# 7-14-16 RECOMMENDATIONS (CONSENT AGENDA)

## OWG 4: Business:
## (reviewed & supported by Abiodun Ojemakinde & Tom Ormond):

**1. 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.

**2. Recommends that MATH 1001 serve as a prerequisite for ACCT 2101:**

Currently, different prerequisites exist for these courses at each institution. Area A math will allow for MATH 1001 as the lowest level course offered (to our knowledge), which will open up ACCT courses for students in any major, though business majors are the primary audience.

OJ: OK With modification: Prerequisite - Math 1001 OR 1111. This will allow for flexibility.

**TO: Modification to recommendation: To read Prerequisite MATH 1001 or MATH 1111 (see Dr. OJ's rationale which I support).**

## OWG 7: Math:
## (reviewed & supported by Funke Fontenot and Elizabeth Perkins (with comments)):

**1. Recommends the outline that follows for the proposed Area F for a BS in Computer Science (Math Emphasis) degree shown within the context of the complete program of study:**

Our previous recommendation was returned requesting that we show the recommendation for Area F in the context of the full program of study to ensure that it includes 120 credit hours (+5 for the above the core courses).

**Core Curriculum (60 hours)**

| | |
|---|---|
| **AREAS A-E** | **42** |
| **AREA F Courses Related to Major** | **18** |

| | | |
|---|---|---|
| MATH 1211[1] | Calculus I | 4 |
| CSCI 1300[2] | Intro to Computer Science | 3 |
| CSCI 1301 | Computer Science I | 4 |
| CSCI 1302 | Computer Science II | 4 |
| MATH 2411 | Basic Statistics | 3 |
| **Area A – F Subtotal** | | **60** |

**Above The Core (5 hours)**

***Computer Science Courses (30 hours)***

| | | |
|---|---|---|
| CSCI 2211 | Visual Basic Programming | 3 |
| CSCI 3111 | Discrete Structures | 3 |
| CSCI 3122 | Data Structures (or MATH 3112) | 3 |
| CSCI 3132 | Database Management | 3 |
| CSCI 4211 | Systems Analysis I | 3 |
| CSCI 4212 | Systems Analysis II | 3 |
| CSCI 4113 | Operating Systems | 3 |
| CSCI 4123 | Computer Networks | 3 |
| CSCI 4311 | Computer Graphics | 3 |
| CSCI 4921 | Senior Project I | 1 |
| CSCI 4922 | Senior Project II | 2 |

***Mathematics Courses (6 hours)***

| | | |
|---|---|---|
| MATH 2111 | Linear Algebra | 3 |
| MATH 3423 | Intro to Operations Research | 3 |

***Business Courses (12 hours)***

| | | |
|---|---|---|
| ACCT 2101 | Accounting Principles I | 3 |
| ACCT 2102 | Accounting Principles II | 3 |
| ECON 2105 | Principles of Macroeconomics | 3 |
| ECON 2106 | Principles of Microeconomics | 3 |

***Major Electives (12 hours) from the following courses:*** [3]

[1] Calculus is an Area F requirement per BOR Advisory Committee:
http://www.usg.edu/academic_programs/areaf/compsci_Computer_Science.pdf
If Calculus is taken in Area A or D, one hour applies to Area F.
[2] New common number for this class
[3] If required courses are taken in Areas A-E, add additional electives to reach total hours.

***At least 9 hours in upper-level classes***

| | | |
|---|---|---|
| CSCI 2300 | Computational Informatics I | 3 |
| CSCI 2311 | Advanced Visual Basic Programming | 3 |
| CSCI 3200 | Design & Analysis of Algorithms | 3 |
| CSCI 3300 | High Performance Computing | 3 |
| CSCI 4221 | Software Engineering | 3 |
| CSCI 4915 | Web Design & Development | 3 |
| CSCI 4911 | Special Topics in Computer Science | 3 |
| Upper-level classes in BUSA, ECON, or MGMT, | | |

**TOTAL CREDIT HOURS: 125**

[3] If required courses are taken in Areas A-E, add additional electives to reach total hours.

**EMGP: APPROVED – (However, it appears that the recommendation is the exact same for #1 and #2, but the courses are different? Is there a difference in degree? The courses meet the standards of 21/39 hours, but I'm a little confused as to how the recommendation is worded with different rationale.)**

**2. Recommends the outline that follows for the proposed Area F for a BS in Computer Science (Math Emphasis) degree shown within the context of the complete program of study:**

Our previous recommendation was returned requesting that we show the recommendation for Area F in the context of the full program of study to ensure that it includes 120 credit hours (+5 for the above the core courses).

**Core Curriculum (60 hours)**

| | | |
|---|---|---|
| **AREAS A-E** | | **42** |
| **AREA F Courses Related to Major** | | **18** |
| CSCI 1300[4] | Intro to Computer Science | 3 |
| CSCI 1301 | Computer Science I | 4 |
| CSCI 1302 | Computer Science II | 4 |
| MATH 1211[5] | Calculus I | 4 |
| MATH 2411 | Basic Statistics | 3 |
| **Area A – F Subtotal** | | **60** |

[1] New common number for this class

[5]2Calculus is an Area F requirement per BOR Advisory Committee:
http://www.usg.edu/academic_programs/areaf/compsci_Computer_Science.pdf
If Calculus is taken in Area A or D, one hour applies to Area F.

**Above The Core (5 hours)**

**Major Requirements**

***Computer Science Courses (33 hours)***

| | | |
|---|---|---|
| CSCI 3111 | Discrete Structures (or Math 3112) | 3 |
| CSCI 3122 | Data Structures | 3 |
| CSCI 4113 | Operating Systems | 3 |
| CSCI 4123 | Computer Networks | 3 |
| CSCI 3211 | Computer Org and Architecture I | 3 |
| CSCI 3212 | Computer Org & Architecture II | 3 |
| CSCI 4151 | Systems Simulation | 3 |
| CSCI 4211 | Systems Analysis I | 3 |
| CSCI 4311 | Computer Graphics | 3 |
| CSCI 4221 | Software Engineering | 3 |
| CSCI 4921 | Senior Project I | 1 |
| CSCI 4922 | Senior Project II | 2 |

***Mathematics Courses (20 hours)***

| | | |
|---|---|---|
| MATH 2111 | Linear Algebra | 3 |
| MATH 2212 | Calculus II | 4 |
| MATH 2213 | Calculus III | 4 |
| MATH 3211 | Ordinary Differential Equation | 3 |
| MATH 3423 | Intro to Operations Research | 3 |
| MATH 4215 | Numerical Analysis | 3 |

***Major Electives (6 hours) selected from the following***

| | | |
|---|---|---|
| CSCI 2211 | Visual Basic Programming | 3 |
| CSCI 2300 | Computational Informatics I | 3 |
| CSCI 2311 | Advanced Visual Basic Programming | 3 |
| CSCI 3132 | Database Management | 3 |

| | | |
|---|---|---|
| CSCI 3200 | Design & Analysis of Algorithms | 3 |
| CSCI 3300 | High Performance Computing | 3 |
| CSCI 4915 | Web Design & Development | 3 |
| CSCI 4911 | Special Topics in Computer Science | 3 |

***General Electives (1 Hour)*** [6]

**TOTAL CREDIT HOURS: 125**

[3] If required courses are taken in Areas A-E, add additional electives to reach total hours.

**EMGP: APPROVED – (However, it appears that the recommendation is the exact same for #1 and #2, but the courses are different? Is there a difference in degree? The courses meet the standards of 21/39 hours, but I'm a little confused as to how the recommendation is worded with different rationale.)**

**3. Recommends the outline that follows for the proposed Area F for a BS in Mathematics degree shown within the context of the complete program of study as well as a sample program of study:**

> Our previous recommendation was returned requesting that we show the recommendation for Area F in the context of the full program of study to ensure that it includes 120 credit hours (+5 for the above the core courses).

***Core Curriculum (60 hours)***

| | | |
|---|---|---|
| **AREAS A-E** | | **42** |
| **AREA F Courses Related to Major** | | **18** |
| MATH 1211[7] | Calculus I | 4 |
| MATH 2212 | Calculus II | 4 |
| MATH 2213 | Calculus III | 4 |
| MATH 2411 | Basic Statistics | 3 |
| MATH 2111 | Linear Algebra | 3 |
| **Area A – F Subtotal** | | **60** |

***Above The Core (5 hours)***

***Requirements for the Major (42 hours)***

[1]If Calculus is taken in Area A or D, one hour applies to Area F.

| | | |
|---|---|---|
| MATH 3101 | Introduction to Number Theory | 3 |
| MATH 3112 | Discrete Mathematics | 3 |
| MATH 3211 | Ordinary Differential Equations | 3 |
| MATH 3311 | Geometry and Applications | 3 |
| MATH 3314 | Math Statistics | 3 |
| MATH 3411 | Statistical Methods | 3 |
| MATH 3423 | Operations Research | 3 |
| MATH 4111 | Modern Algebra I | 3 |
| MATH 4112 | Modern Algebra II* | 3 |
| MATH 4211 | Elements of Analysis I | 3 |
| MATH 4212 | Elements of Analysis II* | 3 |
| MATH 4214 | Introduction to Complex Variables | 3 |
| MATH 4215 | Numerical Analysis | 3 |
| MATH 4921 | Senior Project I | 1 |
| MATH 4922 | Senior Project II | 2 |

***Major Electives (12 hours) – Select 12 hours from the following***

| | | |
|---|---|---|
| MATH 3413 | Introduction to Combinatorics | 3 |
| MATH 4338 | Non-Parametric Methods | 3 |
| MATH 4511 | History of Mathematics | 3 |
| MATH 4328 | Probability Theory | 3 |
| MATH 4220 | Partial Differential Equations | 3 |
| MATH 4330 | Math for Compound Interest | 3 |
| MATH 4336 | Intro. to Design of Experiments | 3 |

| | | |
|---|---|---|
| MATH 4344 | Estimation Theory | 3 |
| MATH 4346 | Introduction to Analytics | 3 |
| MATH 4322 | Intro. to Fluid Mechanics | 3 |
| MATH 4324 | Classical Mechanics | 3 |
| MATH 4326 | Operational Methods | 3 |

***General Electives (6 Hours)*** [8]

**TOTAL CREDIT HOURS: 125**

**SAMPLE PROGRAM OF STUDY FOR THE BACHELOR OF SCIENCE IN MATHEMATICS**

| Freshman Year | | | |
|---|---|---|---|
| Fall | | Spring | |
| Course | No. of Credit Hours | Course | No. of Credit Hours |
| ENGL 1101 English Comp. I | 3 | ENGL 1102 English Comp. I | 3 |
| MATH 1113 Precalculus | 3 | MATH 1211 Calculus I | 4 |
| CHEM 1211K General Chem. I<br>Or<br>PHYS 2221K Introductory Phys. I | 4<br><br>4 | CHEM 1212K General Chem. II<br>Or<br>PHYS 2222K Introductory Phys. II | 4<br><br>4 |
| POLS 1101 US & GA Government | 3 | MATH 2411 Basic Statistics | 3 |
| ASU 1201 Found. Col. Success | 2 | PEDH Elective | 1 |
| HEDP 1001 | 1 | | |
| Total Hours | 16 | **Total Hours** | **15*** |

2 If required courses are taken in Areas A-E, add additional electives to reach total hours.

| Sophomore Year | | | |
|---|---|---|---|
| Fall | | Spring | |
| ENGL 2111 World Lit. I101 I | 3 | MATH 2213 Calculus III | 4 |
| MATH 2212 Calculus II | 4 | Hum/Fine Arts Elective | 3 |
| COMM 1100 Public Speaking | 3 | Social Science Elective | 3 |
| General Electives | 3 | MATH 2111 Linear Algebra | 3 |
| MATH 3112 Discrete Math. | 3 | PEDH Elective | 1 |
| | | HIST 1002 Intro. To African Diaspora | 2 |
| **Total Hours** | **16** | **Total Hours** | **16** |
| Junior Year | | | |
| Fall | | Spring | |
| MATH 3213 Modern Geometry | 3 | MATH 4112 Modern Algebra II | 3 |
| MATH 3211 Differential Equation | 3 | MATH 3101 Intro. Numb. Theory | 3 |
| MATH Modern Algebra I | 3 | MATH 3314 Statistical Methods | 3 |
| MATH 3314 Mathematical Statistics | 3 | Major Elective | 3 |
| MATH 3423 Intro. To Oper. Resch. | 3 | Social Science Elective | 3 |
| **General Elective** | **1** | | |
| **Total Hours** | **16** | **Total Hours** | **15*** |
| | | | |
| Senior Year | | | |
| Fall | | Spring | |
| MATH 4211 Elements of Analysis I | 3 | MATH 4212 Elements of Analy. II | 3 |
| MATH 4214 Intro. To Complex Variables | 3 | MATH 4215 Numerical Analysis | 3 |
| Major Elective | 3 | Major Elective | 3 |

| | | | |
|---|---|---|---|
| Major Elective | 3 | MATH 4922 Senior Project II | 2 |
| MATH 4921 Senior Project I | 1 | General Electives | 2 |
| CSCI 1001 Intro. to Technology* | 2 | Social Science Elective | 3 |
| **Total Hours** | **15*** | **Total Hours** | **16** |

**4. Recommends implementing the following course description and prerequisites for MATH 2008 – Foundations of Numbers and Operations:**

**Course Description: This course is an Area F introductory mathematics course for teacher education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics. Prerequisites: MATH 1001, MATH 1111, MATH 1113 or approved equivalent:**

- The primary change to the description is found in the first line. Previous descriptions identified the course as being needed for Early Childhood majors. The Teacher Education OWG has informed our committee that the course is used for education programs other than Early Childhood majors as well and requested that the description be updated to "teach education majors" to alleviate confusion.

- The prerequisite list includes all prerequisite courses that will be offered through the new ASU. MATH 1101 is not mentioned because it is only available via ECore and not through the institution itself. The tag "or approved equivalent" would include MATH 1101 as well as any other equivalent course – for example: from students transferring to the new ASU from an institution outside the USG.

**FF: supported with suggested modification—Add MATH 1101as a prerequisite. The argument for its exclusion based on the fact that "it is only available via Ecore and not through the institution itself" discriminates based on the medium of instruction and who is offering the course. We accept course transfers and the idea of the Ecore is to encourage access to courses. Furthermore, the OWG's recommendation #5 below negates the rationale for not listing it as a prerequisite.**

**EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours.**

**5. Recommends that MATH 1101: Math Modeling be addressed in the catalog for the new ASU as follows:**

**Title: MATH 1101: Math Modeling - eCore only**

**Course Description: This course is an introduction to mathematical modeling using graphical, numerical, symbolic and verbal techniques to describe and explore real-**

**world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communications of quantitative concepts and results.** ***MATH 1101 may be taken as a substitute for MATH 1001: Quantitative Reasoning:***

The course title is updated to indicate that the course is only available via eCore.

**EMGP: APPROVED – (this is the eCore description, so it is appropriate to use). However, for full catalog information, please provide lecture-lab-credit hours.**

## OWG 8: Nursing & Health Sciences: (reviewed & supported by Abiodun Ojemakinde & Tom Ormond):

1. **Recommends discontinuing the nursing satellite program in Sandersville:**

   This recommendation is to close the Sandersville satellite December 2017. The Sandersville Health Care Professional to RN (Bridge) program is located three hours away from the Darton main campus which has created issues with the ability to provide adequate oversight of this campus. The track's 2014 licensure exam pass rate was 63%, which led to an overall nursing program pass rate of 78%. This low rate triggered a Georgia Board of Nursing required program corrective action. Currently, there is no contract in place for this satellite program. Transitioning this Bridge program to our Cordele site will allow better access for students traveling I-75, increase oversight, and enable us to maximize use of the Cordele Center.

2. **Recommends discontinuing the nursing satellite program in Thomasville:**

   The Thomasville traditional RN track was set up initially to meet the needs of the community by providing nursing education in this location. However, Southern Regional Technical College now has an ASN program and in 2015, 51 students took the Nursing licensure exam. Enrollment at Darton in Thomasville has decreased drastically in the last two years. We have had less than15 applicants for this satellite in the last two years. The completion rate for 2015 is 58%. Retention is very low in this satellite and students who are unsuccessful in their first semester do not return to Darton. It is not cost effective to continue paying for faculty, clinical instructors, and resources for this location. Currently, there is no contract in place for this satellite program.

## 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 11: Graduate Admissions:
## (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**Recommends that the Office of Fiscal Affairs determine the financial costs of implementing new programs recommended through academic strategic planning, including SACSCOC approvals, substantive changes,** Specialized Professional Association (SPA) **accreditations, and onsite visits:**

An understanding of the costs involved in establishing new programs will allow the University to make informed decisions regarding programming and establish realistic priorities.

## OWG 13: Library:
## (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**1. Recommends that ASU/DSC library loan policies and rules be consistent with one set of policies and procedures centralized on the new ASU campus:**

ASU and DSC will adopt library loan policies and reserves policies consistent with ASU/DSC policies adopt one set of circulation service policies and procedures which will guide interactions at both locations, with exceptions based on demonstrated need for a specific campus and adopt a model of customer services at both campuses that will be consistent with best practices in customer service for the new ASU.

**2. Recommends that all print materials be evaluated prior to merging items into ALMA (New Library Automated Integrated Library System) from the Voyager ExLibris Voyager:**

A process will be developed for selection of a common platform for provision of library services to all ASU/DSC patrons regardless of campus or location.

**3. Recommends that a comparative analysis be conducted of the main collections and serials collections of print and e-Resources to determine and limit the purchase of duplicate resources:**

This will eliminate duplication of costs for library print and e-Resources.

**4. Recommends that Darton State College align with the ASU library's collection development processes, procedures, and policies in order to align with the new ASU campus. All library collection development, acquisition processes and procedures will remain on the ASU campus:**

Since Darton does not currently have a Collection Development and Acquisitions unit. The collection development policies, procedures and work flows will be centralized in the new Albany State University, Pendergrast Library.

**5. Recommends that all ASU and DSC Library business practices including communication, Library Analytics, and library marketing be updated as necessary to centralize these items into one set of operations:**

This will merge "Ask a Librarian" chat Services; develop a desk and virtual reference service for campus and online students to provide academic support for students, faculty and staff. Key library assessments such as IPEDS (Integrated Postsecondary Education Data System) Survey, ACRL (Association of College and Research Library) Trends & Statistical Survey, Library Satisfaction Survey, Library Learning Outcomes, Bibliographic Instruction and more will be consolidated as needed.

**6. Recommends that the library staff review, revise and consolidate the Library Websites of ASU and DSC to reflect changes in the new Albany State University library:**

This will provide a single library website that includes all library services offered as a single unit. The library would also have a social media presence to market, promote and highlight library resources, events, and academic tips to scholarly research and open affordable resources.

**7. Recommends that licensing of e-Resources and GALILEO be consolidated to create a centralized method for addressing e-resources access and issues on both campuses:**

This will eliminate duplication of resources.

**8. Recommends that consistent access, based on shared authentication, for off-campus and on campus be supported by IT for the new ASU Library:**

This will provide a similar platform for library software, ALMA.

## OWG 20: Honors Program: (reviewed & supported by Danette Saylor and Pat Ridgeway):

**Recommends that Honors Program services and access will be provided appropriately to students on both campuses. Honors personnel will work collaboratively to mentor, advise, and refer students on their program of study and student support resources available. The specific location of Honors Program administrative staff and functions will be determined in the context of the need for and availability of space resources and desired departmental/functional adjacency in the new Albany State University:**

The Honors Program services and support will be administered by a single director with contacts (coordinators) on both campuses that will provide appropriate and equitable access for support and services to all Honors Program students regardless of their campus of predominant presence and matriculation.

## 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 22: Faculty Credentials, Rosters, Workloads, Pay: (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**Recommends that an ad hoc committee be formed with equal representation from each institution to develop policies and procedures for the new ASU New Faculty Orientation and Fall Workshops:**

Both DSC and ASU currently have new faculty orientation sessions and fall workshops. This committee needs to combine the procedures and work on logistics for the large number of attendees.

**EMGP: APPROVED –also, DSC currently hosts part-time faculty orientation mandatory for PT faculty each year. It is recommended that this important group not be forgotten in this process.**

## OWG 23: Faculty Honors and Awards: (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**1. Recommends that the following faculty awards be awarded at the new ASU:**

**A) Teacher of the Year;**
**B) Researcher of the Year;**
**C) Public Service Award;**
**D) Mentor of the Year:**

After studying the faculty awards given by ASU and DSC pre-consolidation as well as taking into consideration the mission of the new ASU, the OWG determined that these awards represent the functions faculty will serve at the new ASU while keeping the number of awards limited so they remain an exceptional achievement.

**2. Recommends that the selection process for faculty awards be faculty driven and that necessary guidelines and rubrics be developed by faculty for the selection process:**

After studying the selection processes at ASU and DSC pre-consolidation, OWG 23 is concerned that these processes are not completely faculty driven and that administrators have too large a role in the selection processes on both campuses. In addition, the OWG wants to ensure that all guidelines and rubrics developed in the implementation stage are developed by faculty. Faculty honors and awards should be faculty driven at both the input (rubrics) and output (selection) phases.

## OWG 24: Promotion/Tenure Policy & Faculty Development: (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**1. Recommends that the new promotion and tenure policy should be based on the four criteria of:**

**A. Teaching**
**B. Service**
**C. Research, Scholarship, Creative Endeavors, or Academic Achievement**
**D. Professional Development**

The criteria should be of the same standard as set by BOR policy and not be more restrictive at present time.

**FF: Modified Support---recommend deletion of "and not more restrictive at the present time." Not sure what the OWG means by this statement.**

**2. Recommends that the new promotion and tenure policy clearly define the different faculty workloads/models (research faculty, instructional faculty, clinical faculty, etc.) and subsequent expectations be aligned with the different faculty workloads/models when evaluating criteria for tenure and promotion:**

The different faculty models, workloads, teaching loads (4/4, 5/5, etc.), and other requirements, should be clearly defined in order to evaluate the expectations for tenure and promotion purposes based on the different faculty models.

**3. Recommends that the new promotion and tenure policy allow candidates to determine their own weights within established ranges in the four criteria areas of:**

**A. Teaching**
**B. Service**

**C. Research, Scholarship, Creative Endeavors, or Academic Achievement**
**D. Professional Development:**

The tenure and promotion policy will establish an acceptable set of weighted ranges in each of the criteria and allow the candidates to determine their criteria weights within the acceptable range.

**FF: Supported, with suggestion for modification—We need to establish weights and parameters that reflect the mission of the new institution. For example at Georgia College which sees itself as a teaching institution, the greater weight is placed on teaching--70% of the weight is on teaching and faculty may distribute the remaining 30% between service and scholarship/research, with the proviso that not less than 10% weight be allocated to the remaining two categories (10/20 or 15/15)**

**NOTE FROM RANDY: I believe Funke's suggestion goes to the "Recommendation-to Reality" /implementation phase of consolidation.**

**4. Recommends that the new promotion and tenure policy include a reliable rubric to objectively evaluate the quality of all portfolios:**

Existing rubrics used to measure promotion and tenure portfolios rely on a point system that emphasizes the quantity of relative indicators, rather than the quality of performance. Rubrics should include well-written descriptions of performance that correlate to an objective score in each category.

**5. Recommends that the new promotion and tenure policy define and align the appropriate degree in the discipline or its equivalent in training, ability, and/or experience for tenure and promotion purposes:**

The policy should clearly define the degree or its equivalency required in major disciplines to prevent inconsistencies in the eligibility and awarding of promotion and tenure throughout the University. The requirements may vary depending on discipline.

**6. Recommends required professional development, training, and tools for candidates and evaluators of promotion and tenure portfolios:**

The policy should include a requirement for candidates and evaluators to receive professional development that explains rules, processes, and modifications to policy and/or rubrics for fair and consistent evaluation of promotion and tenure portfolios.

**7. Recommends that the new promotion and tenure policy should include a structured appeals process that considers input from all stakeholders:**

The policy should clearly identify processes for appeals in cases of denied promotion and/or tenure applications. The appeals process should be developed after receiving input from all stakeholders, including instructors, tenure track personnel, and tenured personnel.

**8. Recommends the establishment of a task force charged with drafting the tenure and promotion policy and procedures. The task force will ensure policy alignment with institutional mission, faculty evaluation, faculty workload models, etc.:**

The task force should be established and charged in August 2016 with drafting the tenure and promotion policy for the new Albany State University. The task force should be comprised of appropriate membership across campuses. The task force will need to ensure inclusion of other OWG recommendations, such as those from OWG 22 as that group is tasked with developing common faculty evaluation process, determining faculty workloads, etc.

## OWG 26: Testing Center: (reviewed & supported by Funke Fontenot and Elizabeth Perkins):

**5. Recommends that the new University research methods to offer the SAT/ACT specialized exams at both campus locations:**

ASU currently offers numerous specialized tests, which require specialized software and dedicated computers. Processes and procedures are in place to accommodate this type of testing and the community is already familiar with testing at this campus location for these exams. The working group does believe that it would be beneficial to the new University to explore offering the SAT ACT at both campus locations to accommodate as many potential students as possible.

**6. Recommends that the primary testing center location for *student* testing be at the current Darton State College campus:**

DSC's testing center currently serves an average of 657 students per month for online and hybrid courses in addition to other testing. The recommendation assumes DSC's current campus location as the primary testing site for enrolled students with ASU's campus also testing students but on a smaller scale. The current ASU campus, at this time, is not equipped to facilitate large numbers of student exams. A plan should be put in place to acquire space and needed hardware/software to increase the testing center's capacity for student testing in anticipation of future growth.

**FF: Good idea, but inconsistent with recommendations 4(Discussion Agenda) and 5 above.**

**7. Recommends that the new University form a task force to identify additional space for the current ASU's testing center and a means to acquire additional hardware/software to increase the testing center's capacity for student testing:**

DSC's testing center currently serves an average of 657 students per month for online and hybrid courses in addition to other testing. The recommendation assumes DSC's current campus location as the primary testing site for enrolled students with ASU's campus also testing students but on a smaller scale. The current ASU campus, at this time, is not equipped to facilitate large numbers of student exams. A plan should be put in place to

acquire space and needed hardware/software to increase the testing center's capacity for student testing in anticipation of future growth.

**FF: Testing at both sites might help address the issue of capacity.**

## OWG 28: Ceremonies: (reviewed & supported by Danette Saylor and Elizabeth Perkins):

**1. Recommends continuing ASU's tradition of hosting Founder's Day the first Friday in April:**

Currently, ASU celebrates Founder's Day on the first Friday in April in honor and in celebration of Joseph Winthrop Holley's birthday. In an effort to celebrate ASU's founding, its traditions and its future, it is recommended that the New University continue with this tradition on this date.

**2. Recommends hosting the Founder's Day Convocation on the east campus:**

Currently, immediately following the Founder's Day Convocation, the University conducts a Graveside Ceremony on the lower campus (Dr. Holley's gravesite) in honor and recognition of Dr. Joseph Winthrop Holley, ASU's founder. Therefore it is recommended the New University continues this tradition.

**3. Recommends that convocation is scheduled during the day in addition to the Provost/Vice President for Academic Affairs suspending classes during the time of convocation is held:**

To ensure faculty, staff and students are given the opportunity to attend the convocation held in celebration of the University's continued existence.

**EMGP: APPROVED – The course schedule would have to be such that the required federal mandate for seat time still be met for courses whose classes would be cancelled this day.**

**4. Recommends that Homecoming student activities for are held on both campuses:**

Although it is recommended to host the Homecoming Convocation on the east campus, the committee recommends hosting student activities on both campuses. Many activities are held during the Homecoming Celebration; however, due to the limited number of venues on the east campus the University is limited with the number of student activities it can host on campus. Therefore, by hosting student activities on both campuses, the University will create a safe environment for students to participate and to celebrate in the Homecoming Celebration. In addition, the increased number of student activities may create an opportunity for the University to generate more funds that may be used to support student related activities.

**5. Recommends continuing ASU's tradition of hosting the Homecoming Convocation during the football season:**

The ASU Homecoming Celebration is a time when faculty, staff, students and alumni can come together to reflect on past traditions and memories while creating new traditions and memories; with the Homecoming Convocation held on the Friday before the Homecoming football game. This is also an excellent opportunity for the University to showcase its accomplishments/growth to alumni, friends and supporters of the University. In addition, the event has a tremendous economic impact for the University, the City of Albany and surrounding cities.

**6. Recommends Host the Homecoming Convocation on the east campus:**

Since the football game will be held on the east campus and vendors will begin to set up for tailgating on the Friday before the football game, it is recommended the Homecoming convocation is held on the east campus.

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

**1. Recommends adapting the structure provided in DSC's current Classification & Compensation Plan (Pay Plan) for the new University:**

After assessing the feasibility of utilizing DSC's current Classification & Compensation Plan for the new University, the OWG determined that the structure provided in the Plan, with some reasonable modifications, would address the new University's needs. Those modifications would include blending ASU's positions into the Plan structure- focusing particularly on those positions that are unique to ASU- and immediately addressing inequities that could demonstrate disparate impact at the new University.

**2. Recommends forming a Compensation Committee comprised of Faculty and Staff members to periodically review, assess, and address pay issues related to position classifications at the new University:**

The formation of a Compensation Committee would provide a structured means to ensuring that employees are compensated fairly. It also would provide oversight of the new University's compensation plan and create internal controls on how compensation levels are determined.