education) Mississippi State University MS (Educational Psychology/37 graduate sch Educational Psychology) Mississippi State University BA (Psychology) New Mexico State University <a href="#">Culver Transcripts</a>	
<a href="#">Patricia A. Nicosia</a> (F)	Fall 2016 <a href="#">MTH 3308 Survey of Basic Mathematical Theory I</a> , 3 (UT) <a href="#">MTH 3309 Survey of Basic Mathematical Theory II</a> , 3 (UT) <a href="#">MTH 5307 Mathematics History</a> , 3 (G)	PhD (Mathematics Education/27 graduate sch Mathematics and 39 graduate sch Mathematics Education) The University of Texas at Austin MSE (Mathematics/18 graduate sch Mathematics) University of Central Arkansas BSE (Mathematics) University of Central Arkansas <a href="#">Nicosia Transcripts</a>	
<a href="#">Michael L. Ortiz</a> (F)	Fall 2016 <a href="#">MTH 3303 Multi-variant Calculus</a> , 3 (UT) <a href="#">MTH 3306 Topics in Mathematics: Conic Sections and Quadric Surfaces</a> , 3 (UT) <a href="#">MTH 3308 Survey of Basic Mathematical Theory I</a> , 3 (UT) <a href="#">MTH 3310 Discrete Mathematics</a> , 3 (UT)	PhD (Mathematics/120 graduate sch Mathematics) The University of Texas at Austin BS (Mathematics) University of North Texas <a href="#">Ortiz Transcripts</a>	
<a href="#">Martin G. Urbina</a> (F)	Fall 2016 <a href="#">CRIM 3306 Probation and Parole</a> , 3 (UT) <a href="#">CRIM 3311 Multiculturalism in the Criminal Justice System</a> , 3 (UT) <a href="#">CRIM 4308 Constitutional Rights of Prisoners and Detainees</a> , 3 (UT) <a href="#">CRIM 4309 Seminar in Criminal Justice: Current Issues in Criminal Justice</a> , 3 (UT)	PhD (Sociology/6 graduate sch Criminal Justice and 52 graduate sch Sociology and Crime) Western Michigan University MCJ (Criminal Justice/36 graduate sch Criminal Justice) New Mexico State University BS Sul Ross State University <a href="#">Urbina Transcripts</a>	
<a href="#">Wesley D. Wynne</a> (F)	Fall 2016 <a href="#">PSCH 3301 Social Psychology</a> , 3 (UT) <a href="#">PSCH 4302 Industrial-Organizational Psychology</a> , 3 (UT) <a href="#">PSCH 4303 Abnormal Psychology</a> , 3 (UT) <a href="#">PSCH 4335 History of Psychology</a> , 3 (UT)	PhD (Psychology/66 graduate sch Psychology) The University of Texas at Austin MA (Psychology/21 graduate sch Psychology) University of Michigan BA (Psychology) The University of Texas at Austin <a href="#">Wynne Transcripts</a>	
<a href="#">Kevin Young</a> (F)	Fall 2016 <a href="#">BIO 3300 Basic Survey of Sciences</a> , 3 (UT) <a href="#">BIO 4301 Cell Biology</a> , 3 (UT) <a href="#">BIO 4403 Herpetology</a> , 4 (UT)	PhD (Biology/80 graduate sch Biology) Utah State University, Graduate Biology. BS (Zoology) Brigham Young University <a href="#">Young Transcripts</a>	
<a href="#">Richard Davis</a> (P)	Fall 2016 <a href="#">MTH 3309 Survey of Basic Mathematical Theory II</a> , 3 (UT)	MS (Mathematics, 18 graduate sch Mathematics) The University of Texas, San Antonio <a href="#">R. Davis Transcripts</a>	
		(Doctor of Ministry/12 graduate sch) Austin Presbyterian Theological Seminary	

<a href="#">Austin Fredrick</a> (P)	Fall 2016 <a href="#">PHIL 3301 Bio-Ethics</a> , 3 (UT)	Th.M(Theology/15 graduate sch) Perkins School of Theology, Southern Methodist University BS(Psychology) Prairie View A&M University <a href="#">Fredrick Transcripts</a>	
<a href="#">Geraldine Goosen</a> (P)	Fall 2016 <a href="#">NURS 4610 Baccalaureate Nursing Practice</a> , 6 (UT)	PhD (Nursing/54 graduate sch Nursing, 21 graduate sch Nursing Research and Dissertation, 24 graduate sch Practice) University of Arizona MS(Nursing/37 graduate sch Nursing) BS(Nursing) Drury College <a href="#">Goosen Transcripts</a>	
<a href="#">Pamela Haylock</a> (P)	Fall 2016 <a href="#">NURS 3307 Role of Evidence Based Professional Nursing Practice</a> , 3 (UT)	PhD(Nursing/45 graduate sch Nursing) University of Texas Medical Branch, Graduate School of Biomedical Sciences, School of Nursing Doctoral Program MA(Nursing of Adults/20 graduate sch Nursing) University of Iowa College of Nursing BS(Nursing) University of Iowa College of Nursing <a href="#">Haylock Transcripts</a>	
<a href="#">Darren Kohut</a> (P)	Fall 2016 <a href="#">CRIM 4300 American Corrections</a> , 3 (UT)	MS (Criminal Justice/30 graduate sch Criminal Justice) Southwest Texas State University BS (Criminal Justice) Southwest Texas State University <a href="#">Kohut Transcripts</a>	
<a href="#">Lolly Lockhart</a> (P)	Fall 2016 <a href="#">NURS 3301 Trends and Issues in Professional Nursing</a> , 3 (UT)	PhD (Healthcare Administration/28 graduate sch) University of Mississippi MSN (Nursing Education/Medical Surgical Nursing/15 graduate sch) The University of Texas at Austin BSN (Nursing) University of Texas Medical Branch, Galveston <a href="#">Lockhart Transcripts</a>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University-Rio Grande College  
Name of Primary Department, Academic Program, or Discipline: Natural and Behavioral Sciences  
Academic Term(s) Included: Spring 2017  
Date Form Completed: 1/11/17

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	Spring 2017 <a href="#">CRIM 3305 Substantive Law</a> , 3(UT) <a href="#">CRIM 4302 Constitutional</a>	PhD (Major: Education/Minor: Criminal Justice/30 graduate sch Criminal Justice) The University of Southern	

<a href="#">Ferris R. Byxbe</a> (F)	<a href="#">Law, 3(UT)</a> <a href="#">CRIM 4309 Seminar in Criminal Justice: Significant Cases in Criminal Procedure, 3(UT)</a> <a href="#">CRIM 4310 American Courts, 3(UT)</a>	Mississippi MS (Criminal Justice/30 graduate sch Criminal Justice) The University of Southern Mississippi BS (Criminal Justice) The University of Southern Mississippi <a href="#">Byxbe Transcripts</a>	
<a href="#">Tiffany F. Culver</a> (F)	Spring 2017 <a href="#">PSCH 3304 Psychology of Learning, 3(UT)</a> <a href="#">PSCH 3308 Psychology of Adjustment, 3(UT)</a> <a href="#">PSCH 3311 Health Psychology, 3(UT)</a> <a href="#">PSCH 4303 Abnormal Psychology, 3(UT)</a> <a href="#">PSCH 4308 Theory and Principles of Psychological Testing, 3(UT)</a>	PhD (Educational Psychology/18 graduate sch Psychology and 64 graduate sch, Educational Psychology, 24 graduate sch Counseling and 12 graduate sch Education) Mississippi State University MS (Educational Psychology/37 graduate sch Educational Psychology) Mississippi State University BA (Psychology) New Mexico State University <a href="#">Culver Transcripts</a>	
<a href="#">Daniel H. Foley III</a> (F)	<a href="#">BIO 5301 Biogeography, 3(G)</a> <a href="#">BIO5307 Understanding of the Human Body, 3(G)</a>	PhD (Biology/86 graduate sch Biology) Utah State University MS (Wildlife & Fisheries Sciences/Zoology/21 graduate sch Zoology/Wildlife & Fisheries) Texas A&M University BS (Wildlife & Fisheries) Texas A&M University <a href="#">Foley Transcripts</a>	
<a href="#">Patricia A. Nicosia</a> (F)	Spring 2017 <a href="#">MTH 3302 Probability and Statistics I, 3(UT)</a> <a href="#">MTH 3308 Survey of Basic Mathematical Theory I, 3(UT)</a> <a href="#">MTH 3309 Survey of Basic Mathematical Theory II, 3(UT)</a>	PhD (Mathematics Education/27 graduate sch Mathematics and 39 graduate sch Mathematics Education) The University of Texas at Austin MSE (Mathematics/18 graduate sch Mathematics) University of Central Arkansas BSE (Mathematics) University of Central Arkansas <a href="#">Nicosia Transcripts</a>	
<a href="#">Michael L. Ortiz</a> (F)	Spring 2017 <a href="#">MTH 3301 Geometry, 3(UT)</a> <a href="#">MTH 3308 Survey of Basic Mathematical Theory I, 3(UT)</a> <a href="#">MTH 4307 Real Variables, 3(UT)</a> <a href="#">MTH 4327 Readings and Research, 3(UT)</a> <a href="#">MTH 5301 Special Topics: Regular Polytopes, 3(G)</a>	PhD (Mathematics/120 graduate sch Mathematics) The University of Texas at Austin BS (Mathematics) University of North Texas <a href="#">Ortiz Transcripts</a>	
<a href="#">Martin G. Urbina</a> (F)	Spring 2017 <a href="#">CRIM 3300 History of Criminal Justice, 3(UT)</a> <a href="#">CRIM 3311 Multiculturalism in Criminal Justice, 3(UT)</a> <a href="#">CRIM 4300 American Corrections, 3(UT)</a> <a href="#">CRIM 4303 Family Violence, 3(UT)</a>	PhD (Sociology/6 graduate sch Criminal Justice and 52 graduate sch Sociology and Crime) Western Michigan University MCJ (Criminal Justice/36 graduate sch Criminal Justice) New Mexico State University BS Sul Ross State University <a href="#">Urbina Transcripts</a>	
	Spring 2017		

<a href="#">Wesley D. Wynne</a> (F)	<a href="#">PSCH 3303 Positive Psychology</a> , 3(UT) <a href="#">PSCH 4301 Psychology of Personality</a> , 3(UT) <a href="#">PSCH 4302 Industrial-Organizational Psychology</a> , 3(UT) <a href="#">PSCH 4320 Multicultural Psychology</a> , 3(UT) <a href="#">PSCH 4325 Cognitive Psychology</a> , 3(UT)	PhD (Psychology/66 graduate sch Psychology) The University of Texas at Austin MA (Psychology/21 graduate sch Psychology) University of Michigan BA (Psychology) The University of Texas at Austin <a href="#">Wynne Transcripts</a>	
<a href="#">Kevin Young</a> (P)	<a href="#">BIO 3300 Basic Survey of Sciences</a> , 3(UT) <a href="#">BIO 3406 General Ecology</a> , 3(UT) <a href="#">BIO 3407 Vertebrate Natural History</a> , 3(UT)	PhD (Biology/80 graduate sch Biology) Utah State University, Graduate Biology. BS (Zoology) Brigham Young University <a href="#">Young Transcripts</a>	
<a href="#">Richard Davis</a> (P)	Spring 2017 <a href="#">MTH 3309 Survey of Basic Mathematical Theory II</a> , 3(UT)	MS (Mathematics, 18 graduate sch Mathematics) The University of Texas, San Antonio <a href="#">R. Davis Transcripts</a>	
<a href="#">Darren Kohut</a> (P)	Spring 2017 <a href="#">CRIM 3304 Criminology</a> , 3(UT)	MS (Criminal Justice/30 graduate sch Criminal Justice) Southwest Texas State University BS (Criminal Justice) Southwest Texas State University <a href="#">Kohut Transcripts</a>	
<a href="#">Austin Fredrick</a> (P)	Spring 2017 <a href="#">PHIL 3301 Bio-Ethics</a> , 3(UT)	(Doctor of Ministry/12 graduate sch) Austin Presbyterian Theological Seminary Th.M(Theology/15 graduate sch) Perkins School of Theology, Southern Methodist University BS(Psychology) Prairie View A&M University <a href="#">Fredrick Transcripts</a>	
<a href="#">Geraldine Goosen</a> (P)	Spring 2017 <a href="#">NURS 4610 Baccalaureate Nursing Practice</a> , 6(UT)	PhD (Nursing/54 graduate sch Nursing, 21 graduate sch Nursing Research and Dissertation, 24 graduate sch Practice) University of Arizona MS(Nursing/37 graduate sch Nursing) BS(Nursing) Drury College <a href="#">Goosen Transcripts</a>	
<a href="#">Pamela Haylock</a> (P)	Spring 2017 <a href="#">NURS 3305 Nursing Research &amp; Application</a> , 3(UT)	PhD(Nursing/45 graduate sch Nursing) University of Texas Medical Branch, Graduate School of Biomedical Sciences, School of Nursing Doctoral Program MA(Nursing of Adults/20 graduate sch Nursing) University of Iowa College of Nursing BS(Nursing) University of Iowa College of Nursing <a href="#">Haylock Transcripts</a>	
<a href="#">Rolando Lira</a> (P)	Spring 2017 <a href="#">NURS 4307 Risk Analysis, Quality Management and Implications for Practice</a> , 3(UT)	MSN(Nursing Education/37 graduate sch Nursing Education) Texas A&M Corpus Christi MA(Christian Education/67 graduate sch Christian Education) Dallas Theological Seminary BS(Nursing) University of Texas Health Science Center <a href="#">Lira Transcripts</a>	
	Spring 2017	MS(Nursing/ Nursing) Texas Tech Health Science Center BA(Sociology) University of	

<a href="#">Michelle Wilson</a> (P)	<a href="#">NURS4305 Population-Focused Community Health, 3(UT)</a>	Texas Austin BS(Nursing) University of Texas Medical Branch Galveston <a href="#">Wilson Transcripts</a>	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Natural Resource Management

Academic Term(s) Included: Fall 2016

Date Form Completed: 11-23-2016

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major  List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS  Related to Courses Taught
<a href="#">Whitney Gann</a> (P)	F16, <a href="#">NRM 2330, Wildlife Conservation and Management</a> , 3, UT.	B.S. Texas A&M University,  M.S. West Texas A&M University, thesis: The effects of three different prescribed fire frequencies on small mammal community dynamics.  Ph.D. Wildlife Science, Texas A&M University, Kingsville, dissertation: The effects of nutritional enhancement in deer density on vegetation dynamics in the thorn scrub of South Texas.  <a href="#">Gann Transcripts</a>	Post doctoral position with the Borderlands Research Institute focusing on pronghorn and pronghorn habitat.
<a href="#">Louis Harveson</a> (F)	F16, <a href="#">NRM 6302, Thesis Defense</a> , 3, G	Ph.D., Wildlife Science, December 1997; Joint Ph.D. with Texas A&M University, College Station, Texas and Texas A&M University-Kingsville, Kingsville, Texas.  M.S., Range and Wildlife Management, minors in Statistics and Animal Science, December 1995, Texas A & M University-Kingsville, Kingsville, Texas.  B.S. Wildlife Management, December 1991, Texas Tech University.  <a href="#">L. Harveson Transcripts</a>	
<a href="#">Patricia Moody Harveson</a> (F)	F16, <a href="#">NRM 3304, Natural Resource Policy and Administration</a> , 3, UT.  F16, <a href="#">NRM 4302, Advanced Topics in Conservation Biology</a> , 3, UT.  F16, <a href="#">NRM 5303, Advanced Topics in Conservation Biology</a> , 3, G.  F16, <a href="#">NRM 5323, Social Media and Outreach</a> , 3, G.	Doctor of Philosophy, Wildlife and Fisheries Sciences, December 2005 from Texas A&M University, College Station, Texas  Master of Science, Range and Wildlife Management, minor in Statistics, December 1996 from Texas A&M University-Kingsville, Kingsville, Texas  Bachelor of Science, Biology, minor in Animal Science, May 1992 from Tarleton State University, Stephenville, Texas  <a href="#">P. Harveson Transcripts</a>	

<a href="#">Robert J. Kinucan</a> (F)	F16, <a href="#">NRM 5302, Rangeland Ecology</a> , 3, G	Ph.D. 1987. Texas A&M University, Rangeland Ecology & Management. M.S. 1983, University of Wyoming. Range Management. B.S. 1981. University of Idaho. Range Resources. <a href="#">Kinucan Transcripts</a>	Certified Professional in Range Management. 2001-present.
<a href="#">Ryan S. Luna</a> (F)	F16, <a href="#">NRM 4308, Big Game Management</a> , 3, UT F16, <a href="#">NRM 5303, Big Game Management</a> , 3, G F16, <a href="#">NRM 4309, Wildlife Population Dynamics</a> , 3, UT. F16, <a href="#">NRM 5316, Project Research, Variable Hours</a> , G	B.S. in Zoology, Texas Tech University M.S. in Biology, University of Texas at San Antonio Ph.D. in Biology (Wildlife Ecology focus), Texas State University <a href="#">Luna Transcripts</a>	Family in ranching business Big Game hunting guide—10yrs Game Warden with New Mexico Dept. of Game and Fish—3yrs.
<a href="#">Richard Mrozinski</a> (P)	F16, <a href="#">NRM 3308, Agricultural Statistics</a> , 3, UT. F16, <a href="#">NRM 5312, Biostatistical Analysis</a> , 3, G	M.S. in Range and Wildlife Management, Sul Ross State University (IN PROGRESS, EXPECTED MAY 2016) B.S.E. in Aerospace Engineering, University of Michigan M.S.E. in Aerospace Engineering, University of Texas at Austin <a href="#">Mrozinski Transcripts</a>	Graduate courses specifically about statistics: 12 sch <u>Additional</u> graduate courses where statistics is a key component: 12 sch. I also took two NASA-arranged engineering statistics courses "Practical Probability and Statistics" (Bayesian) and "Engineering Statistics" at NASA that I would consider to be graduate level.
<a href="#">Ryan O'Shaughnessy</a> (F)	F16, <a href="#">AGB 2302, Agricultural Economics</a> , 3 UT. F16, <a href="#">AGB 4303, Agri-Business Management</a> , 3, UT.	B.S. in Zoology, University of the Witwatersrand M.S. in Animal, Plant, and Environmental Science, University of the Witwatersrand Ph.D. in Zoology, Southern Illinois University <a href="#">O'Shaughnessy Transcripts</a>	Experience in the safari industry in Africa, experience farming, experience managing quail hunting business. Currently completing an M.B.A.
<a href="#">Christopher Pipes</a> (P)	F16, <a href="#">NRM 1101, Freshman Seminar</a> , 1, UT. F16, <a href="#">NRM 4307, Range and Wildlife Habitat Management</a> , 3, UT.	Bachelor of Arts, Criminal Justice, University of Texas Permian Basin; Master of Science, Biology, University of Texas Permian Basin; Master of Science, Range and Wildlife Management, SRSU <a href="#">Pipes Transcripts</a>	Jan. 2010- May 2015, employed as project director, The Nature Conservancy, Davis Mountains Preserve; certified graduate and active member, TPWD's Texas Master Naturalist program (Tierra Grande chapter)
<a href="#">Bonnie J. Warnock</a> (F)	F16, <a href="#">NRM 2305, Soils</a> , 3, UT. F16, <a href="#">NRM 3201, Wildland Plants</a> , 2, UT. F16, <a href="#">NRM 4304, Range Inventory and Analysis</a> , 3, UT F16, <a href="#">NRM 5327, Soils</a> , 3, G. F16, <a href="#">NRM 2101, Ranch Management Skills</a> , 1 UT.	B. S. in Range Science, Sul Ross State University M.S. in Range and Wildlife Management, Sul Ross State University Ph.D. in Soil Science, Texas A&M University <a href="#">Warnock Transcripts</a>	Over 20 years of experience working in the ranching industry

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Sul Ross State University

Name of Primary Department, Academic Program, or Discipline: Natural Resource Management

Academic Term(s) Included: Spring 2017  
 Date Form Completed: 01-26-2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Joshua G. Cross</a> (P)	SP17, <a href="#">NRM 5306 GIS, GPS, &amp; Remote Sensing</a> , 3, G.	M.S., Range and Wildlife Management, August 2016, Sul Ross State University. B.S. Natural Resource Management Concentration in Wildlife Management, December 2012, Sul Ross State University.  <a href="#">Cross Transcripts</a>	Two years of experience working with GIS mapping as a BRI research technician
<a href="#">Whitney J. Gann</a> (P)	SP17, <a href="#">NRM 4303/5303, Range Ecology</a> , 3, UT.	Ph.D. Wildlife Science, 2013, Texas A&M Kingsville.  M.S. Biology, 2010, West Texas A&M.  B.S. Wildlife and Fisheries Science, 2008, Texas A&M.  <a href="#">Gann Transcripts</a>	Research focus on plant and herbivore ecology.
<a href="#">Sean P. Graham</a> (F)	SP17, <a href="#">NRM 4410, Ornithology</a> , 3, UT.	Full time faculty in Biology. Cross list this course with information provided on Faculty Roster from BGAPS.  <a href="#">S. Graham Transcripts</a>	
<a href="#">Louis Harveson</a> (F)	SP17, <a href="#">NRM 5101, Graduate Seminar</a> , 1, G.	Ph.D., Wildlife Science, December 1997; Joint Ph.D. with Texas A&M University, College Station, Texas and Texas A&M University-Kingsville, Kingsville, Texas.  M.S., Range and Wildlife Management, minors in Statistics and Animal Science, December 1995, Texas A & M University-Kingsville, Kingsville, Texas.  B.S. Wildlife Management, December 1991, Texas Tech University.  <a href="#">L. Harveson Transcripts</a>	
<a href="#">Patricia Moody Harveson</a> (F)	SP17, <a href="#">NRM 4301, Human Dimensions In NRM</a> , 3, UT. SP17, <a href="#">NRM 5321, Wildlife &amp; Society</a> , 3, G.	Doctor of Philosophy, Wildlife and Fisheries Sciences, December 2005 from Texas A&M University, College Station, Texas  Master of Science, Range and Wildlife Management, minor in Statistics, December 1996 from Texas A&M University-Kingsville, Kingsville, Texas  Bachelor of Science, Biology, minor in Animal Science, May 1992 from Tarleton State	

		University, Stephenville, Texas <a href="#">P. Harveson Transcripts</a>	
<a href="#">Jeff Keeling</a> (P)	SP17, <a href="#">NRM 1301, Horticulture</a> , 3, UT.	M.S. Biology, 2014, Sul Ross State University B.S. Biology, 2010, Sul Ross State University <a href="#">Keeling Transcripts</a>	Two years of experience in caring for botanical gardens and landscaping for Thunderbird Hotel and Capri in Marfa
<a href="#">Robert J. Kinucan</a> (F)	SP17, <a href="#">NRM 2301, Range Resources</a> , 3, UT.	Ph.D. 1987. Texas A&M University, Rangeland Ecology & Management. M.S. 1983, University of Wyoming. Range Management. B.S. 1981. University of Idaho. Range Resources. <a href="#">Kinucan Transcripts</a>	Certified Professional in Range Management. 2001-present.
<a href="#">Ryan S. Luna</a> (F)	SP17, <a href="#">NRM 4305, Wildlife Management Techniques</a> , 3, UT. SP17, <a href="#">NRM 5305, Range and Wildlife Research Methods</a> , 3, G. SP17, <a href="#">NRM 6302, Thesis Defense</a> , 3, G.	B.S. in Zoology, Texas Tech University M.S. in Biology, University of Texas at San Antonio Ph.D. in Biology (Wildlife Ecology focus), Texas State University <a href="#">Luna Transcripts</a>	Family in ranching business Big Game hunting guide—10yrs Game Warden with New Mexico Dept. of Game and Fish—3yrs.
<a href="#">Cynthia McAlister</a> (P)	SP17, <a href="#">NRM 5324, Conservation Biology</a> , 3, G.	M.S. Biology, 2012, Sul Ross State University. B.S. Environmental Science, 2004, Sul Ross State University <a href="#">McAlister Transcripts</a>	<i>Texas Educator Certification</i> , Grades 7-12 Science. May 2016  <i>Master's thesis: Insect Pollinators of the Chihuahuan Desert Research Institute's Botanical Gardens and a Comparison of the Native Bee Fauna of the Botanical Gardens to the Surrounding Grasslands Using a Pan-trap Survey, Jeff Davis County, Texas. May 2012.</i>  Two years of experience teaching workshops at CDRI on conservation and pollinators.
<a href="#">Richard Mrozinski</a> (P)	SP17, <a href="#">NRM 2303, Principles of Conservation Biology</a> , 3, UT. SP17, <a href="#">NRM 5313, Biostatistical Analysis II Lab</a> , 3, G.	M.S. in Range and Wildlife Management, Sul Ross State University (IN PROGRESS, EXPECTED December 2017) B.S.E. in Aerospace Engineering, University of Michigan M.S.E. in Aerospace Engineering, University of Texas at Austin <a href="#">Mrozinski Transcripts</a>	Graduate courses specifically about statistics: 12 sch  Additional graduate courses where statistics is a key component: 12 sch.  I also took two NASA-arranged engineering statistics courses "Practical Probability and Statistics" (Bayesian) and "Engineering Statistics" at NASA that I would consider to be graduate level.
<a href="#">Ryan O'Shaughnessy</a> (F)	SP17, <a href="#">NRM 5316, Project Research</a> , 1, 2, 3, 5, 6, G.	B.S. in Zoology, University of the Witwatersrand M.S. in Animal, Plant, and Environmental Science, University of the Witwatersrand Ph.D. in Zoology, Southern Illinois University <a href="#">O'Shaughnessy Transcripts</a>	Grown up in the safari industry in Africa, and farming. MBA in progress.

<a href="#">Christopher Pipes</a> (P)	SP17, <a href="#">NRM 3202, Wildlife Identification and Natural History</a> , 3, UT.	Bachelor of Arts, Criminal Justice, University of Texas Permian Basin; Master of Science, Biology, University of Texas Permian Basin; Master of Science, Range and Wildlife Management, SRSU  <a href="#">Pipes Transcripts</a>	Jan. 2010- May 2015, employed as project director, The Nature Conservancy, Davis Mountains Preserve; certified graduate and active member, TPWD's Texas Master Naturalist program (Tierra Grande chapter)
<a href="#">Bonnie J. Warnock</a> (F)	SP17, <a href="#">NRM 4314, Range Watershed and Hydrology</a> , 3, UT. SP17, <a href="#">NRM 5305, Range Watershed and Hydrology</a> , 3, G. SP17, <a href="#">NRM 4101, Advanced Ranch Management Skills</a> , 1, UT. SP17, <a href="#">NRM 4301, Ranch Ecosystem Management</a> , 3, UT.	B. S. in Range Science, Sul Ross State University  M.S. in Range and Wildlife Management, Sul Ross State University  Ph.D. in Soil Science, Texas A&M University  <a href="#">Warnock Transcripts</a>	Over 20 years of experience working in the ranching industry

**F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate**

## Comprehensive Standard 3.7.2 - Faculty Effectiveness

*The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University recognizes the importance of high performing faculty to achieve its [mission](#) of offering an “accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.” For that reason, all faculty members, including distance education – whether tenure track or non-tenure track – are evaluated annually by the appropriate administrator, according to the [Faculty Handbook, section 2.11](#). During fall 2016, SRSU employed 76 full-time faculty and 117 part-time faculty. All full-time faculty members undergo an annual evaluation. Promotion and tenure applies only to certain full-time faculty members and is discussed near the end of this narrative. Part-time faculty members are evaluated through teaching evaluations and assessments from the department head when they teach their first course.

#### Annual Evaluation of Faculty Merit

The Faculty Handbook in section 2.10, [Academic Evaluation System](#), describes the merit evaluation process. Four criteria are evaluated: teaching/job effectiveness, scholarly/artistic endeavor, professional growth and activities, and activities supportive of the university. Early each spring semester, the faculty member submits a Faculty Evaluation form (FE-3) informing the department chair of the faculty member’s accomplishments in each of the four areas. The department chair evaluates the faculty member’s performance at the levels of “meritorious”, “merit”, or “no merit.” Student evaluations of the faculty member’s performance in the courses are considered in the evaluation of the faculty member. The department chair’s evaluations of the faculty members are then transmitted to the Dean of the College and then to the Provost for review. The Provost recommends the evaluations to the President of the University. After the President makes the final determination regarding the evaluations, the Provost informs the faculty members of their evaluations.

#### Student Appraisal of Faculty

[Student evaluation of faculty](#) will take place for every course taught (per [SRSU Policy FH 2.11](#)). For courses that run the full length of the semester, evaluations will be made available to students the day after the last day to withdraw from a course through the day before final examinations of courses scheduled for the full length of the semester. For courses with formats shorter than the full length of the semester, e.g., eight-week format and weekend format courses, the courses will be evaluated according to the schedule of the full-semester courses. January intersession courses will be evaluated according to the spring schedule. Per requirements in HB 2504, results from student evaluation of faculty are published on the [SRSU website](#) each semester.

#### Faculty Evaluation as Part of the Promotion/Tenure Review Process

Faculty applying for [promotion](#) or [tenure](#) are also evaluated by peers in the form of a departmental tenure/promotion committee, a college tenure and promotion committee, and a university tenure and promotion committee.

#### Post-Tenure Review

Peer evaluation also plays an important role in the post-tenure review process. When a tenured faculty member has fallen below performance expectations, then an intensive, professional, peer review shall be made intended to restore that faculty member to an acceptable level of professional productivity. This peer review shall recognize that Sul Ross State University has invested considerable time and effort to recruit and retain capable, tenured faculty members. Therefore, the primary objective of peer review in the performance evaluation of tenured faculty shall be to conserve this investment and guarantee that all tenured faculty remain active, productive scholars and teachers.

#### Sample Full-Time Faculty Evaluations

Redacted faculty annual evaluations have been provided as examples of how SRSU follows its policies.

#### [Professor Evaluation](#)

#### [Associate Professor Evaluation](#)

#### [Assistant Professor Evaluation](#)

#### [Instructor Evaluation](#)

#### [Lecturer Evaluation](#)

#### Part-Time Faculty

Part-time faculty are hired to teach on a course-by-course basis. When a part-time faculty member teaches a course for the first time, either the department chair or a senior faculty member in the department will observe and/or mentor the part-time faculty member. The department chair will use these observations as well as student evaluations of teaching to determine whether the part-time faculty member could be hired to teach again ([sample adjunct faculty evaluation](#)).

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.7.2.

#### Supporting Documentation and Evidence:

[Academic Evaluation System FH2.11](#)

[Academic Evaluation System](#)

[Appointment of Faculty to Academic Ranks FH 2.04](#)

[Academic Evaluation System FH2.11](#)

[HB 2504 Student Course Evaluation Listings](#)

[Performance Evaluation of Tenured Faculty FH 2.21](#)

[SRSU Mission Statement](#)

[Student Evaluation of Faculty Form](#)

[Faculty Handbook Chapter 2, Section 2.06](#)

[Professor Evaluation](#)

[Associate Professor Evaluation](#)

[Assistant Professor Evaluation](#)

[Instructor Evaluation](#)

[Lecturer Evaluation](#)

[Adjunct Faculty Sample Evaluation](#)

## Comprehensive Standard 3.7.3 - Faculty Professional Development

*The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Pursuant to Sul Ross State University's mission to provide life-changing education through high quality teaching and research, Sul Ross State University invests dedicated and discretionary resources in the development of the faculty. Sul Ross State University has an ongoing professional development program for faculty as teachers, scholars, and practitioners. Faculty members are informed of these support opportunities in numerous ways, including both print and electronic media. These opportunities are available to all faculty members, both on and off campus, or by distance.

#### Policies for Professional Development

Faculty development programs are provided by the Office of the Executive Vice President and Provost, the Office of Informational Technology, the Faculty Assembly Teaching Council and Research Council and the Research and Faculty Development Council at Rio Grande College campuses, and the Human Resources Department. In addition to offerings by these departments, faculty members are supported to attend symposiums, seminars, conferences, and workshops. The annual review, promotion and tenure, and development leave program for faculty, outlined in the Faculty Handbook and Administrative Policy Manual, also support faculty development. Each of these will be reviewed briefly in this narrative.

#### The Office of the Executive Vice President and Provost

The Provost and deans of the academic colleges have discretionary funds for educational travel, which may be used to support faculty attendance at professional development events. During the [2016-2017 academic year](#), twenty faculty received funding to participate in professional development activities.

#### Office of Institutional Effectiveness

The Office of Institutional Effectiveness offers a series of trainings for faculty and staff on how to design program reports, how to use the [tracdat system](#) for recording program assessment data, and how to evaluate both administrative and academic program reports. Faculty symposiums are scheduled each semester for faculty to review results of the general education (core curriculum) program assessments.

#### Faculty Assembly Teaching Council

The Teaching Council works to promote excellence in teaching among the faculty. The Council evaluates and recommends the awarding of grants for faculty members to attend institutes, symposiums, seminars, and workshops. Over [\\$6,000.00](#) was allocated to faculty requests by the Teaching Council during the 2016-2017 academic year. All grant recipients submit a report to the Teaching Council to share their experiences ([sample](#)).

#### Faculty Assembly Research Council

The purpose of the research enhancement program is to encourage and provide support for research conducted by faculty members. The Research Council is the designated faculty committee at Sul Ross State University for the implementation of these mandates. The Research Council annually communicates a call for research proposals to the faculty and provides the [guidelines](#). Funds for Research Enhancement projects are allocated to the university based on the overall level of research expenditures for the previous year by the university. Funds are generally used to purchase equipment, travel or employ student workers. For the 2016-2017 academic year, [12 grants](#) were awarded to faculty. At the Rio Grande College, the responsibilities for reviewing and recommending the grant awards are invested in the Research and Faculty Development Council.

#### Faculty Development Leaves of Absence

Texas state law ([Texas Higher Education Code, Sections 51.101 through 51.108](#)) provides for faculty development leaves of absence. To be eligible for a faculty development leave of absence, a faculty member must hold the rank of instructor or higher, have completed at least four consecutive academic years of service, and have completed at least six years of service since his or her last Faculty Development Leave With Pay. No more than six percent of the faculty may be on faculty development leave at any one time. No faculty members were on faculty development leaves of absence during the 2016- 2017 academic year. The most recent faculty member participating in the developmental leave of absence program was Dr. Mark Emerson, Associate Professor of History. Dr. Emerson participated in the program during the 2014-2015 academic year to research in Portugal and Brazil.

#### The Texas State University System

The System Office of the Texas State University System is committed to utilizing the talent throughout the system to develop the faculty in the various components of the system. During the 2016-2017 academic year, the System hosted two week-long sessions for faculty on the development of on-line courses on the campus of Sam Houston State University. Seven faculty from the Alpine campus and seven faculty from the RGC campuses participated. Additionally the system hosted a workshop on The Role of Department Chairs in Student Success, again on the Sam Houston State University campus. Two department chairs attended the workshop.

#### Office of Human Resources

Mandatory trainings for faculty are offered in Equal Employment Opportunity Compliance, Ethics, and Title IX Sexual Misconduct. Additional training has been provided in diversity, 7 Habits of Effective People, and Mindsets.

#### The Office of Information Technology and On-Line Distance Education Training and Development.

The Office of Information Technology provides an on-going series of developmental experiences for faculty through the [Faculty Brownbag Lunches](#) and through services provided by Area 207, a technology resource center available to faculty. Area 207 offers one-on-one training sessions for faculty aimed at helping faculty incorporate and properly use technology in the teaching and learning processes. A calendar of training opportunities is provided every long semester on the public Web site. Also, the Academic Technology Orientation Handbook is available on-line. The Office of Information Technology also offers training and refresher videos which are available twenty-four hours a day, seven days a week via Blackboard and Atomic Learning. Nine Faculty Brownbag Lunches were held throughout the year giving faculty the opportunity to develop instructional skills related to Blackboard instruction, Office 365, Share Point and other instructionally related technologies.

#### Recognition of Outstanding Faculty Achievements

SRSU recognizes faculty as the heart of the university by establishing venues to showcase their accomplishments. For example, each year, the College of Arts and Sciences hosts a spring lecture for the entire campus that features an outstanding faculty member who presents his or her research. For the 2016-2017 academic year, [Dr. Chris Ritzl](#), professor of Biology, gave the address, "From Ectos to Exotics: A Tale of Arthropod Studies in the Big Bend and Beyond." The university recently created the Distinguished Faculty Achievement Award, and this year, [Dr. Louis Harveson](#) and [Dr. Sally Roche](#) were the honored recipients. Each year, the university also presents the Outstanding Teaching Award, and [Dr. Christopher Estep](#) received that recognition for 2016.

## Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.7.3.

### **Supporting Documentation and Evidence:**

[Faculty Development and Enrichment Policy](#)

[Faculty Development Texas Code](#)

[Faculty Development Leave Program](#)

[Grant Recipient's Report to Teaching Council](#)

[Harveson First Recipient of Distinguished Faculty Award](#)

[Office of Informational Technology Workshops](#)

[Estepp Receives Outstanding Teaching Award](#)

[Provost and Deans' Funding for Faculty Professional Development](#)

[Research Enhancement Awards](#)

[Research Enhancement Proposal Guidelines](#)

[Ritzi Delivers Annual Arts and Sciences Lecture](#)

[Sally Roche First Recipient of SRSU-RGC Distinguished Faculty Award](#)

[Teaching Council Grants Awarded 2016-2017](#)

[Tracdat 101- A Guide to Success](#)

## Comprehensive Standard 3.7.4 - Academic Freedom

*The institution ensures adequate procedures for safeguarding and protecting academic freedom.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University is committed to protecting the rights of academic freedom for faculty members. The Rules and Regulations of the Board of Regents of The Texas State University System speak specifically to these rights ([Chapter V, Section 4.7](#)) They state:

4. 7 Rights and Responsibilities as a Teacher and as a Citizen.

4.71 Classroom. The faculty member is entitled to freedom in the classroom in discussing the faculty member's subject but should be judicious in the use of controversial material in the classroom and should introduce such material only as it has clear relationship to the subject field.

4. 72 Research and Publication. The faculty member is entitled to freedom in research and in the publication of the results in accordance with responsible academic and professional practices.

4.73 Licenses and Permits. The faculty member shall be responsible for securing and maintaining any and all federal, state, and local licenses and permits required for his or her classroom, research, or other professional activities.

4.74 Speaking as a Citizen. The faculty member is a citizen, a member of a learned profession, and an employee of an educational component supported by the State. When the faculty member speaks or writes as a citizen, the faculty member should be free from component censorship or discipline; but, the faculty member's special position in the community imposes special obligations. As a person of learning and a faculty member of a state funded educational component, the faculty member should remember that the public may judge his or her profession and component by his or her utterance. Hence, the faculty member should at all times be accurate, exercise appropriate restraint, and should show respect for the opinions of others.

4.75 Partisan Political Activities. The Board of Regents recognizes and affirms a faculty member's right to participate in political activities as long as such political activities do not interfere with the discharge of the duties and responsibilities that a member of the faculty owes to the System or a Component or otherwise involve the System or a Component in partisan politics. If, in the President's or Board's judgment, the interest of the System or a Component so require, they may grant a leave of absence without pay to a member of the faculty. If a member of the faculty, who has not been granted a leave of absence, wishes to engage in political activity that interferes with the discharge of the duties and responsibilities that are owed to the System or a Component, the faculty member should voluntarily terminate employment with the Component. If the faculty member does not voluntarily terminate his or her employment and the President or the Board finds that the faculty member's political activity interferes with the discharge of the duties and responsibilities that are owed to the System or a Component, the President or the Board shall terminate such faculty member's employment by the Component.

4.76 Non-competitive use of employee-owned courseware. Courseware developed by an employee without specific direction or significant support of the Component institution shall not be sold, leased, rented, or otherwise used in a manner that competes with the instructional offerings of his/her own Component without the prior written approval of the chief academic officer of the Component. Should approval be granted to offer the course, course Components, or instructional support materials outside of the institution, the employee shall reimburse the Component for any use of its resources.

Sul Ross State University as an institution has a section of the Faculty Handbook focused on academic freedom. In the SRSU Faculty Handbook, ([Chap. 2, Sec. 2.07](#)), there is a restatement of the definition of academic freedom from The Rules and Regulations of the Board of Regents of The Texas State University System described above that speaks specifically to these rights. In addition, Sul Ross State University goes on record to state that, "The following statements reflect the commitment of Sul Ross State University in accord with the referenced regulations" (Chap. 2, Sec. 2.07).

Sul Ross State University in its [tenure policy](#) commits itself to the reciprocal responsibilities of academic freedom that exists between the university and a professor. "Tenure must be viewed from the standpoint of the general good of the university. It signifies not only the entitlement to continuing appointment as a member of the faculty but also presumes a corresponding commitment by the faculty member to the goals and mission of the university and acceptance of the responsibilities as set forth in the Rules and Regulations, Texas State University System, in the Faculty Handbook of the university, and the statements by the [American Association of University Professors](#) on academic freedom, tenure, and due process".

The university publicizes the academic freedom policies in the on-line Faculty Handbook.

There have been no issues of alleged academic freedom violations by the administration brought by aggrieved faculty.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.7.4.

#### Supporting Documentation and Evidence:

[AAUP Statement on Academic Freedom](#)

[Faculty Handbook Chapter 2, Section 2.06 Tenure](#)

[Faculty Handbook Chapter 2, Section 2.07 Faculty Rights and Responsibilities](#)

[Rules and Regulations of the Board of Regents TSUS Chapter V, Sec. 4.7](#)

## Comprehensive Standard 3.7.5 - Faculty Academic and Governance Matters

*The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.*

**The Institution Certifies Compliance: Compliant**

### **Narrative:**

The SRSU Policy Statement of Governance ([APM 1.11.D.1, Statement of Governance](#)) states that “Faculty governance at Sul Ross is provided by the Faculty Assembly on the Alpine campus and the Faculty Senate at the Rio Grande College Campus.” The Faculty Assembly engages the faculty in Alpine in university governance, and the Faculty Senate of the Rio Grande College engages the faculty of the four off-campus sites of the Rio Grande College in the governance of the college. Both organizations act in an advisory capacity to the Executive Cabinet on matters of interest and concern to the faculty in each location ([APM 1.11.D.1, Statement of Governance](#)). Both faculty governance organizations allow for direct involvement of the faculty, i.e., the faculty governance organizations are comprised of representatives of the faculty, and each member of the faculty sits as a member of the organizations and has a vote in determining the actions of the faculty governance organizations. The SRSU Policy Statement on Faculty Assembly Councils ([APM 1.08, Faculty Governance and Councils](#)) begins with the statement that “The Faculty Assembly/Faculty Senate constitutions designate a number of permanent councils whose primary role is to advise the university administration on matters relating to the academic mission of the university.” Two of the most significant documents addressing the parameters of faculty involvement and the areas of faculty involvement in the governance of the university are the Constitution of the Faculty Assembly (Alpine) and the Constitution of the Faculty Senate (Rio Grande College).

### Faculty Assembly Committees and Committees

The Faculty Assembly (Alpine) employs a system of councils and committees to address university governance. A significant portion of the faculty's role in governance is conducted through the work of these committees and councils. The Councils of the Assembly (Alpine) are:

- Budget Oversight Council,
- Committee on Core Curriculum,
- Curriculum Council,
- Faculty Executive Council,
- Faculty Affairs Council,
- Graduate Council,
- Honors Council,
- Library and Information Technologies Council,
- On-line Distance Learning Committee,
- Research Council,
- Sustainability Committee
- Teacher Education Council, and
- Teaching Council.

The SRSU Faculty Handbook invests the faculty with significant governance authority in the questions of faculty tenure, faculty promotion, and faculty custodianship of the curriculum. In each of these processes, the departmental faculty, the college faculty, and the university faculty through faculty committees review and recommend tenure, promotion, and curriculum content to the university Provost and President. The faculty has primary responsibility for determining the curriculum of the university, with review of curriculum changes by the curriculum council in Alpine and Rio Grande College, respectively.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.7.5.

### **Supporting Documentation and Evidence:**

[APM 1.08 Faculty Governance and Councils](#)

[APM 1.11 Statement of Governance](#)

[SRSU Tenure Process Sec. 2.06](#)

[Curriculum Council Homepage with Request Form](#)

[Faculty Assembly Web site](#)

[Faculty Senate Web site of RGC](#)

## Comprehensive Standard 3.8.1 - Appropriate Resources

*The institution provides facilities, and learning/information resources that are appropriate to support its teaching, research, and service mission.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University provides faculty, staff, and students with access to facilities that are equipped with the appropriate technology and resource materials that are required of a research library. The SRSU libraries support those at off-campus sites and in distance education programs, thereby supporting the [SRSU Mission Statement](#). The services meet the needs and expectations of faculty, staff, and students.

All students have on-line access to learning and information resources at the main campus, and off-site campus students also have access to the South West Texas Junior College collections through an [agreement](#).

The [mission](#) of the Division of the Library and Information Technologies is to provide the learning resources and services necessary to support the educational, research, and informational needs of the university, the Alpine community, and the Big Bend area. The primary resources of the division are its facilities, collections and its staff.

To ensure ongoing alignment of the library's mission and activities with the institutional mission, the library participated in the strategic planning process with the greater campus community. Objectives of the library's annual plan will align with the master goals and academic goals defined in the institution-wide [strategic plan](#).

The library's mission supports the university's mission by providing programs for its academic and regional constituencies, and by collecting, managing, and ensuring access to information. In support of the SRSU mission, the library provides collections and services needed to conduct research and to effectively and efficiently teach. The library provides the necessary instruction and assistance in information retrieval, information literacy, and scholarly communication as well as provides the required physical place for students and faculty to collaborate and exchange ideas.

#### Facilities

The Bryan Wildenthal Memorial Library occupies the first, second, and third floor of the library building. Total square footage for the three floors of library space exceeds 69,000 square feet. The library was originally constructed as a two-story building in 1968, and a third floor was added in 1999, along with some cosmetic renovation and the construction of the Archives of the Big Bend.

The first floor holds the reference collection, microform materials and equipment, new books, best sellers, popular magazines, individual work carrels, and computer stations for printing. There are also four group study rooms, two viewing rooms, a Video Game Analysis room; users can reserve these rooms at the Circulation Desk. One dedicated WebCat (on-line catalog) terminal is located on the first floor. The dean's office suite is also on the first floor.

Changes in the usage of space occurred in spring 2017, on the library's first floor. After a major weeding and withdraw project, the library significantly reduced the size of the reference and microfilm collections. The weeding and withdraw project was based on patron usage of the materials, and the criteria established was to withdraw any book or item that had not circulated in the past 10 years (books were still selected to remain, if they were significant to our area or to SRSU programs of study). Materials were discarded according to the rules of the Texas State University System Rules and Regulations, Subparagraph 6.(13) of Chapter III, p. III-17, Disposal of Property and Equipment. The space gained by eliminating these resources was used to create an information or learning commons, which essentially means more room for lounging and electronics. Lounge furniture and new computer furniture were purchased and installed in the library. Because of a smaller reference collection, shorter shelves were installed to allow patrons to view the entire first floor and also to see the previously-hidden incredible mountain views from the front windows, opening up the space to be more modern and aesthetically pleasing.

A second major change on the library's first floor this spring was the addition of a tutoring lab. The Academic Learning Center (ALC) moved into the library for more space, as well as provide a location where student-athletes complete their study hall hours throughout the hours that the library is open. The library welcomes the idea of a tutoring center, because it falls in line with the information/learning commons model and encourages additional patrons to use the facilities.

The library's second floor holds bound journals. The library classroom (with projector and 18 computers), a computer lab run by our Office of Information Technology (OIT), and the Archives of the Big Bend are also on the second floor. There are two study rooms and many spaces to spread out and study are available.

The third floor is dedicated to the library's circulating collection, which includes the Juvenile and Curriculum Collections. There are many tables and study carrels available for individual use. Technical Services department is located on the third floor.

On the three floors of the library, there are more than three hundred seats available in study areas. Students and other users of the library have access to 26 networked desktop computers, excluding those in the classroom and OIT lab. Two of the desktop PCs and furniture for them are ADA compliant. All of the PCs in the library connect to one of two high-capacity printers and to one color printer on the second floor.

#### Learning and Information Resources

As the university's programs and offerings evolve, the library monitors its collections to ensure access to needed information resources with an increasing emphasis on electronic access to information. Details about the library's collection and collection-development policies and procedures are provided in Core Requirement 2.9, Learning Resources and Services.

All faculty and students have access to Interlibrary Loan services for materials that the library does not own. Articles are scanned and e-mailed to patrons, and books are sent through the TransAmigos Express courier service or the US Postal Service.

One of the ways the library ensures that its facilities, resources, and services meet the needs of its users is by conducting surveys of SRSU students and faculty. Results of the student satisfaction survey and the faculty satisfaction survey indicate that the primary users of the library are satisfied with available resources and services.

The library relies on the participation of the Sul Ross community to inform our learning and information resources in other ways, too. The institutional

committee, Library and Information Technology committee (LIBIT), made up of faculty and staff members, meets to discuss the library policies and collections. The library also solicits requests from faculty to purchase materials to support their classes through scheduled emails, a physical suggestion box, and through a form on our website. Library staff participate on the Academic Planning Council, Academic Dean's Council, Faculty Assembly, Staff Council, On-line Distance Learning Committee, and, most recently, the Strategic Plan Steering Committee, so the library is positioned to be aware of and ensure appropriate support for any new program developments on the campus.

### Services

Faculty are encouraged to incorporate the use of the library resources in their courses, whether they are face-to-face or on-line. To facilitate access to relevant library resources, all SRSU faculty, staff, and students, regardless of location, have access to all of the resources (print and on-line) that the library owns. On-line access to databases and on-line journals is maintained through the SRSU library Web site utilizing a proxy server for remote access. In addition, faculty have the option of [embedding a librarian](#) into their Blackboard on-line courses to provide additional instruction for students about the research process or library resources, and all on-line classes display a link to the library's Web site.

Distance Education is defined as a Web-based class, a class that is broadcast from the Alpine campus to another location or is taught at a location other than the Alpine campus. SRSU recently initiated an On-line Distance Learning Committee, on which our Education and Outreach Librarian serves. The following information is designed to assist students who are enrolled in on-line courses, and it must appear on all Distance Education course syllabi ([sample provided](#)):

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU Web site. Students should submit on-line assignments through Blackboard or SRSU e-mail, which requires secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in Web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU Web site.

Although all students may use the services and resources of the [Bryan Wildenthal Memorial Library](#), off-site campus students also have access to the services of the [Southwest Texas Junior College Libraries](#) on the Eagle Pass, Del Rio, and Uvalde campuses.

### Library Collections

The collections at the Bryan Wildenthal Memorial Library total over 232,000 cataloged books, 2576 serial titles, 73 newspaper subscriptions, 464,000 microforms, 8382 DVDs, videos, films, and audio recordings; 5,000 maps, pictures, and charts; and 25,000 photographs. Collection decisions are based on the library's Collection Development policy.

Electronic searching of the collections is provided by the WebCat on-line catalog, which includes links to over 116,000 full-text e-books and 154 electronic databases, with full text from over 85,000 journals, newspapers, and periodicals. We recently purchased Ebsco Discovery System (EDS) which makes searching all of our books, eBooks, and online journals much easier with a one-search box on our Web site. Articles not available in full-text can be requested by the Sul Ross Community through Interlibrary Loan and are usually delivered on-line.

Special collections include the reference and juvenile collections. In addition, the Archives of the Big Bend contains thousands of books, manuscripts, and photographs depicting life and culture in the Big Bend/Trans-Pecos region of Texas from the early 1800's to the present.

### Reference

SRSU librarians provide reference at a traditional in-library service point (the Info Desk), via phone, e-mail, and chat through SpringShare's LibChat software. Reference statistics are kept in the software and analyzed monthly. The library's Web site also has several on-line tutorials for both general and subject-specific instruction for using the library's resources. (For information about the library staff, see Comprehensive Standard 3.8.3, Qualified Staff.)

### Education

By providing high quality library-instruction services, the library plays a key role in helping faculty members impart vital information-literacy skills to SRSU students, enabling them to be successful throughout their careers. This commitment to preparing students for productive careers is an important element of the university's and library's mission statements. Detailed information about the library's information literacy programs is provided in Comprehensive Standard 3.8.2, Instruction of library Use.

### Circulation

The Circulation Desk provides not only circulation services, but also course reserves, general information/directional assistance, reference services in the absence of staffing at the Info Desk, and other general assistance for a total of 74 hours per week during the long semesters. During those hours, the Circulation Desk is staffed by student assistants and the Library Support Specialist. The Info Desk is staffed 74 hours per week in the long semesters. Through the campus proxy server, distance learning students and students living away from campus are able to easily connect to the library to access all electronic information resources, and information concerning access to library resources and services for distance learning students is provided on the library's Web page and through various access points in Blackboard. Access to library resources is always free for faculty, staff, students, and alumni. Community patrons may purchase a Community Borrower card for \$50 for one year, and \$25 each year after that. Community borrowers may check out materials and access library on-line resources while on campus.

### Interlibrary Loan

For the convenience of SRSU users, the library provides interlibrary loan (ILL) services and utilizes scanners and software to speed the delivery of digitized information to faculty, staff, and student requestors. The ILL staff uses OCLC WorldShare to lend and borrow materials world-wide.

### Technical Services

Technical Services is responsible for identifying, acquiring, cataloging and processing materials for the collections of the library and Archives of the Big Bend. Other functions include creating and maintaining records in the library's electronic catalog; repairing or withdrawing torn/damaged

materials; binding journals; receiving and acknowledging gifts and donations; and assisting faculty with the selection and purchase of appropriate materials.

### *Archives of the Big Bend*

The responsibility of the Archives of the Big Bend is to collect, preserve, arrange, and make available the SRSU (Alpine and off-site campuses) archive, manuscript collections, books, photographs and other research resources which pertain to the area west of the Pecos river and east of present-day El Paso county in Texas as well as related areas of northern Mexico.

Services of the Archives include reference assistance, exhibits, reproduction of photos and print materials, and presentations on the Archives holdings. The Archives provides a reading room for the closed stacks of the library and for research in the manuscript collections. The collections house personal papers of individuals and families, records of regional businesses, newspapers, maps, oral histories, sheet music, and publications of Sul Ross State University.

The reading room of the Archives is open from 9:00 a.m. to 5:00 p.m. Monday through Friday. The books and accessible holdings may be located through the Bryan Wildenthal Library online catalog. The Archives of the Big Bend actively seeks materials documenting the history and culture of the Trans-Pecos and the Big Bend areas of Texas, with emphasis on Brewster, Jeff Davis, and Presidio counties.

### Library Facilities for Off-Site Campuses Through Southwest Texas Junior College (SWTJC)

The Uvalde campus library consists of a 24,000 square foot building on two floors. It is open 68.5 hours per week (44 hours per week during the summer sessions). There is seating for 106, which includes 27 study tables and two study rooms. An instruction lab is also available on the second floor which contains 24 computers.

The Eagle Pass campus library consists of a 1,983 square foot room. It is open 66 hours per week (44 hours per week during the summer sessions). There is seating for 27, which includes eight study tables.

The Del Rio campus library consists of a 2,800 square foot room. It is open 68.5 hours per week (44 hours per week during the summer sessions). There is seating for 32, which includes five study tables.

### Learning and Information Resources for Off-Site Campuses Through SWTJC

The library provides patrons with access to 25 computers at the Uvalde campus, 30 computers at the Eagle Pass campus, and 27 computers at the Del Rio campus. These computers are used to access library resources, the internet, and software such as Microsoft Office. The library maintains its own Web site and proxy server which allows patrons access, at all times, to the catalog, databases, and e-books. Students at the Castroville off-campus site may access library services via computers on the location.

LibGuides are created by faculty and library staff to organize library resources based by subject and class. These offer patrons better access to digital resources and provide guides to resources that are of most use for specific subjects.

### Services for Off-Site Campuses Through SWTJC

The library has a Web page specifically targeting distance education students that outlines the services and options available to them in electronic format. Video tutorials about research and database use are available through the library Web site. Dual credit students have mandatory orientations where access to library information is presented along with bookmarks/flyers containing basic library information for quick reference. Library orientations are presented to distance classes as requested by faculty.

Off-site faculty and staff have access to all resources and services through the library Web site or through contact with a library staff member. Adjunct faculty, many of whom are at distance locations, receive information during mandatory adjunct training to guarantee awareness of available library resources.

### Library Collections at Off-Site Campuses Through SWTJC

The Collection Development Policy is followed to ensure that the collection meets the needs of programs and patrons to support the mission of the Institution. Faculty members make recommendations about resources that should be added to the library. The Library Advisory Committee is also charged with assisting librarians with evaluating resources to ensure that the needs of patrons are being met with the library collection.

The Uvalde campus library has a physical collection of over 38,000 print items. The Del Rio campus library has a physical collection of over 2,300 print items. The Eagle Pass campus library has over 2,800 print items. All libraries collectively share over 100,000 electronic resources and 68 serials.

The library also provides access to multiple databases including those available through an agreement with the Texas State Library, known as TexShare.

### *Reference*

The library provides face-to-face reference services by the library staff at the Uvalde, Del Rio, and Eagle Pass campuses during all hours that the library is open. Reference services are also available by telephone, email, chat, and text through the library Web site. These services are available to all faculty, staff, and students, regardless of location or mode of instruction. One-on-one instruction and assistance is provided to faculty and students by appointment.

### *Education*

The library strives to ensure that students are knowledgeable of resources available to them from the library as well as how to determine reliable resources and how to successfully research information. Detailed information about the library's information literacy programs is provided in Comprehensive Standard 3.8.2, Instruction of Library Use.

### *Interlibrary Loan*

The library provides interlibrary loan service to students and faculty through TexShare with the Texas State Library and Archives Commission. For electronic delivery, materials frequently can be provided within 48 hours. For print materials, the library frequently can deliver materials in less than one week. Interlibrary loan requests can be made at the information desk or through email or by phone. Journal articles can be delivered electronically via e-mail or through the U.S. mail system.

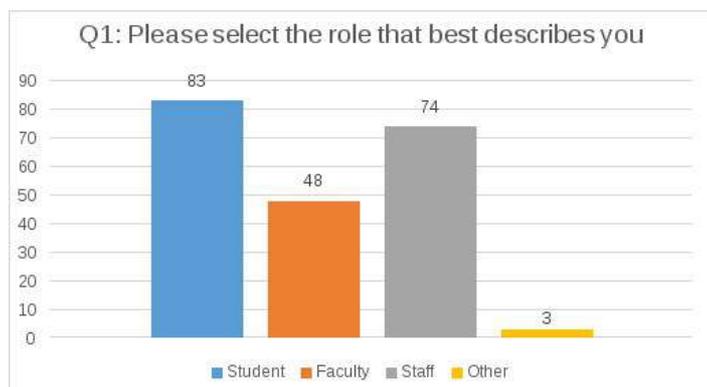
**Assessment**

Through a regular program of user-satisfaction surveys, the library ensures timely responses to any noted deficiencies in the quality of its facilities, services, and resources. In addition to formal user-satisfaction surveys, the library also receives suggestions and comments via a traditional comment/suggestion box and via direct telephone and e-mail messages. The library also creates interactive displays to ask users what they would like to see at the library. In all cases, the library dean or other designated library personnel answers the comments and suggestions. The responses are then posted near the comment/suggestion box, and such feedback is included in the library’s ongoing planning and assessment processes.

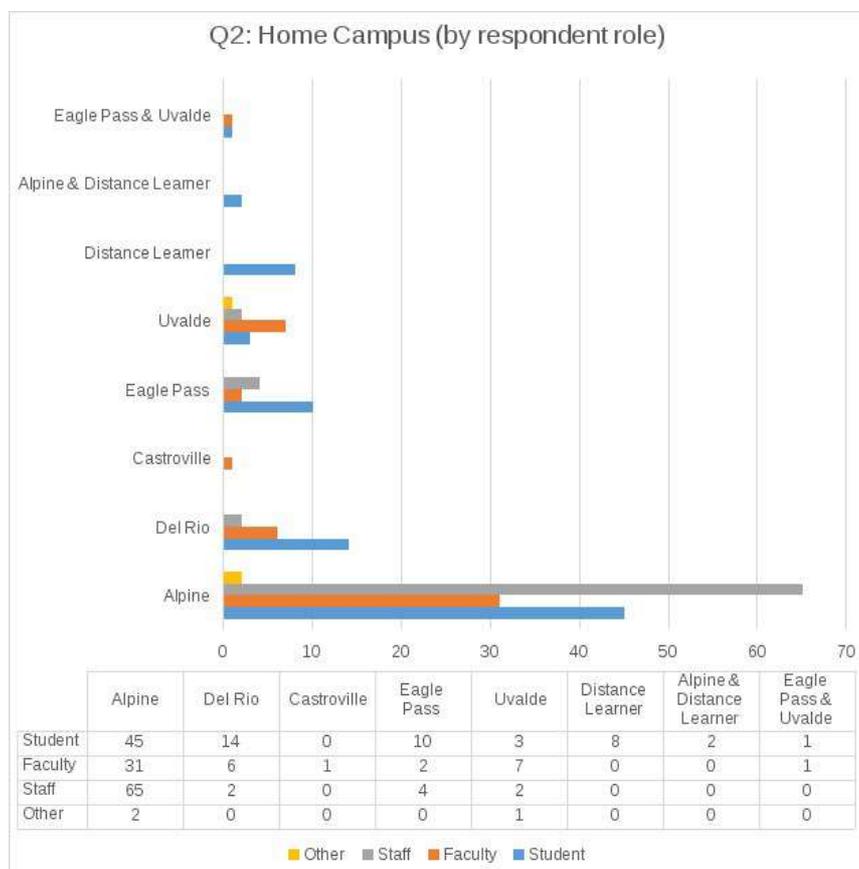
The SRSU library employs a variety of qualitative and quantitative means of assessing library programs, facilities, and services to determine if they are adequate. These assessments include workshop evaluations, institutional effectiveness reports, annual surveys, and in-house metrics.

A user satisfaction survey was administered in the fall of 2016. Students, faculty and staff from the main campus, off-site campuses, and distance education participated.

**Figure 1. Roles**



**Figure 2. Campus**



**Figure 3. Library Use**

Q3: On average, how much time do you spend in the library per week and/ or accessing the library electronically

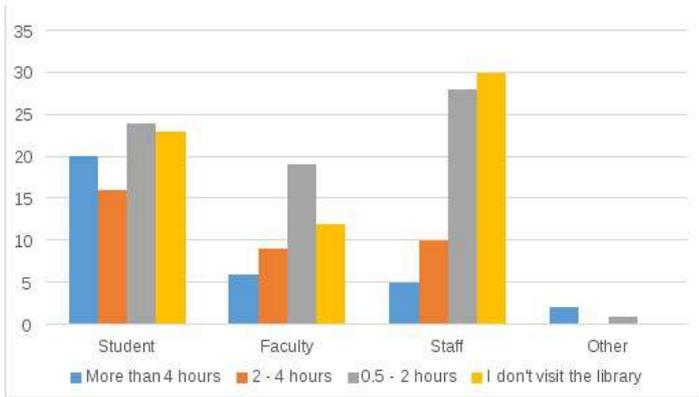


Figure 4. Instruction

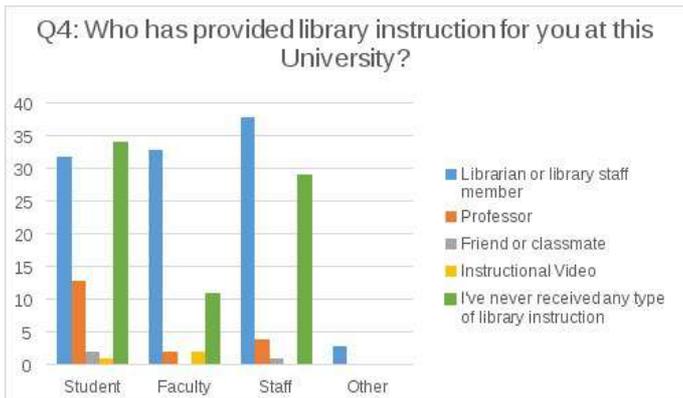


Figure 5a. Articles

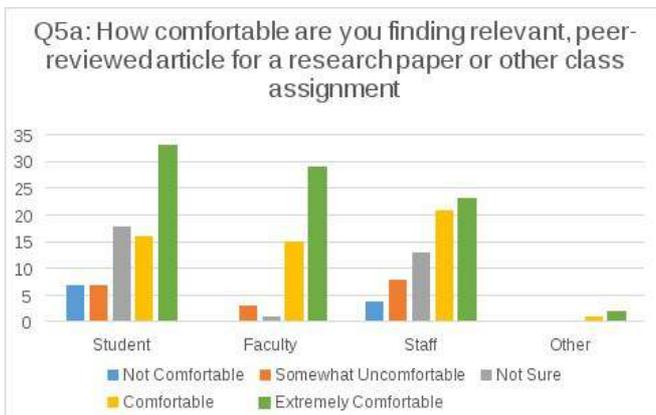


Figure 5b. Access

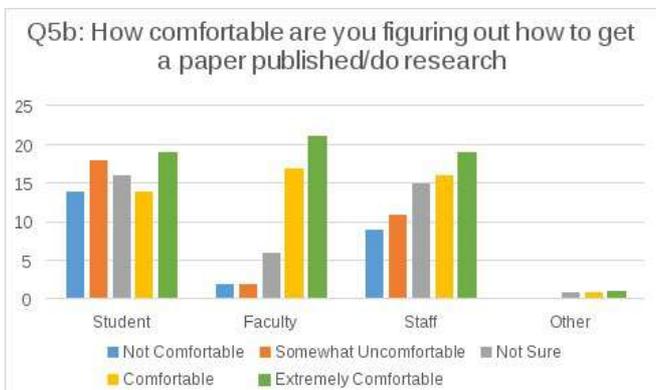
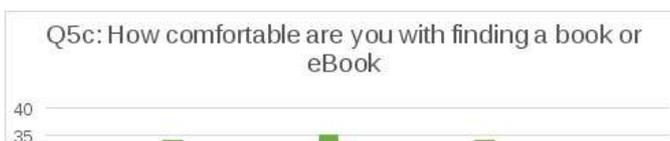


Figure 5c. Locating Ease



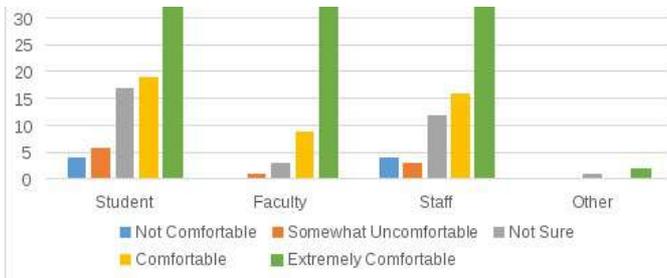


Figure 5d. Interlibrary Loan

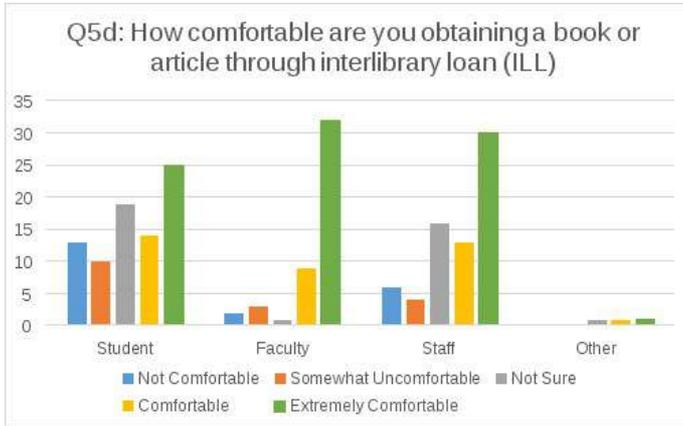


Figure 5e. Citation

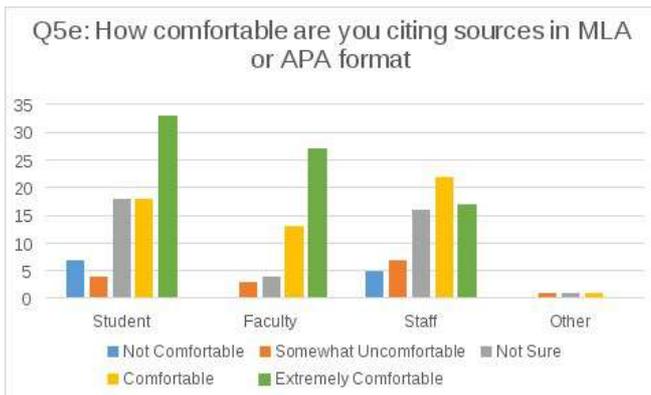


Figure 6. Collection Satisfaction

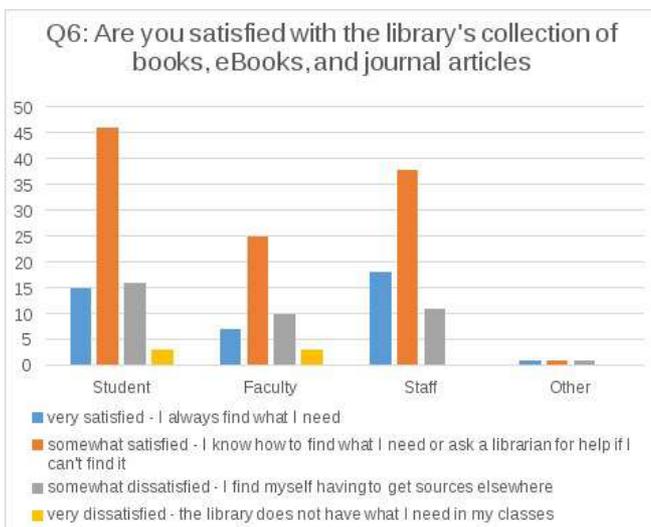
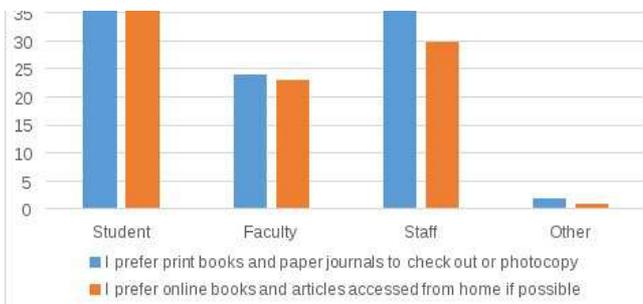


Figure 7. Patron Preferences





In addition to the responses above, we asked how library services could be enhanced. The overwhelming answer from all patron types was extending library hours. Other suggestions included streamlining processes like Interlibrary Loan and adding additional electronic materials.

#### Appropriateness of Library Facilities and Resources

The data included in Table 1 is based on the list of peer institutions from Sul Ross State University's Office of Institutional Effectiveness. In comparison to the peer group, SRSU provides sufficient facilities. Lecture, conference, and classroom spaces are equal to or greater than our peer institutions.

Table 1. Comparison of Facilities by Peer Institutions 2014-2015

	FTE	Lecture/ Conference/ Classroom	Reading Room	Group Study Room	Digital Media Lab	Game Room	Tutoring Center	Faculty Room	Tech Center	Study Room/ 1000FTE
SRSU	1600	2	1	7	0	1	1	0	0	4.4
Texas A & M University- Central Texas	1325	0	0	3	1	0	0	0	0	2.3
University of Mary Washington	3931	1	0	12	1	0	0	0	0	3.1
Auburn University at Montgomery	3601	1	0	4	2	0	1	66	1	1.1

(IPEDS data source for FTE, library maps pulled from university websites: [University of Mary Washington](#), [Texas A & M University – Central Texas](#), [SRSU](#) )

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.8.1.

#### Supporting Documentation and Evidence

[SRSU & SWTJC Library Agreement](#)

[SRSU Mission Statement](#)

[TSUS Rules & Regulations, Disposal of Property and Equipment](#)

[Sample Syllabus with Distance Education Policy](#)

[Bryan Wildenthal Memorial Library Webpage](#)

[Southwest Texas Junior College Libraries Webpage](#)

[SRSU Library Collection Policy Webpage](#)

[SRSU Library Map](#)

[Texas A & M University-Central Texas Library Map](#)

[University of Mary Washington Library Map](#)

[Library Purpose Statement](#)

## Comprehensive Standard 3.8.2 - Library and Learning Resources

***The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.***

**The Institution Certifies Compliance: Compliant**

### **Narrative:**

Sul Ross State University ensures that all users have access to regular and timely instruction in the use of the library and other learning and information resources. In support of the [university's mission statement](#) to provide students with "accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service", the library offers various types and levels of instruction in the use of databases, Web-based and print resources, and primary source archives. The basic philosophy behind the library's instructional program is to help users develop the information literacy skills they need to successfully find and evaluate highly relevant and trustworthy information that meets their needs.

Library instruction at the main campus and the off-site campuses, through an [agreement](#) with Southwest Texas Junior College, is outlined in the following narrative.

### Types of Instruction

SRSU librarians offer a variety of instructional services for face-to-face and virtual patrons including traditional scheduled classroom instructional sessions, virtual reference services, research consultations, research guides, on-line tutorials, and informal one-on-one instruction at the Info Desk. Faculty, staff, and students are made aware of library instruction services through a variety of ways, including outreach and marketing, email, social media, the library's Web site, course assignments, and new student and faculty orientations. Examples of the outreach can be found on the [library's blog](#), and ongoing [participation statistics](#) can be found on the library Web page.

### *Face-to Face Instruction*

Library staff provide formal instruction for students beginning with basic instruction in library skills and an introduction to information literacy in first-year undergraduate courses, such as the [First Year Seminar class](#) and English 1301. Intermediate instruction sessions in information literacy skills are provided for lower-level undergraduate classes, such as English 1302 and introductory discipline courses, and advanced instruction sessions are designed to impart higher-level information literacy skills for students in upper-level undergraduate and graduate classes. The more advanced classes concentrate on using primary research materials, accessing on-line and print materials in respective disciplines, and employing sophisticated search strategies in the numerous on-line databases.

In addition to formal classes, one-on-one assistance is provided to library users at the Info Desk. The library also responds to requests from academic departments on specialized topics, such as copyright compliance and research topic development.

### *On-line Instruction*

Since 2015, the library has promoted the use of [Embedded Librarians](#), where a librarian is added to Blackboard course, under a teaching assistant's profile. The Education Librarian adds instructional materials to each course. Materials included are: searching Webcat (online catalog), EDS, searching databases, using Interlibrary Loan, and additional materials upon the professor's request (such requests have included information on using Google Scholar). In 2015, the Education Librarian was embedded into nine on-line courses. In 2016, the librarian was embedded into ten on-line courses, including English, Education, Math, and Business courses. In addition, the Education Librarian's contact information is included for students who require additional assistance.

As of 2013, the library has used [LibChat](#). This service allows users to contact a librarian in real-time with a chat widget. The Education Librarian promotes the chat at the beginning and end of each instructional session.

For all users, and especially for [distance learning students](#), the library provides several general and subject-oriented tutorials accessible from the SRSU Web site, as well as a page for distance students. These instructional resources provide information similar to that which is provided in traditional on-campus presentations. Types of available online resources include tutorials, research tools, subject guides, finding aids, and information literacy guides to assist users in developing their research and library skills. The Education Librarian has primary responsibility for maintaining and updating these guides and tutorials.

Students enrolled in on-line courses can access the Library Resources for Distance Education Students Web page, which provides links to various services within the library and across campus, as well as contact information for additional assistance.

In the summer of 2013, the library subscribed to the LibGuides service, a Web-based application that allows librarians to create their own research guides, course guides, and other interactive content to facilitate library instruction and on-line research. The library has developed LibGuides to direct students to relevant topical information resources and to instruct students in the effective use of these resources. Short, multimedia presentations embedded in the LibGuides provide instruction in the use of the information resources. These dynamic on-line resources can also be integrated into formal information literacy sessions in the library and used by faculty members in their classrooms. The LibGuides and their embedded instructional videos are available 24/7 to users on and off campus ([Libguide sample course](#)).

### *General Information Sessions and Library Tours*

SRSU librarians offer general information sessions and library tours for users and members of the broader community, including students from area school districts and visitors to the Big Bend region. The library is a partner for the university's new student orientations with an information booth, and the library is included in the tours for both students and parents.

Since SRSU is the only state-supported university for at least a 100 to 150-mile radius, public, private, and home school students also come to the library and/or the Archives of the Big Bend to work on research papers and projects.

### User Participation in Library Instruction

Of the total number of instruction sessions to date, approximately 75 percent were from lower-level undergraduate courses. The remaining 25

percent were for upper-level courses, graduate courses or special session such as Faculty Orientations (sessions designed to help new faculty get acquainted with the library's resources).

The library promotes its instruction program through a series of announcements to faculty, in handouts to new faculty members, in the library newsletter, and through general email announcements concerning open sessions.

**Table 1. Library Instruction**

Fiscal Year	Total Number of Classes	Total Attendance
FY 2012	21	282
FY 2013	35	542
FY 2014	40	743
FY 2015	39	656
FY 2016	49	797

#### *Instructional Classroom at SRSU-Alpine*

Our instructional classroom is located on the second floor and includes 18 student computers, and an instructor station with a projector. The library has priority in booking this room, but other departments and classes may also use it. In the summer of 2016, we began using LibCal to allow users to self-book the classroom. Librarians also make visits to labs to teach classes if the classroom is in use or if it is more convenient to the instructors.

#### Assessment of Instructional Programs

In 2014, the library began using Survey Monkey in order to assess the instructional classes. A total of 57 responses were collected. The survey consisted of four questions, three of which were open-ended and required a brief explanation. Of the 57 responses, 92 percent of faculty and students felt that library instruction was "Very Helpful" or "Helpful." 94 percent of the same survey participants felt confident in doing research. Their answers varied from "yes," to "definitely." In the 2016 library survey, the majority of respondents who had library instruction indicated that it was a librarian or library staff member who provided the service ([Library Survey, Question 4](#)).

#### Types of Instruction Provided for the Off-Site Campuses Through Southwest Texas Junior College

The off-campus site libraries strive to ensure that students are knowledgeable of resources available to them from the library as well as how to determine reliable resources and how to successfully research information.

#### *Face-to-Face Instruction at Off-Campus Sites*

Faculty members at the Uvalde and Eagle Pass campuses are encouraged to request library instruction for their students in three areas:

- Library Orientations provide students with basic information about the library such as hours of operations, library policies, location of resources, etc.
- Information literacy instruction provides with the knowledge of how to determine if sources are reliable; and
- Research instruction walks students through the research process from choosing a topic to using databases and journal articles as sources to formatting their research papers.

These instructional sessions are delivered face-to-face at all three campuses throughout the year, on request.

#### *On-line Instruction*

Instruction sessions are also conducted through Distance Learning, and tutorials are available on-line at any time via the library Web site.

#### User Participation in Library Instruction at Off-Campus Sites Through SWTJC

For the Academic Years 2013 and 2014, the Uvalde campus conducted 90 instructional sessions reaching 2,137 students. In the same time frame, the Eagle Pass campus conducted 111 sessions reaching 1,242 students, and the Del Rio campus conducted 45 sessions reaching 984 students.

#### *Instructional Classroom*

At the Uvalde campus, instruction sessions take place in the instruction lab on the second floor which allows students to manipulate the databases and electronic resources as they are being discussed. At the Eagle Pass campus, staff members go out to the classrooms to conduct these sessions.

At the Del Rio campus, library orientations are presented at the library; while students use the computer to manipulate the electronic resources.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.8.2.

#### **Supporting Documentation and Evidence:**

[Embedded Librarian in Blackboard Course](#)

[First Year Seminar Library Lesson](#)

[LibChat](#)

[Libguide Sample](#)

[Library Participation Statistics](#)

[Library Purpose Statement](#)

[Library Services for Distance Education Students](#)

[Library Survey Report](#)

[SRSU & SWTJC Agreement](#)

[SRSU Library Blog](#)

[SRSU Mission Statement](#)

**Comprehensive Standard 3.8.3 - Learning Resource Staffing**

*The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University provides a sufficient number of qualified staff with appropriate education and experiences in library and other information learning resources to accomplish the [mission of library](#) and [institution](#). Qualifications of staff at Sul Ross main campus and at off-site campuses, provided by an [agreement](#) with Southwest Texas Junior College (SWTJC), are outlined in the following narrative.

Sufficient Number of Qualified Faculty and Staff

Sul Ross State University library services are provided to all students (face-to-face and virtual) at the Bryan Wildenthal Memorial Library on the main campus. Students at the off-site campuses also have services at Uvalde, Del Rio, and Eagle Pass locations that are provided by SWTJC .

For FY 2016-2017, the main campus employed one faculty librarian (Dean of Library and Research Technology), 12 full time staff, 22 student employees, and two archivists. SWTJC employed ten faculty librarians and staff whose duties included supporting SRSU off-campus sites students and SWTJC students.

Table 1. Library Staffing by Location

	Bryan Wildenthal Memorial Library	Uvalde Site	Del Rio Site	Eagle Pass Site	Total
Faculty Librarians	1	3	1	1	6
Full Time Staff	12	1	2	2	17
Student Employees	22	0	0	0	22
Archivists	2	0	0	0	2
Total	37	4	3	3	47

Professional Staff at SRSU Main Campus

SRSU employs a Library and Research Technology Dean, five librarians, and two archivists. All librarians and archivists are considered staff at SRSU, and the Dean is considered faculty. The librarians service the library, and the archivists work in the Archives of the Big Bend. To be appointed a librarian at SRSU, an individual must possess an American Library Association (ALA) accredited master’s degree in librarianship, information science, or the equivalent. To be appointed an archivist at SRSU, individuals must possess either an ALA accredited master’s degree, or a master’s degree in history, museum studies, or a related field, such as archival administration. Applicants for library staff positions are screened and chosen through selective hiring procedures designed to match the best candidate with the available position.

Qualifications of Professional Staff and Hiring Practices at Main Campus Library

The credentials of the professional staff listed in Table 2 are listed in alphabetical order (after the dean) and embody a staff of capable individuals whose degrees represent library schools in Texas and across the country, and whose backgrounds are internationally diverse.

Each librarian position is examined for gaps in service in the library and then updated to reflect the library’s needs. Examples of this are: two paraprofessional positions in Archives being merged into one professional archivist position; the Interlibrary Loan Librarian position enhanced to Systems and Discovery Services to encompass more technical duties; the Collection Development position enhanced to Collection Development and Research Services to meet the need communicated by faculty that a librarian should be able to provide more outside-class research help. All professional staff positions are advertised nationally and in local and regional library schools and organizations and SRSU’s Human Resources website. The employment process for each position is through a committee process, with committee representation composed of staff members from appropriate areas within the library and also include SRSU faculty members as well as community members and stakeholders.

Table 2. Library Professional Staff Credentials Main Campus

Staff	Title	Qualifications / Years of Experience
<a href="#">Aultman Becker, April</a>	<a href="#">Dean of Library and Research Technologies</a>	MLIS (2005) from University of North Texas, 12 years of experience in various professional roles and types of libraries
<a href="#">Bell, Mellela</a>	<a href="#">Senior Archivist</a>	BFA (1977) from Sul Ross State University, 30 years of experience in archives
<a href="#">Suyu Dong</a>	<a href="#">Systems and Discovery Systems Librarian</a>	MLS (2016) University of Maryland, 1 year of professional library experience
<a href="#">Betsy Evans</a>	<a href="#">Education and Outreach Librarian</a>	MLS (2013) University of North Texas, 4 years of professional library experience
<a href="#">Schreiber, Lori</a>	<a href="#">Director of Library Technical</a>	MLS (2010) from Texas

	<a href="#">Services</a>	Woman's University, 14 years' experience in tech services
<a href="#">Lisa Zakharova</a>	<a href="#">Archivist</a>	MLIS (2011) from San Jose State, 3 years of professional archival project experience.
Vacant – new position, anticipated hire date 2/1/18	<a href="#">Collection Development Librarian</a>	

### Library Staffing Comparisons with Peer Universities

In fall 2016, 2000 students were enrolled at Sul Ross in Alpine. There are 130 academic staff members on campus, and 7 (if fully staffed) professional library staff members. Roughly, this means there was a ratio of 3.5 professional library staff members per 1000 full-time equivalent (FTE) students. Peer institutions (Rogers State, Northwest Oklahoma State, and Chadron State College) have ratios of 1:100, 1.25:1000, and 2:1000, respectively.

### *Professional Development for Professional Staff at Main Campus*

The professional staff members are active on campus through participation in university committee work. They also are active in state and regional professional associations with particular emphasis on work within the Texas Library Association and regional historical associations. In the last three years, the library provided an average of \$4,554 per year to support all staff participation in conferences, workshops, seminars, webinars, and other professional and continuing education opportunities. These professional development funds are used to pay for registration fees, travel, lodging, and per diem expenses. Several professional staff members are active in professional associations. Their service includes holding committee appointments and giving presentations at conferences( [Sample Conference Presentation](#), October 2, 2016 Association of College and Research Librarians). Three of the professional staff members—the Dean of Library and Research Technologies, the Education and Outreach Librarian, and the Senior Archivist—are also active in presenting to community groups.

### *Support Staff and Student Workers at SRSU Main Campus*

The library has six support staff positions who work in Circulation, Technical Services, and in the Archives of the Big Bend. Each staff member meets the minimum hiring standards outlined in the relevant position descriptions. They have an average of 12.65 years of library related experience. The library also employs 22 student assistants who work an average of 20 hours each per week. The student assistants make it possible to keep the library open 74 hours per week in the fall and spring semesters. All student employees receive [training](#) and [evaluations](#). Supervisors work with support staff and student assistants to accommodate class schedules, and all full-time staff members have access to a tuition plan to aid in completion of degree work or additional course work on campus.

The credentials of the support staff listed in Table 3 are in alphabetic order and embody a wealth of diversity, knowledge, and experience. Their job descriptions and curriculum vitae are included.

Table 3. Library Support Staff Main Campus

<b>Staff</b>	<b>Title</b>	<b>Qualifications / Years of Experience</b>
<a href="#">Michael Howard</a>	<a href="#">Digital Imaging Technician</a>	14 years in archives, 26 years of combined traditional photographic and digital imaging experience
<a href="#">Maria Miranda</a>	<a href="#">Library Assistant, Serials</a>	22 years in serials and libraries
<a href="#">Rosa Ramirez</a>	<a href="#">Library Assistant, Acquisitions</a>	24.5 years in acquisitions and libraries
<a href="#">Cindy Slocumb</a>	<a href="#">Administrative Coordinator</a>	11 years as Circulation Supervisor/ Library Support Specialist; 2 years Kinney County Public Librarian; 1 year cataloging Alpine Public Library
<a href="#">Kayla Waggoner</a>	<a href="#">Library Administrative Secretary</a>	2 years in administrative offices
<a href="#">Adam Watson</a>	<a href="#">Library Assistant, Cataloging</a>	4 years in cataloging and circulatoin in the library
Library Assistant Archives-VACANT (FROZEN) Library Assistant Technology-VACANT (FROZEN)		

### Comparison with Peer Universities

In fall 2016, 2000 students were enrolled at Sul Ross in Alpine. There are 7 support staff members. Roughly, this means there was a ratio of 3.5 library support staff members per 1000 full-time equivalent (FTE) students.

### Diversity

SRSU seeks to hire a diverse roster of faculty and staff. Of the six professional library staff, 17percent identify as minority, and 29 percent of the remaining seven full time professional staff identify as minority.

### Assessment of the Effectiveness of Library Staff at Main Library

Library personnel are periodically evaluated to ensure quality and effectiveness. This evaluation includes an annual self-assessment, a supervisor assessment, and a scheduled interview. Previous goals are evaluated, and as needed, new goals are set. ([Sample Staff Evaluation](#)). Additionally, student assistants are also evaluated on their performance each semester as a means of providing feedback and to assist with their development ([Redacted Student Evaluation, Fall 2016](#)).

See Comprehensive Standard 3.2.9, Personnel Appointment, for details regarding institutional policies on staff appointment and evaluation.

#### Number and Qualifications of the Library Staff at Off-Site Campuses

The libraries on the Southwest Texas Junior College that serve students at off-site campuses employ their own professional staff members, support staff members, and student workers to carry out the mission of the library.

#### Professional Staff at Off-Site Campuses

SWTJT Libraries have four full-time librarians, two with master's degrees from an American Library Association accredited library program, and two who are in an ALA accredited library program to earn masters' degrees in Library Science. They have job related experience appropriate for their positions.

#### Qualifications of Professional Staff at Off-Site Campuses

The credentials of the professional staff listed in Table 4 are listed in alphabetical order (after the Director).

Table 4. Library Professional Staff Credentials Off-Site Campuses

Staff	Title	Qualifications/Years of Experience
<a href="#">Juanita G Flores</a>	Director	8 years experience as librarian
<a href="#">Brenda Cantu</a>	Librarian II	12 years experience in libraries
<a href="#">Rebekah Garza</a>	Librarian I	1 year experience in library work
<a href="#">Wilma Braudaway</a>	Librarian II	17 years experience as librarian

#### Professional Development for Professional Staff at Off-Site Campuses

All library staff members attend professional development to stay current with trends in the field of library science and customer service. The librarians, two of whom hold appointed offices in Texas Library Association committees, are active members of several professional organizations. The full time librarians serve on numerous campus committees, which provide valuable insight into the needs of the institution.

#### Support Staff at Off-Site Campuses

There are five full time staff personnel (one at the Uvalde campus and two each at the Del Rio and Eagle Pass campuses). Each staff member meets the minimum hiring standards outlined in the relevant position descriptions. All staff have appropriate training in their area plus training to assist students in searching for information as well as in the basic use of computers. The library also employs student assistants.

The credentials of the support staff listed in Table 5 are in alphabetic order.

Table 5. Library Support Staff Off-Site Campuses

Staff	Title	Qualifications/Years of Experience
<a href="#">Sandra Colombo</a>	Resource Technician, Del Rio	15 years experience in libraries
<a href="#">Dora Padilla</a>	Resource Technician, Del Rio	10 years experience in libraries
<a href="#">Julie Monsivais</a>	Resource Technician, Eagle Pass	10 years experience in libraries
<a href="#">Jaime Sierra</a>	Resource Technician, Eagle Pass	15 years experience in libraries
<a href="#">Marcelino Alderete</a>	Resource Technician, Uvalde	3 years experience in libraries

#### Assessment of the Effectiveness of Library Staff at Off-Site Campuses

The Association of College and Research Libraries (ACRL) standards are used as guidelines to develop criteria for staffing positions. Each staff member is evaluated yearly. The evaluation is performed by the Director of the Library, the Associate Vice-President of Del Rio, or the Associate Vice-President Eagle Pass. Evaluations ensure that the services performed are in line with the mission of the college and the library.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.8.3.

#### **Supporting Documentation and Evidence:**

[Library Purpose Statement](#)

[SRSU Mission Statement](#)

[SRSU & SWTJC Agreement](#)

[SRSU Library Map](#)

[SRSU Library Student Workers' Manual](#)

## Comprehensive Standard 3.9.1 - Student Rights

*The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University publishes and disseminates a comprehensive set of policies and regulations that govern student rights and responsibilities and are explicitly stated in the Sul Ross State University Student Handbook:

"All full- and part-time students are responsible for the information in this publication and for abiding by the university rules and regulations."

"Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion. This action may be in addition to any action taken by civil authorities."

The student handbook defines these procedures under the headings of Student Grievance Procedures, Policy on Sexual Harassment for Students, Family, Educational Rights and Privacy Act, Official Notice, Student Obligation under the Law, and Student Directory Information. The SRSU Administrative Policy Manual ([APM](#)) sets forth student rights and responsibilities under the headings of Filing a Grievance, Appeals and Disciplinary Hearings. Distance education students have access to the same rights and are informed through course syllabi as well as other formats.

### Publication and Dissemination of Student Rights and Responsibilities

The university informs new students of their rights and responsibilities in a variety of forums.

[Student Handbook](#). Sul Ross State University presents a clear and appropriate statement of student rights and responsibilities through the student handbooks published for the main campus and for students at the Rio Grande College off-site campuses. These handbooks are updated every two years and are distributed to students by all departments on campus. Each new student receives a copy and can request a new copy at any time by stopping by the Office of the Dean of Students. The most current edition of the Student Handbook contains the statement of Student Rights and Responsibilities. This section of the Student Handbook also contains information on Student Grievance Procedures, Racial and Sexual Harassment, the Americans with Disabilities Act, the Family Education Rights and Privacy Act, and explanation of Student Debts and Financial Obligations. The Rio Grande College catalog contains a section entitled Student Responsibility.

Catalog. The catalog includes a section on student rights and responsibilities. The catalog continues with information regarding Academic Probation and Suspension, Privacy Rights of Students and Student Grievance Procedures. All new students are given a copy, and it is available electronically.

Residential Living. Student rights and responsibilities are incorporated into mandatory meetings with students.

Student Orientations. Copies of the Student Handbook are available at all new student orientations. Students' rights and responsibilities are discussed on the agenda for these meetings ([August 26, 2017 agenda](#)).

Sul Ross State University Web site. Students can access the student handbook in electronic form on the SRSU Web site.

### Students with Disabilities

The rights of students with disabilities are actively and affirmatively enforced ([APM Disabilities Accommodation Policy for Students](#)). Based on Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 and its 2008 Amendments, SRSU assures that all programs and services are accessible and will provide reasonable academic accommodations that do not affect essential components of the course to all qualified students. Information about services for students with disabilities is included in all university course [syllabi](#).

### Review Process

A formal review process for policies and regulations impacting student rights and responsibilities is established by the Texas State University System (Rules and Regulations, Legal Matters) and is reviewed by general counsel. Revisions of TSUS rules must be approved and monitored by the System of Vice Chancellor and General Counsel. [Administrative Practices Manual Policy 4.10](#) outlines the Student Disciplinary Hearing procedures.

Sul Ross State University and Rio Grande College provide equal educational opportunities for all students and equal employment opportunities for all applicants and employees and otherwise foster an environment free of radical intimidation, humiliation, and harassment. If a student feels that he/she has been discriminated against on the basis of any of the conditions—race, color, national or ethnic origin, gender (including sexual harassment), disability, or other—the student may file a complaint with the appropriate university officer.

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.9.1.

### **Supporting Documentation and Evidence:**

[APM 4.10 Student Disciplinary Hearing Committee and Guidelines](#)

[AMP Disabilities Accommodation Policy for Students](#)

[Lobos Days- Student Orientation Program](#)

[Sample Syllabus with Student Rights and Responsibilities](#)

[SRSU APM Student Rights and Responsibilities](#)

[Student Handbook Posted on SRSU Web site](#)

[Student Handbook Alcohol and Drug Policy](#)

[Student Handbook Counseling and Accessibility](#)

[Student Handbook Demonstrations](#)

[Student Handbook Racial Harassment](#)

[Student Handbook Sexual Assault](#)

[Student Handbook Student's Obligations](#)

[TSUS legal matter](#)

[SRSU RGC Catalog](#)

[SRSU RGC Student Handbook](#)

## Comprehensive Standard 3.9.2 - Student Records

*The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University (SRSU) has implemented both technological and procedural [security measures](#) to address the confidentiality, integrity, and availability of all student records. Technological protections, combined with appropriate policies and procedures, specify backup and security responsibilities and ensure the protection of student records. These measures also ensure compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Gramm-Leach-Bliley Act (GLBA), and Health Insurance Portability and Accountability Act (HIPAA).

### Security, Backup, and Integrity of Student Records

SRSU utilizes the Ellucian Banner Student Information System (Banner) to maintain student records. Additional records are maintained in the ImageNow Document Management System (ImageNow). Admission applications and all associated documents (high school and/or college transcripts, test score reports, and other documents required for admission) are imaged, as are documents created after students are enrolled (correspondence, registration override forms, drop/add forms, or any other documents representing academic transactions.) Banner and ImageNow data centers are operated by the Office of Information Technology (OIT).

All data centers operated by OIT are restricted areas. No person is allowed access without proper authorization as per the Administrative Policy Manual (APM) 7.14 [Physical Security of Data Centers and Network Closets](#).

Banner and ImageNow records reside on servers on the Alpine main campus with real-time replication of data to two geographically separate data centers: every day each hour from 7 am to 7 pm to the Del Rio campus (approximately 200 miles from the Alpine main campus); each night to the Turner Range Animal Science Building (app. 2 miles from the main Alpine campus.) Additionally, OIT maintains a database redo log, so that in the event of a system failure, the Banner files could be restored from the most recent backup and then reconstructed from the redo log.

Banner and ImageNow are protected by a physical hardware firewall device located between each public-facing network and SRSU's internal networks. The firewalls are managed through software which allows dashboards of all the operations of the firewall. It is the university's external [Internet firewall policy](#) to deny all external Internet traffic to the university's network, unless explicitly permitted by the Chief Information Officer (CIO) or his designee. Access and service restrictions may be enforced by IP address and/or port number. Services, such as a Virtual Private Network (VPN), may be used in conjunction with the firewall to restrict usage to authenticated individuals. All changes to the firewall must be approved by the CIO or his designee.

SRSU's Information [Security Policy](#) calls for a comprehensive strategy to ensure the confidentiality, integrity, and availability of information technology resources. Risk assessment, information asset management, human resource security, physical and environmental security, communications and operations management, access control, security incident management, and business continuity management are included in this strategy. SRSU's Executive Committee (EC) and CIO approve and support the security policies, roles, and practices necessary to achieve security consistent with business requirements, relevant laws and regulations. The Sul Ross Information Security Program is positioned within the Office of Information Technology and administered by the SRSU Information Security Officer (ISO) in collaboration with the CIO to whom the ISO reports. The CIO meets weekly with the university's EC, which includes in its membership the university's designated Information Resource Manager (IRM), providing frequent opportunity to review any Information Security issues related to operations, process, policy, or incidents. The EC fully supports the SRSU Information Security Program. The CIO and the ISO meet regularly with individuals responsible for campus information technology infrastructure and data resources. These forums provide frequent opportunities to address open issues and improve process.

### Access to Student Records

[Access to Banner](#) is controlled via user classes, which provide role-based access protections. Faculty and staff access to student data is based on designated position requirements. The Banner and ImageNow systems are password protected and correlated with employment status. Personnel who need access to these files must request access via the SRSU Application for Security Access. Requests require justification for the access and contain statements of how the data within the system can be used. In particular, the form contains an acknowledgement and compliance statement that details acceptable use of the data and requires the requestor to acknowledge that the SRSU Information Security Policy has been read and understood. Approval for access is granted by the Student Data Owners (the Registrar on the Alpine campus and the Director of Admissions and Records on the Rio Grande campuses.) When a change in employment status occurs (termination or change in role), it is the responsibility of the employee's supervisor to submit the [Security Access Termination Form](#). A monthly report from Human Resources assists the data owners in determining when employee access needs to be terminated or modified. The data owners run additional employment reports routinely to ensure access is appropriately revoked.

The Office of the Registrar is responsible for the proposal, interpretation, enforcement, and publication of general policies and procedures consistent with state and federal laws and guidelines as they relate to the creation, maintenance, use, dissemination and destruction of records of students who are attending or have attended Sul Ross State University, and coordinates the development of general policies and procedures with the appropriate university officials listed below. The university maintains a [Record Retention Schedule](#) that determines the length of time a record is maintained and the record disposal date. The portions of the records retention schedule concerning student academic records is based on recommendations developed by the American Association of Collegiate Registrars and Admission Officers' (AACRAO) Retention of Records: Guide for Retention and Disposal of Student Records, recommendations from the SRSU Registrar's Office, and the Texas State Library.

Information concerning student records policies is disseminated to the campus community via a number of avenues. FERPA confidentiality, access to records, and release of information are covered in detail in the [University Catalog 2016-2017](#) and on the [Registrar's Web site](#). The information is also summarized in the [Student Handbook 2015-2016](#). Additionally, every employee working half time or more for Sul Ross State University signs a "[FERPA Compliance Agreement](#)" as part of his/her employment orientation. Student workers that are granted access to student records sign a similar agreement.

### Primary Maintenance of Non-Academic Records

Other student records maintained across the campus include:

Disciplinary Files. The Dean of Student Life Office maintains disciplinary records for all students. These records are kept separate from the general student files and are stored in a locked file cabinet, in a locked office. Records are kept for ten years from the date of incident and then purged. Once records are purged, they are shredded and discarded.

Financial Aid Files. The Financial Aid Office maintains student financial aid records in a secure software database, Image Now. Records are kept for a minimum seven year period and then may be purged from the database in compliance with state and federal records retention requirements. Additionally, financial aid data is maintained on the university's administrative software operating system, Ellucian Banner, which is backed up as previously described in this standard.

Counseling and Accessibility Services Files. The Office of Counseling and Accessibility Services maintains records on all students, faculty, staff and family members of faculty and staff who engage in counseling and for the students who request and receive accommodations on campus. Counseling files are kept on file for five years post termination of counseling. Accessibility files, which include students' documentation of their accommodation request forms and other related information are kept for three years post receiving services. Student files are accessible only to Counselors with limited access to Counseling Interns and to the Accessibility Services Coordinator. Files are shredded and discarded post file retention timeframe.

Health and Immunization Files. Student Health Services files treatment and immunization data in the University Center, suite 211, in accordance with the Family Educational Rights and Privacy Act (FERPA). The off-campus contracted medical vendor maintains health and Immunization records on students who utilize their service as per the Health Insurance Portability and Accountability Act (HIPAA). For the purpose of continuity-of-care, student health services and the university's contracted medical vendor share relevant health information with each other. Both entities follow the Texas Department of State Health Services (DSHS) [retention schedule](#) and [record destruction guidelines](#).

### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.9.2.

### **Supporting Documentation and Evidence:**

[Access Termination Form](#)

[Information Security Policy](#)

[Physical Access Policy](#)

[FERPA Guidelines](#)

[Firewall Policy](#)

[Banner Access Application](#)

[Record Retention Policy](#)

[Record Retention Schedule Website Privacy and Security APM 7.15](#)

[Statement of Student Records Confidentiality](#)

[Student Handbook 2015-2016](#)

[University Catalog 2016-2017](#)

[Website Privacy and Security APM 7.15](#)

### Comprehensive Standard 3.9.3 - Qualified Staff

*The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

At Sul Ross State University, student affairs personnel are employed by the SRSU Division of Student Affairs (Student Life, Enrollment Management, Financial Aid, and Registrar). These offices have established criteria on the educational preparation, knowledge, abilities, and work experiences required for professional staff, which are specified in job descriptions for each position. All staff are employed using [SRSU Policies and Guidelines](#) which are in compliance with the Texas State University System Board of Regents. New job descriptions or changes to existing descriptions are reviewed by the staff of the SRSU Office of Human Resources prior to advisement. Every effort is made to recruit highly qualified professionals through appropriate university procedures.

SRSU Division of Student Affairs

All professional staff members in the Division of Student Affairs hold graduate degrees in their disciplines or possess an appropriate combination of education and experience. These credential requirements meet those specified by the Council for the Advancement of Standards in Higher Education. The Division of Student Affairs enhances staffing by utilizing skilled graduate assistants for specific roles. Graduate Assistants participate in an annual orientation program and receive training appropriate for their respective positions. Professional development for staff members through continuing education is encouraged ([APM 5.14 Staff Development Policy](#)). Training to improve leadership, management abilities, and specialized computer and technology skills is offered at no cost to the employee by the university and division. As appropriate, travel to national professional meetings, journal subscriptions and staff retreats are budgeted annually by departments within the division.

The SRSU Division of Student Affairs fully staffs the traditional departments found in most student affairs divisions at comprehensive regional universities. SRSU also has several unique departments staffed by qualified individuals who provide innovative services to the student populations with special needs or interests. The SRSU Career and Testing Center offers a range of services to adult, commuting, and transfer students. The SRSU Student Activities Office sponsors campus-wide activities and student leadership development opportunities. The SRSU Department of Recreational Sports has hired additional staff to manage its Graves-Pierce Recreational Center.

Sul Ross employees are evaluated yearly and records are kept within the Human Resources Office. The purpose of this Sul Ross State University [Performance Planning and Appraisal Policy](#) is to establish staff performance management, evaluation and training processes. The emphasis of the policy is on proactive planning and does not alter or affect the university's authority to function as an "at will employer".

The Sul Ross State University's student services program encompasses all employees within the Division of Student Affairs. Staff members are listed below in Table 1.

Table 1. Roster of Student Affairs Staff Main Campus

Name	Position	Academic Coursework	Professional Experience
<a href="#">Leo G. Dominguez</a>	<a href="#">Associate Vice President University Services &amp; Dean of Student Life</a>	1984 MA Public Administration, Sul Ross State University	Dean of Student Life: 2013-present, SRSU  Owner/manager of Entrepreneurial Activities: 1993-present
<a href="#">Mary Schwartze</a>	<a href="#">Director of Counseling and Accessibility Services Office</a>	2011 MED Counseling, Sul Ross State University	Director: 2015-present, SRSU  2014-2015 Mental Health Counselor
<a href="#">Rebecca Greathouse Wren</a>	<a href="#">Counselor</a>	Coursework towards MS Health and Human Performance, Sul Ross State University  1994 MED Art, North Central University, Prescott, Arizona	Counselor: 2015-present, SRSU  Student Teacher Supervisor, Grand Canyon University, AZ, 2015-present  Supervisor of LPC Interns, Private Practice: 1996 – present
<a href="#">Antuan Washington</a>	<a href="#">Director of Recreational Sports- University Recreation</a>	2012 MED Coaching, Sport, Recreation and Fitness, San Angelo State University	Head Coach Track and Field/Cross Country: 2014-present, SRSU  Director of Recreational Sports: 2013 – present, SRSU
<a href="#">Jan Rueb</a>	<a href="#">Director of Career Services and Testing</a>	Bachelor of Applied Arts and Science, Sociology with an emphasis in	Director of Career Services and testing: 2013 – present, SRSU

		Women's Studies, Southwest Texas State University, San Marcos	Rural Supervisor, Workforce Solutions: 2011- 2013
<a href="#">Alyssa Coppens</a>	<a href="#">Administrative Secretary of Student Life</a>	2014 BFA in Ceramics, Sul Ross State University	Administrative Secretary: 2016 – present, SRSU  SRSU Bookstore Account Assistant Manager: 2015-2016
<a href="#">John Hughes</a>	<a href="#">Student Health Coordinator</a>	1998 BS Nursing, California State University, Dominguez Hills	Student Health Coordinator: 2005 – present, SRSU  Lieutenant, Nurse Corps US Navy Reserve: 2001-2004

Table 2. Roster of Staff in Student Affairs Rio Grande College (off-site campuses)

<b>Name</b>	<b>Position</b>	<b>Academic Coursework</b>	<b>Professional Experience</b>
<a href="#">Kathy Biddick</a>	<a href="#">Administrative Secretary</a>	Work experience	Administrative Secretary, 1994 - present, RGC  Parts Inventory Control and Service Writer for the Service Department, 1989 - 1994, Griffith Ford, Inc.
<a href="#">Dr. Claudia Wright</a>	<a href="#">Director of Admissions, Records, and Student Services</a>	2013 Ed.D. Educational Leadership, University of Texas at San Antonio	Director of Admissions/Records & Student Services: 2010 – present RGC  Director of Admissions/Records, 1995-2010, RGC  Adjunct Faculty, 1996 – 2000, Southwest Texas Junior College
<a href="#">Juan Tamez</a>	<a href="#">Student Service Specialist/Recruiter/RGC</a>	2004 Associates of Arts in General Education	Student Service Specialist/Recruiter: 2005 – present, RGC
<a href="#">Celso C. Garza</a>	<a href="#">Student Service Specialist/Recruiter/RGC</a>	2015 MA History, SRSU-RGC	Student Service Specialist/Recruiter: 2011 – present, RGC  Adjunct Faculty, 2017 – present, Southwest Texas Junior College
<a href="#">Julia Alderete</a>	<a href="#">Student Service Specialist/Recruiter/RGC</a>	2005 Master of Business Administration, University of Texas at San Antonio	Student Service Specialist/Recruiter: 2014 – present, RGC  Outreach and Retention Specialist,: 2014, Texas A&M International University, Laredo

At the Rio Grande Colleges, student affairs personnel are employed by the Department of Student Services which administers the following programs: Disability Services and Personal Counseling, Career Services, New Student Advising, Recruiting, Student activities, Student Copiers, Student Clubs and Organizations, Student Government Association, Student Health Insurance, and Tutoring Services. Student Services personnel are hired based on criteria established by the Student Services Director and the Vice President of Rio Grande College. Job descriptions for these positions are approved and filed with the Human Resources Department on Alpine Campus and online. The Student Services department follows the hiring procedures and policies outlined in the Administrative Policy Manual to fill all positions in the department.

Employees are evaluated yearly and copies of those evaluations are on file in the Human Recourses Department. The Student Services

Department also holds regular debriefing sessions following the closing of events and projects.

Regular staff meetings and debriefings are held for the Student Services staff and their requests for specified training are assessed and filled as needed. Staff members receive training regarding the policies and procedures for the Department of Student Services which are listed in the Student Services Office Manual and the Administrative Policy and Procedure Manual. Staff are also encouraged to attend professional training conferences including the Texas Association for College Admission Counseling, the National Academic Advising Association, the National Association for Campus Activities and the Texas Association of Collegiate Registrars and Admissions Officers. Travel for one conference per staff member is budgeted each year with additional funds budgeted for special circumstances.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.9.3.

#### **Supporting Documentation and Evidence:**

[Administrative Secretary](#)

[Administrative Secretary SRSU](#)

[Alyssa Coppens CV](#)

[Antuan Washington](#)

[APM 5.13 Performance Planning and Appraisal Policy](#)

[APM 5.14 Staff Development Policy](#)

[Associate Vice President and Dean of Student Life](#)

[Claudia Wright](#)

[Celso C. Garza](#)

[Dr. Claudia Wright](#)

[Counselor , Accessibility Services Coordinator](#)

[Director of Admissions, Records, and Student Services](#)

[Director of Career Services and Testing](#)

[Director of Counseling and Advising Center](#)

[Health Services Coordinator](#)

[Jan Rueb](#)

[John Hughes](#)

[Juan Tamez](#)

[Julia Alderete](#)

[Leo G. Dominguez](#)

[Martha Kathleen Biddick](#)

[Mary Schwartze](#)

[Rebecca Greathouse Wren](#)

[Recreational Program Director](#)

[SRSU Pay Plan and Hiring Procedures](#)

[Student Service Specialist/Recruiter/RGC](#)

**Comprehensive Standard 3.10.1 - Financial Stability**

*The institution's recent financial history demonstrates financial stability.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University (SRSU) has a demonstrated history of financial stability. It possesses a sound financial base and adequate resources to support its institutional mission and objectives. This base is designed to withstand fluctuations in enrollment, state appropriations or other revenue sources and still provide a quality educational experience to students by prioritizing needs that impact the quality of instruction. The university's financial accounting system facilitates the preparation of the Annual Financial Report which is currently prepared in accordance with Governmental Accounting Standards Board (GASB). The financial statements of SRSU are included in the Consolidated Annual Financial Report of the Texas State University System. These consolidated financial statements are included in the statewide comprehensive annual financial report for the State of Texas. The following [financial data](#) is a snap shot of the last 5 years and confirms the university's financial health and future strength.

Under the direction of Mr. Cesario Valenzuela, Vice President for Finance & Operations, Sul Ross State University continues to strengthen this sound financial base and demonstrate financial stability. Mr. Valenzuela holds an MBA and is a Certified Public Accountant with over 30 years of higher education experience and the last 19 as the Chief Financial Officer at Sul Ross State University. Other financial managers assisting Mr. Valenzuela include Mrs. Gail Collier, Human Resource Director, Mr. Santiago Castillo, Accounting Services Director, and Mr. Noe Hernandez, Purchasing Director and Mr. Scot Grubitz, Director of Planning and Design. All of these individuals possess high quality skills and extensive experience in their areas. A variety of reports are used on a monthly and annual basis to monitor the overall financial health of the organization. These [reports](#) are used to monitor and analyze trends to aid in decision making.

**Table 1. Financial Data FY2012 - FY2016**

	2012	2013	2014	2015	2016
<b>Tuition and Fees</b>					
Dollar Amount	\$12,753,045	\$12,201,522	\$12,575,804	\$13,717,018	\$14,893,611
<b>Student Headcount - Fall Semester</b>					
Count	2,956	2,700	2,865	2,906	2,992
<b>State Appropriations</b>					
Dollar Amount	\$29,977,918.16	\$23,399,693.73	\$24,838,646.08	\$24,451,313.64	\$24,316,068.10
<b>Tuition and Fees -Net of Scholarship Allowance</b>					
Dollar Amount	\$7,687,460.15	\$7,874,295.14	\$8,724,128.65	\$8,109,128.47	\$8,519,765.85
<b>Auxiliary Enterprise Revenues</b>					
Dollar Amount	\$4,101,684.82	\$3,586,532.94	\$2,669,256.33	\$4,570,856.71	\$5,043,908.37
<b>Unrestricted Net Assets</b>					
Dollar Amount	\$5,888,086.56	\$8,351,522.82	\$8,669,811.69	\$8,771,096.14	\$9,259,853.74

[Financial Data Chart Note:](#) Tuition and Fees Line Item FY12-FY13 Tuition Presentation: Note - FY2012 Statement of Revenues, Expenses, and Changes in Net Assets p.8 and FY2013 Statement of Revenues, Expenses, and Changes in Net Assets p.8

**Enrollment**

As a coeducational, comprehensive, public institution of higher education, Sul Ross State University offers certificate programs, bachelor's and master's degree programs. The main campus is situated in the unique environment of the Big Bend region and is the primary institution of higher education serving a 19-county area in West Texas. The off-site campuses, collectively known as Rio Grande College, offer junior, senior and graduate work in selected programs in off-site campuses. Recent [enrollment listing](#) demonstrates continued and steady growth.

**Table 2. Headcount by Fall Semester**

Student Population	2012	2013	2014	2015	2016
Undergraduate	2,177	1,959	2,014	2,031	2,159
Graduate	779	741	851	875	833
<b>TOTAL</b>	<b>2,956</b>	<b>2,700</b>	<b>2,865</b>	<b>2,906</b>	<b>2,992</b>

**Net Assets**

Net assets for SRSU have remained steady. The Statement of Net Assets presents the financial position of the university at the end of the fiscal year and includes all assets and liabilities of the university while separating the assets and liabilities into current and non-current components. Table 3 summarizes the [University's assets, liabilities, and net assets on from FY2012 through FY2016](#).

The university's net assets are classified as follows: Invested in capital assets, net of related debt: This represents the university's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

Restricted net assets - expendable: Restricted expendable net assets include resources in which the university is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties. Restricted net assets - nonexpendable: Nonexpendable restricted net assets consist of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted net assets: Unrestricted net assets consist of net assets, which do not meet the definition of the preceding categories. Unrestricted net assets often have constraints on resources, which are imposed by management, but can be removed or modified.

Sul Ross State University's Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (UNAEP) has remained steady.

**Table 3. Net Assets FY 2012 to FY 2014-2016**

Reporting Category	Fiscal Year				
	2012	2013	2014	2015	2016
Invested in Capital Assets, Net of Related Debt	\$57,539,407.04	\$57,400,227.01	\$55,712,489.47	\$52,501,716.24	\$54,559,149.16
Restricted	\$25,167,358.81	\$23,090,827.63	\$26,544,363.88	\$26,559,666.25	\$27,658,218.14
Unrestricted	\$5,888,086.56	\$8,351,522.82	\$8,669,811.69	\$8,771,096.14	\$9,259,853.74
<b>Total Net Assets</b>	<b>\$88,594,852.41</b>	<b>\$88,842,577.46</b>	<b>\$90,926,665.04</b>	<b>\$87,832,478.63</b>	<b>\$91,477,221.04</b>
Current Assets	\$35,953,965.68	\$27,014,362.82	\$30,229,632.24	\$32,657,140.39	\$34,351,461.05
Current Liabilities	\$9,900,354.32	\$8,239,865.59	\$12,136,811.72	\$12,810,227.19	\$13,444,575.15
Property and Equipment, net of accumulated depreciation	\$134,449,172.41	\$124,096,805.87	\$133,293,109.00	\$133,299,846.21	\$139,273,257.24
Long-Term Liabilities Current Portion	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Long-Term Liabilities Non-Current Portion	\$795,275.00	\$828,170.00	\$898,325.00	\$1,007,260.00	\$1,127,670.00
Operating Revenue	\$25,116,842.30	\$24,683,592.21	\$19,431,772.69	\$20,542,152.54	\$21,650,941.68
Non-Operating Revenue (Expenses)	\$34,952,983.35	\$28,774,022.51	\$34,231,345.08	\$29,162,472.27	\$33,079,383.07
Other Revenue	-\$2,023,712.32	-\$955,644.59	-\$1,694,968.38	-\$1,449,418.56	\$955,709.13
<b>Total Revenue</b>	<b>\$58,046,113.33</b>	<b>\$52,501,970.13</b>	<b>\$51,968,149.39</b>	<b>\$48,255,206.25</b>	<b>\$55,686,033.88</b>
Operating expenses	\$52,172,472.42	\$52,251,277.95	\$49,884,061.81	\$51,349,392.66	\$52,041,291.47
<b>Total Expenses</b>	<b>\$52,172,472.42</b>	<b>\$52,251,277.95</b>	<b>\$49,884,061.81</b>	<b>\$51,349,392.66</b>	<b>\$52,041,291.47</b>
<b>Increase(Decrease) in Net Assets</b>	<b>\$5,873,640.91</b>	<b>\$250,692.18</b>	<b>\$2,084,087.58</b>	<b>-\$3,094,186.41</b>	<b>\$3,644,742.41</b>

#### Capital Assets and Debt

[Capital assets](#) are recorded at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. Livestock for educational purposes is recorded at estimated fair value. For equipment, the university capitalizes all items with a unit cost of \$5,000 or more. Renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful life of the structure are capitalized.

Routine repairs and maintenance are charged to operating expense in the year in which the expense is incurred. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 40 to 50 years for buildings, 20 to 25 years for infrastructure and land improvements, and three to seven years for equipment. Inexhaustible assets such as works of art and historical treasures are not depreciated. The maintenance on the buildings has remained steady and grounds are in good repair, appropriate for the scope of the institution's programs. Sul Ross State University is strategic about deferred maintenance. Projects are identified and evaluated for placement in a timeline for renovation such as roofing or flooring; or to address mechanical system upgrades according to the Campus Condition Index ([Statement of Net Assets](#) and [Master Report Template](#)).

**Table 4. Capital Assets by Type, FY 2011-2012 to FY 2014-2016**

Asset	Fiscal Year				
	2012	2013	2014	2015	2016
Investments	\$5,323,187.01	\$13,013,283.22	\$17,504,121.05	\$15,909,769.19	\$16,645,250.98
Land	\$929,918.48	\$929,918.48	\$929,918.48	\$929,918.48	\$929,918.48
Construction in Progress	\$4,432,054.28	\$474,324.55	\$420,349.55	\$819,833.17	\$420,349.55
Other Capital Assets	\$257,700.00	\$257,700.00	\$257,700.00	\$257,700.00	\$257,700.00
Buildings (Less Acc. Dep.)	\$46,255,444.71	\$50,055,971.72	\$48,331,023.86	\$45,097,499.30	\$42,962,379.03
Facilities and Other Improvements (Less Acc. Dep.)	\$581,393.55	\$552,407.91	\$523,422.27	\$494,436.63	\$4,544,629.61
Furniture & Equipment (Less Acc. Dep.)	\$3,185,568.39	\$3,091,958.73	\$2,806,543.22	\$2,320,432.04	\$2,268,474.71
Vehicles, Boats, and Aircraft Vehicles					

(Less Acc. Dep.)	\$388,467.25	\$389,837.33	\$397,844.85	\$414,990.92	\$614,172.69
Other Capital Assets (Less Acc. Dep.)	\$1,508,860.38	\$1,648,108.29	\$2,045,687.24	\$2,166,905.70	\$2,561,525.09
<b>Total Capital Assets</b>	<b>\$62,862,594.05</b>	<b>\$70,413,510.23</b>	<b>\$73,216,610.52</b>	<b>\$68,411,485.43</b>	<b>\$71,204,400.14</b>

### Gifts and Endowments

Sul Ross State University's gift and endowments show a consistent trend of growth. The university invests its endowment funds to provide funding for scholarships, fellowships, academic departmental excellence, and other uses as specified by donors and in accordance with Texas State University System policy. There are two primary investment objectives. One is to provide a continuing and dependable cash flow, stable, and preferably growing in real terms, after giving effect to inflation. The second is to cause the total value of the funds to grow net of inflation, spending, and expenses, over time, exclusive of growth derived from donations without undue exposure or risk ([System Investment Policy](#)).

The investments are diversified at all times to provide reasonable assurance that investment in a single security, a class of securities, or industry will not have an excessive impact on the funds. The University's Vice President for Finances and Operations (CFO) serves as the investment officer for Sul Ross State University and along with the investment committee conducts investment reviews and related decisions.

Investments are monitored at least once a month. Cash balances held in depository bank accounts are monitored on a daily basis by accounting staff and provide information to investment personnel. These cash balances are evaluated daily as to investment needs. Sul Ross State University maintains a strong system of internal controls in its financial systems and adheres to the current Texas State University Systems Investment Policies approved by the Board. The investment policy is reviewed and/or updated annually. At a minimum, quarterly performance reviews are conducted with assistance from Shepard Kaplan LLC who serves as investment advisor and is responsible for overseeing activities of the fund managers ([Administrative Procedures](#), [Internal Controls](#), [Investment Strategies](#), [Shepherd Kaplan](#)).

**Table 5. Endowment History**

Fiscal Year	FMV
2012	\$14,304,943.56
2013	\$15,542,920.47
2014	\$18,364,295.17
2015	\$17,113,852.59
2016	\$17,379,729.00

### Grant Support

Sul Ross State University grant revenue provides supplemental support to further the educational, research and community service mission of Sul Ross. For example, one of several grants is the Title V Grant El Camino del Lobo al Éxito Program whose goals are to 1) Increase undergraduate retention rates; 2) Increase undergraduate six year graduation rates; and 3) Enhance Sul Ross State University's fiscal stability.

Table 6 consists of Federal Grants and Contracts and Federal Pass-Through Grants from other state agencies, State Grants and Contracts, State Pass-Through Grants from other state agencies, and State Appropriations-General Revenue and State Appropriations-Higher Education Fund.

**Table 6. Grant Support/Grant Revenue**

Fiscal Year	Federal Grants	State Grants	Total
2016	\$11,072,908.50	\$28,273,547.09	\$39,346,455.59
2015	\$10,934,440.20	\$25,631,125.81	\$36,565,566.01
2014	\$11,168,963.05	\$25,979,446.09	\$37,148,409.14
2013	\$11,587,919.53	\$24,262,350.59	\$35,850,270.12
2012	\$11,784,820.63	\$31,058,826.42	\$42,843,647.05

### Summary

Sul Ross State University is in compliance for Comprehensive Standard 3.10.1.

### Supporting Documentation and Evidence:

[AFR - Annual Financial Reports FY12-FY16](#)

[Monthly Report December 2016 Final](#)

[FY12-FY13 Tuition & Fees Note](#)

[AFR FY12-FY16 Head Count by Fall Semester page 2](#)

[AFR FY12-16 Net Position & Revenue, Expenses and Changes in Net Assets pp. 6-9](#)

[AFR FY16 Capital Assets – Capitalization Policy pp. 15-16](#)

[AFR FY12-FY16 Statement of Net Assets pp.6-7](#)

[CCI FY2017 Master Report Template SRSU](#)

[System Investment Policy November 2016](#)

[Administrative Procedures – Appendix A 2015](#)

[Internal Controls - Appendix B 2015](#)

[Investment Strategies - Appendix C 2015](#)

[Shepherd Kaplan, LLC PDF FILE](#)



## Comprehensive Standard 3.10.2 - Financial Aid Audits

*The institution audits financial aid programs as required by federal and state regulations.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University's Office of Financial Aid [1] completes the federally mandated Fiscal Operations Report and Application to Participate (FISAP) annually [2]. The Office is also subject to financial-aid audits conducted by the Texas State Auditor's Office, the Texas State University System Office of Audit Services, and the US Department of Education to determine compliance with federal and state regulations.

The Texas State Auditor's Office conducts audits in accordance with the US Office of Management and Budget (OMB) Circular A-133, and issues an opinion on the state as a whole every year. As a public institution of the State of Texas, Sul Ross State University is included in this statewide audit. The State Auditor's Office conducts this audit, so that the State can comply with legislation and federal grant requirements to obtain an opinion regarding the material accuracy of its basic financial statements and report on internal controls related to those statements.

Sul Ross State University's compliance with requirements applicable to the OMB Circular A-133 Student Financial Assistance Cluster was audited for the award year July 1, 2014 to June 30, 2015 and reported as part of the State of Texas Federal Portion of the Statewide Single Audit Report for the Year Ended August 31, 2015[3].

Four findings were identified at Sul Ross during this audit, each of which has been addressed by management. The findings are not associated with any errors in distribution amounts, and no unpaid dollar amounts are due back to the US Department of Education [3].

To remain in compliance, Sul Ross State University implemented an automated programming script that queries enrolled students in our student information system (SIS), Banner. This script determines which students are not meeting satisfactory academic progress at the end of each academic term and flags non-compliant students for review. Financial aid counselors now divide student verifications by volume rather than relying on the assistant director to complete all verifications. Improvements to the process for determining correct student budgets now includes a 12th class day report that lists students who received financial aid for the semester, but who then also changed their enrollment status through the process of dropping classes from their semester schedule. Finally, the findings for the Federal Supplemental Educational Opportunities Grant were corrected with the process of an end of semester report verified by the director of financial aid.

At the conclusion of the summer 2016 term, the Texas State Auditor's Office (SAO), conducted an audit on two of the four findings- Cost of Attendance and Federal Supplemental Educational Opportunity Grants (FSEOG). The SAO found both items in compliance during this partial audit [4].

In the later part of 2016, Sul Ross State University contracted with an independent auditing firm, Deloitte, to complete the re-evaluation from the 2015-2016 SAO's audit. Deloitte conducted an audit on student verification forms and the methods in which Sul Ross determines satisfactory academic progress for students. The audit resulted in no outstanding findings [5]. SRSU submitted a Second Monitoring Report in April 2017, and during the [SACSCOC Board of Trustees' Meeting \[8\]](#) in June 2017, members reviewed the report and accepted it.

The State Auditor's Office contracts with KPMG, LLP to perform the federal portion of the statewide single audit. The federal portion includes a review of compliance and controls over the State's federal awards and an audit of the Schedule of Expenditures of Federal Awards. The reports from the federal portion and the financial portion are submitted to the federal government to fulfill single audit reporting requirements.

The State of Texas Statewide Single Audit Reports for each of the past three fiscal years, the State's financial systems and controls are adequate to enable the State to prepare materially correct basic financial statements. [2,3]

#### Texas State University System Office of Audit Services

The Texas State University System Office of Audit Services (OAS) [6] conducts an annual audit plan based on a risk assessment that includes student financial aid. OAS also coordinates with the Texas State Auditor's Office to determine the State has planned audit engagements and to ensure that OAS is not conducting the same audits as the State.

#### US Department of Education

The US Department of Education's Dallas School Participation Team completed a review of Sul Ross' application to participate in the Title IV, Higher Education Act Programs in January 2016. The review indicated that Sul Ross meets the requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in CFR Parts 600 and 668[7].

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.10.2.

#### Supporting Documentation and Evidence:

1. [Sul Ross State University's Office of Financial Aid](#)
2. [Fiscal Operations Reports and Application to Participate \(FISAP\)](#)
3. [State of Texas Compliance with Federal Requirements for Student Financial Assistance Cluster for the Fiscal Year Ended August 31, 2015](#)
4. [State of Texas Compliance with Federal Requirements for Student Financial Assistance Cluster for the Fiscal Year Ended August 31, 2016.](#)
5. [Deloitte Audit Findings, March 7, 2017](#)
6. [The Texas State University System Office of Audit Services website](#)
7. [US Department of Education review of Sul Ross State University's Title IV Application](#)
8. [SACSCOC Board of Trustees Review of Second Monitoring Report, July 5, 2017](#)



## Comprehensive Standard 3.10.3 - Control of Finances

*The institution exercises appropriate control over all its financial resources.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

The university is in compliance and exercises appropriate control over all its financial resources. The Vice President for Finance and Operations, reporting directly to the University President, is the chief financial officer for Sul Ross State University. The Vice President for Finance and Operations holds an MBA and is a Certified Public Accountant with over 19 years' experience as the University CFO. The CFO provides oversight of the accounting services department, human resources, campus planning, design, and construction, purchasing, day care, as well as functions such as budget, treasury, investments, property and inventory, and contracted services. The financial and accounting staff is led by the Director of Accounting Services and Senior Accounting Manager who are well qualified, as both hold graduate degrees in business and bachelor of business degrees in accounting.

#### Internal Audit

Chapter III, section 7 of the Texas State University System [Rules and Regulations](#) pertains to the system internal audit function. These rules serve as the protocols under which the audit function will operate. The System Director of Audits and Analysis leads the audit function for the system and reports directly to the Board of Regents through its Finance Committee. The internal audit activity evaluates and contributes to the improvement of governance, risk management, and control processes, utilizing a systematic and disciplined approach. Sul Ross State University ensures it complies with the system-wide internal audits. SRSU also maintains a campus Office of Audits and Analysis headed by a Director who reports directly to the System Director of Audits and Analysis. This office assists all levels of management in achieving goals and objectives, identifying and addressing risks, continuously improving processes and operations, and ensuring compliance with applicable laws and regulations. Recent and currently open [Internal Audit Status Reports](#) have not identified significant internal control issues.

#### Cashiering and Student Accounts

The university Cashier's Office, located in the Briscoe Administration Building in room 205, accepts payments for tuition and fees and other services provided by Sul Ross State University. The university Cashier's Office serves as the central collection point for student accounts receivable and for receipting of state funds through departmental deposit. The primary purpose of this office is the billing, receiving, depositing, disbursing, accounting and the financial record keeping of student tuition, fees and related charges as well as other state funds deposited and in the custody of the office and finally safeguarding these funds until deposited with the State Treasurer and/or a designated commercial bank. This must be accomplished while in compliance with University policies and procedures, State, and Federal laws and regulations relating to the handling and disposition of public funds. This function is governed by Administrative Policy Statement 3.07 ([Cash Handling Policy](#)).

Reconciliations of all transactions are performed daily and reviewed by supervisory personnel. The cashiers both in the Cashier's Office, BAB 205 and in Lawrence Hall, Room 100, count and balance their cash drawers every morning before conducting business and again in the afternoon after closing the office. Cash funds are kept in a drawer at desks that can be locked by the cashier at any point in time. No one is allowed access to the money assigned to each cashier other than that cashier. A daily deposit of all transactions is prepared by each cashier at the end of each day, including cash and checks.

Daily deposits and cash drawers are kept in the combination safe which is located inside the main vault. One of the cashiers or the administrative assistant of accounting services is escorted by a University Department of Public Safety police officer to Lawrence Hall to pick up deposits from the cashiers and then to the bank to make deposits daily. Bank deposit receipts are filed when the cashier returns from the bank. The cashier's office is monitored by a security camera that can be viewed at any time by UDPS personnel located in BAB 100. The vault is only opened by the cashiers and by the Senior Manager in case of an emergency or if both cashiers are not available. The Director of Accounting Services and the Vice President for Finance and Operations also have the combination to the safe and vault but these remain in a sealed envelope until needed in an emergency. The combinations to the safe and vault are changed each time there is a change in personnel who previously had access. All money and checks are locked in the vault at the end of each business day.

The Business Services Director at the Rio Grande College Off-Site Campus coordinates with the Sul Ross State University Director of Accounting Services and Senior Accounting Manager on all policy matters and direction of business functions. The RGC campus follows all policies applicable to Sul Ross State University in Alpine, Texas, as appropriate. For example, the Cash Handling Policy APM 3.07 is followed by the Alpine and RGC campuses. In addition, the Director of Audits and Analysis at the Sul Ross campus audits the procedures at the various RGC off-site campuses as outlined in the auditor's yearly plan.

#### Risk Management

The mission of the Risk Management function (ORM) at the Texas State University System (TSUS) is to protect certain critical aspects of the component institutions in regards to the workplace and campus safety of its students, staff, faculty, visitors, assets, operations, and continuity of those operations when disruptions occur. The ORM strives to enhance TSUS's overall educational mission by eliminating, reducing, or minimizing risk exposures through the use of innovative risk control, claims management, risk financing techniques, regulatory compliance, and a variety of strategic programs designed to provide a safe, healthy and environmentally sound campus. At Sul Ross State University, this function is assigned to the Accounting Services Office. This office, specifically through the Risk and Compliance Manager, ensures that applicable policies and procedures are followed at the campus level per the [TSUS Risk Management Program](#).

These Risk Management Practices are designed to routinely identify all significant known perils and risks to which the university may be exposed and thus: avoid unnecessary or unreasonable exposures to the extent practicable; take all reasonable and practical steps to prevent harmful events and losses; and, initiate reasonable and appropriate loss control techniques to control the frequency and severity of unavoidable losses.

University employees are to advise the Sul Ross State University Risk Management Department of any known risks or losses. The Risk Management Department will notify the General Counsel of the Texas State University System of any liability claim or potential liability claim which may involve uninsured losses or potential uninsured losses in excess of \$5,000.

The Risk Manager is delegated the authority and responsibility to create and carryout the Risk Management Program and is responsible for planning, organizing, coordinating, implementing, monitoring and controlling the university's Risk Management Program. In the event the Risk Manager has reasonable cause to believe that any asset, component, property or activity conducted by any employee, agent, or independent contractor of Sul Ross State University, is likely to cause serious injury, harm, liability or death, the Risk Manager may recommend reasonable and

necessary steps to suspend, curtail, diminish or mitigate said risk, by notifying the Vice President of Finance and Operations.

### Annual Budget

The university operates under an annual operating budget that is approved by the Texas State University System Board of Regents. The approval process ensures an operating budget that is based on thorough financial planning and fiscal procedures. The university Budget Office administered through the Vice President for Finance and Operations provides basic information and guidance to all departments, schools and offices of the University concerning the establishment, revision, reporting, administration and control of budgets as directed by the Vice President for Finance and Operations. Budgets are only adjusted with written approval of the President and Vice President for Finance and Operations. A detailed description of the budgeting process is included in 2.11.1.

### Student Accounts

Student account management and related operations begin at the One Stop Shop, located at Lawrence Hall 100. A cashiering hub made up of three cashiers assists students with all their student account needs. The Student Accounts/One Stop Shop manages charges and billing for student accounts including: tuition and fees, room, meal plan charges, parking fines, and other miscellaneous charges. These functions are subject to the same [Cash Handling Policy](#) as the Cashier's Office. See also Cashiering and Student Accounts above.

Reconciliations of all transactions are performed daily and reviewed by supervisory personnel. Student account payments can be made either in person at the One Stop Shop during regular hours, by mail, via web LoboOnLine using a credit card or automatic draft from bank account. Billing information, including due dates and amounts due, may also be accessed on LoboOnLine. Two payment options are available for the long semesters, payment in full, or an Installment plan. All cashiers are required to adhere to university policies on collections and refunds.

### Accounts Payable

The Accounts Payable office is responsible for processing payments for all university goods and services with the exception of payroll which is handled by the Human Resources department (payroll office). Responsibilities of the Accounts Payable office include the issuing of checks, liquidation of encumbrances in the Accounts Payable system and the processing of travel reimbursements. The Accounts Payable office is a division of Accounting Services and reports directly to the Director of Accounting Services.

Daily transactions are processed by accounts payable assistants, reviewed by supervisory staff and then finally approved by the Senior Manager or the Director of Accounting Services. All payments are reviewed and approved as appropriate by the Director. Bank reconciliations are performed monthly by staff outside of the accounts payable area who do not have access to processing payment transactions. Blank checks are kept in a vault in the Cashier's office. Accounts Payable staff have access to obtain checks as needed. Voided checks are filed and kept in office until the end of the fiscal year, when they are boxed up and taken in possession of Property and Inventory for retention according to records retention policies.

Checks over \$10,000 require dual manual signatures, usually by the Senior Manager and Director of Accounting Services. In the absence of one of those individuals, the Vice President for Finance is to sign. Signature authority is set up with the banking institution, West Texas National Bank. The Director of Accounting Services and Senior Manager are responsible for submitting and/or managing direct deposit files with banking institution. Accounts Payable and Travel paperwork are scanned and easily accessible in the imaging system. See [Accounts Payable Procedures](#).

### Fixed Assets

Sul Ross State University maintains accurate records of all fixed assets in accordance with the Texas State Comptroller of Public Accounts policies, Texas State University System Rules and Regulations, and Sul Ross State University policies ([State Property Accounting Policy APM 3.05](#)). The purpose of tracking fixed assets is for financial accounting, preventive maintenance, and internal control including theft deterrence. The Property and Inventory personnel coordinate the annual physical inventory of equipment with departmental staff assigned responsibility for inventory items.

The Property and Inventory Department is responsible for reporting and maintaining capital asset information in the State Property Accounting (SPA) class code system. The Property and Inventory Department reports to the Director of Accounting Services and is directed to maintain state property record management in the State Property Accounting (SPA) database system.

The department also abides by Sul Ross Administrative Policy Manual (APM) Policy 3.05 which defines classification and identification of capital equipment items. University expenditures are acquisitioned to provide a necessary service and have an established life of greater than one year and are assigned to its corresponding department. This type of capital and controllable asset will be tracked with a unique 6-digit RFID tag label. The RFID (radio frequency identification) system - consists of distribution or assignment tracking tags, hand held scanner/reader, and Virtual Asset Tracker (VAT) database system application software. The RFID labels or asset stickers and/or markings identify property as an asset belonging to Sul Ross State University. These RFID tags are located and secured in BAB301 in the custody of property accounting staff. See sample of tags ([RFID Tag](#)).

State agency property records are managed simultaneously in SPA and VAT databases to update property location and user. Other transactions such as transfers and deletions are also reported. RFID inventory scans are conducted to develop implementation, process results needing maintenance, and update the verified location. Scans are a safeguarding method of the information results to make department receipts accurate if high risk areas or any other areas need maintenance.

By conducting a Physical Annual Inventory, this assures that each property item is still within the agency's possession, current location is accurately reflected in the SPA system and the name of the person responsible for the property is accurately reflected in the SPA system. March 27th is the official date the Sul Ross State University conducts its annual inventory. Property & Inventory Dept. prepares the annual inventory sheet receipts and mails them to each department head ([Annual Inventory Tag Procedure](#)).

The annual inventory process begins with department heads receiving a packet that contains a letter of notification, department inventory, blank forms to report transactions, and instructions on how to conduct and complete the annual inventory. Two or more individuals are to locate equipment and indicate the condition of each item. Once inventory is complete with any transaction forms attached, it is signed by the department head and submitted to Property & Inventory for reconciliation. The annual inventory is prepared and reconciled by the Inventory Assistant and supervised by the Inventory Coordinator. Together with additional random spot checks, RFID scan will identify discrepancies and work out any needed maintenance requirements.

Most vendor goods are delivered to the Central Receiving & Supply area. Procedures are in place to classify and identify capital, tracked and non-

capital equipment prior to delivery to a department. In the event a carrier, vendor or donor transfers an item directly to a department, which meets the tagging and tracking criteria, the department contacts Property & Inventory to initiate tagging process. Purchase orders are produced utilizing the Banner finance system by purchasing personnel. Based on Texas State Comptroller commodity codes, the Banner pipeline report file is used by Property & Inventory Department to identify and process checks and balances for received equipment and furnishings. The department's Inventory Assistant is responsible for updating and reconciling property records ([Authorization to Remove Equipment Off Campus](#)).

It is each state employee's responsibility to use property only for state purposes and to exercise reasonable care for its safekeeping. Equipment taken off campus such as laptops, tablets, portable projectors, cameras, etc. must be approved by the department chair. The authorization to remove equipment off campus form must be completed, approved by department head and a copy submitted to Property & Inventory department. Property Heads custodians issuing out property and employees using property are responsible for safeguarding property. The form required to move equipment is valid for one year, and a new form must be submitted during the annual campus physical inventory.

If an item is discovered missing or stolen, the department head must file a "Lost or Stolen Property Report" immediately. Two copies of the report go to the Property Manager who submits one copy to the university Department of Public Safety for a formal investigation. Lost or stolen items cannot be deleted from a departmental capital equipment inventory without a formal investigation. State law requires that when State property disappears as a result of negligence of the agency employee entrusted with property's safekeeping, such person may be financially liable to State of Texas for the loss. The [Lost of Stolen Property Report](#) form can be found at the Accounting Services Website.

#### Purchasing

The Purchasing Department has the exclusive responsibility for reviewing and processing all purchases made by the university in accordance with the university, Texas State University System, and state policies and regulations. This authority covers all supplies, materials, equipment, and service. SRSU has adopted and adheres to a policy of centralized purchasing ([Purchasing Policy APM 3.02](#)). The Purchasing Department has sole authority for the negotiation and purchase of all goods and services. Its goal is to offer effective and efficient services while ensuring fair and ethical business practices and compliance with laws, rules and regulations.

#### Endowment Funds

Sul Ross State University invests its endowment funds to provide funding for scholarships, fellowships, academic departmental excellence, and other uses as specified by Donors and in accordance with Texas State University System policy. SRSU contracts with Shepherd Kaplan, LLC for investment advisor services in accordance with the [TSUS Investment Policy](#). The [Investment Reports](#) are published quarterly. SRSU utilizes an investment committee comprised of the CFO, the Provost, the VP for External Affairs, the President of West Texas National Bank as a community member, and a tenured professor in the business administration department. Fund Managers are utilized to manage day to day investment transactions in accordance with these policies. These managers are supervised by the investment advisor. Monthly reviews of investment transactions and reports are conducted by the CFO, TSUS personnel, and the investment committee per the [Endowment Policy](#).

#### Payroll

The payroll processes are managed by the Sul Ross State University Human Resource Department which is responsible for timely and accurate payment of wages and proper deductions of employee taxes and related benefit plans. The department also handles reconciliations of all payroll and data to the general ledger. The Human Resource management team works in conjunction with the Budget Department, Banner Finance Coordinator and the USAS specialists during payroll periods to ensure proper management of payroll. Payroll bank accounts are reconciled on a monthly basis by accounting staff.

The university departments complete the Temporary Employment Forms and route through the signature approvals. The Employment Specialist generates a PAF (Personnel Action Form) for full time faculty and staff and routes that through the signature process. The Budget Department verifies Funding, sets up position numbers as appropriate. The Payroll Supervisor sets up benefits and deductions information in the Banner system. The Payroll Supervisor uses an excel log used to balance gross amounts to the payroll run in Banner. Budget feeds payroll over to budget and the USAS Specialists performs the feeds to USAS and the Accounting Senior Manager approves the USAS file and prints any physical checks and finally an accountant will reconcile all accounts. All steps are designed to ensure checks and balances are in place ([Faculty Staff Payroll Process](#), [PAF Form](#) [Temporary Employment Form](#), [Student Payroll Instructions](#)).

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.10.3.

#### **Supporting Documentation and Evidence:**

[Accounts Payable Procedures](#)

[Annual Inventory Tag Procedure](#)

[Cash Handling Policy](#)

[Endowment Policy](#)

[Faculty Staff Payroll Process](#)

[Internal Audit Status Reports](#)

[Investment Reports](#)

[Lost or Stolen Property Report](#)

[PAF Form](#)

[Purchasing Policy APM 3.02](#)

[RFID Tag](#)

[Rules and Regulations](#)

[State Property Accounting Policy APM 3.05](#)

[Student Payroll Instructions](#)

[Temporary Employment Form](#)

[TSUS Investment Policy](#)

[TSUS Risk Management Program](#)

## Comprehensive Standard 3.10.4 - Control of Sponsored Research/External Funds

***The institution maintains financial control over externally funded or sponsored research and programs.***

### **The Institution Certifies Compliance: Compliant**

#### **Narrative:**

Sul Ross State University (SRSU) maintains financial control over externally funded or sponsored research and programs. An Annual Audit Plan is prepared each summer by the SRSU Office of Audits and Analysis for the following fiscal year. An [Internal Audit Annual Report](#) is prepared in accordance with the [Texas Internal Auditing Act](#) (Texas Government Code 2102). For the past several years, no findings were made in relation to sponsored research and programs. SRSU also maintains a conflict of interest policy with mandatory ethics training in even numbered years. Finally, the university has policies in place to manage financial control over externally funded or sponsored research and programs, and offers avenues for training through the Office of Sponsored Programs (OSP) to assure compliance with these policies.

The total federal fund expenditures (less the student financial aid cluster) during the past years are as follows:

Table 1. Total Federal Fund Expenditure

2012	\$5,778,744.09
2013	\$6,209,206.29
2014	\$5,537,738.00
2015	\$5,135,128.38
2016	\$5,293,604.02

#### Financial Audits

SRSU is a member institution of the Texas State University System (TSUS). SRSU's annual financial reports are included in the TSUS consolidated annual financial report, which in turn, is included in the [State of Texas Comprehensive Annual Financial Report](#) (CAFR). The CAFR complies with accounting requirements established by the Governmental Accounting Standards Board, and is audited annually by the State Auditor's Office. In its audit opinion dated February 21, 2017, the State Auditor concluded "that the basic financial statements for the State of Texas presented fairly, in all material respects, the financial position and activities of the State for the fiscal year ended August 31, 2016." There were no findings for SRSU in the State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2016 (issued February 2017, [Report No. 17-555](#)).

#### Internal Audits

The SRSU Office of Audits and Analysis (OAA) is independent of SRSU management. The OAA conducts an annual risk assessment of departments and units to develop the Annual Audit Plan, which is submitted to the [TSUS Board of Regents](#) for approval. If an area is identified for audit, the audit process includes the following steps:

*Scheduling-* Whenever appropriate, the timing of an audit is discussed and agreed with management.

*Engagement Letter-* The engagement letter serves to notify management of an impending audit/consulting services engagement. Notification occurs via email, and usually includes a request for preliminary documentation needed for the review, such as written policies, procedures and flowcharts, etc.

*Entrance Conference-* An entrance conference may be scheduled with the department to discuss the purpose and scope of the audit. This may be accomplished via telephone or e-mail if the auditee so desires.

*Field Work-* As much as practical, documentation is reviewed in the SRSU Office of Audits and Analysis; however, they may also need to work on-site to access necessary records and information.

*Draft Audit Report-* Throughout the review, potential issues and recommendations are discussed with departmental management. Then, a report is drafted and reviewed by the TSUS System Audit Director. Upon approval, the draft report is presented to departmental management for review and commentary. A response will be requested from management for each of the recommendations contained in the draft report. Per the TSUS Rules and Regulations, management's responses must include a corrective action plan, names and titles of those responsible for implementing the corrective actions, and an estimated timetable for completion. Audit issues are routinely followed-up on, and the status of management's corrective action plans is reported by the OAA to the TSUS Board of Regents on a quarterly basis.

*Exit Conference-* A formal exit conference may be held at the option of the auditee.

*Report Distribution-* Final audit reports are addressed to the President, with copies distributed to appropriate component management, the Chancellor and other System Office executives, the Board of Regents, and various state officials.

The TSUS Rules and Regulations provide that "auditors shall have full, free, and unrestricted access to all activities, records, property, infrastructure, and personnel." The Rules further stipulate that documents and information obtained during any review are to be safeguarded and handled in a professionally responsible and confidential manner in accordance with applicable Texas laws.

The TSUS maintains a confidential fraud reporting system, EthicsPoint, a phone and web-based reporting system that allows anyone to report concerns about potential waste, fraud, and abuse of resources, the lack of compliance with laws and regulations, or violations of the TSUS Code of Ethics. Reports filed through EthicsPoint are forwarded to and investigated by the OAA, who are independent of management. Retaliation against anyone who, in good faith, reports unlawful activity is prohibited under the Texas Whistleblower's Act. If provided, the identities of individuals who file reports through EthicsPoint will be kept confidential to the extent allowed by investigative processes and the law. The TSUS fraud reporting line is not a substitute for existing reporting channels for reporting concerns.

#### Policies Related to Sponsored Programs

The [Office of Sponsored Programs](#) provides guidelines and links to policies and resources relevant to research and external funds, including the [University Approval Form](#) for Externally Sponsored Projects and Programs which guide the initial application process. The primary responsibility for the control over externally funded or sponsored research and programs is with the departmental personnel and principal investigator/projector director (PI/PD) for the sponsored program. On-line information related to the proper handling of contracts and grants may be found on the university's Web site under the Office of Sponsored Programs. [SRSU Administrative Policy Manual](#) (APM) 3.11 addresses Facilities and

Administration Costs F&A or Indirect. This policy defines the method of distribution of facilities and administrative costs (indirect costs) recovered from grants and contracts. Conflict of interest, including that for PIs/PDs, is addressed in SRSU APM 5.23.

Accounting Services prepares invoices and other financial reports for sponsored programs. As part of this function, expenditures are periodically reviewed to ensure compliance with federal, state and sponsor rules and regulations. Separate funds are created for each program in the university's accounting system to facilitate this process.

Sponsored programs must follow the same policies as other university departments. In addition to the broad policies in the *Administrative Policy Manual* and the *Rules and Regulations of the Texas State University System*, specific topic policies are located on the university's Web site. These include subjects such as travel, purchasing and faculty pay. Policies specifically focused on sponsored programs are APM 3.11 (discussed above) and APM 2.21, "Externally-Sponsored Grants and Contracts". APM 2.21 addresses issues related to both pre and post-award activities such as proposal preparation and approval, compliance with federal and state regulations, guidance for specific cost items, and making changes after receiving an award.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.10.4.

#### **Supporting Documentation and Evidence:**

[APM 3.11 Facilities and Administrative Costs](#)

[External Fund Approval Form](#)

[Internal Audit Annual Report](#)

[Office of Sponsored Programs](#)

[THECB Internal Audit and Compliance Monitoring](#)

[Statewide Report 17-555](#)

[Comprehensive Annual Financial Report 2016](#)

[Texas Internal Auditing Act](#)

## Comprehensive Standard 3.11.1 - Control of Physical Resources

*The institution exercises appropriate control over all its physical resources.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University exercises appropriate control over all its physical resources through the use of internal policies and procedures designed to safeguard and control assets. Real and personal property are tracked, managed, and maintained through these systems.

#### Maintenance of Real Property

Sul Ross State University exercises appropriate control over all of its physical resources. Operational controls established by the state, the Texas State University System, and the institution help ensure that the SRSU manages its physical assets in a prudent and responsible manner.

#### Materials Management

Sul Ross State University adequately maintains its physical plant assets by systematically evaluating all property assets according to condition during the annual property inventory. Each asset's condition is reported on the [completed inventory sheets](#) for each department. The university also utilizes a systematic replacement of computing equipment and motor vehicles whereby these assets are replaced or removed from a primary function following a recommended useful life. Plant assets are evaluated periodically through a system of deferred maintenance assessment. These assets are evaluated as to condition and conditions are reported to the Texas Higher Education Coordinating Board through its reporting system. The university employs the appropriate amount of qualified staff to ensure the safeguarding of its assets is not compromised.

#### Security and Insurance

Security is a high priority on campus. Members of facilities, staff, administration, University Department of Public Safety and the Office of Informational Technology work together to ensure the campus is properly protected through use of electronic door locks and card swipes. In addition, office spaces, mechanical rooms, and equipment areas are protected with physical door locks and keys.

#### Property Control and Fixed Assets

Sul Ross State University maintains accurate records of all fixed assets in accordance with the Texas State Comptroller of Public Accounts policies, Texas State University System Rules and Regulations, and Sul Ross State University policies. The purpose of tracking fixed assets is for financial accounting, preventive maintenance, and internal control including theft deterrence. The Property and Inventory personnel coordinate the annual physical inventory of equipment with departmental staff assigned responsibility for inventory items.

The Property and Inventory Department is responsible for reporting and maintaining capital asset information in the State Property Accounting (SPA) class code system. The department reports to the Director of Accounting Services and is responsible for maintaining state property record management in the State Property Accounting (SPA) database system.

The department is also directed by [Sul Ross Administrative Policy Manual Policy 3.05](#) which defines the classification and identification of capital equipment items. University equipment acquisitions with an expected life of greater than one year and a cost of \$5,000 or more are classified as capital assets and tracked accordingly. In addition, other items not meeting the cost threshold may be classified as controllable but not capital assets. This type of capital and controllable asset is tracked with a unique 6-digit RFID tag label. The RFID (radio frequency identification) system - consists of distribution or assignment tracking tags, hand held scanner/reader, and Virtual Asset Tracker (VAT) database system application software. The RFID labels or asset stickers and/or markings identify property as an asset belonging to Sul Ross State University. These RFID tags are in the custody of property accounting staff. [See sample of tags.](#)

State agency property records are managed simultaneously in State Property Accounting and Virtual Asset Tracker databases to update property location and user. Other transactions such as transfers and deletions are also reported. RFID (Radio-frequency identification) inventory scans are conducted to track implementation, process results needing maintenance, and update the verified location.

Departments are required to conduct an annual physical inventory of all assets assigned to them. This assures that each property item is still within their possession, the current location is accurately reflected in the State Property Accounting system, the condition of the asset is documented, and the name of the person responsible for the property is accurately reflected in the SPA system. March 27th is the official date Sul Ross State University conducts its annual inventory. The Property & Inventory department prepares official annual inventory sheets by department and mails them to each department head for use in conducting this inventory. This process is subject to internal audit at any time.

Department heads begin the inventory process upon receiving an inventory packet that contains a letter of notification, inventory of each line item the department is responsible for, blank forms to report transactions, and instructions on how to conduct and complete the annual inventory. Two or more individuals are required to locate equipment and indicate the condition of each item. Once the inventory is complete with any transaction forms attached it is signed by the department head and submitted to Property & Inventory for reconciliation. The annual inventory is prepared and reconciled by the Inventory Assistant and supervised by the Inventory Coordinator. Together with additional random spot checks, RFID scans will identify discrepancies and work out any needed maintenance requirements.

Most vendor goods are delivered to the central receiving and supply area. Procedures are in place to classify and identify capital, tracked & non-capital equipment prior to delivery to a department. In the event a carrier, vendor, or donor transfers an item directly to a department which meets the tagging and tracking criteria, the department contacts Property & Inventory to initiate the tagging process. Purchase orders are produced utilizing the Banner finance system by purchasing personnel. Based on Texas State Comptroller commodity codes, the Banner pipeline report file is used by the Property and Inventory Department as a check and balance process to confirm received equipment and furnishings. The department's Inventory Assistant is responsible for updating and reconciling property records.

It is each state employee's responsibility to use property only for state purposes and to exercise reasonable care for its safekeeping. Equipment taken off campus such as laptops, tablets, portable projectors, cameras, etc. must be approved by the department chair. [The Authorization to Remove Equipment Off Campus](#) form must be completed, approved by department head, and a copy submitted to the Property and Inventory department. Property custodians, usually department heads, issuing out property and employees using the property are responsible for the safeguarding. The form required to move equipment is valid for one year and new form must be submitted during the annual campus physical inventory.

If an item is discovered missing or stolen the department head must file a "[Lost or Stolen Property Report](#)" immediately. Two copies of the report go to the Property Manager who submits one copy to the University Department of Public Safety for a formal investigation. Lost or stolen items cannot be deleted from a departmental capital equipment inventory without a formal investigation. State law requires that when State property disappears as a result of negligence of the agency employee entrusted with property's safekeeping, such person may be financially liable to State of Texas for the loss. The Lost or Stolen Property Report form can be found at the Accounting Services Web site.

When surplus property is available for reassignment, it is made available on a first-come, first-served basis to any university department filing a proper written request with the property manager. Surplus property in the category of "for disposal" is then available to any outside qualifying non-profit agency with proper documentation. All requests from outside entities for surplus property must be directed in writing to the university president for consideration. Surplus property is also disposed of through public auction. Prior to a university surplus property auction, the property inventory clerk reviews the items in this category and recommends to the property manager which items are to be submitted for disposal by auction.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.11.1. The university exercises appropriate control over all its physical resources.

#### **Supporting Documentation and Evidence:**

[Annual Inventory Form](#)

[APM 3.05 State Property Accounting and Responsibilities](#)

[Authorization to Remove Equipment Off Campus](#)

[Lost Stolen Property Report](#)

[RFID Tag Samples](#)

## **Comprehensive Standard 3.11.2 - Institutional Environment**

***The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.***

### **The Institution Certifies Compliance:**

#### **Narrative:**

The Sul Ross State University takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. Policies and procedures relating to health and safety are articulated in documents such as the campus Health and Safety Manual and the Student Affairs Crisis Manual, which are made available to employees and students. Multiple offices and department heads assume responsibilities for health, safety, and security. The university Police Department is a full service law enforcement agency established to provide the highest degree of safety and security possible for the Sul Ross State University community. The Campus Safety Officer works closely with the Director of Facilities and the Vice President of University Services to ensure that buildings are regularly checked for safety deficiencies. The University Health and Wellness Center is designed to meet the basic health care needs of the students and employees.

#### University Police

The university Police Department employs Texas-certified law enforcement officers. Officers patrol on foot, 4x4 utility carts, and in patrol cars 24 hours a day, 7 days a week, year around, to protect and secure the university community. Officers perform patrol activities and other assignments in both uniform and plain clothes. The university Police Department is committed to the prevention of crime and the protection of life and property. Like many municipal, county, and state law enforcement agencies, university Police has a Criminal Investigations Division dedicated to investigating crimes occurring on campus, an Emergency Response Team, and other specialized units responsible for duties unique to the campus environment.

Officers are committed to providing personal and property safety information to students and employees to help make educational, living, and working experiences on campus as enjoyable and crime-free as possible. The university Police Department website provides direct access to programs and information designed to make the campus safe for faculty, staff, students, and visitors. Example programs include the "Residence Hall Entry", "Risk Management", "Sexual Assault Prevention", "Emergency Response Plan", "Crime Alerts", and the "Annual Security & Fire Safety Report", all of which are available within the [University Department of Public Safety](#) Web page. Information available for quick and easy access include the [Emergency Response Plan](#), providing details on a variety of circumstances such as weather-related emergency procedures. In addition to the staff of full-time university police officers, the university Police Department works closely with, and receives support from, the Alpine Police Department, Brewster County Sheriff's Department, Texas State Troopers, Texas Alcoholic Beverage Control Board, and the Federal Bureau of Investigation. These agencies are contacted when assistance is needed, and fostering healthy working relationships with these federal, state, county, and local law enforcement agencies is a continual goal. The annual disclosure of campus crime statistics is prepared by the university Police Department in conjunction with the Offices of Student Affairs, Judicial Affairs, and the local Police Department. These statistics, for both the main Alpine Campus and all satellite campuses, can be found on the Sul Ross UDPS Web page. In addition to annual disclosures, the university Police Department issues timely warnings to the campus when specific criminal activity and potentially dangerous weather conditions become known via the school email and the main page of the Sul Ross Web page. Students, staff and faculty have the option of providing their phone numbers for additional warnings via text messaging and automated calls through [Lobo Outlook](#). The university Police Department has a mission to provide a safe and secure environment to the university community. This vision of the Department is clear and can be summarized as follows:

"The basic goal of the university Department of Public Safety is to protect life, property, and to ensure the well-being of our academic community by preserving the peace. Officers are cognizant of their role to the community they serve and strive to make every effort to involve the campus community in crime suppression and prevention. The department as a whole is dedicated to quality service in its endeavor to provide students, faculty and staff and visitors a safe campus environment."

#### University Health and Wellness Services

The Department of University Health and Wellness Services is dedicated to promoting optimum wellness by providing targeted, medical, counseling, and disability support services to aid and equip students to successfully reduce the individual roadblocks to their personal and academic success. The Health and Wellness Center, located in the Bennett Infirmary, is an outpatient, acute care clinic designed to meet the basic health care needs of students and employees. The Health and Wellness Center is staffed with registered nurses, nurse practitioners, physicians, counselors, and administrative personnel. Services available include: treatment of short-term illnesses and minor injuries; basic physical exams; pap smears; allergy injections; select immunizations and vaccines; wellness screenings; and health education offerings. Student counseling services are also located in the Health and Wellness Center. In addition to the health services provided by the Center, the professional staff has developed and implemented health related policies and procedures such as the pandemic influenza plan to increase awareness and preparedness for potential health related emergencies before they are realized and is proactive in educating students, faculty, and staff about potential health threats. Student counseling services are also provided in the Health Center. These services are available for on-campus as well as distance education students. Counselors can help with a wide variety of issues that students encounter. Issues addressed include: significant behavioral or mood changes (depression), anxiety/stress management, adjustment to campus life, alcohol and substance abuse, relationship problems, eating concerns and body image, self-esteem, grief and loss, anger management, gender identity issues, sexual concerns, spirituality issues, and suicide prevention. Addressing issues of this type is an important part of maintaining a healthy, safe and secure university community.

Police Department, Campus Safety Officer, Health and Wellness Center, and the Safety and Emergency Preparedness Committee, the Division of Student Affairs have implemented an emergency communications system known as Lobo Alert. The system allows students, faculty, and staff to receive time-sensitive emergency messages in the form of e-mail, voice, and text messages. Everyone who has a Sul Ross State University e-mail address receives emergency alerts. Students, faculty, and staff may also voluntarily provide phone contact information to receive text and voice messaging notification. Although this portion of the Lobo Alert service is optional, enrollment is strongly encouraged.

#### Internet Security

Students enrolled at the Sul Ross State University (both on-campus and through distance education) are identified with a unique user name and password which gives them access to their course homepage, as well as their campus e-mail, billing, registration, grade reports, and other services. The unique user name/password provides electronic security for academic processes involved in coursework as well as for those activities identified above. All Sul Ross students (both traditional and distance learning) are issued a user name and password at the time they are admitted to the university. Information clarifying the use of students' user names and passwords is available in a variety of places, including the Sul Ross State University Distance Learning Policies and Procedures Manual.

### **Supporting Documentation and Evidence:**

[Emergency Response Plan](#)

[Lobo Outlook](#)

[University Department of Public Safety](#)

**Comprehensive Standard 3.11.3 - Physical Facilities**

*The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University occupies a total of 647.05 acres. The central campus of Sul Ross State University consists of approximately 495 acres of which 95 acres are developed. Utilities, planning, and construction services are provided to 63 buildings containing more than one million square feet along with many outside student activities. These facilities serve the needs of the institution's educational and outreach programs, research activities, and support services to fulfill the university's mission.

Campus Master Plan

In 2010, Freese and Nichols, Inc. (FNI) was retained to conduct a master plan of its Alpine campus. The master plan addresses projected student enrollment, classroom utilization, facility needs, utility upgrades, sustainability principles, landscape standards, and student environment needs, including gathering spaces, parking, circulation and recreation areas.

In fiscal year 2011, the university instituted its current Campus Master Plan. This plan includes a record of conditions existing at the time and a plan for the orderly growth of the university. As originally conceived, this plan was intended to serve as a dynamic flexible framework in which changes would undoubtedly take place as the goals of the university and the community changed. Since the plan was released in January of 2011, the following capital improvement projects have been completed:

Table 1. Major Capital Improvement Projects (2014 – 2017)

Project	Type of Project	Purpose	Cost	GSF
Motion Capture Lab	New Construction	Academic	\$394,050.00	1920
Campus Access- Phase I	Renovation/New Construction	Infrastructure/Landscaping	\$1,600,000.00	N/A

The Texas State University System requires each component institution to maintain an up-to-date Capital Improvements Program (CIP) encompassing the next six years of construction projects needed to preserve, enhance and add to facilities assets in line with the approved Strategic Plan and the Master Plan for the Component. The System Administrative Office combines all the individual CIPs into one master CIP that is considered by the Board for approval annually. Before it can be initiated, a construction project must be listed on the approved system wide CIP.

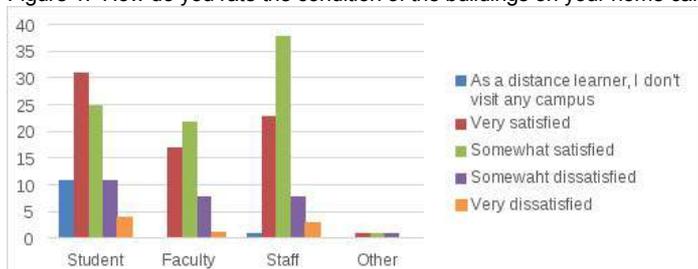
Plant assets are evaluated periodically through a system of deferred maintenance assessment. These assets are evaluated as to condition, and these conditions are reported to the Board through its reporting system. The university also submits an MP1 report to the Texas Higher Education Coordinating Board each year that Sul Ross State University SACSCOC Compliance Reports includes a five-year capital expenditure plan. These projects are among the first considered when preparing long range capital improvement plans.

User Satisfaction with Adequacy of Facilities

In fall 2016, a university-wide survey to gain feedback from faculty, students, and staff was administered by the Office of Institutional Effectiveness. The results are being used to ensure facilities and grounds are adequately maintained and maintenance needs are addressed in a timely fashion.

Figures 1 to 5 show the results from the 2016 survey. Overall, 77 percent of student, faculty and staff are somewhat or very satisfied with the condition of the buildings in their home campus, and 70 percent rate outdoor lighting as satisfactory or excellent. Of all respondents, 82 percent rate the appearance of the campus lawns, landscaping and walkways as good or outstanding condition, and 83 percent rate the cleanliness of classroom space as good or excellent condition. Among students that live in university housing and responded to the survey, 75 percent rate the university housing as good or excellent condition.

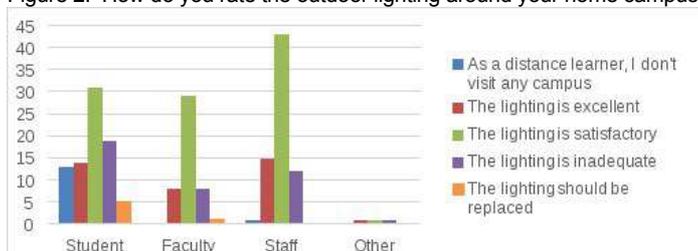
Figure 1. How do you rate the condition of the buildings on your home campus?



N=206

Source: Fall 2016 SRSU Satisfaction Survey Report, question 9.

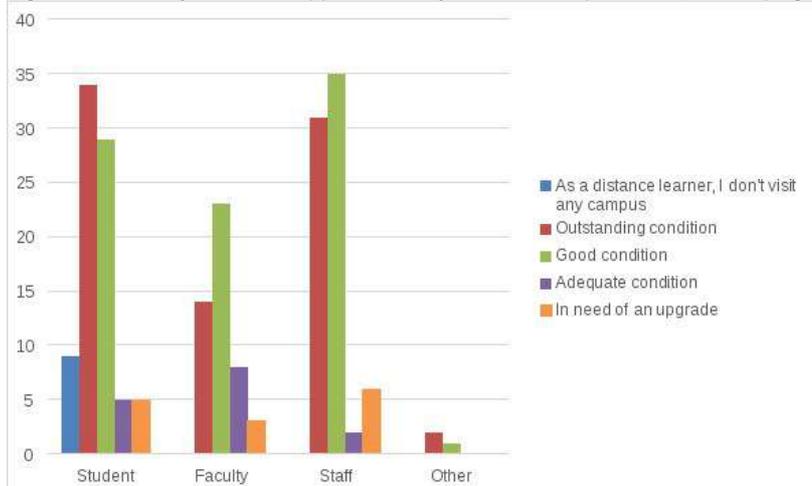
Figure 2. How do you rate the outdoor lighting around your home campus?



N=202

Source: Fall 2016 SRSU Satisfaction Survey Report, question 10.

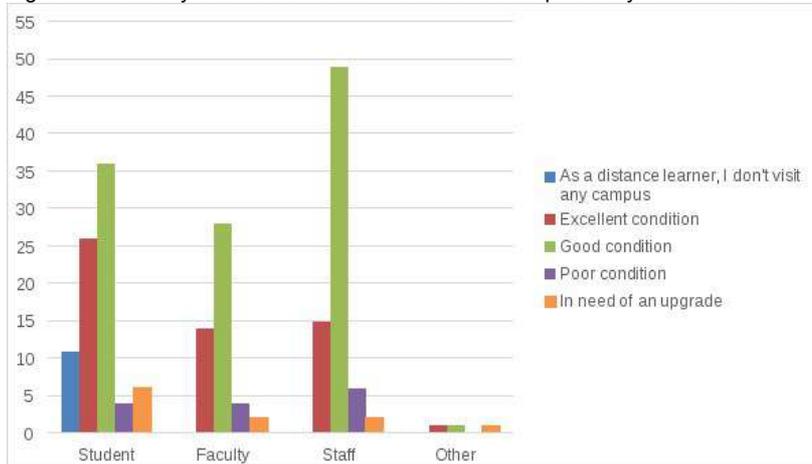
Figure 3. How do you rate the appearance of your home campus lawns, landscaping and walkways?



N=207

Source: Fall 2016 SRSU Satisfaction Survey Report, question 11.

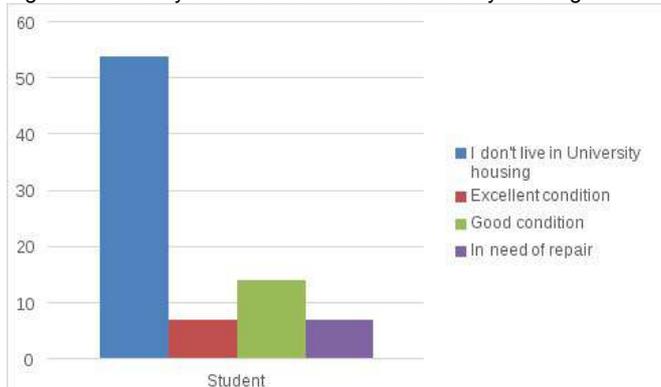
Figure 4. How do you rate the cleanliness of classroom space on your home school campus?



N=206

Source: Fall 2016 SRSU Satisfaction Survey Report, question 13.

Figure 5. How do you rate the condition of University Housing?



N=82

Source: Fall 2016 SRSU Satisfaction Survey Report, question 12.

### Sustainability

Sul Ross State University has widespread support for sustainability as evidenced by the membership of the [Sustainability Council](#). The Council is charged with cultivating a culture of environmental awareness. Additionally, the Council reviews current university practices, procedures, buildings, infrastructure, and landscape to recommend innovative changes for the purposes of increasing environmental awareness and improved sustainability. SRSU recently enhanced its dedication to sustainability by joining the Association for the Advancement of Sustainability in Higher Education.

### Off-Campus Sites Facilities

The Sul Ross State University Rio Grande College utilizes state of the art facilities in Del Rio, Eagle Pass, Uvalde, and Castrovilla. Modern buildings, classrooms, laboratories, and other facilities are leased from the Southwest Texas Junior College for the exclusive use of the Rio Grande College's faculty, staff, and students. The lease terms call for the junior college to provide all maintenance, utilities, grounds, custodial, and security services to keep the facilities in top condition.

#### Summary

Sul Ross State University is compliance with Comprehensive Standard 3.11.3.

#### **Supporting Documentation and Evidence:**

[2011 Campus Master Plan](#)

[CB file ALP & RGC](#)

[Fall 2016 Satisfaction Survey Facilities Results](#)

[Sustainability Council](#)

### Comprehensive Standard 3.12.1 - Substantive Change

*The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.*

#### The Institution Certifies Compliance: Compliant

##### Narrative:

Sul Ross State University notifies the Southern Association of Colleges and Schools Commission on Colleges of any substantive change in its curriculum and seeks approval when necessary in accordance with the Commission's Substantive Change Policy. The university has in place its [Substantive Change Policy and Procedures](#) to ensure that the institution properly notifies the Commission on any changes in the curriculum. The policy is posted on the [Institutional Effectiveness Web page](#). Since its Fifth-Year Interim Report submitted on March 25, 2014, SRSU has notified SACSCOC of seven curriculum changes. The Commission has approved five and has requested more information about the most recent two.

##### Substantive Change Policy and Procedure

In the [Administrative Policy and Practices policy](#), substantive change is defined as "a significant modification or expansion of the nature and scope of an accredited institution". Those modifications may include:

- Any change in the established mission or objectives of the institution;
- Any change in legal status, form of control, or ownership of the institution;
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
- The addition of courses or programs for students at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation;
- A change from clock hours to credit hours;
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program;
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program;
- The establishment of a branch campus;
- Closing a program, off-campus site, branch campus or institution;
- Entering into a collaborate academic arrangement that includes only the initiation of a dual or joint academic program with another institution;
- Acquiring another institution or a program or location of another institution;
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution;
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

##### List of Substantive Changes since Fifth-Year Interim Report

Since SRSU submitted its Fifth-Year Interim Report on March 15, 2014, SRSU has notified the Commission of seven substantive changes. Table 1 Substantive Change provides details about notifications, including the specific dates of correspondence. With these seven substantive changes, the table includes two changes that are currently pending. Only the request for a new off-site campus located at the Medina Valley Independent School District required a full prospectus.

Table 1. Substantive Change

Request/Subject	Notification Letter	SACSCOC Response Date	SACSCOC Response
New Off-Site Campus- Medina Valley Independent School District location	<a href="#">June 20, 2014</a>	<a href="#">February 10, 2015</a>	Approved
Change of Location for Off-Site Campus – Region XIV	<a href="#">September 25, 2015</a>	January 5, 2016	Notification accepted
Name Changes for Academic Department and Two Associated Programs	<a href="#">October 2, 2015</a>	<a href="#">January 19, 2016</a>	Notification accepted
Revisions to Master of Education in Counseling at Main Campus and Off-Site Campus	<a href="#">December 20, 2016, Alpine</a> <a href="#">December 20, 2016, RGC</a>	<a href="#">July 12, 2017</a>	Approved
Closing of Bachelor of Arts in Administrative Systems and Technology	<a href="#">February 24, 2017</a>	<a href="#">August 10, 2017</a>	Closure approved
Program Changes for Two Degree Programs	<a href="#">March 16, 2017</a>	<a href="#">July 31, 2017</a>	Name change to B.S. in Kinesiology and Human Performance Approved Teach-Out Plan Requested for M.S. in Health and Human Performance
Cooperative Agreement with Heze University	<a href="#">March 24, 2017</a>	<a href="#">July 31, 2017</a>	Number of Credit Hours Earned at Each Institution and

(HZU), at No. 2269 Daxue Road, Heze City, Shandong Province, Peoples Republic of China to Offer Bachelor of Science in Business Administration and Bachelor of Science in Biology			How Transfer Credit Will Apply Requested
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Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.12.1.

**Supporting Documentation and Evidence:**

[Chapter 1.13 Substantive Change Policy](#)

[Change of Location for Off-Site Campus](#)

[Closing of Bachelor of Arts in Administrative Systems and Technology](#)

[March 16, 2017 Program Changes](#)

[March 24, 2017 Name Changes for College and Department](#)

[Name Changes in Academic Department Approval](#)

[New Off-Site Campus](#)

[Program Changes for Two Degree Programs](#)

[Publication of Substantive Change Policy on Institutional Effectiveness Web Page](#)

[Revisions to Master of Education in Counseling in Alpine](#)

[Revisions to Master of Education in Counseling RGC](#)

[SACSCOC Approval Letter for Castroville Campus\\_ February 10, 2015](#)

[SACSCOC Response July 12, 2017](#)

[Substantive Change Letter February 24, 2017](#)

[Substantive Change Letter for Kinesiology](#)

[Substantive Change Letter for Qinzhou and Heze Universities](#)

## Comprehensive Standard 3.13.1 - Policy Compliance

*The institution complies with the policies of the Commission on Colleges.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

In addition to [regional accreditation](#) through the Southern Association of Colleges and Schools Commission on Colleges, Sul Ross State University (SRSU) is accredited by one specialized accrediting body, the Commission on Collegiate Nursing Education (CCNE) that is recognized by the U.S. Department of Education. The Bachelor of Science in Nursing program coordinator is the accreditation liaison with CCNE. The Dean of Rio Grande College reviews all accreditation documents, before they are submitted in order to ensure that the university is represented accurately. The institution's initial accreditation status was approved by the CCNE Board of Commissioners at its meeting on April 25-27, 2017. The university recognizes the need to inform SACSCOC of any change in accreditation status, and the university has informed CCNE of our [SACSCOC accreditation](#).

### SRSU's Specialized Accreditation Recognized by the U.S. Department of Education

The table below provides the date of the last visit and the date of the next visit for CCNE. It also links to the letter from the commission that verifies SRSU's current accreditation status.

Accrediting Agency	Initials	Last Visit	Next Visit
<a href="#">Commission on Collegiate Nursing Education</a>	CCNE	2016	2021

### Identical Terms

In developing the Academic Assessment Report for SACSCOC, the program coordinator incorporated the same purpose, mission and values that define the Commission on Collegiate Nursing Education.

### Notification of Change of Status

At this time, Sul Ross State University is in good standing with the accrediting agency. If any accreditation status changes, then the university will inform SACSCOC of these changes.

### **Supporting Documentation and Evidence**

[APM 1.03 Accreditation](#)

[Final Actions Taken by the CCNE Board of Commissioners, April 25-27, 2017](#)

[Nursing and SACSCOC](#)

### Comprehensive Standard 3.13.2 - Policy Compliance: Agreements involving Joint and dual Academic Awards

*Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their joint and dual academic awards (as defined in this policy). These awards must address the requirements set forth in the SACSCOC policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the awards, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.*

**The Institution Certifies Compliance: Compliant**

#### **Narrative:**

Sul Ross State University adheres to the [SACSCOC policy statement](#), Agreements Involving Joint and Dual Academic Awards: Policy and Procedures, and notifies and provides SACSCOC with copies of agreements governing joint and dual academic awards. Furthermore, SRSU is responsible for the integrity of the awards and the quality of credits recorded on the transcripts.

#### Notification and Approval Process

Sul Ross State University and Heze University, China entered into a [Cooperative College Education Agreement](#) on November 1, 2016, to develop a plan for dual, undergraduate academic awards in biology and business. In following SRSU's [Substantive Change Policy](#), the institution notified SACSCOC of this substantive change ([March 24, 2017 letter](#)). Documents in Table I demonstrate SRSU's compliance with SACSCOC policies.

Table 1. Dual Academic Award Agreement

Agreement	SRSU Notification: March 24, 2017 SACSCOC Response: July 31, 2017	Approval Pending
Dual Degree Bachelor of Science in Biology and Bachelor of Business Administration	<a href="#">March 24, 2017</a> <a href="#">July 31, 2017</a>	<a href="#">September 14, 2017</a>

#### Transcripts

SRSU takes responsibility for the quality of credits displayed on students' transcripts. Following the [SRSU Administrative Policy for Transfer and Award of Academic Credit](#), the Biology, Geology, & Physical Science and Business Administration will evaluate the courses from Heze University for transfer towards the Bachelor of Science in Biology and the Bachelor of Business Administration degrees.

#### Integrity and Quality of the Programs

The university incorporates the SACSCOC Disclaimer Statement in materials that describe the relationship between SRSU and Heze University.

The dual undergraduate programs with Heze University follow the same academic assessments and program review processes as the individual programs on the Sul Ross State University campus. The Director of International Studies takes an active role in the curricular and administrative aspects of the agreement to assure the quality of the dual undergraduate programs.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.13.2.

#### **Supporting Documentation and Evidence:**

[Cooperative Agreement with Heze University](#)

[Substantive Change Letter for Qinzhou and Heze Universities](#)

[Cooperative College Education Agreement](#)

[APM Substantive Change Policy](#)

[Heze University Response September 14, 2017](#)

[SACSCOC Policy Statement](#)

### Comprehensive Standard 3.13.3 - Policy Compliance: Complaint procedures against the Commission or its Accredited Institutions

*Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation..*

#### The Institution Certifies Compliance: Compliant

##### Narrative:

Sul Ross State University provides clear avenues for students to enter written formal complaints, file grievances, and appeal conduct and other administrative decisions. The Student Grievance Procedure is posted on the university Web site and in the Student Handbook.

Depending upon the nature of the grievance, various offices have been designated to handle the student complaints. The university has a decentralized record-keeping system that is outlined in Table 1. All record keeping for on-campus and distance learning students is aligned with [FERPA Guidelines](#) that ensure confidentiality and security of student records.

Table 1. SRSU Complaint and Appeal Process

Type of Complaint or Appeal	Responsible Office	Location of Records
<a href="#">Discrimination of race, color, national or ethnic origin</a>	Dean of Student Life	Dean's Office
<a href="#">Discrimination including sexual misconduct</a>	Title IX Coordinator and/or Dean of Student Life	Dean's Office
<a href="#">Students with disability</a>	ADA Compliance Officer	Counseling and Accessibility Services Office
<a href="#">Grades</a>	Executive Vice President and Provost	Executive Vice President and Provost's Office
<a href="#">Faculty conduct</a>	Executive Vice President and Provost	Executive Vice President and Provost's Office
<a href="#">Financial assistance appeals</a>	Office of Financial Assistance & Financial Assistance Appeals Committee	Director of Financial Assistance
Other	Dean of Student Life	Dean's Office

The complaint process requires that the student submit details of the action or condition giving rise to the complaint to the responsible university officer. The written complaint should provide full details of the action or condition, names of person involved (if appropriate), times, dates, locations, and relief or action sought by the grievant. The university officer undertakes an investigation and holds a hearing (if necessary). Within five days after the hearing or investigation, the university officer notifies the grievant of his or her decision and the course of action to be taken. This notification shall be in writing. If the grievant is not satisfied with the decision, he/she make take the complaint to the president whose decision within the university is final. However, nothing in this procedure shall be construed to limit, terminate, or waive any right of a student to seek relief in a court of proper jurisdiction for any student grievance for which a remedy is provided under the laws of the State of Texas or the United States of America. In the case of a financial aid complaint, there is a standing committee, Financial Assistance Appeals Committee, that hears the complaint and makes recommendations.

##### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.13.3.

##### Supporting Documentation and Evidence:

[Chapter 4.07 Student Grievance Procedures](#)

[FERPA Guidelines](#)

[Financial Assistance Appeals Committee](#)>

[Student Grievance Policy](#)

[Students Complaints Regarding Grades and Profesional Conduct of Faculty](#)

[Student Handbook Policy on Student Grievances](#)

## Comprehensive Standard 3.13.4.a - Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

*An institution includes a review of its distance and correspondence education programs in the Compliance Certification. An institution includes a review of all its branch campuses and its off-campus instructional sites.*

### The Institution Certifies Compliance: Compliance

#### Narrative:

Distance learning is an important delivery mode for many academic programs offered at Sul Ross State University. All standards that apply to distance education programs have been addressed in the 2018 Compliance Review for both the main campus and the off-site campuses comprising Rio Grande College. The Office of Information Technology exists for SRSU and its off-site campuses to provide technology support and leadership in the selection, acquisition, application and management of technologies that enhance the university teaching, learning, research, and administrative environments. An annual satisfaction [survey](#) for distance education is administered to monitor the services provided. Forty-five percent of the students enrolled in distance education courses reported they were "very satisfied", and 44 percent reported they were "somewhat satisfied".

#### Distance Education Offerings

Sul Ross State University offers six undergraduate academic degree programs and 14 graduate degree programs with 50 percent or more of the credit hours delivered through the [distance learning mode](#). This narrative cites the relevant core requirements, comprehensive standards, and federal requirements that demonstrate the institution's compliance with the principles as applied to distance education.

#### CR 2.4

Distance education is addressed in the [Administrative Policy Manual Mission Statement](#) 1.02: "Who We Are: Sul Ross State University is a public, comprehensive, Master's degree granting, multi-campus university providing on-site and distance education in the Big Bend and the US-Mexico border regions of Texas.

#### CR 2.7.1

All of the institution's baccalaureate degree programs require 120 credit hours or more. All master's programs require a minimum of 30 credits hours. Program length for each academic program remains the same, regardless of mode of delivery or program location.

#### CR 2.8

Faculty in distance education programs must meet the same qualifications and requirements as instructors of traditional face-to-face courses. Most instructors in distance education programs also serve as instructors of face-to-face courses. Distance education courses count toward a faculty member's semester course load in the same way as traditional courses, and class sizes in distance education courses are typically limited to between 20 and 35 students, in order to preserve the low student-teacher ratio. In spring 2017, Sul Ross State University delivered 25% of courses through district education at the main campus and 75% of courses through distance education at the off-campus sites.

#### CR 2.9

All on-line content, in libraries, is made available through the use of a proxy server that provides easy access to content. To this end, all contracts are negotiated for services and on-line collections to include off-campus sites and distance education students and faculty.

SRSU librarians provide reference services at a traditional in-library information desk, via phone, e-mail, chat or as embedded librarians in Blackboard for distance learning classes.

#### CR 2.10

Departments interact with students via e-mail, social media, particularly Facebook and Twitter. Smarthinking is an on-line writing and tutoring service available anytime to students. On-line students may receive writing assistance via e-mail request through which documents and papers are exchanged and comments and tutorial critiques are offered.

#### CR 2.11.2

Distance education courses do not require devoted physical resources at Sul Ross State University. The Office of Information Technology provides the technology infrastructure.

#### CS 3.3.1.1

Academic Assessment Reports may incorporate distance learning courses as well as face-to-face courses. All student learning outcomes and assessments for an academic program will be the same in distance learning courses or face-to-face courses.

#### CS 3.3.1.2

The administrative report for Area 207, in the narrative for 3.3.1.2, describes the technical support to faculty and students for Blackboard and related technologies for either on-line programs or face-to-face programs.

#### CS 3.4.6

Courses taught in non-traditional formats, such as Web-based courses, must have the same course outcomes and expectations regarding student effort as the same course taught in a traditional format. It is expected that the time spent in preparation and course mastery will be equal to that required for a traditional course. Three-hour Web-based courses shall require twelve hours of activity or study time per week during the course of the semester.

#### CS 3.4.9

Students involved in off-site or distance education programs have full access to the student support services. All course syllabi, offered in distance learning, are required to include a statement for students about how to access the university's academic support services, library resources, and instructional technology support.

#### CS 3.4.11

Many of the program coordinators have experience in teaching distance learning courses. All requirements in academic degree programs apply equally to face-to-face courses and distance learning courses.

#### CS 3.4.12

The university invests in information resources to deliver an advanced technology environment that is appropriate for its academic and research programs and is available to all levels of students, faculty, and staff at all locations, including distance education programs and classes.

#### CS 3.5.3

Sul Ross State University publishes requirements for each of the undergraduate academic programs on-line. Furthermore, all students have 24

hour access to degrees, academic programs and general education requirements in Degree Works, our degree audit system.

#### CS 3.6.4

Sul Ross State University publishes requirements for all graduate and post-baccalaureate programs on-line. Furthermore, all students have 24 hour access to degrees, academic programs and general education requirements in Degree Works, our degree audit system.

#### CS 3.8.1

The SRSU libraries support those at off-campus sites and in distance education programs, thereby supporting the SRSU Mission Statement. The following information is designed to assist students who are enrolled in on-line courses, and it must appear on all District Education course syllabi.

“Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU Web site. Students should submit on-line assignments through Blackboard or SRSU e-mail, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.”

#### CS 3.8.2

SRSU librarians offer a variety of instructional services for face-to-face and virtual patrons including traditional scheduled classroom instructional sessions, virtual reference services, research consultations, research guides, on-line tutorials, and informal one-on-one instruction at the Info Desk.

#### CS 3.9.1

Distance education students have access to the same rights (student rights and responsibilities) and are informed through course syllabi as well as other formats. Students can access the student handbook in electronic form on the SRSU Web site.

#### CS 3.9.2

Sul Ross State University has implemented both technological and procedural security measures to address the confidentiality, integrity, and availability of all student records. Technological protections, combined with appropriate policies and procedures, specify backup and security responsibilities and ensure the protection of students.

#### CS 3.11.3

The Sul Ross State University Office of Information Technology supports distance learning through Blackboard, the learning management system.

#### FR 4.2

Sul Ross State University offers a wide variety of graduate programs with some of them available primarily through distance education. By offering these programs on-line, educators throughout the Big Bend and the US-Mexico border region of Texas have access to higher education.

#### FR 4.3

Sul Ross State University makes academic calendars, grading policies and refund policies readily available to its students and the university community on its Web site.

#### FR 4.4

For program length, distance education programs must follow the same requirements as traditional face-to-face degree programs.

#### FR 4.5

The policy regarding student grievances is made available to the university community on-line in the Student Handbook, Faculty Handbook, and the Administrative Policy Manual.

#### FR 4.6

Recruitment materials are made available for prospective undergraduate and graduate students in print and on-line for all methods of delivery.

#### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.13.4a.

#### **Supporting Documentation and Evidence:**

[Distance Education Survey Fall 2016](#)

[SRSU Degree Programs Using Distance Learning Modes](#)

[SRSU Mission Statement](#)

**Comprehensive Standard 3.13.4.b - Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports: Applicable Policy Statement**

*If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

The Texas State University System was created in 1911, and it is the oldest and third largest university system in Texas. The Texas State University System is under the control of the Board of Regents, which is a nine-member body appointed by the Governor and confirmed by the Texas Senate. The Texas Legislature delegated administrative power and authority to the Board of Regents, including the organization, control, and management of the system and each of its institutions including employing and discharging presidents, officers, and other employees. The Texas Education Code defines the roles of the Board of Regents" "the organization, control and management of the state university system is vested in the Board of Regents..." ([Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.01](#)). The administration for the system is headed by a Board-appointed chancellor, and the current chancellor is Brian McCall.

**Sul Ross State University's Role within the System**

The university is one of eight institutions that is governed by the Board of Regents for the Texas State University System (TSUS). These institutions include Lamar University, Sam Houston State University, Sul Ross State University, Texas State University, Lamar Institute of Technology, Lamar State College-Orange, Lamar State College-Port Arthur, and Sul Ross State University Rio Grande College. Each institution is subject to the Texas State University System [Rules and Regulations](#) that describe policies and procedures for all institutions to follow. Sul Ross State University, Rio Grande College received authority to grant baccalaureate and master's degrees from the Texas State University system and the Texas Higher Education Coordinating Board, both of which are empowered by the State of Texas.

**Summary**

Sul Ross State University is in compliance with Comprehensive Standard 3.13.4.b.

**Supporting Documentation and Evidence:**

[Texas Education Code, Title 3, Subtitle E, Chapter 95, Subchapter A, Section 95.01](#)

[TSUS Rules and Regulations, Chapter I, Section 2. Authority](#)

**Comprehensive Standard 3.13.5.a - Policy Compliance: Separate Accreditation for Units of a Member Institution Applicable Policy Statement**

*All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus, and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.*

**The Institution Certifies Compliance: Not Applicable**

**Comprehensive Standard 3.13.5.b - Policy Compliance: Separate Accreditation for Units of a Member Institution Applicable Policy Statement**

*If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.*

**The Institution Certifies Compliance: Not Applicable**

### **Comprehensive Standard 3.13.6 - Institutional Obligations for Public Disclosure**

*The institution publishes statements of its goals for student achievement and the success of students in achieving those goals.*

**The Institution Certifies Compliance: Compliant**

**Narrative:**

The [Mission of Sul Ross State University](#) is to provide accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity and service. SRSU seeks to ensure that graduates demonstrate the critical thinking skills, oral and written communication skills, quantitative literacy, and personal and social responsibility that will be required for them to become effective leaders.

Goals

Sul Ross State University's [Strategic Plan 2017-2023](#) outlines several goals related to student success, including:

- Promote growth in academic, research, and artistic excellence;
- Target recruiting, maximize retention, and increase graduation;
- Unify and enhance the image and visibility of Sul Ross State University.

Student Academic Success

To evaluate student achievement, Sul Ross State University reviews internal and external assessment data, graduate school placement, job placement, licensure/certification passage, student learning, graduation rates, retention rates, and course completion rates. This narrative will present the academic accomplishments of SRSU students.

**Supporting Documentation and Evidence**

[SRSU Mission Statement](#)

[Strategic Plan 2017-2023](#)

### **Comprehensive Standard 3.13.7.a - Advertising, Student Recruitment, and Representation of Accredited Status**

**Applicable Policy Statement.** The institution ensures integrity and responsibility in advertising, student recruitment, and representation of accredited status.

**Institution Certifies Compliance: Compliant**

**Narrative:**

Sul Ross State University ensures integrity and responsibility in advertising, student recruitment, and representation of accredited status. The Division of Enrollment Management for the main campus and the Director of Public and Media Relations and Outreach for the off-site campuses are responsible for the accuracy and integrity of all published recruiting materials.

Implementation Process

The university's Marketing Committee is responsible for policy decisions, including adherence to institutional policies, regarding all promotional activities for both Sul Ross State University and the off-site campuses. The Marketing Committee reviews all recruiting materials and evaluates them following the [Administrative Policy 2.16](#) for guidelines and printing procedures for university publications. All promotional materials developed at the academic departmental level, must be reviewed by the department chair, the dean of the respective college, and the vice president for enrollment management using the [Administrative Policy 2.18](#).

Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.13.7a.

**Supporting Documentation and Evidence:**

[APM 2.16 Guidelines and Print Procedures for University Publications](#)

[APM 2.18 Guidelines for Departmental Brochures](#)

**Comprehensive Standard 3.13.7.b - Advertising, Student Recruitment and Representation of Accredited Status Independent Contractors**

*Independent contractors or agents used by the institution for recruiting purposes are governed by the same principles as institutional employees.*

**The Institution Certifies Compliance: Not Applicable**

### **Comprehensive Standard 3.14.1 - Publication of Accreditation Status**

*A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.*

#### **The Institution Certifies Compliance:**

##### **Narrative:**

Sul Ross State University accurately publishes its accreditation status and the name, address, and telephone for SACSCOC in the university's [Course Catalog](#) and on the [SRSU Web site](#). The specific wording follows:

Sul Ross State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's degrees.

Contact: Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, telephone 404.679.4500, at <http://www.sacscoc.org> for questions about the accreditation of Sul Ross State University

##### Summary

Sul Ross State University is in compliance with Comprehensive Standard 3.14.1.

#### **Supporting Documentation and Evidence:**

[Publication of Accreditation on Institutional Effectiveness Web Page](#)

[SACSCOC Accreditation in SRSU Course Catalog](#)

**The following narratives address Federal Requirements 4.1 through 4.9**

## Federal Requirement 4.1 - Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

The Institution Certifies Compliance: Compliant

### Narrative:

The [mission](#) of Sul Ross State University (SRSU) is to provide “accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.” Many of our students are first generation, low-income, and minority, so the education offered by SRSU is truly “life changing”. The ability to assess the success of the university in accomplishing its mission rests upon assessing student achievements that are attributable to the Sul Ross experience.

Sul Ross is intentional in gathering and recording information relevant in evaluating the success of our students, and in guiding the development of realistic university goals and strategies to improve the educational experience of SRSU students. The following narrative provides information for assessing student achievement, including retention and graduation rates, pass-rates for state certification examinations, employment rates, Educational Testing Service (ETS) Proficiency Profile and support services targeted to improve students’ academic outcomes.

### Retention and Graduation Rates

The Office of Institutional Effectiveness reports retention and graduation rates. SRSU participates in the Integrated Postsecondary Educational Data System (IPEDS). As shown in Table 1, SRSU retention rates have measurably increased over the last three reporting years, AY13-16. Six and four-year graduation rates by gender are shown in Table 2 and 3, respectively. Overall, the six-year graduation rates for SRSU show a positive trend line for females. However, among males the trajectory over the past six reporting years has been flat or slightly negative. This consequently results on an overall flat trend for SRSU’s graduation rates. Four-year rates, on the other hand, are more variable year to year. Given SRSU’s rural environment and the socioeconomics of the student population, the overall economic health of the region can measurably affect SRSU’s retention and graduation rates

Table 1. SRSU, IPEDS Full-time, First-Time, Undergraduate, Degree-Seeking Retention Rates

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort Size (N)	369	318	335	232	301	328
Still Enrolled following Fall	160	157	150	111	155	195
Retention Rate	43%	49%	45%	48%	51%	59%

Source: IPEDS Feedback Reports.

Table 2. SRSU, IPEDS Six-Year Graduation Rates, AY11-16

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	23%	24%	24%	27%	28%	19%
Men	17%	22%	19%	17%	22%	12%
Women	31%	26%	33%	43%	37%	31%

Table 3. SRSU, IPEDS Four-Year Graduation Rates, AY11-16

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	13%	9%	12%	14%	14%	10%
Men	9%	9%	7%	4%	10%	6%
Women	18%	10%	19%	31%	20%	16%

Source: IPEDS Feedback Reports.

Another measure used to assess student performance, the Student Achievement Measure (SAM), presents a more comprehensive perspective on student achievement. SAM tracks students who [transfer](#) from the university and follows the students as they progress through other institutions of higher education. The data provides a more complete picture of a university’s role in furthering a student’s educational achievements (Figure 1).

Figure 1. Student Achievement Measure (SAM), 2009 Cohort



Source: SRSU SAM Report.

#### Texas State University System 2020 Metrics

The Texas State University System (TSUS) Chancellor, Brian McCall, presented a long-term vision and called upon all TSUS institutions to identify baseline data and to establish targets for year 2020 as a comprehensive vision of success. SRSU collects and reports data annually. The 2020 Performance Metrics Report includes a collection of metrics related to access, success, excellence and efficiency. The indicators presented above and many more are all included in the [2020 Performance Metrics](#).

#### Support Programs for Students

SRSU understands student retention is a critical step towards completion. The university constantly seeks ways to improve retention rates and incorporate programs and services aimed to engage and support students, with the ultimate objective of improving retention and graduation rates.

In 2004, the university opened the [Academic Center for Excellence \(ACE\)](#), which offers numerous academic support programs, such as study skills workshops, tutoring, and services targeting specific student populations. For example, ACE supports athlete students by providing study halls. The Center's committed faculty members teach developmental education courses in reading, writing, and mathematics focused on low performing and at risk students. Most recent data, for summer session II in 2016, show a success rate of 70 percent for students enrolled in the ACE developmental courses (see Table 3). The target for success for the ACE Developmental Course is for 70 percent or more of the students passing the developmental courses with a letter grade of C or better.

Table 3. Student Participation in ACE Developmental Courses

	<b>Total Enrollment</b>	<b>Passing with C or Better</b>	<b>Percent</b>
Fall 2013	341	198	58%
Spring 2014	139	48	35%
Summer I, 2014	7	3	48%
Summer II, 2014	7	5	71%
Fall 2014	230	129	56%
Spring 2015	114	45	39%
Summer I, 2015	12	7	58%
Summer II, 2015	68	43	63%
Fall 2015	379	219	58%
Spring 2016	185	84	45%
Summer I, 2016	14	7	50%
<b>Summer II, 2016</b>	<b>77</b>	<b>54</b>	<b>70%</b>

Source: ACE Departmental Records.

Academically talented students seeking an academic challenge may participate in the SRSU Honors Program through the ACE. Records beginning in 2011 track the number of SRSU students involved in honors contracts with faculty in the university. Over these 11 terms, 88 percent of the students attempting honors work completed it successfully.

Table 4. Honors Contracts

<b>Term</b>	<b>Attempts</b>	<b>Completions</b>	<b>Percent</b>
Fall 2016	26	24	92%
Spring 2016	17	14	82%
Fall 2015	16	13	81%
Spring 2014	19	19	100%
Fall 2014	16	13	81%
Spring 2013	17	14	82%
Fall 2013	25	22	88%
Spring 2012	20	20	100%
Fall 2012	16	13	81%
Spring 2011	15	14	93%
Fall 2011	15	12	80%

Source: ACE Departmental Records.

Sul Ross State University has been proactive in using predictive analytics and utilizing data informed resources to support actionable student interventions. For example, SRSU contracts with [Ruffalo Noel Levitz](#) to assist in analyzing student factors affecting students' academic trajectories, and developing retention strategies specifically tailored for the Sul Ross student population.

Other grant-supported programs provide SRSU with the ability to serve vulnerable student populations. Two programs funded through the Department of Education's TRIO program are Student Support Services (SSS) and the SRSU McNair Program. Both programs focus on serving low income, first generation students; and in the case of SSS, students with disabilities.

The program of [Student Support Services](#) was established in fall 2005. Student Support Services provides a wide range of services: academic advising, math and science tutoring, career/major counseling, classroom instruction, academic workshops, financial aid counseling, mentoring, computer lab services and more.

The university implemented the [Ronald E. McNair Post-Baccalaureate Achievement Program](#) in October 2007 to encourage first generation, low-income students and minority undergraduates to consider careers in college teaching, as well as prepare for graduate and doctoral study. McNair provides participating students with research opportunities and faculty mentors. During the 2015 academic year, 25 students engaged in research through the McNair program. In the 2016 and 2017 academic years, the McNair program served 28 and 27 students, respectively.

## External Evaluation Instruments for Achievement

SRSU uses external evaluation instruments to assess student achievement and success in mastering the skill objectives of the core curriculum. To measure student success, the university conducts the ETS-Proficiency Profile. Rather than assessing every skill area each year, two of the six skill areas are selected for assessment annually. The results of the ETS-Proficiency Profile are analyzed, and the findings used to evaluate the success of the core curriculum in improving critical thinking, communication, empirical and quantitative analysis, teamwork, social responsibility and personal responsibility skills among students enrolled in core curriculum courses. The findings are used to develop strategies that will improve student success in mastering the skill objectives.

The ETS Proficiency Profile was administered in spring of 2016 to a sample of 211 first-year and second-year students in the core curriculum. ETS measured the following areas: reading, critical thinking, writing and mathematics. As the results indicate, approximately one-third of the students rated as proficient in level 1 in the subjects of reading, writing and mathematics. No students rated proficient in critical thinking. Following implementation of the ETS Proficiency Profile, the Office of Institutional Effectiveness met with faculty who teach the core curriculum and set goals for proficiency increases for the next administration scheduled in spring of 2018. The ETS Proficiency Profile is administered biennially to coincide with the skills that are measured in the core curriculum courses: writing, critical thinking, and empirical and quantitative skills.

Table 5. ETS Proficiency Profile Scores for First and Second-Year Students, Spring 2016

	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	34%	24%	42%
Reading, Level 2	10%	17%	73%
Critical Thinking	0%	4%	96%
Writing, Level 1	36%	30%	33%
Writing, Level 2	6%	20%	73%
Writing, Level 3	2%	8%	90%
Mathematics, Level 1	33%	36%	32%
Mathematics, Level 2	14%	17%	69%
Mathematics, Level 3	2%	7%	91%

Source: ETS Proficiency Profile Report 2016.

## National Survey of Student Engagement

Starting in spring 2016, the National Survey of Student Engagement was administered to all students in the core curriculum courses and to seniors. The faculty Core Curriculum Committee set the threshold for achievement for seniors, who respond "very much" or "quite a bit", for items aligned with each of the six core curriculum skills, to increase each year or maintain at 75% of higher. Table 6 reflects the baseline data for the six core curriculum skills.

Table 6. Core Curriculum and NSSE Indicators Reported by Seniors

Year for Core Curriculum Skills	Year of Assessment	Core Curriculum Dimension and NSSE Indicator	Benchmark NSSE 2017
2014-15	2016	<b>Communication Skills</b>	
		Speaking clearly and effectively	72%
		Writing clearly and effectively	78%
2015-16	2016	<b>Teamwork</b>	
		Working effectively with others	
		<b>Critical Thinking</b>	
		Thinking critically and analytically	83%
2016-17	2016	Solving complex real-world problems	64%
		<b>Empirical and Quantitative Skills</b>	
		Analyzing numerical and statistical information	61%
		<b>Personal Responsibility</b>	
		Developing or clarifying a personal code of values and ethics	68%
2016-17	2016	<b>Social Responsibility</b>	
		Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	65%
		Being an informed and active citizen	62%

\*The benchmark reports the percentage of seniors responding "very much" or "quite a bit" perceived gains on each NSSE indicator.

## State Certification Examinations

The Departments of Education both in Alpine and at Rio Grande College closely monitor the student scores on the certification examinations for teachers. Of particular concern is the percentage of teacher education graduates who pass all parts of the certification examination before completing the program or within twelve months immediately following graduation. The departments also closely monitor the success of their students who take the certification examinations for principals, superintendents, reading specialists, diagnosticians, and counselors.

Texas Examinations of Educator Standards (TExES) are exams created by the State Board for Education Certification and administered by Educational Testing Service. TExES success rates are used as a measure of student achievement in the Teacher Education Program. Table 7 shows the overall pass rate for the past three years. Annual results of the TExES allow the Departments of Education to constantly monitor if students are achieving the learning outcomes and meeting the requirements for teacher certification as specified by Texas Education Agency (TEA). The Texas Education Agency requires that all Teacher Education Programs maintain a pass rate of 80 percent or better which serves as the threshold of achievement. Consistently, both Alpine and Rio Grande College off-site campuses have exceeded the acceptable pass rate set by TEA.

Table 7. SRSU TExES Pass Rates, 2014-2016

	<b>Number Test Takers</b>	<b>Institutional Pass Rate</b>
Alpine 2016	63	94%
Alpine 2015	85	98%
Alpine 2014	71	92%
RGC 2016	63	84%
RGC 2015	46	93%
RGC 2014	3	100%

Source: TExES Institutional Reports.

#### Institutional Surveys

Two internally generated surveys are particularly useful in gathering assessment of student achievement information: The Core Curriculum Student Surveys ([results of spring 2017](#)) and the Graduating Student Survey.

The Core Curriculum Student Survey complements the NSSE and ETS-Proficiency Profile external assessments. The student surveys give the students the opportunity to report their perceptions on the effectiveness of the courses in developing their skills ([sample](#)). The [Graduating Student Surveys](#) (undergraduate and master levels) gather information from students at the time of completing their program and record their perceptions of their experience and achievements at Sul Ross State University.

#### Job Placement Rates

SRSU is interested in post-graduation student outcomes and tracks students' success using various sources.

One source of information is the Gainful Employment Rates, reported by the Texas Higher Education Coordinating Board (THECB). These rates are available by degree level and by area of employment. The most recent available data shows employment rates of 75 percent for students with bachelor's degrees and 81 percent for students with master's degrees.

Table 8. Percent Employed by Award level, 4<sup>th</sup> Quarter 2015

<b>Campus</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Overall</b>
<a href="#">ALP</a>	67%	80%	76%
<a href="#">RGC</a>	84%	88%	85%
Overall	75%	81%	78%

Source: Texas Higher Education Coordinating Board, Gainful Employment Rates Report.

The institutional Graduating Student Exit Survey also provides self-reported information regarding employment rates at the time of graduation (Table 9). The most recent data available shows an overall employment rate of 55 percent.

Table 9. Graduating Student Exit Survey

	<b>Fall 2016</b>	<b>Spring 2016</b>	<b>Fall 2015</b>	<b>Spring 2015</b>	<b>Fall 2014</b>
Employment Rates - ALP	61%	50%	58%	45%	62%
Employment Rates - RGC	46%	40%	56%	56%	51%
Employment Rates - SRSU	55%	47%	57%	49%	57%

Source: Institutional Graduating Student Exit Survey Reports.

The Texas Consumer Resource for Education and Workforce Statistics (TX CREWS) serves as a source of information regarding average earnings by degree level and/or major and provides comparisons with statewide wages ([Alpine](#) and [RGC](#)). It also includes other information such as average first year earnings and average loan amounts.

#### Departmental and Program Initiatives

Finally, there are many techniques used by the academic departments to gather information regarding the successes and achievements of their students. The techniques include:

1. Surveys
  - The College of Agricultural and Natural Resource Sciences conducts a graduating student survey asking the students if they have plans to attend graduate school. The college faculty track their alumni to learn if the students applied and were accepted into graduate programs.
  - The nursing program at the Rio Grande College contacts its graduates and their employers with a one-year exit survey asking about the performance of the graduates.
2. Tracking students
  - The Geology faculty track students and their accomplishments after graduation and have formed a loosely knit association of graduates.
3. Social Media
 

Social media is increasingly used by faculty to keep in contact with graduates and to keep informed of the success and achievements of the graduates of the programs. One professor noted that "through friend requests and groups on Facebook and LinkedIn, I have hundreds of SRSU contacts worldwide who stay in touch regularly".

Academic units with social media pages, e.g., Facebook, include:

- The Academic Learning Center of the Academic Center for Excellence (ACE);
- The Department of Animal Science;
- The Department of Natural Resource Management;
- The Rio Grande College;
- The College of Graduate Studies.

To recognize the accomplishments of Sul Ross students, the university hosts a student achievement page on its Web site.

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.1.

#### **Supporting Documentation and Evidence:**

[2010 IPEDS Data Feedback Report](#)

[2011 IPEDS Data Feedback Report](#)

[2012 IPEDS Data Feedback Report](#)

[2013 IPEDS Data Feedback Report](#)

[2014 IPEDS Data Feedback Report](#)

[2015 IPEDS Data Feedback Report](#)

[2016 IPEDS Data Feedback Report](#)

[Academic Center for Excellence](#)

[ALP Gainful Employment Placement Rate 2015](#)

[ALP Graduate TXCREWS 2014](#)

[Core Curriculum Survey Spring 2017](#)

[Educator Certification Online System](#)

[McNair Scholars Program](#)

[RGC Gainful Employment Placement Rate 2015](#)

[RGC Graduate TXCREWS 2014](#)

[RGC Undergraduate TXCREWS 2014](#)

[SAM First-Time Transfers](#)

[SRSU Mission Statement](#)

[Sample Student Course Evaluation](#)

[Student Support Services SRSU](#)

[Graduate Exit Survey Questions](#)

## Federal Requirement 4.2 - Program Curriculum

*The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

The curriculum of Sul Ross State University is instrumental to the [mission](#) of the university to provide a life changing education through high quality teaching, research, cultural awareness, and creativity. The university's degree and certificate programs embody a coherent course of study compatible with its mission statement and based upon fields of study appropriate to higher education. The university's core values of enabling optimal teaching and learning and producing graduates who are effective leaders, show effective communication skills, and a commitment to service in their communities is reflected in the university's curriculum.

### Curriculum is Directly Related to the Mission

Sul Ross State University offers a comprehensive range of undergraduate and graduate academic programs that are developed by faculty. Curriculum is monitored on an annual basis through the academic assessment process and on a cyclical schedule through the graduate and undergraduate program review. This curriculum review process helps to assure that each program's goals and student learning outcomes are aligned with the university mission.

### Curriculum Approval Process

The university adheres to a curriculum review process outlined in the [Faculty Handbook](#). Faculty members are responsible for developing sound academic programs within the role and scope of the institution. Curriculum changes begin with the faculty who make recommendations to department chairs. Changes are forwarded to the appropriate academic dean who then submits the recommendations to the Executive Vice President and Provost who presents the recommendations to the faculty Curriculum Council. The Council serves as the coordinating body on curriculum matters for the entire institution and will make recommendations to the president. The president will act on the recommendations and submit those that he approves to the Board of Regents for consideration.

### Program Review

A [seven year review cycle](#) has been established to include all undergraduate and graduate programs. The undergraduate program review is conducted by the Office of Institutional Effectiveness working with the faculty program coordinators and deans of the respective colleges. The graduate program review is implemented by the Dean of Graduate Studies. As part of the review process, each program coordinator addresses the mission of the program in relation to the university mission.

### Accreditation by Professional Associations

Sul Ross State University recently received accreditation for the Bachelor of Science in Nursing program. The accrediting agency, [Commission on Collegiate Nursing Education](#), provides a comprehensive program review that ensures that the program conforms to commonly accepted standards and practices and learning outcomes that are appropriate, relevant, and current.

### Summary

Sul Ross State University is in compliance with Federal Requirement 4.2.

### **Supporting Documentation and Evidence:**

[Commission on Collegiate Nursing Education Accreditation](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[Mission Statement](#)

[Program Review Cycle 2016-2023](#)

## **Federal Requirement 4.3 - Publication of Policies**

*The institution makes available to students and the public current academic calendars, grading policies, and refund policies.*

### **The Institution Certifies Compliance: Compliant**

#### **Narrative:**

Sul Ross State University makes academic calendars, grading policies, and refund policies readily available to its students and the university community on its Web site. On the SRSU Web site, under "Apply Future Students", applicants are provided a directory of links giving ready and quick access to information regarding cost of attendance, tuition and fees, financial aid, registration, as well as other information to facilitate the students' integration into university life. The Office of Records and Registration on its Web page provides a link to "Catalog and Policies" which provides easy access to the University Catalog and the Student Handbook. The University Catalog and the Student Handbook are also available through the "Appy" link on the university's home Web page. The Office of Records and Registration on its Web page also provides a link to the student calendar. The Web site for the Office of Admissions and Records of the Rio Grande College provides links to the academic calendar, the College Catalog, as well as other information. The College Catalog provides information regarding grading policies. [[Center for Enrollment Services-Getting Started](#)] [[Records and Registration Link-Student Calendar](#)] [[RGC Admissions and Records](#)] [[RGC Catalog Grades](#)]. [The Administrative Policy 2.16](#) for Guidelines and Printing Procedures prescribes that university policies must be easily accessible to students.

#### Academic Calendars

In addition to the Web page for the Office of Records and Registration, the Office of the Executive Vice President and Provost provides a link to the [academic calendar](#). The academic calendar Web page also provides information about important academic deadlines, the registration schedule, and final exam schedules. The Office Admissions and Records at the Rio Grande College provides access to the calendar for the Rio Grande College through its Web site ([Records and Registration Link-Student Calendar](#)).

#### Grading Policies

The Web page of the Office of Records and Registration includes policies related to student grades. This Web page provides information about the meaning and value of grades as well as information on the other rules and policies related to grades, such as limits on dropped courses and schedule changes and withdrawals.

Additionally, the University Catalog provides information about grades, the process of calculating a grade point average, and incomplete grades. The College Catalog for the Rio Grande College provides information about grades to the RGC community [[Records and Registration-Grading Policies](#)], [[University Catalog-Grades](#)], ([RGC Catalog Grades](#)).

#### Tuition, Fees, and Refund Policies

Through links to the Cashier's Office, the Web page for the Center for Enrollment Services also publishes information on tuition and fees for undergraduate and graduate, resident and non- resident students. In addition to the information about per-credit tuition, the Web page also explains various fees, late registration policies, tuition loan interest, installment plans, return check policies, and late payment. The Tuition and Fees Web page also provides information on the policy for receiving a refund if they drop a course. Tuition and Fees, as well as the Refund Policy, are also described in the University Catalog. The Office of Business Services at the Rio Grande College provides information on tuition and fees and the refund policy through the office Web site ( [Center for Enrollment Services-Office of the Cashier-Tuition, Fees, and Refund Policies](#); [University Catalog-Tuition, Fees, and Refund Policy](#) ; [RGC Admissions and Records](#)).

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.3.

#### **Supporting Documentation and Evidence:**

[APM 2.16 Print Materials](#)

[Center for Enrollment Services-Getting Started](#)

[Center for Enrollment Services-Office of the Cashier-Tuition, Fees, and Refund Policies](#)

[Executive Vice President and Provost Calendar link-University Calendar](#)

[Records and Registration Link-Student Calendar](#)

[Records and Registration-Grading Policies](#)

[RGC Admissions and Records](#)

[RGC Catalog Grades](#)

[Tuition and Fees, Refund Policy](#)

[University Catalog-Grades](#)

[University Catalog-Tuition, Fees, and Refund Policy](#)

## Federal Requirement 4.4 - Program Length

*Program length is appropriate for each of the institution's educational programs.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Requirements for educational programs at Sul Ross State University are determined by the faculty of the respective colleges and published annually in the [University Catalog](#). The lengths of academic degree programs at Sul Ross State University are appropriate and consistent with the policies of the Texas Higher Education Coordinating Board, the Texas State University System, and the State of Texas. [[Texas State University System Rules and Regulations 5.1 Curriculum Policies](#)]

The Texas Higher Education Coordinating Board (THECB) is charged with enforcing a 2005 state law preventing a general academic teaching institution from requiring students to complete more than the minimum number of hours required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for any degree unless the institution determines that there is a compelling academic reason for doing so. The THECB reviews institutional requirements to ensure compliance with this law. Since the SACSCOC minimum is 120 semester hours, the standard program length in Texas has been 120 semester hours since 2005. Details about enforcement and interpretations of this state law are available at the [Texas Higher Education Coordinating Board Web site](#). Distance education programs must follow the same requirements for program length as traditional face-to-face degree programs. [[Texas Higher Education Coordinating Board-120 Hour Statute](#)] [[Texas Education Code, Chapter 61, Subchapter C, Para 61.0515](#)]

In response to the 2005 legislation, Sul Ross State University underwent systematic review of its undergraduate programs and immediately brought most all of its programs into compliance. Accordingly, no bachelor degree programs at Sul Ross State University require fewer than 120 hours, as mandated by SACSCOC. The only programs that exceed the 120 hours are the Bachelor of Science degree in Industrial Technology and the Bachelor of Fine Arts in Art (Teacher Certification) which require 121 hours. [[The Texas Higher Education Coordinating Board, SRSU Inventory of Programs-Authorized Program Length](#)]

The [University Catalog](#) outlines additional information regarding program length. For each of the bachelor's degree programs at Sul Ross, thirty-six of the credit hours earned must be at the advanced (junior or senior) level, and 24 of these hours must be earned at Sul Ross State University. A major consists of a minimum of 24 semester hours in one subject field including at least 12 advanced hours. The core curriculum requires 42 semester hours. For degree completion, at least 25 percent of the semester hours must be completed at Sul Ross State University, and 24 of the final 30 hours must also be earned in residence.

The Texas Higher Education Coordinating Board does not specify a specific program length for Master's programs. However, the [University Catalog](#) provides information about program length for graduate studies. All graduate programs require at least 30 semester credit hours as mandated by SACSCOC. Other than the Master of Education degree in Counselling at the Rio Grande College, which requires sixty semester-credit-hours, all other graduate programs require either 30 or 37 semester credit hours, depending on specific program requirements.

Program length requirements are consistent with standard practice at Texas State universities, and are appropriate length to assure mastery of content. In 2011, the average time to complete a degree for an undergraduate at Sul Ross State University was 10.7 semesters. At Rio Grande College, the average time to complete a degree for undergraduate was 13.9.

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.4.

#### Supporting Documentation and Evidence:

[Texas Higher Education Coordinating Board-120 Hour Statute Texas Education Code, Chapter 61, Subchapter C, Para 61.0515](#)

[Texas State University System Rules and Regulations 5.1 Curriculum Policies](#)

[Texas Higher Education Coordinating Board SRSU Inventory of Programs-Authorized Program Length](#)

[Texas Higher Education Coordinating Board Standards for New Baccalaureate and Master's Degree Programs](#)

[Texas Higher Education Coordinating Board Changes to Semester Credit Hours](#)

[Texas Higher Education Coordinating Board Sample Approval to Increase Semester Credit Hours](#)

[Texas Higher Education Coordinating Board Sample Approval to Decrease Semester Credit Hours](#)

## Federal Requirement 4.5 - Student Complaints

*The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

The Sul Ross State University policy addressing student grievances ([APM 4.07](#)) is established to support the university's commitment to provide a high quality education reflecting the university's commitment to ethics and integrity as articulated by the SRSU mission statement.

University policy addresses student grievances of two types: (1) grievance of grades or professional conduct of faculty and (2) grievances based on race, color, national origin, religion, sex, age, or disability. Student grievances of grades or professional conduct of faculty are the jurisdiction of academic affairs; grievances based on race, color, national origin, religion, sex, age, or disability are the jurisdiction of student life and human resources. If a student grievance of grades or professional conduct of faculty is based upon race, color, national origin, religion, sex, age, or disability, the dean of student life or the ADA (Americans With Disabilities Act) compliance officer, the director of human resources, or the Title IX compliance officer has jurisdiction over the grievance.

### Grievances Regarding Grades of Professional Conduct of Faculty.

On May 5, 2017, the President accepted a policy revision related to grievance of grades and professional conduct of faculty that was presented by the Executive Vice President and Provost. The policy revised the existing practice:

#### **GRIEVANCES REGARDING GRADES**

*If you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the chair of the department. If it is not resolved at that point, you should meet with the dean of the school. Any grievance regarding a grade must be filed within one year of receiving the grade.*

The deans of the colleges were left to determine the specific protocols that would be used in considering the grievances. The practice that emerged beginning in Spring 2012 was consistent with the policy, but was more expansive in scope, more uniform across campus, and more detailed, i.e., more formalized. The practice was to expand the student initiated grievance to include more than grades; the practice was to expand the student grievance to include the professional behavior of the faculty member, as well. The intent was clearly to expand the scope to include not only grades but to also include the professional conduct of the course instructor. The defining characteristics of the practice that emerged since spring 2012 included:

1. The student is to follow the general guidelines of the of original design and to attempt to resolve the issue through discussions first with the instructor, then the chair, and then the dean;
2. If the student continues to be dissatisfied with the resolution of the complaint after the student has taken the complaint to the dean of the college, the student may file a formal grievance against the instructor through the dean's office. The grievance must be filed on a specified grievance form. The student identifies specific points of grievance to addressed and states what resolution the student would like to realize;
3. The dean transmits a copy of the student's written grievance to the instructor who is required to transmit a written response through the chair to the dean. The chair is to review the instructor's response, comment on relevant points, and to recommend a determination to the grievance;
4. Although the policy did not address the right of the student to appeal to the provost and president, appeals to the provost and then to the president, if necessary, were the practice;
5. The president's determination was final.

On [March 31, 2017](#), the provost presented a revision of the policy, Grievance Regarding Grades, to the President of the university for consideration with the Executive Cabinet. The revised policy had been submitted to the Student Government Association of Sul Ross State University-Alpine, the Student Government Association of Sul Ross State University-Rio Grande College, the Faculty Assembly of Sul Ross State University-Alpine, and the Faculty Senate of Sul Ross State University-Rio Grande College for review and comment. The reviews were favorable from each of the student governance organizations and the faculty governance organizations. The president accepted the revised policy, Grievances Regarding Course Grades or Professional Conduct of Faculty. The revised policy incorporated the practices which had emerged since Spring, 2012. An example of a [student complaint regarding grades](#) is provided.

The policy now reads:

#### **GRIEVANCES REGARDING COURSE GRADE OR PROFESSIONAL CONDUCT OF FACULTY**

If a student disputes a course grade which has been reported to the registrar or if a student believes the conduct of an instructor to be unprofessional in the instruction and/or administration of a course, the student should discuss the concern with the instructor of the course. If the student is not satisfied with results of that discussion, the student should make an appointment to discuss the concern with the Chair of the Department. If the concern is not resolved at the department level, the student should meet with the Dean of the College.

If the student is unable to resolve the concern satisfactorily through the discussions, the student may file a formal grievance with the Dean of the College. The student grievance must be filed on the Student Grievance of Grade or Student Grievance of Professional Conduct form. Any grievance regarding a grade or professional conduct must be filed within one year of receiving the grade or of the questioned professional conduct.

Upon receiving the appropriate form, the Dean of the College will transmit the grievance to the faculty member for response. The response from the faculty member will be transmitted to the department chair for review, comment and recommendation and then to the academic dean who either resolves in favor of the aggrieved student or determines that the faculty member's action complied with University policy. The student may appeal the Dean's determination to the Provost. The student may appeal to the President, if the student considers the determination of the Provost to be unsatisfactory.

### Records Retention

The records of the grievances for grades and faculty conduct are retained in the Office of the Executive Vice President and Provost.

#### Publication of Policy

The policy regarding the grievance of grades and professional conduct of faculty is made available to the university community on-line in the Student Handbook, the Faculty Handbook, and the Administrative Policy Manual.

Sul Ross State University also provides for student grievance of discrimination on the grounds of race, color, national origin, religion, sex, age or disability. University policy forbids student exclusion from participation in any university program of activity or the denial of benefits to any student based upon the protected categories.

If a student feels that she/he has been discriminated against on the basis of race, color, national origin, religion, sex, age or disability, the student may file a complaint with the appropriate university officer as listed below:

1. For race, color, national or ethnic origin - Dean of Student Life;
2. For gender, including sexual harassment - Dean of Student Life. Title IX complaints involving students and employees of Sul Ross State University and related to gender discrimination may also be taken directly to the Title IX Officer or to the Director of Human Resources;
3. For disability - ADA Compliance Officer ;
4. For other protected classes - Dean of Student Life .

The initial complaint should be discussed with the appropriate university officer within five class days of the occurrence of the action or condition giving rise to the complaint. Details should include the nature of the alleged discrimination, names of persons accused of discrimination, and relief sought. The officer shall explain the purpose of the procedures and gain insight into the nature of the complaint. If possible, the complaint should be resolved in an informal manner at this level involving only the parties affected by the complaint. Within five class days of the original contact, the officer will inform you of the action to be taken.

In the event that the complaint cannot be resolved informally, the complainant shall, within five class days, file a formal complaint with the university officer. The complaint shall consist of a more detailed written document and include:

1. Full details of the alleged discrimination;
2. Names of the person(s) accused of discrimination;
3. Times, dates, and places of the discrimination;
4. Names of any witnesses; and
5. Relief or action sought by the grievant..

Within three class days, the university officer will then contact the individuals alleged to have been involved in the discrimination, briefly outline the name and circumstances of the complaint, and request, within three class days, a formal written statement in response to the allegations.

The grievance process has two major purposes:

1. To determine whether the policy, practice, or procedure alleged to be discriminatory is in fact a violation of federal, state, local or university policy related to discrimination; and,
2. To recommend, where appropriate, redress for the grievant.

The university officer will, within five class days of the receipt of the written responses from the individuals alleged to have been involved in the discrimination, conduct a hearing involving the grievant, any witnesses, and the respondents to determine the appropriate course of action. This hearing shall be closed to the public and the grievant may have an advisor present during the hearing.

To the extent that the university representative uses legal counsel for other than advisory purposes during the hearing procedure, the grievant shall be afforded the same opportunity. The university shall give the grievant notification of the intent to use legal counsel for other than advisory purposes at the time the grievant is notified of the hearing. Within five class days after the hearing, the university officer shall notify the grievant, the respondents and the Executive Vice President and Provost of his/her decision and course of action to be taken. This notification shall be in writing.

Either the grievant or the respondents may appeal the decision of the officer to the Executive Vice President and Provost within five class days of the receipt of the written notification. The Executive Vice President and Provost, after reviewing the circumstances, shall render a decision, in writing, within five class days of the receipt of the appeal.

After the above appeal processes have been exhausted, appeal may be made to the President of the University, whose decision on a grievance shall be final and binding on all parties. Nothing in this procedure shall be construed to limit, terminate, or waive any right of a student to seek relief in a court of proper jurisdiction for any student grievance for which a remedy is provided under the laws of the State of Texas or the United States of America. Time extensions at any step in this procedure may be allowed if mutually agreeable to both the grievant and the appropriate university officer.

#### Records Retention

The records of the grievances are retained in the office of the university officer to which the grievance was filed.

#### Publication of Policy

The policy regarding discrimination grievances is made available to the university community on-line in the [Student Handbook](#), the [Faculty Handbook](#), and the [Administrative Policy Manual](#).

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.5.

#### **Supporting Documentation and Evidence:**

[Chapter 4.07 Student Grievance Procedures](#)

[Faculty Handbook: Student Grievance Procedure Section 2.26](#)

[Sample Student Grievance on Grades](#)

[Student Handbook Policy on Student Grievances](#)



## Federal Requirement 4.6 - Recruitment Materials

*Recruitment materials and presentations accurately represent the institution's practices and policies.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University's practices and policies are clearly and accurately represented in its recruitment materials and presentations. The institution's practices and policies of providing education opportunities which produce effective leaders; valued community members; and responsible citizens as defined by its [mission statement](#) and goals, are reflected in all recruiting materials. All materials are updated periodically to ensure all statements and ways in which the university represents itself are clear, factually accurate, and current.

#### Institutional Standards

Sul Ross State University's printed and technological marketing materials highlight the high quality of personnel and facilities; research opportunities; available career pathways obtainable through a higher educational degree; and social and/or cultural enrichment resources available to its students.

The [Sul Ross State University- Alpine 2014-2016 university catalog](#) accurately reflects the university's current practices and policies. The university catalog contains comprehensive information, such as:

[Institutional purposes and goals](#)  
[Basic information on programs and courses](#)  
[Degree and program completion requirements](#)  
[Full-time and part-time faculty](#)  
[Opportunities and requirements for financial aid](#)  
[Policies and procedures for refunding fees and charges](#)  
[Accreditation status](#)

#### Off-Campus Site Recruiting

The Sul Ross State University- Rio Grande College campuses offer upper level undergraduate classes for completion of a bachelor's degree as well as master's level degree options. The Sul Ross State-RGC locations in Uvalde, Del Rio, Eagle Pass, and Castroville primarily serve working adult students and as such do not have traditional athletics, student activities, clubs, and residential living. Similar to the SRSU- Alpine catalog, the [RGC catalog](#), contains comprehensive information regarding:

[Institutional purposes and goals](#)  
[Basic information on programs and courses](#)  
[Degree and program completion requirements](#)  
[Full-time and part-time faculty](#)  
[Opportunities and requirements for financial aid](#)  
[Policies and procedures for refunding fees and charges](#)  
[Accreditation status](#)

#### Sul Ross State University Main Campus Recruitment Materials

Recruitment materials are made available for prospective undergraduate and graduate students in print and on-line for all methods of delivery. The following are some samples of the primary recruitment materials that SRSU distributes:

[Recruiter roadpiece](#)  
[Estimated Cost of Tuition and living expenses](#)  
[Residential Living Fact Sheet](#)

Prospective students and their family members; high school administrators and counselors; and alumni and donors all receive Sul Ross State recruiting and promotional materials. Direct mailing, school visits, college fairs, preview nights, on-site tours, and the university Web site are the main avenues for the distribution of resources.

#### Off-Site Campus Recruitment Materials

Examples of other printed materials follow:

[Undergraduate brochure](#)  
[Graduate program brochure](#)

#### Review of Materials

The development and publication of all recruiting materials for Sul Ross Alpine falls under the [Division of Enrollment Management](#). The [Director of Public and Media Relations and Outreach at Sul Ross- RGC](#) assumes the responsibility for the development and publication of all recruiting materials pertinent to those campuses associated with RGC. The university's [marketing committee](#) is responsible for policy decisions, including adherence to institutional policies, regarding all promotional activities for both Sul Ross State University-Alpine and Sul Ross State University-RGC.

Sul Ross policies and procedures on recruitment materials follow the university's established marketing and branding standards and use official university logos. The [marketing and branding standards](#) are published on-line.

Furthermore, the publication of all printed recruiting materials is governed by the following institutional policies found in the Administrative Policy Manual:

[2.16 Guidelines and Printing Procedures for University Publications](#)

## [2.18 Departmental Brochures](#)

The oversight of the university Web site falls under the responsibility of the [Office of Information Technology](#) and the [Web Advisory Committee](#). These two entities enforce Sul Ross State practices and policies applicable to the official Web site.

Sul Ross State University's practices and policies require that all promotional materials, including information found on the Web site, be sanctioned as to accuracy and authenticity by the appropriate departmental chair, dean, and vice president of enrollment management.

### Summary

Sul Ross State University is in compliance with Federal Requirement 4.6.

### **Supporting Documentation and Evidence:**

[APM 2.16 Guidelines and Printing Procedures for University Publications](#)

[APM 2.18 Departmental Brochures](#)

[Sul Ross State University Course Catalog 2014-2016](#)

[Merchant Guidelines and Branding Standards](#)

[Sul Ross State University Mission Statement](#)

[SRSU Road Piece](#)

[Sul Ross State University Division of Enrollment Management](#)

[Sul Ross State University RGC Director of Public and Media Relations](#)

[Sul Ross State University Marketing and Branding Committee](#)

[Graduate Program Brochure](#)

[Undergraduate Program Brochure](#)

[Sul Ross State University Office of Information Technology](#)

[Sul Ross State University Web Services Advisory Committee](#)

[2015-2016 RGC Catalog](#)

## Federal Requirement 4.7 - Title IV Program Responsibilities

*The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University complies with its program responsibilities under Title IV of the 1998 Higher Education Amendments. In 2016, the university was re-certified to participate in Federal Student Financial Aid programs through June 2018, as evidenced in the Federal Student Aid and School Eligibility Program Participation Agreement and the Eligibility and Certification Approval Report ([ECAR](#)). The next re-certification process will begin in March 2018. At this time, neither the Department of Education nor the Texas State Auditor's Office requires that a university with a student population, such as the size of Sul Ross State University, undergoes an annual financial aid audit.

The policies, procedures, and guidelines administered by the Office of Financial Aid, are subject to audits to ensure that they satisfy the audit and review standards established by the U.S. Department of Education and the State of Texas. The State of Texas' Single Audit Report for the 2014-2015 award year found Sul Ross State University to have a significant deficiency and be non-compliant. The audit cited deficiencies in the areas of Free Application for Federal Student Aid (FAFSA) verification and in calculating satisfactory academic progress. However, no students were awarded in error and all of the State Auditor's findings were limited to six or less students.

To remain in compliance, Sul Ross State University implemented an automated programming script that queries enrolled students in our student information system (SIS), Banner. This script determines which students are not meeting satisfactory academic progress at the end of each academic term and flags non-compliant students for review. Financial aid counselors now divide student verifications by volume rather than relying on the assistant director to complete all verifications. Improvement to the process for determining correct student budgets now includes a 12th class day report listing students who receive financial aid for the semester, but who then also changed their enrollment status through the process of dropping classes from their semester schedule. Finally, the findings for the Federal Supplemental Educational Opportunities Grant were corrected with the process of an end of semester report verified by the director of financial aid.

At the conclusion of the summer 2016 term, the Texas State Auditor's Office (SAO), conducted an audit on two of the four findings- Cost of Attendance and Federal Supplemental Educational Opportunity Grants (FSEOG). The SAO found both items in compliance during this partial audit.

In the later part of 2016, Sul Ross State University contracted with an independent auditing firm, Deloitte and Touche LLP, to complete the re-evaluation from the 2015-2016 SAO's audit findings. The [Deloitte and Touche LLP findings](#) concluded that appropriate verification documentation was collected for students and that the satisfactory academic process had been correctly applied. The audit resulted in no outstanding findings. The Deloitte and Touche LLP findings were reported in the [Second Monitoring Report](#) that was submitted to SACSCOC on April 1, 2017 and approved by the [SACSCOC Board of Trustees](#) during their June 2017 meeting.

No outstanding issues exist between the U.S. Department of Education and Sul Ross State University with regard to the administration of Title IV programs, and no known complaints have been filed with the U.S. Department of Education regarding the administration of Title IV programs. The university meets all audit and reporting requirements for Title IV administration in accordance with the Program Participation Agreement signed with the U.S. Department of Education. Annually, Sul Ross State University submits the required Fiscal Operations Report and Application to Participate (FISAP): [2010-2011](#); [2011-2012](#); [2012-2013](#); [2013-2014](#); [2014-2015](#); [2015-2016](#) to the U.S. Department of Education in order to comply with federal regulations and audits.

In addition, Sul Ross State University has not been placed on reimbursement, nor has it been required to obtain a letter of credit in favor of the U.S. Department of Education. No significant impending litigation issues exist with respect to financial aid activities, and no evidence of significant noncompliance has been determined by independent audits of the institution's financial aid programs. To date, no significant unpaid dollar amounts are due back to the U.S. Department of Education, and the university is not aware of any infractions to regulations that would jeopardize Title IV funding. The university's calculated and published two-year cohort default rate from the U.S. Department of Education for the Federal Loan Program is 15.1 percent for the 2013 cohort.

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.7.

#### Supporting Documentation and Evidence:

[Cohort Default History](#)

[Deloitte and Touche LLP Findings](#)

[ECAR](#)

[Financial Aid Web Page](#)

[FISAP Report 10-11](#)

[FISAP Report 11-12](#)

[SACSCOC Board of Trustees' Review of Second Monitoring Report July 5, 2017](#)

[SAO15016 Audit](#)

[SAO17](#)

[Second Monitoring Report](#)

[FISAP Report 12-13](#)

[FISAP Report 13-14](#)

[FISAP Report 14-15](#)

[FISAP Report 15-16](#)

## Federal Requirement 4.8.1 - Distance Education

*An institution that offers distance or correspondence education documents the following: demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.*

### The Institution Certifies Compliance: Compliant

#### Narrative:

Sul Ross State University (SRSU) verifies that the student who is registered for a distance education course or program is the same person who completes the coursework through the use of a secure login and pass code and through human proctors when examinations are administered. The password is propagated in the university's administrative software system, Banner, which triggers events to a variety of systems, such as the campus learning management system, the campus portal, and the campus Central Authentication Services (CAS) to enable [Web single sign-on](#) (or secure login).

#### Secure Login and Pass Code

A unique network identifier, known as a LoboID, is automatically generated when an individual applies for admission to Sul Ross State University. Once admitted, the Office of Enrollment Management sends notification to the student's personal e-mail address and a follow-up letter to the student's home address that serves as the official correspondence that provides the LoboID information and steps to log into the student's account. The LoboID is system generated, but the associated password is supplied by the student through a self-service password reset process. The password management application is accessible via LoboPass on the web. The password is stored in the university's Active Directory (AD) software system, which is used by a variety of systems, for authentication purposes through the institution's Central Authentication Services (CAS). LoboPass, the Sul Ross State University's password management application, is locally developed and allows students to set their passwords. If a student, whether face-to-face or in distance education programs, forgets his or her password associated with the Lobo ID and is unable to reset it, the student must contact the Lobo Technology Assistance Center (LTAC). LTAC ensures the student has access to LoboPass via his or her A-Number and PIN, which can be reset by LTAC after identity verification, which allows the student to reset the password associated with his or her Lobo ID.

If a student calls in, LTAC confirms by asking his or her DOB, email or address. LTAC instructs him or her to go to LoboPass to change the password. If LTAC has to e-mail students, because they do not include a phone number when they submit a request through LTAC, an e-mail is sent to the student ([sample email](#)).

#### Proctored Examinations

Since many of the distance education students live far from the campus, public or private community college or university faculty or staff within an academic department, distance learning or independent study office, counseling or advising center, dean, registrar, official testing center, or library may be enlisted as proctors. When outside institutions administer the testing, a testing guidelines agreement is signed ([sample from SRSU Education Department](#)).

Computer labs are open to students at the off-campus sites of Rio Grande College for testing purposes. There are three computer labs and each one has a proctor present or connected by interactive television.

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.8.1.

#### Supporting Documentation and Evidence:

[mySRSU Secure Sign-on](#)

[Proctor Guidelines](#)

[Sample E-mail for Secure Login](#)

## **Federal Requirement 4.8.2 - Distance Education Privacy**

***An institution that offers distance or correspondence education documents each of the following: has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.***

**The Institution Certifies Compliance: Compliant**

### **Narrative:**

Sul Ross State University (SRSU) has procedures for protecting the privacy of its students enrolled in courses and programs. The university's written [policies](#) and procedures are based on the guidelines outlined by the Family Educational Rights and Privacy Act of 1974 (FERPA), which applies to all students, including students enrolled in distance and correspondence courses. Students are informed of their rights and responsibilities via e mail from the Registrar before the 12th day of each long semester. Additionally, the FERPA information is contained on the university's Web site

Sul Ross State University has security measures in place specifically addressing the confidentiality, integrity, and availability of all student records at all levels and locations, including those in distance education programs. Access to Banner is controlled via user classes, which provide role-based access protections. Faculty and staff, including those affiliated with distance education programs, are granted access to student data based on designated position requirements. The Banner system is password protected and correlated with employment status. Personnel who need access to these files can use request forms, such as the Banner Access Request Form and must follow the process outlined in the Banner Data Standards Document. Access request forms contain statements of how the data within the system can be used and, in particular, the Banner Access Request form contains an Acknowledgement and Compliance Statement that outlines each users responsibilities in their use of the system. Additional guidance is available in the Appropriate Use of Information Technology Resources Policy ([APM 7.04](#)) The Office of Informational Technology and the data owners use reports to determine when employees access needs to be revoked after employment terminations and use the Security Access Termination Form for this purpose.

The Family Educational Rights and Privacy Act (FERPA) confidentiality, access to records, and release of information are covered in detail in the Undergraduate and Graduate Catalogs and are summarized in the Student Handbook. More information about how student records are kept for all students at all locations, including distance education programs is provided in Comprehensive Standard 3.9.2.

### Summary

Sul Ross State University is in compliance with Federal Requirement 4.8.2.

### **Supporting Documentation and Evidence:**

[APM 7.01 Information Security Policy](#)

[APM 7.04 Appropriate Use of Information Technology Resources](#)

### **Federal Requirement 4.8.3 - Distance Education Charges**

***An institution that offers distance or correspondence education documents each of the following: has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.***

***The Institution Certifies Compliance: Compliant***

***Narrative:***

Sul Ross State University has long distance program offerings, but the institution does not charge students a fee for verification of student identity.

## Federal Requirement 4.9 - Definition of Credit Hours

*The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.*

**The Institution Certifies Compliance: Compliant**

### Narrative:

Sul Ross State University has policies and procedures for determining credit hours awarded for courses. These policies and procedures conform to the policies of the US Department of Education, the State of Texas, and the [Southern Association of Colleges and Schools Commission on Colleges Policy Statement on Credit Hours](#). Academic credit hours provide “the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studies, internships, and other experiential learning, and distance and correspondence education”, according to the SACSCOC Credit Hours Policy Statement.

### Definition of Credit Hour

Sul Ross State University adheres to commonly accepted conceptualizations of credit hours. As is the practice in higher education in the United States, the Carnegie standard is used in determining the number of semester credit hours granted in a course. According to the federal regulations that define the Carnegie unit, one semester credit hour is awarded for each one- hour (50 minute) class session per week for the duration of the semester with a minimum of two hours outside preparation for each in-class session. A three semester-credit-hour course would require three one-hour (50 minutes) classes per week and six hours per week outside class invested in the course. Two to three contact hours of laboratory work are considered to be the equivalent of one hour of lecture. [[US Department of Education-Definition of Semester Credit Hour](#)]

According to the [University Catalog](#), the semester credit hour is the primary academic measure by which progress toward a degree, diploma or certificate is gauged. The majority of courses offered at Sul Ross State University are 3-credit courses, so the academic calendar and course schedule are developed to accommodate three-credit courses.

Sul Ross State University’s definition of the semester hour policy is outlined in [Administrative Policy 4.15](#). To ensure accurate academic measurement, comparability across programs, and with federal requirements, this policy guides the relationship between contact hours, outcomes achievement, and credit hours.

Additionally, the [Texas Administrative Code](#) mandates that “[t]raditionally-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.” The Code also states that “[e]very college course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection.

### Alternative Course Formats

In addition to traditional in-class instruction, the following formats are used for instruction: laboratories, studio courses, web-based courses, shortened and weekend courses, individual studies, and internship courses. The policy of the university is for each format to require three hours of course activity per week of the semester for each credit hour awarded for the course. For example:

- One-hour laboratory courses shall require three hours of in-laboratory and preparation time per week during the course of the semester;
- Three-hour studio courses shall require nine hours of in-studio instruction per week during the course of the semester;
- Three-hour web-based courses shall require nine hours of instruction per week during the course of the semester;
- Three-hour shorted-format or weekend-format courses shall require the equivalent of nine hours of instruction per week during the course of the semester;
- Three-hour individual studies courses shall require nine hours of instruction and preparation per week during the course of the semester;
- Three-hour internship courses shall require nine hours of instruction and on-site experience per week during the course of the semester; and
- Four-hour courses shall require four hours of lecture contact hours per week during the course of the semester;
- Other alternative format courses shall require the equivalent of three hours of course activity per week of a traditional semester for each credit hour awarded for the course.

### Determining Credit Hours for New Courses

The following practices address faculty compliance with the Sul Ross State University semester credit hour policy in the adoption of new courses and in program reviews:

#### Adoption of a New Course:

A. Departmental Recommendation. The introduction of a new course into the curriculum is initiated by the chair of the academic department. The department chair considers the number of semester credit hours to be awarded in the course and determines the appropriateness of the semester credit hours based upon the scope of the course as is evident in the catalog description and based upon information provided by the faculty member regarding the course content. On the Curriculum Action form, the chair of the department includes the number of hours per week that students will spend on assigned classwork outside of class. The recommendation is transmitted to the dean of the college for review;

B. College Recommendation. The dean of the college reviews the request for the new course (Curriculum Action Form) considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The dean transmits the request to the Curriculum Council;

C. Curriculum Council/Curriculum Committee Recommendation. The Curriculum Council (a council of the Faculty Assembly at the main campus/a committee of the Faculty Senate at the off-site locations) reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The Council transmits the request to the Executive Vice President and Provost;

D. Executive Vice President and Provost. The Provost reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The Provost transmits the recommendation to the President of the University;

E. The President. The President either accepts or rejects the proposed course.

F. If the President accepts the course, the President transmits the course to the Board of Regents for review and determination;

G. If the Board of Regents approves the course, the University informs the Texas Higher Education Coordinating Board of the board's determination.

The integrity of the semester credit hour is a factor in the deliberations at each stage of the process. [[Faculty Handbook 4.01 Curriculum Development](#)] [[Curriculum Action Request Form- Samples](#)]

#### Distance Education Courses

As outlined in the process for determining credit hours (above section), faculty and department chairs recommend the number of credit hours, with each credit hour entailing at least two out-of-class hours of student work per week. For distance education courses, the same requirements apply as for face-to-face courses. The student engagement may range from participating in discussion boards; viewing videos; to completing assignments and readings. All activities are uploaded into the Blackboard system for the instructor's review and an evaluation.

#### Summary

Sul Ross State University is in compliance with Federal Requirement 4.9.

#### ***Supporting Documentation and Evidence:***

[Southern Association of Colleges and Schools Commission on Colleges Policy Statement on Credit Hours](#)

[University Catalog](#)

[U. S. Department of Education-Definition of Semester Credit Hour](#)

[Administrative Policy 4.15](#)

[Texas Administrative Code](#)

[Faculty Handbook 4.01 Curriculum Development](#)

[Curriculum Action Request Form- Samples](#)