

NORTHERN ARIZONA UNIVERSITY

ACADEMIC STRATEGIC PLAN 2009-2010

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2009-10 ACADEMIC STRATEGIC PLAN

Part I: Academic Program and Organizational Unit Initiatives for 2009-10

A. Narrative Overview

A. 1. General Categories/Themes, Organizational Changes, Centers & Institutes

Northern Arizona University's academic strategic plan closely follows the institution's strategic priorities. Focusing our strengths on a high quality undergraduate education and building graduate and professional programs both on the Flagstaff campus and at sites throughout the State that address and support Arizona's workforce needs, our efforts center on the following themes:

- Developing applied health initiatives
- Leading Arizona in the preparation of math and science teachers
- Globalizing undergraduate education
- Building our educational capacity to better serve Native Americans

While these priorities remain, the challenges of the 2009 and 2010 budget reductions have led to dramatic shifts in our ability to invest in these priorities. Budget reductions have necessitated the pulling back of faculty lines, reduction in the use of part-time faculty, dramatic reduction in state dollars to support operations; program discontinuance, program consolidation, administrative mergers and reorganization. The underlying principle has been to maintain as many fully subscribed programs as possible so as not to damage student matriculation or time to degree, recognizing however that low-enrolled programs, certificates, minors and emphases have been altered or streamlined to become more efficient. The significant reduction in faculty positions has also necessitated program streamlining, achieving better curricular efficiency and merging majors so as to ensure that all programs meet ABOR graduation thresholds. Savings accrued from program and organizational changes will result in reductions in operating costs in the short run and better situate the university for investments in priorities in the future.

Globalizing Undergraduate Education: Update

Despite difficult budgetary constraints, the University has continued to build our capacity for creating a truly global campus. As the report on our International Programs will attest, the numbers of international students on campus, the number of students participating in Education Abroad, and the number of international partnerships have all greatly increased. In addition, a Task Force on Global Education was convened in 2008 and was charged with developing recommendations that would transform Northern

Arizona University into a global campus and that would help prepare NAU students to become globally competent. Establishment of the Task Force was rooted in the University's Strategic Plan, articulating a commitment to "advance the internationalization of the university to prepare students for global citizenship." One of the major outcomes of this process has been a recommendation to frame undergraduate education around three thematic strands of learning outcomes: diversity, environmental sustainability and global education. The aim is to ensure that students have substantive and multiple encounters with these themes in the major, in the Liberal Studies program and in co-curricular activities. The final report of the Task Force for Global Education will be issued before the end of the semester.

Proposed Program Changes

In terms of planning for new programs, we have had to delay our implementation of two new programs within the College of Health and Human Services: the doctorate in Occupational Therapy (on campus) and the Masters degree for the Physicians' Assistant Program which was to have been delivered at the new Phoenix Biomedical Campus.

No new degree programs are proposed at this time. We are, however, indicating that it is likely that our Family Nurse Practitioner Program, presently delivered at the Masters level, will move to a Doctor of Nursing Practice as the standards set by the American Association of Colleges of Nursing will require the DNP for practitioners beginning in 2015.

Other changes in the College of Health and Human Services are realignments of two undergraduate programs. The BS in Health Sciences: Community Health will be changed to a BS in Public Health. The new name and curricular changes respond to disciplinary trends and will more strongly align the program with expectations for graduate preparation. The BSED in Physical Education and School Health will become the BSED in Physical Education. This change is a component of the actions taken in response to the review of this program, which indicated the need to sharpen the focus of the program.

Program consolidation is occurring in the College of Arts and Letters, with a new Bachelor of Arts in Comparative Cultural Studies replacing the BA in Humanities, the BA in Religious Studies, and the BA in Art History. ***This program change will not be in effect until July 1, 2010, thus allowing time for curricular transition.*** This consolidation will improve graduation numbers in this single major and instructional efficiency. Also within the College of Arts and Letters, we are closing the Bachelor of Science in Theater Studies—a degree that has not been well-subscribed—and the Bachelor of Science in Theater/Secondary Education, also an under-subscribed program that does not successfully prepare students for employment in the State of Arizona.

Within the College of Social and Behavioral Sciences, the Master of Arts in Rural Geography and the Master of Science in Applied Geographic Information Science have been merged into a renamed degree, newly entitled the Master of Science in Applied Geospatial Sciences. The consolidation of these two graduate degrees will result in a degree program that integrates the strengths of the previously separate curricula to better prepare graduates, increase program productivity, and reduce operational costs.

Proposals to eliminate the Master of Arts in Applied Communication are under consideration, in order to permit budget reduction in our Extended Campus Division. Also, it has been proposed that the Master of Administration—an on-line degree program—would be moved administratively to be housed under the Yuma campus to be delivered statewide.

Consistent with our goal of serving students at multiple campuses throughout the State, we are moving forward with degree separation for NAU Yuma and NAU Flagstaff, as exemplified by last year's separation of the Bachelor of Business Administration (BBA) at NAU Yuma from the accredited Bachelor of Science in Business Administration (BSBA) offered on the Flagstaff campus. Both at the Yuma campus and within the College of Education, the BA in Elementary Education is now being separated from the Flagstaff campus' program, and the Yuma/COE program is seeking separate approval from the Arizona Department of Education.

On campus, the Bachelor of Science in Special and Secondary Education is being disestablished due its being under-enrolled.

Organizational changes

Because of major budget reductions, the Academic Affairs division of the University has proposed numerous reorganizations to achieve economies and efficiencies, particularly in departmental structure, and to reduce both administrative complexity and the leadership required to manage those units. While we have left our six college structure unchanged, considerable change is occurring within several of the colleges. By far the largest number of proposed organizational changes are within the College of Engineering, Forestry and Natural Sciences (CEFNS), as follows:

Unit mergers:

- Combine the Department of Civil and Environmental Engineering and the Department of Construction Management (placeholder name pending faculty review)—to the Department of Civil Engineering, Construction Management, and Environmental Engineering
- Combine the Department of Electrical Engineering with the Department of Computer Science (placeholder name pending faculty review)—to the Department of Electrical Engineering and Computer Science
- Combine the Department of Geology with the Center for Sustainable Environments into a new School, entitled the School of Earth Sciences and Environmental Sustainability

Other changes to existing units:

- Discontinue the Social Research Laboratory. Due to budget shortfalls and staff vacancies, elimination of the Lab will allow us to return state dollars to assist with our FY 09 and FY 10 budget reduction.
- The Masters in Sustainable Communities will be merged administratively with the Program for Community, Culture and the Environment within the College of Social and Behavioral Sciences. This is the first step toward development of an

umbrella organization or institute, tentatively entitled the Institute for Sustainability and Engaged Democracy. Such a merger will formalize and enhance existing relationships between these two important programs and strengthen the college's contributions to the interdisciplinary BS in Environmental Studies.

- As indicated earlier, the Department of Humanities, Arts and Religion will change its name to be consistent with the new title of their majors, and so will be renamed The Department of Comparative Cultural Studies. ***Please note: while the departmental name change will be in effect for the Fall 2009 semester (effective date July 1, 2009), the name of the major will not change until July 1, 2010, to allow for curricular transition).***

Centers and Institutes

- The Institute for Future Workforce Development and the Northern Arizona Gerontology Institute (within the College of Social and Behavioral Sciences) will merge and be renamed the Community Service Resource Institute (tentative placeholder name), streamlining administrative structure and positioning the institute for wider options for seeking external funding.
- The Institute for Native Americans (INA). This unit, housed within the College of Social and Behavioral Sciences, is being reconfigured, due in part to the need for a new structure that supports a unified approach to tribal consultation and the need for the President to designate a particular individual as the tribal liaison. This individual will work with the President and the newly-reconfigured INA to set and unify our work with Native American tribal communities in Arizona and to provide leadership for the Board that directly advises the President.
- In last year's Academic Strategic Plan, the unit formerly referred to as the Discovery Research Laboratories for Reproductive Physiology, is being established as of May 1, 2009, and will be newly named The Center for Applied Research in Environmental Endocrinology (CAREE).

A.2. Decision-making process

As budget cuts to be absorbed across campus have been delineated, the Provost's reduction for the first cut in FY 09 was \$3m, or 3.6%. Each dean and academic unit was given a proportional share of the cut and asked to meet its target goal by involving the faculty and chairs in discussion of where cuts and consolidation could be made. Deans brought forward suggestions for cuts in faculty lines, conversion of tenure-track lines into non-tenure-track faculty lines, increases in teaching load, diminishment of the use of part-time faculty, sweeping of vacant staff lines, reduction in operations and travel, and other economies outlined by the Provost in a memo to the academic division, and discussed broadly with deans, chairs, and the Faculty Senate. As each dean brought forward recommendations, discussion occurred with faculty requesting that consideration be given to alternatives. Ultimately, the deans made their final decisions and these were implemented, as indicated in the changes referenced in this document.

The second cut to the academic division was determined to be \$3.3m, necessitating even further and deeper cuts, resulting in yet more faculty lines swept, non-renewal of some non-tenure track faculty, and moving many state-funded items to local accounts. The principle guiding this reduction—as with the first—was the retention and preservation of tenure-track and tenured faculty positions. Teaching load increases have now occurred across all academic units, in preparation for managing the reductions but also in anticipation of yet another freshman enrollment surge. Proposals for cuts have been shared with the deans, chairs and Faculty Senate prior to presentation to the Academic Affairs Committee.

Further changes to the academic division will be based on our commitment to student degree completion, simplification and streamlining of the curriculum, maximum efficiency in staffing, and consolidation of administrative units to achieve budget reductions. The guiding principles have revolved around meeting student need, workforce demands, and maintaining high quality programs for students.

PART I

Northern Arizona University
2009-2010 ACADEMIC STRATEGIC PLAN
A. ACADEMIC PROGRAMS

Table 1 List of Proposed New Programs: None

Name of Proposed Degree	College	Program Fee or Differential Tuition Required? (Check one)	Additional State Funds Required? (Check one)	Brief Description/Justification following outline in template (max 100 words).	Projected Enrollment	Savings

Table 2 List of Proposed Changes to Existing Programs (e.g., rename, disestablishment):

Program	College	Recommended Action (e.g., rename or disestablish) including recommended date for the action. If rename, include proposed name change.	Justification/Brief Description (max 50 words)	Impact on Current Students (max 50 words)	Savings
Doctor of Nursing Practice (DNP)	College of Health and Human Services, School of Nursing	Reorganize into the Doctor of Nursing Practice (DNP)	The American Association of Colleges of Nursing (AACN) has adopted a new regulation for advanced practice. Beginning in 2015 all Nurse Practitioners will be required to have a minimum of a DNP to enter practice. There will no longer be nurse practitioner programs at the master's level (MS). In order to maintain the FNP at NAU, we must implement a DNP program by 2015.	Adequate time will be given to the transition so enrolled students may complete the MS program.	
BA in Art History BA in Religious Studies BA in Humanities	Arts & Letters	Merge into BA in Comparative Cultural Studies	As a result of the 2009 program review, there was a consensus to consolidate the three degree programs into a single degree program with three emphases; Art History, Religious Studies, and Humanities. The new program will be available Fall 2010.	No impact to students	Curricular Efficiencies
BS in Theatre Studies	Arts & Letters	Disestablish BS in Theatre Studies	Theatre studies will become an emphasis within the BA/BS in Theatre. There is no need to maintain theatre studies as a free-standing	No impact to students	.5 FTE = 50,000

6/3/09: AAC approved disestablishment of BS in Environmental Chemistry and BS in Geochemistry effective Fall 2009

			program.		
BS ED in Theatre Education	Arts & Letters	Disestablish	There are few secondary education positions in theatre in the state of Arizona and low demand.	Current students in the program have been provided options for completing their degree. Future students wishing to teach theatre are advised to complete a program for teacher certification in a related area, such as English, combined with a double major in Theatre.	1 FTE = \$52,000
BS in Health Sciences: Community Health	Health and Human Services	Change name to BS in Public Health	An undergraduate public health degree plan is responsive to current national and international efforts to positively impact public health. Such a degree plan should result in increased enrollment, and graduates with skills matching workplace demand.	Current students will complete the program.	Curricular Efficiencies
BSED in Physical Education and School Health	Health and Human Services	Change name to BSED in Physical Education	NCATE reviewers noted inadequate resources for maintaining an extended major in school health.	No impact to students	None
MA in Rural Geography and MS in Applied Geographic Information Science	Social and Behavioral Sciences	Move the MA in Rural Geography and MS in Applied Geographic Information Science into a renamed degree, the MS in Applied Geospatial Sciences	The proposal moves the existing MA Rural Geography plan (which is then deleted as a separate track) into the existing MS Applied Geographic Information Science plan, and renames the degree to the more accurate name of MS in Applied Geospatial Sciences.	This will streamline, consolidate and integrate curriculum offerings without impacting students in any way.	Curricular Efficiencies.
Master of Administration	Graduate College	Move to NAU Yuma as part of the Extended Campuses of Northern Arizona University.	Consolidate academic home with BAS/BIS	No impact to students	\$104,000 savings combining administrative oversight
Master of Arts in Applied Communication	College of Social and Behavioral Sciences	Under discussion to suspend off-campus offering or disestablish.	Very few students in the program; those in the program will be able to finish	Savings for Extended Campuses	\$68,000
BA in Elementary Education -Extended Campuses - Yuma	College of Education and Yuma Branch Campus	Seeking separate approval from Arizona Department of Education to issue an institutional recommendation for state teacher certification.	An institutional recommendation for teacher certification results in automatic certification for a graduate of the program. High demand in Yuma necessitates processing of certifications locally rather than at a distance.	Students will continue under the Flagstaff campus institutional recommendation until Yuma is approved by the Arizona Department of Education.	Savings in processing at a local level vs. distance
BS in Special and Secondary Education	College of Education	Disestablish	Under enrolled	Current students will be allowed to finish the program.	none

PART I

**NORTHERN ARIZONA UNIVERSITY
 2009-2010 Academic Strategic Plans
 B. ACADEMIC ORGANIZATIONAL UNITS**

Table 1 List of Proposed New Academic Units:

Name of Proposed Unit	Level (College, School, Department, Division, etc.)	The name of the existing College, School, etc. under which the proposed unit will be established (if applicable)	Brief Description (max 50 words)	Justification/need (max 50 words)	New Resources, if any, and Source*	Savings
Department of Civil Engineering, Construction Management, and Environmental Engineering	Department	College of Engineering, Forestry and Natural Sciences	Combine Civil and Environmental Engineering and Construction Management	Merging small departments is a cost effective strategy by reducing administrative cost and streamlining leadership of the units	None	\$13,500* in permanent (state budget) savings;
Department of Electrical Engineering and Computer Science	Department	College of Engineering, Forestry and Natural Sciences	Combine Electrical Engineering with Computer Science	Merging small departments is a cost effective strategy by reducing administrative cost and streamlining leadership of the units	None	\$13,500* in permanent (state budget) savings;
School of Earth Sciences and Environmental Sustainability	School	College of Engineering, Forestry and Natural Sciences	Combine Geology with the Center for Sustainable Environments	The school will be the premier school for integrated earth science and environmental sciences, studies, management and policy in Arizona and in the West, with a strong national and international presence	None	\$21,000* in permanent (state budget) savings;

*additional savings achieved through returned faculty lines

Table 2 List of Proposed Changes to Existing Units (e.g., rename, disestablishment, move or merge):

Current Unit Name	Recommended Action (e.g., rename, disestablish, move or merge, etc.) including recommended date for the action. If rename, include the proposed name change.	Justification/Brief Description of the proposed action (max 50 words)	Impact on Current Students (max 50 words)	Expected fiscal impact	Savings
Social Research Lab, College of Social and Behavioral Sciences	Disestablish	Due to staff vacancies and budget shortfalls, the Lab is being closed and state dollars are being returned in the budget cuts	No impact to students	\$53,891 savings	\$53,891
M.A. in Sustainable Communities and the Program for Community, Culture, and Environment	Create umbrella [Institute for Sustainability and Engaged Democracy (tentative title)] for existing programs.	Formalize and enhance existing relationships among programs	Expose students to seamless relationships between undergraduate studies, graduate work, and community service.	Increase in external funding (aspiration)	\$5000 savings by sharing staff
Department of Humanities, Arts and Religion	Change the name to Department of Comparative Cultural Studies	As a result of the 2009 program review the consensus was to eliminate the degrees for BA in Religious Studies, BA in Humanities, and BA in Art History and consolidate emphases from those areas into a BA in Comparative Cultural Studies.	No impact to students	None	Curricular Efficiencies

PART II

**NORTHERN ARIZONA UNIVERSITY
 OUTCOMES FROM 2008 ACADEMIC STRATEGIC PLAN**

These tables summarize the results of the academic program and organizational changes approved in 2008

A. ACADEMIC PROGRAMS

Implemented (Students Enrolled or Ready to enroll)

+Program	CIP Code	Description of Program/Purpose	# students currently enrolled or first semester to enroll	New Resources, if any, and Source*
Title/Degree College/Campus				
BS in Biomedical Sciences College of Engineering, Forestry and Natural Sciences Flagstaff	26.0102	This program provides rigorous biological training, focused on biomedical science, to prepare students for jobs or further education in the biomedical sciences. The combination of strong fundamental science preparation and unique, value added, courses in human cadaver anatomy and human genomics equips students for numerous career paths in the biomedical sciences.	105	State appropriation for Health Expansion (\$4m)
BS in Applied Computer Science College of Engineering, Forestry and Natural Sciences Flagstaff	11.0501	The program provides a more flexible computer science training option with less emphasis on theoretical depth, and a strong focus on practical skills and applied systems analysis. The program is for service-oriented computer professionals, second career learners, and international students, all of whom require a more flexible degree path.	6	None
Bachelor of Business Administration NAU-Yuma	52.0201	The program provides a flexible and accessible business degree that allows students from other majors to take BBA courses provided the student has the appropriate prerequisites. The purpose of the Bachelor of Business Administration is to serve the business education needs of students and employers in the region.	143	None

Still in Development

Program	Proposed CIP Code	Status	Expected semester of enrollments	New Resources, if any, and Source*
Title/Degree College/Campus				
BS in Clinical Lab Science Health and Human Services	51.1005	On hold for budgetary reasons.	TBD	
Physician's Assistant – MS Health and Human Services	51.0912	On hold for budgetary reasons.	TBD	
Occupational Therapy – DOT Health and Human Services	51.2306	On hold for budgetary reasons.	TBD	

B. ORGANIZATIONAL UNITS

New

New Unit	Within...	Campus	New Resources, if any, and Source*	Status
University College	Free standing	Flagstaff	Institutional reallocation	Suspended

Changes to Existing Units

Unit	Within...	Campus	Action	New Resources, if any, and Source*	Status
The School of Forestry	Stand alone	Flagstaff	The School of Forestry was moved to the College of Engineering and Natural Sciences and renamed to the College of Engineering, Forestry and Natural Sciences	None	Effective July 1, 2008

+Provide additional information on duplicate programs

*reallocated, enrollment growth, program fees or differential tuition, state allocation, etc.

PART III

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 April 13, 2009
 Agenda Item #3
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NORTHERN ARIZONA UNIVERSITY
Centers and Institutes
2009-2010 Strategic Plan

Table 1 List of Proposed New Centers/Institutes

See Table 3 below.

Table 2 List of Proposed Changes to Centers/Institutes

Name	Administrative Home	Justification	State Funds
Institute for Native Americans, College of Social and Behavioral Sciences	Reconfigure. Will report to the President	New directions; the president is hiring a new tribal liaison in conjunction with new ABOR policies on Tribal consultation and establishing research protocols with N. American tribes.	\$182,981 (moved to president's office)
Institute for Future Work Force Development and Northern Arizona Gerontology Institute, College of Social and Behavioral Sciences	Merge – rename as Community Service Resource Institute (tentative)	Streamline administrative structure, position institute for success with broader range of external funding, and provide SBS units with assistance in placing students in service learning opportunities	\$6,454

IFWFD and NAGI were renamed on 6/3/09 to: Civic Service Institute per Marj Lacy

Table 3. Status Update on Previously Proposed Centers and Institutes (e.g., implemented, disapproved, under revision).

Name of Proposed Center/Institute	Administrative Home	Action	Initial University Resource (\$\$) Commitment*	Other Supporting Funds* (e.g., grants, gifts)
Thematic Area 1. Environmental Research and Sustainability				
Interdisciplinary Environmental Center	College of Engineering, Forestry and Natural Sciences	Pending	None	External funding being sought (gifts)
Colorado Plateau Biodiversity Center	College of Engineering, Forestry and Natural Sciences	Approved by Provost and President Established July 1, 2008	No new resources needed	None
Thematic Area 2. Health Research and Policy				
Interdisciplinary Health Policy Institute. Formerly referred to as the Arizona Institute for Health Research and Policy	College of Health and Human Services	Approved by President and Provost Established July 1, 2008	TRIF \$82,314	External funds
Center for Applied Research in Environmental Endocrinology (CAREE). Formerly referred to as the Discovery Research Laboratories for Reproductive Physiology	College of Engineering, Forestry and Natural Sciences	Will be established as of May 1, 2009	Existing (partial) faculty lines	External funds

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