

ASU and DSC Consolidation Implementation Committee Meeting

Lovett Hall – ASU Campus

January 27, 2016

1:00 p.m. – 4:00 p.m.

The ASU and DSC Consolidation Implementation Committee (CIC) meeting was held on Wednesday, January 27, 2016. The meeting was called to order by Arthur Dunning, Albany State University President at 1:03 p.m.

President Dunning began by welcoming the group and provided opening remarks about the consolidation. He added that this may be one of the most serious higher education endeavors in Southwest Georgia. Collectively, at both campuses, we have been challenged in several areas, including Financial Aid, customer service, and SACS deficiencies. Because of these issues, let us all focus on effectiveness and efficacy.

President Dunning then introduced Richard Carvajal, Interim President of Darton State College, who distributed a U.S. News and World Report rankings of 2016 indicating Best Regional Universities (South Region) and Best Historically Black Colleges and Universities. He asked the group to compare the rankings in both areas and determine how we can remain a competitive institution. He reminded the group that there is more to being successful than simply recruiting academically successful students.

President Carvajal asked everyone in attendance to provide a brief introduction of themselves. Following the introductions, President Dunning introduced **Vice Chancellor for Fiscal Affairs and Planning** at USG, Shelley Nickel, who discussed the principles of consolidation, and Randy Stuart, Associate Professor of Marketing, Kennesaw State University, who discussed the consolidation process with regard to the CIC.

S. Nickel began by sharing a presentation that was done at a Board of Regents meeting regarding the consolidation and where it was heading. She explained the guiding principles of consolidation analysis: 1) increase opportunities to raise education attainment levels, 2) improve accessibility, regional identity, and compatibility, 3) avoid duplication of academic programs while optimizing access to instructions, 4) create significant potential for economy of scale and scope, 5) enhance regional economic development, and 6) streamline admin services while maintaining or improving service level and quality. She explained the opportunities to include a university of nearly 9,000 students – the largest institution in SWGA – including building on ASU's HBCU mission and DSC's access mission. Other opportunities included creating a larger university that serves the needs of the community and region with a range of degrees, establishing a simpler path for associate degree students to achieve bachelor's degrees, building on the education collaboration among the public education organizations in the community, allowing one institution to focus on the economic impact in the region, and updating curriculum to address regional workforce needs, to name a few.

S. Nickel said some challenges include blending of institutional missions and cultures, declining enrollment and financial resources on each campus, and modernizing academic offerings and admin processes. She discussed implementation principles of leadership, simplicity,

transparency, lessons learned, and maximizing the use of technology, in order to achieve a successful blending of the institutions. She emphasized the importance of everyone “hearing the same story” rather than entertaining rumors. The initial steps for this consolidation began with approval of the recommendation for consolidation by the Board of Regents, the naming of the new ASU, designation of President Dunning as the leader and President of the new ASU, creating a Consolidation Implementation Committee, and establishing reporting formal/key indicators.

R. Stuart followed with a discussion of the consolidation process, which includes recommendations from the Operational Working Groups (OWGs), and the three agendas that will be used for CIC meetings. R. Stuart emphasized transparency, i.e. CIC meeting agendas and notes, and eventually recommendations and final reports will be uploaded onto the consolidation website. Frank Malinowski, Interim Assistant Vice President for Enrollment Management (DSC), asked from where does the CIC agenda come. R. Stuart answered that she will create the agenda and present it to the presidents, who will then distribute to the CIC.

David Tanner, Associate Director of State Services and Decision Support Division, and Mathew Hauer, Applied Demographer, State Services and Decision Support Division, both of the Carl Vinson Institute of Government, distributed a compilation of data entitled “Southwest Georgia Demographic, Economic, and Institutional Trends.”

D. Tanner discussed topics such the home locations of ASU’s students, and in-state enrollment of ASU and DSC. He focused on the 26 dominant feeders (surrounding counties) of both schools and discussed the causes of population growth and decline, which in turn affect public school enrollment (K12, high school, etc.). Topics of discussion included were high school graduates per school, per capita income, income sources, poverty percentage, unemployment, and eligibility for free and reduced lunch, and other economic indicators. The higher education market was also discussed since historically 60% of graduating high school students enrolled in a higher education institution in the USG system.

D. Tanner pointed out the largest number of two-year degrees earned; he also indicated that there was a large number of students transferring out of DSC and moving into the Technical College System of Georgia, so he posed the question: What can the new ASU do to retain those students? D. Tanner asked what kinds of degrees should be offered to retain the types of jobs that are in high-level industries in our region; he added that it should not be ignored that SWGA is heavy in farmland area (nuts, livestock, poultry/egg, vegetables, etc.). Of note, there is a connection to the metro Atlanta area in terms of employment versus place of residence.

D. Tanner and M. Hauer closed their presentation with a list of the governor’s high-demand statewide career initiative trends, such as financial technologies, health informatics, cyber security, engineering, media arts, internships and practical experience (how can we implement this in co-ops, for example), and soft skills (team work, public speaking, problem solving, honesty, and work ethic). Dr. Carvajal thanked D. Tanner and M. Hauer for their presentation.

After a 10 minute intermission, the CIC members organized themselves into teams and were given the opportunity to create draft Guiding Principles (see Attachment A). Presidents Dunning

and Carvajal will later consolidate them and share with CIC members for input. The Guiding Principles will then serve as the basis for the creation of a draft Mission Statement, which will also be shared for input. The draft Guiding Principles and Mission Statement will be considered and edited as necessary by the CIC at their next meeting on February 12, 2016, before being distributed broadly to both campuses for additional input. Using that input, the CIC will finalize and adopt the new ASU Mission Statement at their February 25, 2016 meeting to enable the Board of Regents to consider it at their March 9, 2016 meeting. Meeting was adjourned at approximately 4:00 p.m.

Attachment A

CONSOLIDATION IMPLEMENTATION COMMITTEE MEETING
Group Discussions of Mission Statement Development
January 27, 2016
Notes

ECONOMIC DEVELOPMENT

- Align resources of our institution to satisfy needs (current and future) in support of Economic Development by working hand in hand with regional stakeholders
- Responsiveness to economic needs and to influence by forming strategic alliances with global employee stakeholders
- Looking at trends regionally, nationally, and globally for current and future needs and preparing students to excel in those environments

REGIONALISM

- Embrace the positive legacy of southwest Georgia and build a greater opportunity to fulfill the needs of our region and create an unshakable foundation for the people now and for generations to come
- Use data to develop and enhance educational offerings and programs that promote growth, economic development, and educational attainment in southwest Georgia
- Increase our regional footprint in SWGA. New ASU will be a leader in educational and economic development by doing the following
 - Investigate needs of our southwest Georgia regions
 - Develop new year-long Science, Technology, Engineering and Math (STEM) programs that target needs of region
 - Increase internships and partnerships in regions
 - Improve health and wellness
 - Establish satellite courses for nearby counties

ASPIRATIONAL EXCELLENCE

- Foster limitless potential by exposing students to national and global opportunities, helping to connect students desires to their education and creating an environment with individualized growth
- Develop a framework/blueprint of aspirational excellence that reflects best practices that meet national and global standards
- To be first-choice institution for students in the region and be recognized as a top five best regional university by U.S. News and World Report

APPLIED RESEARCH

- ASU will be the benchmark institution that applies and implements its research that addresses the political, economic, social, health, and agricultural needs of South Georgia.
- An institution that subscribes to the teacher scholarship model with a commitment to areas of research that will drive to solve problems in region (emerging Sciences)
- Applied research that includes students and faculty who are involved in the scholarship of teaching and learning

ACCESS

- Access involves meeting learners where they are and guiding them to academic success
- An institution that can anticipate the needs of all students in the areas of financial literacy, academic preparation, social and cultural knowledge, and can provide access to the tools and personnel who can help them fulfill these needs through partnerships
- Identify and eliminate barriers to access such as transportation, childcare, time of classes, shift work, etc., offer flexibility in instructional modalities

DIVERSITY-BROAD VIEW

- Everyone will feel welcome
- Opportunities for all ages and ability levels
- Encourage broad recruitment (males, international)
- Look beyond race to include religion, country of origin, LGBT
- Diversity of faculty and staff
- Creating a positive environment that promotes intellectual growth and supports the success of all students from all backgrounds
- We will exemplify a culture of respect and civility that embraces humanity in all aspects, models, integrity, and maturity, and applies to our students, faculty, staff, and administration, at all times in all places, both on and off campus, across the lifespan. In addition, we hope to instill inclusion and accessibility within our community.

STUDENT SUCCESS

- Cultivating a transformational experience where students are guided to the pathway that will allow them to persist, progress, and achieve their goals
- Req. for excellence: Student Success
- Improved RPG (Retention, Progress, Graduation)
- Tie institutional actions to student success via improved communication and service
- Increased quantity/quality student/advisor
- Increased expectations of students with increased support
- Enrollment, Retention beyond first year
- Increase pipeline from 2 years to 4 years
- High levels of student autonomy
- Gainful employment-Adding immediate value to the company
- Transformative Personal Development
- Global exposure and awareness
- Students' involvement with service to campus and community
- Student Centered Institution

COMPREHENSIVE

- A customer-serving oriented institution in a welcoming environment that engages in teaching, research, and service, and provides access to knowledge for a diverse (broad) population; while also providing outreach to and cultural experiences for the community
- ASU offers a broad range of innovative educational opportunities that foster sustainable partnerships and address global, state and regional needs
- Utilize research to determine the disciplinary and programmatic needs of the region, while also meeting the needs of our students through access and associate degrees to the graduate level.

SERVING UNDERSERVED POPULATIONS

- Programs & services for adult learners

- Thinking outside of the box from traditionally underserved populations (race, sex, s&s)
- Strategic scheduling of course offerings and office hours for working students
- Programs and Services for international students, students with disabilities, veterans, homeless and/or foster care students, dreamers

Bridging the gap for closing higher education attainment through specific initiatives

- Academically underprepared
- First generation students
- Adult learners
- Those falling at or below the poverty line
- Science, Technology, Engineering, Art and Math (STEAM)
- Strong interaction/partnerships w/K-12 (dual enrollment, etc.)
- Collaboration w/K-12 programs
- Partnerships between institution and community
- Outreach, community service, mentorship
- Daycare
- Transportation (work w/community & university)
- Resources...technology, etc.
- Varied class scheduled/modalities
- Housing considerations
- Learning support pathways
- Assisting w/connecting to services

The University will address and recognize challenges that underserved populations face; and form strong partnerships w/organizations, businesses, and other stakeholders by creating resources to increase access to education and improve student life.