FACULTY SENATE MEETING
August 25, 2025

Members and Officers present: Janel Bloch (Budget), Jitana Benton-Lee, Andrea Brooks* (Gen Ed), Kinsey Bryant-Lees (Faculty Advocate), Carole Cangioni, Ronnie Chamberlain, Kimberly Clayton-Code, Josh Cooper, Joe Cress, Christine Curran (Senate Vice President), Megan Downing, Rebecca Elkins (Benefits), Jacqueline Emerine (Senate President), John Farrar, Richard Fox (UCC), Kathleen Fuegen* (Parliamentarian), Dorea Glance* (Grad Programs), Allyson Graf, Michael Guy, Jackie Herman, William Herzog, Stephen Johnson, Boshra Karimi, Ken Katkin, Suk-hee Kim, Edward Kwon, Chris Lawrence* (TEEC), Mark Leeman, Peiwei Li, Zeel Maheshwari, Jennifer McLeod, Laryn O'Donnell Knudson, Michael Providenti (Secretary), Holly Riffe (PCC), Kelly Ritter, Nazmus Sadat, Robert Salyer, Gary Sczerbaniewicz, Kathleen Spada, Sandra Spataro* (Faculty Regent), Mehmet Sulu, Andrea Sutherland, Jessica Taylor, Eileen Weisenbach-Keller, Junxiu Zhou, Marcia Ziegler (an asterisk * indicates ex officio members) , Kim Yates

Members and Officers absent: Jason Applegate, William Boyce, Nile Patterson Monica Wakefield

Guests: Cady Short-Thompson (President), Diana McGill (Provost), Grace Hiles (Faculty Senate Office), Collin Jarrell (SGA), Kyah Smith (SGA), Terkerah Washington (Staff Congress), Emilie Carter, Whitney Darnell, Colleen Deel, Melissa England, Jeff Fox, Danielle McDonald, Yaw Frimpong-Mansoh, Amy Gellen, Shelli Johnson, Doug Hume, Kevin Kirby, Alar Lipping, Brianna Marshall,Peter Rinto, Steve Slone, Donna Smith, Hallie Sylvestro, Dolores White,

Call to Order, Adoption of Agenda
The meeting was called to order by Senate President Jacqueline Emerine at 1:02 pm with a quorum present. The agenda was adopted as distributed.

Approval of Minutes
The minutes from the May 9, 2025 meeting were approved as distributed.

Guests

President (Cady Short-Thompson)

- Enrollment updates.
    - Enrollment was ahead with direct admit in the spring. Up and down since May.
    - Looks like enrollment will be flat with where we were last year.
    - The number of students dropped for non-payment was lower this year.
    - Updates to statistics will be coming midweek.
- Policies are heading to Faculty Senate (details in Senate President's report).
- Kentucky Barrels (arena football team) is renting space in Truist Arena. Looking to increase activities in the arena.
- Hope to soon have a proposal for development for the corner property at 27 and Nunn Dr.
- Questions/Comments:
    - Suggestion to add questions to the student exit survey to understand why students leave the university.
    - Are there numbers on retention? A: It's up a percentage point.

Provost (Diana McGill)

- There are discussions about the semester calendar and course teaching options. Looking at shortening the semester from 16 to 15 weeks. Courses are currently taught MWF, TuTh, or MW. We need to ensure students can get the courses they need. There is a lot of work faculty will need to do since class sessions will need to be longer to make semesters shorter. 7-week classes would remain 7-week. By shortening the academic year sessions, they could align better with the summer session. There are also 12-month programs and 12-month faculty with no breaks and some overlap between semesters.
- There should be a faculty committee or task force to examine what it would look like to no longer have 3 day per week courses. It should include faculty and advisors.
- Questions:
    - Request to ensure no semester will begin before the preceding semester has ended and grades have been submitted.

Faculty Regent (Sandra Spataro)
- The Board met at their annual retreat July 22-23. The board voted to approve the change in tuition to a few programs in business and nursing. Graduation fees for undergraduate and graduate programs were increased. The goal is to balance the budget after state funding changes.
- There was a discussion about athletics and NIL. This is still evolving. The goal is to build the best team within the existing budget.
- There was a discussion about the Norse neighborhood possibilities and building more on-campus vibrancy with more residential options for students.
- The Board looked at best practices for boards of trustees, did a self-evaluation, and looked at the data.

Staff Congress (Terkerah Washington)
- Thanks to those who attended the staff and faculty picnic. There were 450 attendees, 260 of which were employees. 440 items were donated to Care Closet.
- The virtual storefront will return from 8/25 to 9/8. There will be NKU apparel at a discount.

SGA (Kyah Smith)
- Applications for SGA are due at the end of the first week in September. Elections will be 9/10-11. Looking to elect 5 new freshman senators. Also electing upper classmen. Specifically looking for students in the College of Education, Informatics, and Health and Human Services.

Introduction of Danielle McDonald (Vice Provost Faculty Affairs, Instructional Excellence, & Online)
- There was a brief introduction.

Introduction of Amy Gellen (Chief Human Resources Officer)
- There will be policies for the faculty to review.
- Working on the transition to Workday.
- Open enrollment will be the same this year as it was last year (end of October, early November). No specific numbers from the benefits broker yet.
- Questions:
    - Will benefits enrollment be auto-enrollment this year? A: It will be a passive enrollment (medical, dental, vision) minus the benefits that need to be elected every year.
    - Any chance to move away from United Healthcare? A: The contract gets called out for RFP every 3 years. We need better service navigating claims from our benefits broker. Carriers will not change before January 2027.

- o Why did we have limited options for dental? A: this was sent out through procurement, not the benefits broker. There was a committee that made the decision to select Humana. The feedback on the change from Delta to Humana has not been positive. There should have been a disruption analysis before the decision was made.
  - o Could NKU partner with other state universities for other options? A: Yes, but this is a time-consuming process and will not change our options before 2027.
  - o Could there be a survey of faculty? A: The faculty could do a survey and forward the results to HR.
  - o Concern raised about using a broker specific to only Kentucky. A: The broker and coverage network have to be national.

Discussion of First Day option for digital textbooks (Jeff Fox)
- Note: This is First Day, NOT First Day Complete.
- First Day gives students automatic access to digital materials required for courses on the first day of class. The system is 100% opt in for faculty. There would be a course material charge billed to a student's tuition account that, by law, must be below market value. Students would have access to course materials on the first day of classes without needing access codes when accessing materials through Canvas. Students can opt out within Canvas.
- Lead time for requests is early spring for fall and early fall for spring. To find out if your course materials are available, reach out to publishers and ask for their First Day pricing.
- Most schools in our region already do this.
- SGA is open to this.
- NKU could gather a small group to trial First Day and provide feedback.
- If you or your unit is interested in First Day, please reach out to Jeff Fox. If people are interested, the university can get pricing. The library will be included in discussions.

Discussion on the Curriculum Modality Committee's Final Report (Hallie Sylvestro)
- Some administrators going back to 2012 have said mode of delivery is not curriculum.
- Mode of delivery includes not only how it's delivered (is it online, is it person) but also the length of the class (five weeks, seven weeks, full semester, etc.)
- The committee looked at 12 benchmark universities. In all but two of the universities, it was found that mode of delivery decisions was always originated within programs in academic departments. In the other two, administrators might suggest that programs go online.
- The Faculty Handbook, Appendix C, Section B concerning collegial governance outlines that faculty bodies have the primary responsibility to guide, oversee, design, change, and direct academic programs and policy.
- Under SACSCOC standards, faculty are the keepers of curriculum and administrators are the stewards of organizational resources to support educational programs.
- A survey of 106 recipients concluded that modality is curriculum and that mode-of-delivery impacts major elements of a course.
- Online courses have provided growth for different programs but it has not always been a good fit for some programs.
- The recommendation is that Faculty Senate and PCC look to create policy outlining procedures for mode-of-delivery changes that is in alignment with NKU policies, SACSCOC standards, and benchmark universities.
- Questions:
  - o What is the next step? A: Have Senate look at mode of delivery and consider going through the university curriculum process. The faculty should consider how this should

work.
- o What should shared governance look like? Could better data and budgets be shared by administrators with faculty to help faculty make smart financial decisions with course changes?
- o We also need to think about whether a department can have autonomy and when they can have autonomy.

New Business
- None at this time.

Officer Reports

President (Jacqueline Emerine)
- The Faculty Work Load Policy Workgroup sent a spreadsheet to directors and chairs requesting information about teaching in fall '24 and spring '25. This is to collect data on what those courses look like. There are no other requests from the work group at this moment.
- Policies are coming to Senate and Grant Garber will attend the September 29 Senate meeting. The policies include: Tuition Waiver (aligning the scope of the benefit for in-state versus out-of-state); Undergraduate Admissions (aligns CPE regulations and GPAs); Housing Residency (require, with exceptions, that undergrads to live on campus the first 2 years); Contract Signature Authority; ADA, Accommodation, and Non-discrimination; Security Camera Policy; Free Expression Policy; HR Policies (closings, incidental weather, flexible work arrangements, professional attire); Use of Drones on Campus.
- Questions:
    - o Regarding the workload policy, in SOTA, Theatre faculty members are on forced course release. The work is not being calculated but it is the bulk of the work done. A: If there is work that is not accounted for in the spreadsheet, add a column and share that information. If that isn't possible, send a separate document to the work group.
    - o Will only course work data be collected this semester? A: No, service and scholarship will also be collected later this semester before the December deadline.

Vice President (Christine Curran)
- The Strategic Planning Summit was held after the Convocation. The plan was approved by the Board. Moving toward implementation. Conversations are ongoing and the website is up.

Secretary (Michael Providenti)
- No report.

Parliamentarian (Kathleen Fuegen)
- No report.

Graduate Council Chair (Dorea Glance)
- Thanks to Dr. Peter Hoffman, our new Vice Provost for Graduate Education, Research, and Outreach.
- First Grad Council meeting is on 9/11 at which Grad Council will elect a senator.

Committee Reports

University Curriculum Committee (Richard Fox)
- First meeting is this Thursday. All meetings this year will be by zoom unless a face-to-face meeting is required.
- Aside from handling curricular proposals, the big agenda items are to put into place bylaws for each college curriculum committee and update the UCC bylaws, which I will then bring to senate for approval, and to get more depts to submit their SLO repositories. To date, nearly all of COI has submitted theirs, nearly all of CHHS has submitted theirs, three programs from A&S has submitted theirs and none have been submitted from COB.
- We have a new deadline for next fall's catalog because of a request from advising. Instead of end of March, the deadline to get items into next fall's catalog is our February 19 UCC meeting. New programs will need to be approved by our January senate meeting.
- I submitted my annual report which you can find attached to Grace's email. One thing to note is our attendance is up to over 80%.
- For anyone new to curriculum (new chair, new associate dean, new UCC or college committee rep), I will be giving my annual curriculum workshop next Wednesday at 3 pm and Thursday at 9:30 am via zoom. If you know anyone who should attend, have them email me for the zoom link or refer back to the email distributed by Grace last week. If you know of anyone who should be on the UCC listserv, please email me their name (or have them contact me).

Budget Committee (Janel Bloch)
- First meeting will be Wednesday 9/10 at 3:15. Mostly on Zoom with an in-person option.
- There was a budget survey in the spring. The report is posted on the Budget Committee website.

Benefits Committee (Becky Elkins)
- There is a new website for faculty development awards (FDAs). There are 20 sabbaticals, 10 summer fellowships ($6000 each), and 10 project grants ($6000).
- Faculty Development Workshops on 9/2 and 9/3. There are in-person and hybrid options. Second workshops 9/9 and 9/10.
- Two students received half scholarships in the spring of '25. One student won a book award.
- Faculty who intend to apply for a faculty development award need to fill out a notice of intent to apply, which is available on the FDA, website by 9/9.

Professional Concerns Committee (Holly Riffe)
- PCC meets next Thursday at 3pm. Send an email to Holly to be added to the Canvas site.
- If you have an issue, even if you aren't sure where it should go, send it to Holly.

TEEC (Chris Lawrence)
- The first meeting is 9/4.
- Will be reaching out to Vice Provost McDonald and the Provost before looking at the faculty perspective about shortening the semester.

General Education Committee (Andrea Brooks)
- First meeting is Tuesday 8/26.
- If you are thinking about proposing a new course for Gen Ed this year, you'll want to have that proposal through Curriculog by the end of the semester. Because of the timeline with UCC, you want to make sure you have time for it to be reviewed. Proposer are invited to the meetings so we can have a conversation about the course.
- Courses in the natural science or the math and statistics category are being assessed this year.

Faculty in those areas should have gotten an email from Doug Hume who is our new director of Gen Ed accreditation and assessment.

Old Business
- None at this time.

New Business
- None at this time.

Announcements
- None at this time.

Adjournment
- The meeting was adjourned at 3:08 pm.

Respectfully submitted,

Michael Providenti
Faculty Senate Secretary

UCC Report, 2024-2025 Academic Year

1. Overview

The UCC has 28 voting members, one from each academic department/school (except for SOTA which has three members and SCA which has two members) plus one member each from Steely Library and University Programs. Ex-officio members come from the Office of the Registrar and the Office of the Vice Provost for Undergraduate Affairs, including Advising. The UCC meets the 1st and 3rd Thursday, September through April (except December and January which have a single meeting each). The second March meeting was held on the 4th Thursday to avoid a conflict with Graduate Council. During the 2024-25 academic year, all meetings were held by zoom except for three meetings handled by email votes and one April was canceled due to no business. The average attendance was 81%.

Anne Saghingoz represented the UCC on AAPC. The college committee curriculum chairs were Mike Bush (CAS), Hardik Patel/Cris Biazzin (COB), Ginger Blackwell (COE), Hallie Sylvestro (CHHS), Richard Fox (COI). The UCC chair was Richard Fox and the secretary was Kim Kattus.

2. Curriculum Changes Approved

No new degree program was approved by a notification of intent (NOI) was submitted. The full program proposal has not yet been submitted. In addition, 2 new minors were approved and 3 tracks added to existing programs while 9 existing programs were deleted (2 tracks/concentrations, 1 certificate program, 2 minors, 2 BA degrees, 1 BS degree and the LLM from Chase). Two additional SLO repositories were submitted (in addition to those already submitted spring 2024). The number of other changes are listed below (all numbers are approximate):

*   Number of program changes: 64
*   Number of new courses: 49
*   Number of course changes: 199
*   Number of course deletions: 22

3. Other Efforts

*   The UCC approved a recommendation that microcredentials be considered curriculum. This was then approved by Faculty Senate. No action has since been taken on the recommendation by the administration.
*   The SLO repository was updated and two new sets of documents were added. Currently, the repository consists of programs from all programs in COE, three of the four schools in CHHS, all programs except one from COI, and two programs from A&S. No submissions have been made from departments in COB.
*   In spring 2025, we began an effort to create bylaws for each college curriculum committee and update the UCC bylaws. We will finalize and approve these early in the fall semester and bring the updated UCC bylaws to senate for approval.
*   We modified the Curriculog forms to improve them.

4. Expected Initiatives for 2025-2026

*   Continue to build and update the SLO repository.
*   Approve all college curriculum committee bylaws.
*   Update and approve UCC bylaws.
*   Continue handling all curricular changes that come through.

Submitted by Richard Fox, UCC Chair

Year End Report to the Executive Committee of Faculty Senate

Curriculum Modality Committee (commissioned 8/2/2024):
Hallie Sylvestro (chair), Jessica Averitt Taylor, Linda Dynan, Shahid Noor, Sarah Kasten, Tammie Sherry, Ada Cenkci, Rhonda Davis

Overview

In recent years, NKU administrators have requested changes to program modality without regard for faculty agreement with those directives[1]. Administrators are charged with operational and financial oversight, and are not experts of curriculum, programs of study, or specialized accreditation standards. As keepers of curriculum and experts in their field of study, faculty must necessarily be involved in conversations of modality change. Given new administrative leadership, it is critical to review and correct the currently inconsistent processes and standards for determining and changing program modality at NKU. To better understand the scope of the issue, the Curriculum Modality Committee has gathered and reviewed relevant data from multiple sources, including the NKU Faculty Policies and Procedures Handbook, SACSCOC accreditation standards, benchmark comparisons, and survey data from program directors across the university. This committee includes representation from each college except for Chase College of Law.

Executive Summary

Key findings support mode-of-delivery as an element of curriculum, and decisions concerning mode-of-delivery should be under the purview of faculty bodies.

- The handbook policy concerning Collegial Governance at NKU (Appendix C Section B) clearly outlines the primary responsibility of faculty to oversee and direct program curricula.
- SACSCOC standards affirm the roles of faculty as keepers of curriculum and administrators as stewards of organizational resources to support educational programs.
- Benchmark comparisons affirm mode-of-delivery as a substantive curriculum change.
- A survey of NKU program directors reveals mode-of-delivery changes have resulted in changes to many elements of curriculum, faculty workload, and program culture, and should be considered a substantive curriculum change.

Our committee suggests the creation of new policy to outline procedures for mode-of-delivery changes consistent with institutional policies, SACSCOC standards, and practices at benchmark institutions.

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[1] Modality, or mode-of-delivery, refers to the formats in which a course is delivered: face-to-face, online synchronous, online asynchronous, 5-weeks, 7-weeks, 16-weeks, etc.

Findings

NKU Faculty Policies and Procedures Handbook

The [handbook](#) policy concerning Collegial Governance at NKU (Appendix C Section B) clearly outlines the primary responsibility of faculty to oversee and direct program curricula.

Faculty bodies have the primary responsibility to guide, oversee, design, change, and direct academic programs and policy. Faculty bodies are participants in the collegial system of university governance and have primary responsibility of academic matters, including but not limited to program curricula, approval of academic degree programs, and approval of agreements with external organizations which directly affect academic matters. Our handbook clarifies that faculty recommendations *should be implemented* in most cases. To supersede faculty recommendations, administrators must justify their exception as a "compelling reason" and must provide clear rationale of their decision(s) to the appropriate faculty bodies in a timely fashion. Notably, criteria of what constitutes a "compelling reason" is not defined.

SACSCOC Standards

SACSCOC standards affirm the roles of faculty as keepers of curriculum and administrators as stewards of organizational resources to support educational programs.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Principles of Accreditation (2024)](#) underline the faculty's primary role in shaping academic programs and ensuring their quality and effectiveness:

> The institution (a) **publishes and implements policies on the authority of faculty in academic and governance matters**, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) **places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.** (SACSCOC, 2024a, p. 23)

SACSCOC recognizes the importance of shared governance in curriculum oversight, but specifies the roles of both faculty and administration in this endeavor:

> Approval by the faculty ensures that programs, including programs offered through collaborative arrangements, contain appropriate courses reflecting current knowledge within a discipline and include courses appropriate for the students enrolled. Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the institution possesses both the organization and resources to ensure the quality of its educational programs. ([SACSCOC, 2024b, p. 96](#))

Benchmark Comparisons

Benchmark comparisons affirm mode-of-delivery as a substantive curriculum change.

A review of twelve benchmark universities revealed current curriculum practices and policies at NKU are out of step with comparable institutions[2]; mode-of-delivery is considered a substantive curriculum change at benchmark universities. In all but two reviewed institutions (See appendix 1 for details), all decisions concerning mode-of-delivery for courses and programs originate from the academic department. Faculty are actively involved in reviewing the appropriateness of courses and/or programs for distance education, and in ensuring suitable rigor and content.

Some institutions employ faculty-led cyberlearning or related committees, charged with examining and processing new programs, changes in existing programs, and termination of existing programs which utilize online mode-of-delivery (See appendix 2 for details regarding a different example). While administration typically oversees the curriculum process at benchmark institutions, university policies and/or university representatives report that decisions to move programs or courses online belong to faculty and are considered substantive curriculum changes. Administrators at benchmark institutions are tasked with ensuring appropriate budgetary, marketing, faculty training, and staff support. Please see appendix 3 for full details of the benchmark comparisons where details and relevant language were available.

NKU Program Director Survey

A survey of NKU program directors reveals mode-of-delivery changes have resulted in changes to many elements of curriculum, faculty workload, and program culture, and should be considered a substantive curriculum change.

A survey examining if and how mode-of-delivery (i.e., online synchronous, online asynchronous, hybrid, face-to -face, 5-week, 7-week and 16-week course formats) impact curriculum and experience of faculty (and faculty perception of student experience) was developed by members of the Curriculum Modality Committee in consultation with the Faculty Senate Executive Committee. This survey was sent to NKU program directors and coordinators, along with the directive to consult with faculty within their academic units prior to completing the survey.

Respondents by College

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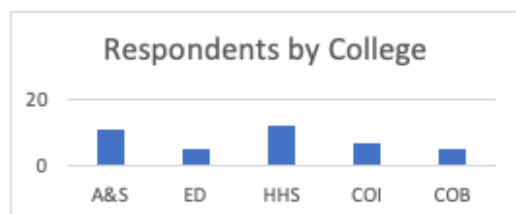
[2] Louisiana Tech University, University of Tennessee Chattanooga, University of Wisconsin White Water, Youngstown State, University of Kentucky, University of Louisville, Western Kentucky University, Eastern Kentucky University, Kentucky State University, Morehead State University, University of Cincinnati, and Wright State

There were 58 respondents, of whom 54 were eligible to complete the survey. The chart above depicts a breakdown of respondents from the various colleges.

The survey focused on the following areas: (1) whether changes were made to curriculum to accommodate modes of delivery; (2) faculty experience with workload, administrative and institutional support for delivery format changes, impact on other courses; and (3) faculty perception of student experience and preparation for next courses.

Survey Findings

Modality is curriculum.

Findings of the survey suggest that mode-of-delivery impacts critical elements of the course and program curriculum and should not be considered as separate from the curriculum.

Respondents report moderate or major changes to *course SLOs* (21%), *assessments* (72%), and *content* (41%).

Most respondents (66%) perceive that they are NOT delivering the same product across modalities.

Concerns.

Heavy Workload.

Most respondents reported that changes in curriculum modality resulted in heavier workloads and associated curricular changes.

Most respondents (72%) report moderate or major changes to program course assignments since moving courses online.

Most respondents (60.53%) in programs offering accelerated courses report heavier grading responsibilities. Most respondents (73.53%) feel faculty have insufficient time to grade assignments in accelerated online-course and have altered assessment formats in response to these tight grading deadlines.

Most respondents (55%) indicate class size has grown because of changes from F2F to online mode-of-delivery.

Inadequate Administrative/Institutional Support.

Most respondents reported that they do not have adequate institutional or administrative support.

Most respondents (82%) report that they do not have adequate marketing support.

Most respondents (54%) report insufficient staff and administrative support.

Mixed Results for Students.

Most respondents report that curriculum modality impacts student outcomes and success.

Roughly half of survey respondents (48%) feel that mode-of-delivery directly impacts student readiness for subsequent courses.

Respondent comments recognized 1) alternative delivery modes of learning support student success and 2) online learning is a valuable option for distance and adult learners and has increased enrollment in many programs.

Most respondents (58%) report that faculty have a reduced sense of belonging to the program based on mode-of delivery.

Comments indicated a diminished sense of belonging relative to face to face is reported for all delivery formats, but access and flexibility is also noted.

Most respondents (60%) report that students are constrained in being able to select their preferred course delivery format.

Recommendations

Given these findings, our committee suggests the creation of new policy outlining procedures for mode-of-delivery changes. This new policy should be consistent with pre-existing institutional policies, SACSCOC standards, and standards at benchmark comparison universities: mode-of-delivery is part of curriculum and decisions concerning mode-of-delivery should be under the purview of faculty bodies. Furthermore, it may be useful to clarify what constitutes "compelling reasons" for administrators to supersede faculty recommendations concerning mode-of-delivery, and to outline more specific procedures for appropriate shared governance in such instances[3]. We recommend the Faculty Senate University Curriculum Committee and Professional Concerns Committee pursue these aims as either coordinated-but-independent bodies or through the creation of a shared special committee.

Additionally, feedback from faculty indicates dire need of increased marketing and staff support to sufficiently run academic programs across the institution. Faculty describe significant gaps in institutional support and capacity for online courses and programs, saying "the burden is shifted to individuals, instead of structures and processes." Relevant SACSCOC standards outline the primary responsibility of administrators to ensure institutional support of approved curriculum changes. Administrators can improve the quality of academic programs by bolstering efforts to provide adequate academic support staff and program marketing at NKU.

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[3] See NKU Faculty Policies and Procedures Handbook, Appendix C, Section B

References

Northern Kentucky University Faculty Senate. *Faculty policies and procedures handbook.* 2024.
https://www.nku.edu/content/dam/academicaffairs/docs/facstaffsecure/FacultyHandbookNKU-
2024fall.pdf

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accreditation: Foundations for quality enhancement.* 2024a.
https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf

Southern Association of Colleges and Schools Commission on Colleges. *Resource manual for
the principles of accreditation: Foundations for quality enhancement,* 4th ed. 2024b.
https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

Appendix 1
Two Benchmark Institutions with Mode-of-Delivery Decisions Outside of Academic Departments

At Eastern Kentucky University, mode-of-delivery changes may be initiated by entities other than the department (such as the Council for Postsecondary Education or through Academic Review) but must be brought to the department by the Provost followed by a review of suggested changes by the unit to provide substantive and meaningful recommendations and a shared decision-making process. Decisions on mode-of-delivery at Kentucky State traditionally originate within academic units; however, administration has been heavily involved in selecting appropriate programs (based on market information) to include within the KSU online office, a new vehicle for promoting online programs at KSU. Notably, KSU faculty retain rights to teach courses in-person or online across the university (not just within the KSU online office).

Appendix 2
University of Louisville Curriculum Modality Change Process

The University of Louisville requires programs electing to go online be reviewed by the Provost Program Review Committee, which allows institutional stakeholders and administrators to gather data about demand, budget, marketing, etc., as part of the curriculum decision making process.

Appendix 3
Full Details of Benchmark Comparisons

Institution	Mode-of-Delivery Policy?	Faculty Control Mode-of-Delivery?	Relevant Language
Louisiana Tech University	Yes	Yes	Yes[4]
University of Tennessee – Chattanooga		Yes	Yes[5]

[4] LTU Distance Learning Policies

Quality Assurance
Distance education courses and programs (e-Learning courses or modifications thereto) shall comply with all of the standard practices, procedures, and criteria which have been established for traditional in-the-classroom courses including but not limited to faculty involvement at the level of course development, selection of qualified individuals to teach the course, pedagogical determinations about appropriate class size, approvals at College and University Committee levels (Instructional Policies Committee for undergraduate and Graduate Council for graduate level offerings with final approval by the University President) and oversight of all final course offerings by the appropriate academic personnel to ensure conformity with previously established traditions of course quality and relevance to programs.   Distance Education Courses
Proposals for the development and delivery of distance education courses are to be evaluated at the department and college level. The faculty member, department chair, and dean play a significant role in guiding the development and implementation of distance education courses. These individuals shall evaluate the distance education course proposal for appropriateness, and only those proposals demonstrating suitable content and sufficient quality and rigor should be approved for development. Once approved, a copy of the form will be sent to the Instructional Policies Committee and/or the Graduate Council for established procedural review.

[5] UT-C
Program & Curriculum Proposals
Change degree delivery mode
As disciplines change, faculty may propose changes to the curriculum related to the delivery method for course to expand opportunities for student study. This proposal should be considered by the department and college units before implementation.
Program Modification form must be submitted to Curriculog for approval votes at the following levels. The process takes approximately 6 months.
  Department
  College
  Registrar
  Vice Provost
  Provost
  Curriculum Committee
o https://www.utc.edu/academic-affairs/program-curriculum-proposals

Institution	Mode-of-Delivery Policy?	Faculty Control Mode-of-Delivery?	Relevant Language
University of Wisconsin White Water		Yes	Yes[6]
Youngstown State University		Yes[7]	Yes[8]

[6] UW Whitewater

Change in delivery mode must go through the department, College Curriculum Committee, UCC, Senate, Univ of WI system as an information item
C. Fully online programs must offer a consultation to all relevant colleges, programs and general education before the proposal is submitted to the UCC.
G. Program changes, course changes, and some "other" actions are to be reviewed by the sponsoring department before submitting the proposal to the CCC. Any other program affected by a proposal must be offered a consultation before the proposal is submitted to the CCC. Evidence that the consultation occurred, was declined, or that there was no response during the allotted time period must be included/attached to the course proposal in CourseLeaf

[7] Youngstown State University

mode-of-delivery changes are approved through traditional faculty controlled curriculum process. An additional faculty controlled committee was created for reviewing and making policy recommendations for Academic Senate concerning online learning.
[8] According to the chair: "Typically course and program changes are initiated by faculty in the department, then proceed to the chair, then college curriculum committee, then Dean, and then University Curriculum Committee before ending at the Academic Senate. However, by the way the system is set up, anyone can initiate a change to anyone else's courses/programs(!) but the workflow for approval then goes to the chair of the affected department. Administrators might recommend changes but I cannot think of an instance where one was initiated by someone outside of the department."
Also according to the chair: "Changes in modality for courses generally do not go through that process (individual faculty/chairs make that determination). Changes in modality in programs sometimes go through the process and sometimes not."
The Academic Senate includes an Academic Programs Committee which is charged with examining "and processing of proposals for new programs (including tracks in existing majors), changes in existing programs, or termination of existing programs, as such proposals are forwarded by the undergraduate colleges of the University."
This committee is made up of "a minimum of five (5) faculty members, with representation from each undergraduate college. There may be no more two faculty members representing a single college. Administrative appointments shall be at minimum: a representative from the Provost's office, two representatives from the registrar's office, and a representative who maintains programs in the university computer database(s). SGA will appoint a student member."
At some point there was an ad hoc committee called the Cyberlearning Ad Hoc Committee charged with "for making policy recommendations to the Academic Senate concerning faculty and student engagement with online learning. When appropriate this committee will coordinate policy recommendations with the Standards committee and other existing Senate committees."
This committee was comprised of "at least one faculty member from each of the undergraduate colleges. Additional faculty may serve, but the composition shall not include more than 2 from each college."

Institution	Mode-of-Delivery Policy?	Faculty Control Mode-of-Delivery?	Relevant Language
University of Kentucky	Unclear	Yes[9]	Yes[10]
University of Louisville		Yes[11]	Yes[12]
Western Kentucky University		Yes	Yes[13]

[9] UK

Though in the process of creating new governing regulations after faculty senate was dissolved

[10] Individual course changes must be approved first by departments, then colleges, and then the university. According to my colleague "Modality changes have been in a special category – they follow the same procedure but require some additional justification and provost-approval. The idea with that, post-covid, is that the institution seeks a bit more review regarding moving courses into online environments." Modality changes to programs are considered a major or significant change and the approval process is similar to a course change with the proposal moving from department to the college and then to the university.

[11]

UofL

Mode-of-delivery is considered part of their general faculty-controlled curriculum process. The provost has approval powers, but changes come from faculty.

[12] According to my colleague: "for new and revised curriculum changes in the colleges, they must be approved by the home department, then the College curriculum committee and then either the provost office (revisions) or the University curriculum committee, etc. (new programs)." Program modality changes do go through the regular CIM approval workflow, which typically includes unit curriculum committee approval (although we defer to the units on handling their own governance processes according to their own bylaws, so it is possible that this type of change may not require curriculum committee approval in every unit). At the institutional level, adding a fully online option to a program that was previously only offered face-to-face also requires approval through the Provost Program Proposal Review Committee (PPPRC). This allows for institutional stakeholders (e.g., Delphi Center, Budget and Planning office, etc.) to review data about demand, budget including marketing costs associated with the online program, etc. before making a recommendation.

Now that we handle this process through CIM, I don't think we have any specific information about the requirements outside of the CIM form (which only credentialed UofL users can see). There are additional questions that open up on the form for existing face-to-face programs that want to offer a fully online option, and instructions are embedded within the form. Programs that are exceeding the 50% threshold for a substantive change for SACSCOC (meaning their program can now be completed more than 50% but less than 100% online) also submit that change through CIM so that we are triggered to submit the substantive change to SACSCOC. However, exceeding that threshold does not require the additional review through the PPPRC that adding a 100% online modality does

[13] WKU

Curriculum Policy and Delivery, New Program Approval Process, Policy & Procedure for Substantive Course Change

Department coordinators work with faculty as a liaison for the significant modification to a course.

- Section B.1.(c)- initiating programs that include distance learning, Section B. 1.(d)- changing the delivery method of the course.

MODE OF DELIVERY is considered a SUBSTANTIVE CHANGE (Policy 0.4015, I.B.1.c&d: c. Initiating programs by distance education or correspondence courses.

d. Adding an additional method of delivery, changing a delivery method, or closing a delivery method to a currently offered program) These changes originate with the department.

Institution	Mode-of-Delivery Policy?	Faculty Control Mode-of-Delivery?	Relevant Language
Eastern Kentucky University	Yes[14]	Mostly/Yes[15]	Yes[16]
Kentucky State University	No formal Policy. UCC Chair indicated it was understood and part of their curriculum process that Faculty choose how to run a course.	Mostly[17]	Information based on email correspondence

[14] EKU

https://policies.eku.edu/sites/policies.eku.edu/files/policies/academic_curriculum_2024_final.pdf

[15] Mostly/Yes. Associate Deans are responsible for guiding the process in terms of helping faculty determine which processes to use, but changes in modality are considered curriculum and originate at the department curriculum committee.   Also, under procedures: Curriculum changes at the University can and may sometimes be initiated by entities other than the department, including but not limited to, the

Council for Postsecondary Education or through Academic Program Review. In those instances, the Provost shall communicate the initiation of said changes to the college and department and shall provide supporting documentation. Any such action shall progress through the units listed in Sections II (C) through (E), with the opportunity for each unit to provide substantive and meaningful recommendations. However, the action shall continue until it reaches the final level of approval. While most curriculum change approvals are handled by CAA, final authority regarding program

closure and creation within the University rests with the Board of Regents.

[16] Curriculum Policy and Delivery

-      Policy- Academic Curriculum
-      Revised Program Change
- o   Typically initiated at the department level; Associate Deans may guide the process
- o   Section I.C. (g) Revise Program -includes more than a 50% change in program, which could include delivery modality.
- o   Section I.C. (i) Program Change Modality- to provide distance education
- o   Process outlined for vote

     Department

     College

     Gen Ed Council

     Teacher Ed Council

     Grad Council

     EKU Council of Academic Affairs

[17] KSU

Anytime a faculty member proposes a new course , he/she can choose the mode of delivery. If online is selected, he/she is required to submit it to the online education office for review. A faculty member is required to or agree to go through some training for online delivery before the course proposal is approved by the faculty senate.

Now we have KSU online office, that offers online courses/degree programs. Administrative decisions were made on which courses/programs to be offered online. Faculty members with trainings in online delivery can opt to teach the online courses or teach the in-person courses depending on the schedule available.

Institution	Mode-of-Delivery Policy?	Faculty Control Mode-of-Delivery?	Relevant Language
Morehead State University	No formal policy, Ass. Provost said it was understood that Faculty make decisions about mode of delivery	Yes[18]	Yes[19]
University of Cincinnati	Unclear	Yes	Yes[20]
Wright State University	Yes[21]	Yes	Yes[22]

[18] MSU

Administrators oversee the curriculum process, but faculty submit curriculum proposals, up to department chair if courses are taught online or not. Administrators do not dictate mode-of-delivery, Dr. Schroeder (Assistant Provost oversees curriculum procedures) stated Faculty know they are in control of this despite no written formal policy

[19] The Associate Provost for Undergraduate Education & Student Success serves in an advisory capacity to the provost and coordinates the undergraduate education curriculum process. The Associate Provost for Undergraduate Education & Student Success reviews and assesses undergraduate programs. The Associate Provost for Undergraduate Education & Student Success is responsible for the effective administration of Academic Advising & Retention; Honors Program, Distance Education and Instructional Design; Career Services; English as a Second Language; Faculty Center for Teaching and Learning; Education Abroad; Service Learning and the Center for Experiential Education. Additionally, university grading issues, student academic probation and appeals processes, and student hardship cases are addressed through this office as well as systems/processes relevant to the management of all phases of students' academic records.

[20] UC

Course modality goes through the governance process and faculty can vote/weigh in on any curriculum discussion during that process. Depending on if the class is a cross-college offering verses a single college, the modality change usually stays at the college level and if it is at the program level change it will cycle through academic committee - all of which have faculty on them

[21] Wright State University

https://policy.wright.edu/policy/4225-distance-education-program-development-and-approval

[22] Distance Education Program Development and Approval

Policy Number 4256, Date Created/Revised 03/01/2005

Executive Responsibility

Provost

Faculty Senate

Functional Responsibility

Registrar

4256.1 Distance Education Programs

In order for a major, minor, or certificate program at Wright State University (WSU) to be officially designated and offered through distance delivery methods, including but not limited to electronically offered or on-line programs, it must first be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum and Academic Policy Committee (UCAPC), and the Faculty Senate. Major programs and certificate programs must then be approved by the Higher Learning Commission (HLC). If the program is being proposed as a new major program, approval must be obtained from the WSU Board of Trustees and the Ohio Board of Regents prior to submission to the HLC..

NKU NORTHERN KENTUCKY UNIVERSITY

First Day (Inclusive Access/IA) @ NKU

First Day

- This is NOT First Day Complete – previously presented to the Deans & Provost (last year)

- Optional

First Day

- What is it?
  - The **First Day (Inclusive Access/IA)** option gives students automatic digital access to required course materials on the first day of class.

First Day

- ***Option*** for any course using digital materials

- Course material charge
  - Billed to tuition account
  - Can use financial aid
  - Below market value pricing (DOE Reg)
  - Students may opt out (DOE Reg)

Why?

- Some students waiting on financial aid to purchase materials

- Confusion with access codes

- Some students unprepared to start week 1

Benefits

- Bundled with tuition/fees billing

- No more access codes

- Materials available day one via Canvas

- Not charged if drop during add/drop

MY ASKS

- Contact if interested (foxj@nku.edu)

- Inform your unit