Development, Delivery and Oversight of Academic Programs at NAU

A Users Guide

Submitted by the Ad Hoc Committee on Program Delivery

February 26, 2010

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Background

NAU began actively developing a technologically based systems of “distance education” in the late 1980s utilizing Instructional Interactive Television (IITV). This system was an extension of an earlier system of face-to-face distributed learning located at various sites outside Flagstaff, including a significant set of facilities at Yuma.

Since that time, the number of locations, academic units, delivery systems, and organizational niches has grown substantially. The campus-wide understanding of the roles, responsibilities and relationships linking these various segments of NAU, however, has not always kept pace with developments. With the introduction of the new “system architecture” (NSA) it has become particularly important that everyone within the wide NAU educational community share a common understanding of the current guidelines and practices governing the development, delivery and supervision of academic programs, and engage in broad discussion of how this can best operate as the NSA develops.

This document is a collaborative effort among representatives of NAU-Flagstaff, NAU-Yuma, and active participants in NAU’s online and community campus educational programs. Its goal is to provide a starting point for discussion among all of the constituencies involved in the developing and delivery of academic degree programs at NAU, so as to arrive at an truly shared understanding of both our current practices and their relationship to the new system architecture.

Overview

What follows consists of the three parts: (1) a tabular representation of organizational relationships and practices, (2) a narrative explicating the different cells of the table, and (3) proposed modifications to facilitate the operation and integration of academic units, campuses and delivery systems at NAU.

The table is both descriptive and aspirational. For the most part, it codifies existing relational practices among NAU’s different educational components. In places where these relationships are either underdeveloped, or operating inconsistently, the table suggests how they might best operate.

Some Assumptions

The table and discussions that follow embed several assumptions.
First, we use the term “academic units” rather than departments to recognize that degree programs, while most often housed in traditional discipline-based departments, may also be created and delivered by interdisciplinary programs and institutes.

Second, NAU’s educational apparatus consists of four interconnected organizational units: the Flagstaff campus, the NAU-Yuma Branch campus, a network of on-ground community campus sites that includes (for the moment) the fledgling campus at NAU-Yavapai, and an online-delivery system. Where appropriate we use the term Extended Campuses (EC) to refer to the combination of community campuses and online delivery.

Third, NAU-Yavapai will, for a time, need assistance from the faculty and academic units on the Flagstaff and Yuma campuses to development programs, delivery coursework and create a constituent faculty.

Fourth, the online delivery component of EC is distinct from the community campuses because it serves or will support multiple constituent groups including:

- The Flagstaff and Yuma campuses in support of face-to-face degree programs that include some online courses and that are offered solely on those respective campuses or collaboratively by the two campuses.
- The Flagstaff and Yuma campuses in support of degree programs delivered solely or mostly online under the specific auspices of academic units on the Flagstaff or Yuma campuses (e.g. Yuma Bachelor of Business Administration at Yuma, Flagstaff online degree in Parks and Recreation)
- The Flagstaff, Yuma and community campuses in support of online programs and/or emphases in online programs offered collectively (e.g. Bachelor of Applied Science, Bachelor of Interdisciplinary Studies, Master of Administration).
- The community campuses, including Yavapai and other sites throughout the state in support of programs available to students on those campuses. This may include programs distinct to those campuses, and designed to meet local community needs.

Fifth the subsequent narratives assume that the appropriate curricular bodies and the President or his designee must approve all programs on the NAU campus as follows:

- Undergraduate programs/program proposals offered solely on or by the Flagstaff campus are reviewed by the Undergraduate Curriculum Committee and approved by the Provost. (Proposed UCC By-Laws, 4.6.1, 4.7.1)
• Undergraduate programs/proposals offered solely on or by the Yuma Branch Campus are reviewed by the Yuma Curriculum Committee and approved by the Yuma Associate Vice President. (Proposed UCC By-Laws 4.6.2, 4.7.2)

• Undergraduate programs offered through a partnership between the Flagstaff and Yuma campuses are reviewed by their respective undergraduate curriculum committees, or where appropriate, by a combined committee (e.g. BAS/BIS committee), and approved by the AVP in Yuma, with final approval by the Provost. (Proposed UCC by-Laws, 4.6.3, 4.7.3)

• Graduate programs/proposals based in Flagstaff campus academic units are reviewed by the University Graduate Curriculum (UGC) committee, supervised by the Dean of the Graduate College, and given final approval by the Provost.

• Graduate programs/proposals based in Yuma academic units are reviewed by the Yuma Curriculum Committee and approved by the AVP in Yuma.

• Graduate programs/proposals offered in partnership between the Flagstaff and Yuma campuses are reviewed by the University Graduate Curriculum with appropriate representation on the UGC by faculty from the Yuma campus, supervised by the Dean of the Graduate College, and receive final approval from the Yuma AVP and Provost.

Sixth, things change. The outlines set forth here represent the current construction of NAU’s educational apparatus. This will certainly evolve over time. For instance, as NAU-Yavapai develops, it may take on the characteristics of a branch campus with a constituent faculty, distinctive academic units, and a degree of curricular autonomy. Some current “community campuses” may expand, others may disappear. Academic units in Flagstaff and Yuma may offer more (or fewer) degrees in an online format. Thus, we do not intend the present document to serve as a canonical statement, but rather as a work-in-progress to be modified and updated as NAU’s educational mission evolves.
<table>
<thead>
<tr>
<th>Mission Focus/Key Tasks</th>
<th>Academic Units</th>
<th>Curricular Autonomy/Faculty Governance</th>
<th>Academic Programs</th>
<th>Non-academic Services</th>
<th>Funding Sources</th>
<th>Relative Tuition Level</th>
<th>Adm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flagstaff Residential Campuses</td>
<td>(1) Research and teaching. Delivers face-to-face and online courses and degree programs.</td>
<td>(5) Academic units design and deliver face-to-face and unit-specific online programs.</td>
<td>(9) Yes</td>
<td>(13) Many Options at Bachelors, Masters and Doctoral levels.</td>
<td>Full spectrum</td>
<td>State/Tuition</td>
<td>High Selective</td>
</tr>
<tr>
<td></td>
<td>(2) Teaching. Delivers face-to-face and online courses and degree programs.</td>
<td>(6) Yuma academic units take lead in program design/Flagstaff units support design and delivery of programs.</td>
<td>(10) Gradual evolution to autonomy</td>
<td>(14) Structured/Streamlined Bachelors and some Masters programs</td>
<td>Varies by location</td>
<td>State/City/County/Tuition</td>
<td>Moderate Moderate</td>
</tr>
<tr>
<td>NAU-Yavapai Community Campuses</td>
<td>(3) Teaching. Specialized degrees programs, degree completion programs. Mix of face-to-face and online courses.</td>
<td>(7) Specialized programs and concentrations coordinated with Flagstaff and Yuma academic units, EC delivery and YCC and community partners.</td>
<td>(11) Limited. Currently, Flagstaff and Yuma academic units and EC responsible for development, delivery and oversight responsibilities.</td>
<td>(15) Structured/Streamlined Bachelors and some Masters programs.</td>
<td>Primarily advising/Other services limited</td>
<td>State/Tuition</td>
<td>Moderate Selective</td>
</tr>
<tr>
<td>Online Programs</td>
<td>(4) Teaching. Delivers: a) Degree programs housed in academic units; b) Degree completion and specialized degree programs for time and place bound students</td>
<td>(8) Some programs developed by Flagstaff and Yuma academic units; others via partnerships among academic units, EC delivery and community partners.</td>
<td>(12) Currently limited; programs developed via partnership among YCC, community, F and Y academic units and EC.</td>
<td>(16) Structured/Streamlined. Degree programs based in Flagstaff or Yuma academic units.</td>
<td>Primarily advising/Other services limited</td>
<td>State/Tuition</td>
<td>Moderate Open Study</td>
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Discussion of Table Contents

The comments below are keyed to cell numbers.

1. NAU-Flagstaff combines a research mission with the delivery of a high-quality, residential undergraduate education, and numerous Masters and Doctoral level degree programs. Its academic organization consists of departments reflecting established and traditional academic disciplines and a variety of multi-disciplinary academic units. In addition to offering face-to-face coursework, the Flagstaff campus offers online coursework in support of its undergraduate and graduate disciplinary and interdisciplinary programs (including Liberal Studies and diversity requirements), degree partnerships with the Yuma campus (e.g. BAS/BIS, MAdmin), and online and site based programs offered under Extended Campuses.

2. NAU-Yuma is a branch campus designed around a teaching mission in which faculty must demonstrate a connectedness to their respective disciplines through engaged scholarship. NAU Yuma’s primary mission is evolving from the more narrow focus of serving the Lower Colorado River Region, to that of sole provider of several programs such as Public Management and the Bachelor of Business Administration. In conjunction with the Flagstaff Campus, Yuma provides administrative leadership in the Master of Administration and the BAS and BIS programs. Additionally, the Yuma Branch Campus offers a variety of face-to-face programs, also offered by the Mountain Campus, using the Mountain Campus curriculum.

3. Community campuses offer specialized programs tailored to the needs of specific communities and locales, as well as providing students with access to the coursework needed to complete their education under BAS and BIS programs. Community campus programs typically rely on a mix of full-time and part time faculty employed at specific sites and coursework offered online from the Flagstaff and Yuma campuses, or by faculty from other community campus sites.

4. NAU-Online is an organizational framework that facilitates the delivery of web courses offered as part of both discipline-based and multi-disciplinary programs. This component of EC, along with E-Learning serves all the campuses and sites of NAU. In support of the NAU-Online delivery EC, also provides advising.

5. The academic units on the Flagstaff campus propose, design and deliver academic programs subject to review and approval by the established University Curriculum Committee and the University Graduate Committee. They may also, in cooperation with EC and its community partners, propose, design and deliver components of interdisciplinary degree programs such as the BAS, BIS and MAdmin, all three of which are administratively housed on
the Yuma Campus, with curricular control jointly held with Flagstaff Campus academic units, depending on the parent program. Finally, Flagstaff campus academic units may respond to requests from EC to contribute coursework or subunits to programs offered within the EC umbrella.

6. The independent academic units on the Yuma Campus (currently the Public Management and Bachelor of Business Administration programs) propose, design and deliver academic programs subject to review and approval by the established Yuma Curriculum Committee and the University Graduate Committee (Note that all curricular issues related to the Master of Administration appear on the Yuma Curriculum Committee Consent Agenda for informational purposes). Finally, Yuma campus academic units may respond to requests from EC to contribute coursework or subunits to programs offered within the EC umbrella.

7. Community campuses, including NAU-Yavapai may offer specialized programs tailored to meet specific catchment area needs. These programs are developed with the participation and assistance of relevant academic units in Flagstaff and Yuma, working in concert with EC and its community partners. Where these programs fall under existing degree structures (e.g. B.A., B.S., M.A., M.S., MAdmin, BAS, BIS) they are subject to approval and review by existing curricular committees (e.g. UCC, UCG, YCC, BAS/BIS committee).

8. Students in specialized programs at community campuses (including Yavapai) may need to pursue topic/discipline specific coursework offered by the Flagstaff and/or Yuma campuses to fill out their specialize curricula until such time as community campuses have sufficient faculty to field the full array of coursework needed for a “major.”

9. Community campuses also offer students access to more general degree completion programs such as the BAS and BIS, as well as the Bachelor of Business Administration. Many students on community campuses will typically need to utilize general education, elective, and area concentration courses offered by Flagstaff and Yuma campuses (and occasionally other community campus sites) to complete their programs.

10. NAU’s system of online course and program delivery serves the Flagstaff, Yuma and community campus environments. Extended Campuses may propose programs or coursework to serve community campus or online students. The development of such programs, however, rests with appropriate academic units (for now) on the Flagstaff and Yuma campuses.

There is a deep and long-standing linkage among the academic units on the Flagstaff and Yuma campuses and the online and extended campus environment. It is, thus, important that we continue to work toward building a formalized structure of communication that can coordinate the efforts among these partners. This communication networks should ensure that all partners are well informed about
(1) curricular needs in the EC environment, (2) developments, curricular proposals, and funding opportunities emerging from the EC environment, and (3) academic and curricular developments in the disciplines represented by departments and other academic units on the Flagstaff and Yuma campuses that would affect existing EC programming.

11. The academic units on the Flagstaff campus have the autonomy to develop and propose curricular for review by the UCC and the UGC.

12. Academic units on the NAU-Yuma campus have autonomy in the development and oversight of those programs offered solely by the Yuma Branch Campus. Other programs related to both the BAS and BIS may also be autonomously or mutually governed by either or both the Flagstaff and Yuma Campuses depending on the home of the academic unit and the needs of the campuses.

13. Community campuses do not have curricular autonomy. They can, however, propose curricula appropriate to their specific locations and work in partnership with community partners and appropriate academic units on the Flagstaff and/or Yuma campuses to develop curricula and design delivery of these programs.

14. NAU-Online is not a curricular unit. It is a system for delivering curricula designed by Flagstaff, Yuma and educational partnerships anchored on community campuses. NAU-Online, however, is responsible for overseeing effective coordination among the multiple programs being offered to ensure the most efficient utilization of course offerings and other online resources. NAU-Online may also play a key role in aggregating and disbursing revenue, and in funding the development of coursework necessary to enable students to complete their courses of study in a timely manner. Finally, NAU-Online provides critical academic advising support for both Online and Face-to-Face programs throughout the state.

15. NAU-Flagstaff offers a full suite of Baccalaureate degree programs in both traditional and emergent disciplines and interdisciplinary areas, as well as Masters degrees in many disciplines, and Doctoral degrees in some others.

16. NAU-Yuma offers degree specialized Baccalaureate degree program, along with some Masters and Doctoral programs in conjunction with Flagstaff academic units, designed to meet the needs of students in the Lower Colorado River Region and in select programs throughout the state. It also provides students with access to BAS and BIS programs to students seeking a more general degree.

17. NAU's community campuses offer a limited number of specialized Baccalaureate degree programs designed to serve their local areas, as we
well as providing students with access to BAS and BIS programs for those seeking a more general degree.

18. NAU online delivers Baccalaureate and Masters degree program content, in whole or in part, to students throughout the NAU system and beyond. NAU online does not, itself develop degree programs, but serves as the vehicle to deliver degree programs developed in the ways described above. Additionally, EC serves as a monitoring unit whose role is to assess community needs, financial effectiveness of delivery, program growth or decline and modes of delivery. In this role EC works with academic units to insure not only the quality of delivery, but also the effectiveness and even the need for delivery.
Proposed Discussion Points

1. Backfill. Funding provided to academic units in Flagstaff and Yuma through EC should be utilized in ways the best enables the academic units to provide appropriately skilled individuals for courses they will provide online:

   a. Each academic unit providing degree programs or coursework for EC should enter into a memorandum of understanding (MOU) in which they commit to providing the needed coursework over a designated period of time.

   b. As part of the MOU, EC will commit to providing financial support to cover the full cost of any course offered by a Flagstaff or Yuma academic unit that serves EC students exclusively. This money may be used to hire faculty specifically for the course(s) in question, or to free up capacity in the academic unit to serve EC courses.

   c. For courses that simultaneously serve both EC students and students from the Flagstaff or Yuma campuses, the MOU will commit EC to providing proportional financial support relative to number of EC students in the course. This money may be used to help pay for the course(s) in question, or to free up capacity in the academic unit to serve EC courses.

2. Proposals for and development of specialized degree programs under the new system architecture should involve, at early planning stages, consultation among EC administrators, representatives of relevant academic units on the Flagstaff and/or Yuma campuses, and representatives of community partners at early stages of planning.

3. E-Learning will coordinate with department and programs offering online degrees/emphases/courses to ensure that online courses reflect best practices of technological functionality.
Appendix A

Existing and Pending Policies Related to Extended Campuses

1. Extended Campus Faculty Policies

Every faculty member who teaches for Extended Campuses receives a faculty handbook. These are updated every academic year and faculty receive the update at the beginning of Fall Semester. This includes (1) names and phone numbers of key personnel in Extended Campuses; (2) Term Checklist; (3) detailed information about class evaluations, ordering textbooks and using the library, help for VISTA; (4) a faculty resources page which special information for faculty in COE; (5) student resources; (5) academic policies; (6) approved course syllabus format guidelines; (7) instructor salaries and travel reimbursement information with samples of “Instructor Travel Expense Record Sheet”, and (8) details of class financing including break-even formula. The entire document is provided at: http://extended.nau.edu/documents/FacultyHandbook2010.pdf

2. Curriculum

From the draft of the UCC bylaws (draft 6-26-09) under which we all currently operate.

4.6 Procedures Regarding Programs Offered by Branch Campuses

4.6.1 Changes to programs offered by the Flagstaff campus are processed through the University Curriculum Committee.

4.6.2 Changes to programs offered only by a designated branch campus are processed through the curriculum committee of that branch campus.

4.6.3 Changes to programs offered by a branch campus which are available to students on other branch campuses and/or the Flagstaff campus are processed through the respective curriculum committees of all campuses which offer the program.

4.7 Procedures Regarding Courses offered by Branch Campuses

4.7.1 Changes to courses offered by the Flagstaff campus are processed through the University Curriculum Committee.

4.7.2 Changes to courses offered only by a designated branch campus are processed through the curriculum committee of that branch campus.

4.7.3 Changes to courses offered by a branch campus which are available to students on other branch campuses and/or the Flagstaff campus are processed through the respective curriculum committees of all campuses which offer the program.

Interpretation of this policy by Karen Pugliesi in an email to the Academic Chairs’ Council
"The BIS and BAS degree programs will be moved to the Yuma catalog and situated there as of FY11. Flagstaff academic units will continue to govern the emphases (BIS) or specializations (BAS) they offer through this degree program. And, of course, any courses that are a part of the BAS/BIS core. The division of academic affairs will continue to have oversight: Proposals for curricular changes for the BIS, BAS or BBA coming from the Yuma curriculum committee will go to the UCC and, ultimately, to the provost for approval. 2) Department and college curriculum committees will review proposals for changes to the emphases and specializations they offer. 3) The BIS/BAS council continues to be the governing group for the BIS and BAS programs.

The BIS/BAS is a program that serves Extended Campus students. There are only two emphases of the BIS that have significant enrollment from Flag students. Virtually all BAS programs are online and taken by EC students. So, yes, this degree program is to be the platform for EC program development.

In the meantime, there is indication of interest in interdisciplinary opportunities on the part of Flagstaff undergraduates. While the BAS/BIS are degree completion programs, what we will explore is development of an interdisciplinary program for the Flagstaff campus. This will be quite different and not compete with the BIS or BAS: not online, intended for "native" NAU freshmen, probably designed around thematic areas (such as sustainability, global studies, diversity, and/or entrepreneurship). I would also strongly advocate that it have a required semester of integrative learning-- international study, research/creative project or an internship. I will be convening a group to begin some brainstorming and outreach to the campus to explore this and consider some models for such a program."
3. Hiring

Fulltime

CHECKLIST FOR FACULTY HIRING PROCESS

Tenure- and non-tenure-track positions
Follow this checklist to ensure that you document and complete a fair and legal hiring process.

- Deans may delegate approval of the matrix, interview questions, and reference checks to the department chair.
- Any requests for a variation in this process must be approved in writing by the Provost and Affirmative Action.

STEP 1: COMMITTEE MEMBERSHIP

- **Department Chair** and **Dean** establish the screening committee and provide an orientation to the search process. The screening committee shall be established in accordance with the following rules and procedures (ref. COFS, Section 7.3.2):
  - The faculty of the academic unit shall elect from among themselves at least 50% of the committee’s membership.
  - Remaining members are appointed with particular attention paid to providing representation that reflects ethnic and gender diversity. To fulfill this requirement, the chair may need to involve individuals outside the department.
  - If the position to be filled will likely serve two or more departments or colleges, representatives from each academic unit involved shall serve on the committee.
  - If the faculty, the chair or director, and the dean concur, the entire faculty of the academic unit may serve as the screening committee. Gender and minority representation referred to above is still required.
  - The committee chair will be appointed by the chair or academic unit head in consultation with the screening committee.

STEP 2: FORMS AND APPROVAL TO RECRUIT

- **Human Resources Team (HRT)**, in conjunction with the **Department Chair**, prepares and obtains approval on...
  - Position Justification Form
  - Form A-1, Vacancy Announcement Request
    - Minimum qualifications must be appropriate to job title per Faculty Handbook, Section 7.2, and limited only to clearly essential qualifications to avoid eliminating otherwise potentially viable and competitive candidates.
• Preferred qualifications must be clearly derived or reasonably inferred from the duties of the position as announced.
• Include language regarding commitment to diversity. (Examples of acceptable statements are listed here).
• Review date reads, “The search will remain open until position is filled or closed; however, the committee will begin reviewing applications on ___/____/____.” (Date is at least 30 days after position is first advertised to the public.)

☐ Form A, Appointed Staff and Faculty Personnel Requisition Form
  • Job title must be consistent with Vacancy Announcement.

☐ Form A-2, Recruitment Plan
  • List Screening committee chair and members. See Step One for details.
  • Identify outreach and recruitment likely to reach broad audience of potentially interested and qualified candidates, including women and people of color.
  • Identify specific efforts designed to reach potential women and/or minority candidates where either group has been identified as underutilized.

☐ HRT sends all forms to Affirmative Action.

> Affirmative Action forwards all forms to Provost’s Office.
> Provost’s Office acquires Budget Office approval on Form A, faxes forms to HR, and returns originals to contact person.

### STEP 3: ADVERTISING

☐ HRT begins advertising for the position when forms A, A-1, A-2, and the advertisement have been approved by the Provost and Affirmative Action—or when the job has been posted by HR.

### STEP 4: SCREENING MATRICES

☐ HRT develops two matrices using the approved A-1.

  ☐ A minimum qualifications matrix that rates advertised minimum qualifications with Y/N responses.
  ☐ A preferred qualifications matrix that rates other selection criteria that must be clearly derived or reasonably inferred from job announcement.

Where minimum or preferred qualifications are general and subject to multiple interpretations, such as “evidence of successful teaching”, submitted materials include evidence of a dialogue by screening committee for the kinds of experience, training or other job-related attributes that are relevant to each of the general qualifications.

☐ HRT sends copies of matrices to Affirmative Action after the Department Chair and Dean approve.

### STEP 5: MINIMUM QUALIFICATIONS

☐ HRT maintains Form B, a log of applicants.

☐ HRT sends a letter to all applicants as soon as possible, acknowledging the application.

  ☐ Letter must indicate that a background check is required for the final candidate.
  ☐ Letter includes Applicant Data Sheet and requests candidate complete and return.

☐ Screening committee chair or designees begin reviewing applications for minimum qualifications using the minimum qualifications matrix and return scores to HRT.

☐ HRT sends a letter to those who do not meet qualifications to thank them for their interest and to let them know the status of their application.
HRT sends a letter to those candidates who DO meet minimum to inform them of the process and timelines and any missing materials that are needed for their files.

**STEP 6: POOL CERTIFICATION**

- Dean and Department chair certify the pool once the 30 day posting period has passed. Pool must be certified before applications may be reviewed for preferred qualifications. The pool is certified when the Chair and Dean review and approve the completed Form B.
- HRT sends approved Form B to Affirmative Action, who will provide feedback on how the pool compares to the goals established for women and minorities.

**STEP 7: PREFERRED QUALIFICATIONS**

- Screening committee chair and members review applications for preferred qualifications using the approved matrix and return scores to HRT.
- HRT prepares summary matrix and returns it to Screening committee chair.
- Screening committee chair and members select applicants to recommend for phone interviews.
- Dean and Department chair approve the final matrix.
- HRT sends a copy of the signed composite matrix to Affirmative Action for the file, indicating the candidates recommended for telephone interviews.

**STEP 8: TELEPHONE INTERVIEWS**

- Screening committee chair develops telephone interview questions in conjunction with HRT.
  - Questions must be appropriately grounded in job-related criteria based on position announcement.
  - Proposed questions must address experience with and commitment to diversity.
  - Questions must not contain language that may reasonably be interpreted as discriminatory and should not ask candidate to reveal non-job-related information, such as age, marital status, family status, etc.
  - Questions include asking permission to contact listed references and others who may be familiar with the candidate’s work.
- Dean and Department chair approve telephone interview questions.
- HRT sends a copy of approved questions to Affirmative Action for the file.
- Screening committee chair and members conduct telephone interviews, using the same process and standard set of questions for all candidates called, whether conducted by the committee as a whole or by individual members dividing up the pool. Notes related to telephone interviews must be retained as part of the search file record.
  - At least two members of the committee participate in each interview.
  - Any discrepancies/ambiguities in candidate materials or responses can be clarified.
  - The committee may answer questions about the position, the university and the community, but must decide beforehand, with the concurrence of the chair, what information to provide.
Screening committee chair conducts reference checks for all candidates whom the committee wishes to invite for on-campus interviews. The reference check process must be decided in advance of the calls and should include the following:

- At least two references identified by candidate must be contacted.
- At least two committee members must be present for each reference check.
- Use standard set of questions related to qualifications and preferences in position advertisement.
- Questions such as “would you rehire this person” or “would you hire this person if possible” should be asked. If not, “Why?”
- Discrepancies in information provided by the references should be noted and clarified in follow-up.

### STEP 9: CAMPUS INTERVIEWS

- Screening committee chair develops campus interview questions in conjunction with HRT.
- Screening committee chair prepares a list of potential candidates for on campus interviews and the rationale for the selections and sends to the Department Chair for approval.
- Department chair conducts telephone interviews with all candidates proposed for on-campus interviews in order to address questions regarding salary, workload, department issues, etc.
- Department chair and Screening committee chair and members develop a final list of candidates and justification for selection for on campus interviews and gives to Dean for approval.
- HRT sends a copy approved campus interview list to Affirmative Action.
- Screening committee chair prepares an on-campus itinerary for each candidate, noting travel costs and reimbursement procedures. Itineraries must be consistent for all candidates and must include meetings with department faculty and students as well as other appropriate university units and individuals.
- Screening committee chair sends an itinerary and a recruiting packet to each candidate.
- Screening committee chair asks candidate to bring copies of their official transcript for last degree held to the interview.
- Screening committee chair distributes itineraries and vitae to those interviewing the candidates.

_Campus interviews are conducted. The same process must be used for each candidate._

- Screening committee chair prepares a committee summary of candidates and feedback from evaluations from faculty, students and others to the department chair.
- Screening committee chair prepares Form C (Hiring Information Form) including:
  - All candidates interviewed for the position, including via telephone in-person.
  - A clear articulation the rationale for selection of candidates for both the telephone interviews and on campus interviews on the basis of job-related criteria.
  - A clear articulation on the rationale for selection of the final candidate proposed for appointment to the position on the basis of job-related criteria. NOTE: “Best fit for position” is an insufficient explanation to support selection of candidates for on-going consideration or for appointment to a position.

### STEP 10: HIRE OFFER AND PAPERWORK

- Screening committee chair, Dean, and Department chair meet to identify top candidate and discuss potential terms of contract. Exploratory conversations may take place with the candidate regarding elements to be negotiated, but no official or implied offer may be made.
- Screening committee chair, Dean, and Department chair, in conjunction with HRT, prepare and send the letter of offer to the candidate.
- HRT sends a copy of the signed, final original letter of offer to the Provost’s Office.
HRT submits a background check form to American Background Information Services, Inc.
HRT prepares form D and obtains approval from Dean and Department chair.
HRT submits the following materials to Affirmative Action for approval and signature:
- Forms C & D
- Signed letter of offer
- Candidate’s vita
- A copy of the official transcripts for the last degree held (not for partial work) by the candidate. An “official transcript” is one that has been delivered in a sealed envelope from the issuing institution to a member of the screening committee/designee as part of the application process.
- Copy of background check authorization form previously submitted to American Background Information Services, Inc.

> Affirmative Action sends the material listed to the provost for approval.
> Provost sends the forms to Budget Office for their files and the appointment recommendation (contract) is generated and forwarded to the dean.
HRT notifies all remaining candidates/applicants that the position has been filled.

Notes:

**Academic Professional Exception** – The dean negotiates the position with the selected candidate pending the provost’s approval; offer letter is sent with the selectee’s contract. CV and official transcripts are maintained in the Library administration offices.

**Dissertation** – If defense of dissertation is not completed by start date, the department must submit a PAR to change the status of the faculty member to non-tenure track status at a lower salary level as described in the letter of offer. If the defense is successfully completed, a copy of the official faculty transcript must be forwarded to the Provost’s Office.

RECORD RETENTION

Materials from the search are filed for record retention purposes. Departments must retain the following records for all applicants for a minimum of two years:
- All correspondence related to candidates who applied for the position
- Applicant Data Sheets
- Resumes and other application material for all candidates who applied for the position
- Telephone and on-campus interview questions and notes
- All matrices and forms (A, A-1, A-2, B, C, D, advertisement and Data Applicant Tracking Sheet)

PLEASE CONTACT THE DISTANCE LEARNING HUMAN RESOURCES TEAM (HRT) WITH QUESTIONS

❤️ Emily Roberts, Assistant to the Vice President (Faculty & Graduate Assistants) 928-523-8827
❤️ Gina Vance, Associate Director (Team Supervisor) 928-523-6747
❤️ Nicole Hoffman, Human Resources Specialist (Benefit-Eligible Employees) 928-523-0176
**Part-time Instructors**

Academic Units work with community campus coordinators to arrive at a sequence of courses for the degrees offered at the community campus. The extended campus web page has an administration page where courses and instructors are approved. Only department chairs can approve courses, instructors, and which courses can be taught. After the schedule is written, chairs and coordinators both consult their pools of instructors and work with each other. When something is approved, a form is created for administrative assistants to use to enter courses and instructors. The status for these operations is “PENDING” until the head of the relevant academic unit lifts the hold.

4. **Review of Faculty**

Review of faculty follows the relevant portion of the relevant CoFS document. Departments must comply with CoFS although they may have more stringent requirements for review than the university as a whole.

5. **Length of Employment**

Full and part-time review for Extended Campuses faculty are governed by CoFS.

6. **Course Rotation Coordination**

Heads of academic units and area coordinators work on course rotation together. Liberal studies, diversity and BAS core and Interdisciplinary Studies focus courses are negotiated with academic unit heads and Patrick Deegan. Current practice is that academic units work out their rotations and then consult the Area Coordinators and/ or Patrick Deegan. (Of course, it is a give and take. Area Coordinators keep academic units apprised of enrollment issues.)

7. **Web Course development Incentive Policy**

Web/Course Development Incentive Policy

Faculty members developing mediated courses (web-based) for initial delivery starting in Fall 2001 and thereafter may be eligible to receive funds to support the development and delivery of their courses. Provided that eligibility criteria are met, the Mediated Course Development Stipend, TA Support Funding, and the TA Management Stipend will be made available as follows. Please note that all incentive payments are subject to the availability of funds.

*Eligibility Criteria:*

Only mediated courses that meet one or more of the eligibility criteria below will be eligible for the course development stipend and delivery support.

1. The course is in demand by Extended Campuses students, or by Mountain Campus and NAU-Yuma students;
2. The course is part of a program development plan that has been authorized and endorsed by the academic dean, department chair, and dean of Extended Campuses; this includes but is not limited to Prop 301 courses and programs;
3. For courses targeting Mountain Campus students, the academic dean and chair approve in writing the course to be mediated; for courses targeting Extended Campuses and/or Online students, the academic dean, chair, and dean of Extended Campuses approve the course based on a projection of reasonable demand;
4. The course is specifically required or is one of several options in a degree, certificate or endorsement program authorized for delivery through Extended Campuses or on the Mountain Campus;
5. The course meets other identified special needs of Extended Campuses, NAU-Yuma or Mountain Campus students.

Funding Levels for the Course Development Stipend

Provided at least one of the eligibility criteria is met, the faculty member will be provided a one-time course development stipend for each course developed for the first time for Web delivery. A stipend will not be provided when the same or a different faculty member teaches a previously developed mediated course. For team-developed courses, the stipend will be shared. The amount of the stipend will be calculated as follows:

- A full stipend of $5,000 will be paid for the development of a 3 credit hour course in Vista (or $1,667 per credit hour) that has not been previously developed for web delivery and that clearly meets the eligibility requirements noted above.
- A partial stipend will be negotiated on a case-by-case basis when a faculty member proposes to substantially redesign and convert to Vista a mediated course that has been previously developed.
- A stipend of $1,000 will be paid for adapting or modifying a publisher provided course for the first time, or for converting a previously developed course to Vista.

Funding Sources For Mediated Course Development:

For courses meeting the eligibility criteria and other conditions defined above, course development stipends are funded from the following sources.

Extended Campuses Services:
- Mediated courses in demand by and intended to enroll Extended Campuses, NAU-Yuma, and national and international students; courses may also enroll Mountain Campus students.
- Does not include courses intended for NAU-Yuma only.

Provost, including E-learning funds, and/or Dean of School/College:
- Mediated courses in demand by and intended to enroll primarily Mountain Campus students, including most lower division courses and E-learning initiative courses; courses may also enroll Extended Campuses, NAU-Yuma and national and international students.
Payment Schedules for Course Development Stipend

Web Course Stipends
Faculty members developing web courses will be paid out in two installments.

Installment 1 will be 1/3 of the stipend amount payable upon completion of the following items: 1) Completion of Vista training. 2) Submission of signed agreement. 3) Submission of draft course syllabus.
Installment 2 will be the remaining 2/3 of the stipend payable upon completion: 1) Implementation of recommendations identified during quality review. 2) Initial offering of course with sufficient enrollment.

8. **TA funding.**

The entire policy is available at: [http://extended.nau.edu/tafunding/](http://extended.nau.edu/tafunding/) Relevant portions pasted here:

Updated July 2009

**TA Funding Policy for Web Courses**

**Initial Policy Effective Fall 2004 – Updated July 2009**

Support for a web course may be obtained through 1) a request for a minimum commitment of funds if the course has already been taught on the web; or 2) a request for funding based on the **Census enrollment (also known as Freeze or 21-day count) of the semester during which the course is taught.**

**Commitment of Funds:**
A minimum commitment of funds may be requested to provide for the long-term planning and recruitment in support of a web course based on the Census enrollment (also known as Freeze or 21-day count). For example, a minimum commitment of funds requested for a Fall course would be based on the most recent academic year offering of the course – either the prior Spring or Fall semester. A minimum commitment of funds requested for a Winter or Summer Session course would be based on the Census enrollment of the prior Winter or Summer session. Funding levels will be determined using the schedule below.

A course will be eligible for additional funding if the Census enrollment of the semester in which the course is offered exceeds the prior semester’s Census enrollment upon which minimum funding is based.

Funding may be requested based on the Census enrollment during which the course is offered, and does not need to be preceded with a request for a minimum commitment of funds. Courses that do not have sufficient historical enrollment to support a request for minimum funding may become eligible for support if the Census enrollment during which the course is offered exceeds the minimum number of students required for funding per the eligibility requirements below.

Please note all incentive payments are subject to the availability of funds.
Eligibility:
Eligible courses are delivered entirely via the web. In-person web enhanced courses do not qualify for support under this policy. Undergraduate courses will become eligible for support when enrollment exceeds 25 students. Graduate courses will become eligible for support when enrollment exceeds 20 students. If the enrollment for more than one section of a course is being combined for funding purposes, the class sections must be taught by the same faculty member, the combination of all of the sections must be equivalent to only one course in the faculty member’s academic load for that semester, and compensation may be received for only one section. For example, if the enrollments for two sections of POS 320 are being rolled up for funding purposes, then the faculty member must be teaching both sections, the two sections must be equivalent to one course in the faculty’s load for that semester, and the faculty member may receive compensation equivalent to one course. If one section is on-load and considered part of the faculty member’s normal teaching responsibility, and the other section is paid as an overload course, the sections would be considered two separate courses and the enrollments could not be combined. The course for which support is being requested must be created and approved through Extended Campuses (EC) course creation process before a confirmation of minimum funding is made. A request can be submitted for a minimum commitment of funds for a course that has not been entered into the EC system, but a commitment will not be made until the course is actually created, approved, and open for enrollment. The following variables will be taken into consideration when reviewing a request to ensure the continued availability of funding for as many courses as possible through the equitable allocation of funds. A decrease in the course cap over the prior semester’s offering A cap that is lower than the prior offering’s Census enrollment A change in course length Other significant variance in the course’s structure

For example, if a Fall course with a cap of 40 students is using the prior Spring offering of the same course with an enrollment of 62 as the basis for the request, the minimum commitment of funding will be based on the Fall cap of 40 students. As the intent of the policy for the minimum commitment of funds is to provide for long-term planning, such as recruiting in the Spring semester for teaching assistants for Fall courses, requests that are submitted within 2 weeks of the start of the course, or later, will be reviewed with the current enrollment activity of the course taken into consideration. If the request is submitted after the start date of the course, the decision on the level of funding may be deferred until the official Census count is available, again, based on the current enrollment activity of the course.

Notification of Eligibility:
A report indicating which courses are eligible for a minimum commitment of funds and the amounts available will be posted on the Extended Campuses web site. The report will be posted in April for Fall and Winter Session courses and in October for Spring and Summer Session courses. An email will be sent to chairs, deans, program directors, and web faculty when the report is available. The report will include a link to a form through
which a request for minimum funding can be made. The form can be submitted on-line or printed and sent to Extended Campuses, Attn: Financial Unit, Box 4117. Once a decision has been made on the request for minimum commitment of funding, an email will be sent to the instructor with a copy to the department chair. A second report will be posted as soon as possible after Census to provide information on additional funding available for those courses that exceed the enrollment upon which their minimum funding commitment is based. It will also provide information for courses that are eligible for funding for which a minimum commitment of funds was not requested or available. The posting of the report will be accompanied by another email notifying chairs, deans, and web faculty that the information is available. A request is not necessary in order to receive the additional funding nor to receive funding based solely on the current semester’s Census enrollment. The funds can be claimed through the Reimbursement Process described below.

**Levels of Funding:**
Teaching Assistant: The amount of support available for a teaching assistant is calculated according to the distribution of enrollment between on- and off-campus students as measured at Census.

Ø Undergraduate Courses: (enrollment above 25 students)
$65/on-campus student
$80/off-campus student
Up to a maximum of 90 students
A separate contract will be negotiated for courses anticipating enrollment over 90 students. Departments anticipating this level of enrollment should contact Extended Campuses.

Ø Graduate Courses: (enrollment above 20 students)
$85/on-campus student
$100/off-campus student
Updated July 2009