

5-19-16 RECOMMENDATIONS (CONSENT AGENDA)

OWG 4: Business:

(reviewed & supported by Abiodun Ojemakinde & Tom Ormond):

Recommends that all paralegal courses (PARA), the associate of applied science in paralegal, and the paralegal certificate be offered:

The paralegal program, a two-year program, has consistent enrollment of 30+ students each semester, and students are able to go directly from this two-year program to a job. The program is also offered fully online and staffed by one faculty member, who also serves as its coordinator. Currently, this program exists in the business department at DSC, and there is no overlap of courses, program, or certificate at ASU.

OWG 9: Science:

(reviewed & supported by Abiodun Ojemakinde & Tom Ormond):

1. Recommends no changes the Forensic catalog descriptions:

BS in Forensic science degree program is only in ASU and the same has been following the standards stipulated by the Forensic Science Program Accreditation commission (FEPAC) sponsored by the American academy of Sciences (AAFS).

2. Recommends courses that are common to both DSC and ASU in Area F Foundations:

ISCI 2001 - Foundations of Life/Earth Science (3)

An integrated overview of the core Life and Earth Science content covered in the K- 5 Georgia Performance Standards. Topics include the Solar System, Earth Processes, Cells and Cellular Processes, Characteristics and Classification of Living Organisms, Biodiversity, Ecology and the Natural History of Georgia. Students will gain conceptual understanding through Inquiry-Oriented, Activity-Based pedagogical strategies in order to have experience learning science content in the ways they will be expected to teach in the future. There is a laboratory component. Prerequisite: Teacher Education major status or permission from the instructor.

Offered: Fall, Spring and Summer (as needed).

ISCI 2002 - Foundations of Physical Science (3)

An integrated overview of the core Physical Science content covered in the K- 5 Georgia Performance Standards. Topics include the Energy, light, heat, sound, electricity, magnetism, matter, periodic table, periodic trends, chemical reactions

and conservation of energy and matter. Students will gain conceptual understanding through Inquiry-Oriented, Activity-Based pedagogical strategies in order to have experience learning science content in the ways they will be expected to teach in the future. There is a laboratory component. Prerequisite: Teacher Education major status or permission from the instructor.

Offered: Fall, Spring and Summer (as needed):

These courses are the BOR courses recommended for teacher preparation programs.

[OWG 14: Online Education:](#)

[\(reviewed & supported by Abiodun Ojemakinde and Tom Ormond\):](#)

1. Recommends centralized management for the new Institution's distance learning program with a Distance Learning Advisory Committee consisting of shared governance representatives:

Oversight of federal, accrediting, and state authorization requirements would be unwieldy at the individual division and/or department level. The recommendation recognizes the importance of these functions originating and being facilitated by a centralized distance-learning department. An advisory committee comprised of shared governance representatives will create an appropriate pipeline for the flow of information, processes, and proposed new policies. [Administration in this recommendation does not include the initiation or development of new online courses or programs, which will originate with faculty and flow through distance-education process as outlined in program and curriculum development policies.]

2. Recommends that the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure. In addition to the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation:

A potential growth risk is out-pacing the new University's ability to develop needed supporting infrastructure. Ensuring DE is reflected in the University's strategic planning process and in a distinct DE strategic plan will allow the program to grow in an intentional manner involving all stakeholders. SACSCOC requires institutions with significant DE programs to reflect that instructional modality in its mission statement. Including DE in the university's strategic planning process will ensure that the program is developed in a manner, which fully supports the university's mission and future vision.

3. Recommends that the new institution adopt current DSC policies and procedures for proctored testing and utilize all testing centers and methods available for valid proctored experiences. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented:

Explanation follows recommendation 4.

4. Recommends that the new Institution explore no-cost proctored experiences that may replace live proctored testing without risk to content rigor. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented:

EXPLANTATION FOR BOTH RECOMMENDATUON 3 & 4

Both institutions currently utilize proctored testing in online courses. ASU currently absorbs all proctored testing costs, while DSC places the responsibility of payment on the students. In the fall 2015 semester, DSC students participated in 1,967 exams of varying length proctored through Proctor U at a median total cost of \$34,186.

DSC does not currently require all online course sections to include a proctored exam. Fall 2015 DSC offered 318 online sections with 5,004 seats filled with online only students. If one proctored exam, lasting no longer than 60 minutes, had been required for each section the total cost to students testing with Proctor U would have been \$75,060.

Proctored testing is one method to ensure rigor and credibility in disciplines that do not lend themselves to alternate assessment methods; it may also be used in addition to unique student credentials for LMS access to exceed SACSCOC requirements for student identity. However, the cost of proctored testing may quickly become prohibitive for students in the new University as we experience growth in at-a-distance populations. The new University should explore low or no-cost options for proctored experiences prior to requiring a proctored session in each online course section.

5. Recommends that the new University provide training and refresher training periodically for employees who enter online course schedules in Banner to ensure Instructional Methods and text entries follow BOR and SACSCOC reporting requirements:

The BOR and SACSCOC have reporting requirements for online courses that are distinct from traditional face-to-face classes.

6. Recommends that the new University develop a method in Banner to identify online only students by semester and overall enrollment status that does not conflict with the Board of Regents Data Dictionary:

For reporting and support purposes, students taking online courses should be designated as such. Students with only enrollment in online classes should be marked as online only until a face-to-face class is taken, and in any given semester reports should be able to be generated to reflect students who are currently taking only online classes (regardless of past classes) or a mixture of online and face-to-face classes.

7. Recommends that the new University adopt a process for new online course/program development and for major online course revisions to be reviewed by the online learning department to ensure adherence to BOR, SACSCOC, and ADA compliance, etc., and for assistance from instructional designers with online learning best practices and multimedia development:

Online Learning personnel stay current on State and Federal requirements for online instruction and have the expertise to assist faculty developers with multimedia learning theory and best practices.

8. Recommends that the new University continues as an affiliate partner with eCore and eMajor (Organizational Leadership) and that the eCampus liaison reside in the online learning department to ensure appropriate data entry and reporting procedures are followed:

Both campuses are currently an eCore affiliate and DSC is an eMajor affiliate with the B.S. - Organizational Leadership Degree with students enrolled in the program. There are numerous reports that must be run throughout the semester and specialized course entry requirements in Banner for eCampus courses that will benefit from oversight of the online learning department.

9. Recommends that students only be advised into eCore classes when the University's online core classes are filled to capacity:

Both campuses are currently an eCore affiliate and DSC is an eMajor affiliate with the B.S. - Organizational Leadership Degree with students enrolled in the program. There are numerous reports that must be run throughout the semester and specialized course entry requirements in Banner for eCampus courses that will benefit from oversight of the online learning department.

10. Recommends that the new University ensure that technology solutions for the online environment include mobile learning options:

Providing options for mobile devices will provide greater access to our student populations.

11. Recommends that the new University apply to become a participating institutional member of NC-SARA (National Council-State Authorization Reciprocity Agreement) and that the current DSC website structure for reporting State Authorization requirements be maintained:

The new University must meet individual state requirements to offer distance education opportunities across state lines. This costly and time-consuming task is simplified by membership in NC-SARA. The current DSC website structure for State Authorization meets and exceeds the federal reporting requirements.

12. Recommends that the new University require distance-learning orientation for all students who are new to online learning at the New Albany State University that is separate and distinct from New Student Orientation which orients students to the University:

Distance learning orientation will ensure that students are prepared to be successful in the online environment.

13. Recommends that the new University adopt an online course quality review process that combines aspects of Quality Matters and the Online Learning Consortium Scorecard. The quality review process should include a rotation for existing online course review and a process for the review of new/developing online courses:

Developing a course review and rotation schedule based on the above stated metrics will ensure online course structure and content follow best practices and will assist with student retention and success.

14. Recommends that the new University provide a data dashboard for the online learning department to include reports regarding online student and faculty demographics, online courses, advisors, etc.:

Having access to reports detailing this type of information will assist the online learning division with student outreach, retention, and reporting requirements.

15. Recommends that new University meet SACSCOC and best practice requirements for a distance learner support by utilizing DSC's "online support specialist" model and by including the online learning director on the appropriate committees and task forces:

SACSCOC and best practices require student support for distance learners to reflect the quality and opportunities provided for face-to-face students. DSC currently uses an online support specialist model to ensure distance learners have a single point of contact from inquiry to graduation assisting with admissions, advising, registration, and connections to faculty, tutoring, and student clubs. The Online Learning Director more effectively facilitates this support when included on appropriate committees to provide and receive updated information and communications.

16. Recommends that student transcripts do not include designations to identify a course or program as online:

Online courses and programs follow the same rigor and learning outcomes as their on-campus counterparts and should not be highlighted or differentiated on student transcripts.

17. Recommends that the new University develop a standard course template (structure) for the learning management system that provides a consistent foundational structure and baseline administrative material for all courses:

Consistent structure and administrative materials will allow students to focus on content rather than navigation and course structure.

[OWG 18: First and Second Year Programs:](#)
[\(reviewed & supported by Paul Bryant and Pat Ridgeway\):](#)

Recommends that a first-year experience course/seminar should be required for all students. The only exception will be for those students who have 15 earned hours of college credit at the time of initial enrollment. Credit may be earned through AP, CLEP, IB, MOWR, transfer, or early college:

FYE courses are a proven high-impact practice (HIP) for increasing RPG rates. However, given the nature and material of the course, the FYE course may not be needed or useful for some students, particularly adult returning students or those who have been in a college classroom for the equivalency of at least one semester of full-time coursework. Students who have 15 attempted or passed hours must still take the course, as earned credit is only awarded when a student passes a college-level course. Additionally, students may always elect to take this course, as it is for institutional-credit only. Currently, DSC has an exception at 12 hours.

[OWG 22: Faculty Credentials, Rosters, Workloads, Pay:](#)
[\(reviewed & supported by Abiodun Ojemakinde and Tom Ormond\):](#)

1. Recommends that workload models need to be reflective of the standing of the “New” ASU (i.e., of a comprehensive university; BoR Policy):

The new ASU will want to be in compliance with all BOR policies.

2. Recommends that the current ASU workload models will be the starting point for developing a workload model at the “New” ASU. Modifications will be made to that document including the fact that it has been recommend by the Promotion, Tenure and Faculty Development OWG:

It will be necessary to have a starting point and work with the Promotion and Tenure OWG as this area overlaps ASU is already a State University so their workload model will be more reflective of the New ASU.

3. Recommends that workloads for individual faculty will be determined by the faculty and chair (with oversight provided by the dean) based on the faculty member’s goals as well as the overall need of the department/college/university. Not all workload models will necessarily be available to all faculty at all stages of their career. Specific workload models appropriate for departments will be developed by each department:

It will be necessary for the individuals to have flexibility depending on specific circumstances. There will be oversight of all workloads by the chair and deans.

4. Recommends that the committee reviewing the new ASU Grievance Policy and Procedure include a statement that anyone serving on the Grievance Panel (or its successor) has an affirmative obligation to weigh all evidence in a balanced manner and to report any situations whereby evidence in a case is not given adequate consideration:

The OWG wants to be certain that this policy is a fair and unbiased process for all involved.

[OWG 25: Research, Scholarship, Creative Activity, Grants, and Sponsored Ops.: \(reviewed & supported by Abiodun Ojemakinde & Tom Ormond\):](#)

1. Recommends that with regard to indirect costs: DSC will complete current awards at current negotiated rates and, moving forward, proposals will be submitted as one institution and therefore utilize ASU's current negotiated rates. Any new awards will utilize ASU's rates until such expire, at which time a new rate will be negotiated for the consolidated, new institution:

HHS was contacted and information was obtained that existing awards will be completed with already negotiated rates and that any new awards would utilize ASU rates until expiration, at the time of which a new rate will be negotiated for the new ASU.

2. Recommends that upon consolidation implementing a committee to develop a policy on Intellectual Property for the New ASU:

No policy on intellectual property is available for DSC and ASU's intellectual policy has not been updated or reviewed for some period. With consolidation a review of current state and federal policies and guidelines will allow the development of an updated policy on intellectual property for the new institution.

3. Recommends consolidating ASU and DSC IRBs:

DSC has an existing framework for IRB approvals; ASU has an established IRB committee and policies and procedures, and utilizes IRBNET to facilitate the application and approval process. IRB policy and membership for the New ASU will be developed post consolidation.

[OWG 33: Alumni Affairs: \(reviewed & supported by Randae Davis\):](#)

Recommends consolidating both alumni associations into one alumni association for the New Albany State University:

After reviewing the missions, benefits, alumni relations programs, activities and defining what an alumni will be, the Operational Working Group unanimously agreed that a consolidated Alumni Association would provide opportunities to grow membership/chapters while igniting and exciting both alumni bases.

[OWG 36: Sports, Scheduling, and Scholarships:
\(reviewed & supported by Richard Williams and Lea Henry\):](#)

1. Recommends a decision be made as soon as possible concerning branding (major/minor color scheme) as well as operational support for the branding:

In order to prepare for the 2016-2017 athletic seasons, the committee is requesting an expedited decision to ensure team apparel and facility rebranding takes place prior to competition.

2. Recommends shared sport facility utilization to commence on August 1, 2016:

The committee recommends the utilization of Football, Volleyball, Track and Field, and Cross County practice/competition areas at the 504 University Drive campus. The committee recommends Men's and Women's Basketball, Baseball, Softball, Women's Tennis, and Men's Golf will utilize the facilities at the 2400 Gillionville Road campus.

3. Recommends decisions concerning athletics personnel positions be made as soon as possible:

In order to prepare for the approaching athletic season, the committee is requesting an expedited decision of athletics administrators, coaches and support staff.

[OWG 59: HR, including Position Descriptions and Salary Bands:
\(reviewed & supported by Cassandra Alexander and Kimberly Carter\):](#)

1. Recommends including DSC's Background Investigation Committee (BIC) in the new University's hiring process:

A Background Investigation Committee (BIC) provides the University with a structured and succinct process for addressing and documenting hiring decisions concerning applicants with criminal histories. A BIC provides a framework for complying with Fair Credit Reporting Act (FCRA) regulations regarding hiring practices. It is also a best practice in hiring and is recommended by the USG.

2. Recommends that the new University should adopt the processes outlined in the USG's revised Reduction in Force (RIF) Policy:

The USG's revised RIF policy is thorough and easy to follow. It also provides structure that would be more than adequate for the University.

3. Recommends combining the major elements of hiring processes from both institutions:

The hiring process for both institutions were quite similar; and, both assured compliance with all employment regulations – Federal, State, and USG.

4. Recommends requiring online Search Committee training for any employee(s) wishing to serve on search committees at the New U:

This requirement would ensure that any employee involved with selecting applicants for employment with the University would be aware of all applicable employment regulations and best practices.

5. Recommends not including Diversity Team Members in the New U's hiring process; but, do repurpose DSC's 'Diversity Team' for the New U. Diversity Team Members' attention should be focused on developing diversity programming for the New University:

The need to include Diversity Team Members in the hiring process would be eliminated if employees are required to receive training prior to serving on a search committee. The University could benefit from these employees' experience by allowing them to focus on other diversity efforts- i.e. diversity programming.

6. Recommends that the new University should adopt the use of ASU's Critical Hiring Process in the event of a hiring freeze:

ASU's Critical Hiring Process aides leaders in making efficient yet informed decisions about adding staff during times of financial difficulty. The process provides structure and adequate documentation for decision makers.

[OWG 68: Staff Governance:](#)

[\(reviewed & supported by Abiodun Ojemakinde & Tom Ormond\):](#)

Recommends that there be a single Staff Council consisting of an elected body for full-time, classified employees excluding deans, vice-presidents/members of the President's expanded Cabinet and employees holding faculty ranking:

This recommendation is necessary in order to consolidate both staff councils into one body that will represent shared governance for staff of the new institution.

OWG 75: Career Services:

(reviewed & supported by Danette Saylor and Rocco Cappello):

- 1. Recommends that the University replace the term “placement” (as an internal moniker) with “career attainment and progression,” which better illustrates the ultimate success outcomes of our students as they progress through our institution:**

As of 1989, “placement” is no longer used in our profession as it does not reflect the student outcomes as defined by the Council for the Advancement of Standards in Higher Education (CAS).

- 2. Recommends that both campuses establish relationships with employers that reflect degree offerings to ensure that services offered to employers will be enhanced through the consolidation. We will re-brand our communications to employers to ensure that the message is a consistent one. This will result in the positive outcome of employed graduates:**

For our two-year occupationally specific degree programs, employers will be afforded opportunities to match job openings with prospective graduates. For our four-year and graduate degrees, relationships with employers begin with career exploration and solicitation of internship opportunities that lead to employment.

- 3. Recommends that all employment data, by degree programs, be reported to Career Services on a semester basis:**

Career Services is to be recognized as the point of contact for employer recruiting on both campuses. We will continue to encourage faculty to forward employer contacts to Career Services for systematic recordkeeping, data tracking, and placement results. Career Services will be considered in established and new academic program proposals to consider career viabilities.

- 4. Recommends that that the new institution retain both general and college-specific career fairs, for fall and spring, across the two campuses:**

The student exit points for employment will continue to differ based on occupation-specific and two-year, four-year, and graduate degree programs.