

EXECUTIVE SUMMARY

Item Name: 2010-2011 Academic Strategic Plan for Northern Arizona University

Action Item Discussion Item Information Item

Issue: The Committee is asked to review and recommend for Board approval the 2010-2011 Academic Strategic Plan for Northern Arizona University.
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Background

ABOR Policy 2-203.A requires each university, upon a recommendation of the Academic Affairs Committee, annually to submit an Academic Strategic Plan to the Board for approval. The Plan is to provide information on the key academic initiatives planned by the institution and describe how they support both the University's strategic plan and the system-wide strategic plan of the Arizona Board of Regents.

Statutory/Policy Requirements

ABOR Policy 2-203.A, "The Academic Strategic Plan"

Strategic Implications

Goal One of the ABOR 2020 Vision addresses the need for the universities to establish and insure academic excellence. The Academic Strategic Plan serves as a primary mechanism by which the Board provides oversight and direction for the academic initiatives and mission of each university.

Discussion

The Academic Strategic Plan includes the following requests and information:

- An Inventory of all academic degree programs which are expected to be planned, implemented, merged with other programs or eliminated in the upcoming year.
- A list of anticipated changes to academic organizational units.
- Status report on the previous year's plan.
- Information on the institution's centers and institutes, created and eliminated.
- Upon approval by the Board, most proposals listed on the Plan may be implemented without further Board review or action.

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- Those academic programs that will be funded with additional state funds or programs fees do require additional approval by the Academic Affairs Committee before they may be implemented or enroll new students. Approval of the program by the AAC does not constitute approval of program fees; that occurs during the Board's regular fee setting process.
- Academic Strategic Plans may be modified during the year with the approval of the AAC.

Presentation of Institutional Reports

This report includes the plans for Arizona State University and the University of Arizona. Each Academic Strategic Plan includes a narrative overview and three reporting sections:

- **Part I - Proposed New Programs and Units for 2010-2011**
This section addresses the plans for academic programs and organizational changes anticipated for the upcoming year (AY 2010-11).
- **Part II - Status Report on 2009-2010 Academic Strategic Plan**
This section provides a status report on the outcomes of the previous year's plan (changes made, those still pending and those not pursued).
- **Part III - Report on Centers and Institutes**
According to ABOR Policy 2-301.G, the universities are required to report on their plans and past actions regarding centers and institutes in the Academic Strategic Plan.

RECOMMENDATION

It is recommended that the Academic Affairs Committee recommend to the Board for approval the 2010-2011 Academic Strategic Plan of Northern Arizona University.



**NORTHERN
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2010-11 ACADEMIC STRATEGIC PLAN*

**Given future budget uncertainty, it is possible that some of the initiatives indicated in this plan could change, including program changes, deletions, eliminations, etc. for the coming fiscal year; if so, a revision of this plan will be submitted to the Academic Affairs Committee*

Academic Program and Organizational Unit Initiatives for 2010

General Categories/Themes, Organizational Changes, Centers & Institutes

In the current fiscal environment, Northern Arizona University has been exceedingly judicious in ensuring that curricular, academic and organizational changes reflect the tightening up of programs and administrative structures. Because of the severe fiscal constraints of a year ago, last year's Academic Strategic Plan (2009-10) has seen the merged and efficient new structures proposed a year ago now managing smoothly and effectively. We have also reconsidered majors offered, revising and streamlining some, but also reducing the number of pathways (emphases) within particular degree programs. This is increasingly necessitated by a new faculty retirement incentive program that NAU has offered this year, meaning that we will have to reposition ourselves for the future since many of these faculty lines will contribute to further budget reductions. Consistent with ABOR's goal of expediting time to degree, increasing our use of competencies to aid in student completion of degree, along with examination of and reduction in the numbers of programs, majors, emphases, NAU has made significant progress in streamlining efforts, and that continues to be a major focus of this year's activity. That said, there are a very few areas in which we will seek approval of new degrees, particularly as the national economy and international trends influence the need for new programs to prepare students for the 21st century workforce and filling critical leadership roles in the global economy. These major thematic areas include:

- (Continuing) Planning for new health program initiatives
- Developing new programs/degrees in disciplines relevant to the greening of the economy, climate and earth science, and environmental sustainability
- Change in approaches to teacher education, focusing increasingly on STEM fields, and delivery of more curriculum in the content areas
- Deepening NAU's Commitment to Global Education:

- Strengthening learning outcomes for all students with the themes of global learning, diversity and sustainability throughout the curriculum, including the Liberal Studies (general education) program and undergraduate majors. This initiative flows from the Faculty Senate's endorsement of the recommendations of the learning sub-committee of the Global Education Task force
- Consideration of delivery of selected programs in China and India, requiring change in NAU's Higher Learning Commission accreditation status

Proposed Program Changes

At the undergraduate level, very few program changes are presented. The move of the Bachelor of Arts/Science in Interdisciplinary Studies to NAU-Yuma to serve as a platform for programming within the Extended Campuses division, punctuates the evolution of this program to a focus on serving students seeking a path to degree completion or a professional oriented interdisciplinary course of study. NAU-Flagstaff is in the early stages of developing an interdisciplinary baccalaureate program with thematic strands aligned with the foci for global education—global studies, diversity, and sustainability. The degree will be distinct from the BA/BS in Interdisciplinary Studies and offered exclusively on the Flagstaff campus (tentative name: BA/BS in Integrative Studies). We also are establishing a new major in Philosophy, Politics and Law (PPL)—an interdisciplinary major designed to prepare students for advanced study leading to careers in law and public service, and to equip students to be citizens and leaders in a democratic society. It combines scientific and historical study of economics and political institutions with philosophical analysis, ethical reflection and logical rigor.

In the **health** arena, we are continuing to move forward with planning for a Master's Degree for Physician Assistant to be delivered in Phoenix. PA's are in great demand in Arizona, needed to fill workforce needs for individuals with academic and clinical competence and increasing the number of practitioners who can deliver medical and osteopathic care under the supervision of a physician. We also continue to plan for a doctoral program in Occupational Therapy to be delivered in Flagstaff, also in response to Department of Labor statistics indicating workforce needs. Because of the anticipated shift in accreditation standards expected in 2015, we are planning to shift our Masters in Nursing Practice to a Doctorate of Nursing Practice (DNP).

In the **science** area, we will soon move forward with an undergraduate degree in Bioinformatics, an important and developing new field that produces graduates with expertise in software development as it integrates with the fields of science and medicine. Graduates are specialized knowledge workers who are trained to manage large data sets and perform complex computational analyses. The field

of professional science masters degrees is rapidly increasing, and NAU plans to deliver a new Professional Science Masters Degree in Climate Science and Solutions. This program is geared towards training students in the evaluation and management of climate change impacts, adaptation, and economic interactions. The program directly addresses national trends for advanced education in STEM fields, and prepares students to serve societal needs in global climate change challenges. We intend for this degree to be available for incoming students in Fall 2010. Finally, NAU is in the planning stages for a new Interdisciplinary Ph.D. program in Earth and Environmental Sciences and Policy. This degree program will produce knowledgeable and scientifically literate scientists that will assume important roles in resource management, policy development and sustainable practices as we grapple with environmental issues such as water scarcity, biodiversity loss and climate change.

In the **teacher education** area, we have seen substantial change in many of our BSED teacher preparation degrees to focus more heavily on learning in the content areas, a trend that is increasing at the national level. As with our “NAU Teach” program, our aim has been to have greater academic depth particularly in the science and mathematics fields, earlier exposure of student teachers to the classroom, greater satisfaction of teachers leading to higher teacher retention and success in the K-12 environment. Additionally, we are developing a new 36-credit Masters of Arts in Teaching Science (MAT-S) to be delivered by our Center for Science Teaching and Learning, beginning in Fall 2012. The first 30 hours of the program will be the graduate certification sequence required by the ADE for secondary science teaching; the remaining 6 credits will focus on teacher induction in support of science teachers early in their careers. Curricular proposals will move forward in the 2010-11 academic year.

Finally, efforts in the international arena have deepened considerably. Two years ago, the President and Provost—along with the new Vice Provost for International Education—created a campuswide Global Learning Task Force to consider changes to the education of all NAU students. A significant outcome was the adoption of three thematic areas to be embraced and reflected in our majors as well as in general education courses—globalization, diversity and sustainability. NAU’s deepening engagement in globalizing the University has resulted in dramatic increases in international students on campus (doubled over the last three years) and considerable increases in the number of faculty whom we send abroad to lecture—as well as the number of faculty scholars spending a semester at NAU—but now promises to lead us in a new direction. Planning is underway for NAU to offer the MA in Teaching English as a Second Language (MA TESL—an established, not new, degree) in Beijing in Fall of 2011, requiring a substantive change from the Higher Learning Commission. We are also working with business and education partners for the design and delivery of courses, certificates and faculty training in India. Investment in this initiative will be from strictly private sources, however we expect that this effort will generate significant revenues for the University.

Organizational Changes

Organizational changes developed in 2008-09 were implemented in 2009-10 (e.g. merging departments). No further organizational changes were proposed during the 2009-10 academic year; there are no concrete plans for establishment of additional units at this time.

Centers and Institutes

No changes in center and institutes occurred following those recommended in last year's Academic Strategic Plan that were implemented for the 2009-10 academic year.

Decision-Making Process

The budget cuts that occurred in the 2008-09 academic year that were implemented for 2009-10 were part of a process that involved deans, chairs and directors within the respective colleges. A set of guidelines issued by the Provost required that each college address ten areas in which economies/efficiencies could be gained. Deans worked with their faculty and chairs to address each area, and ultimately submitted proposals as to how that college would meet its target reduction. In the end, every college managed their portion of the \$6.3M (8%) reduction in a different way. No further budget reduction plans have been effected during the 2009-10 academic year, although we anticipate that—with the stimulus dollars soon expiring—there will need to be substantial discussion concerning budget reduction strategies for the 2012 academic year and beyond. Formal processes for such consideration are in the development stages.

As with all curricular change, course and program changes all move through levels of faculty review within departments and programs, to the University Curriculum Committee, an arm of the NAU Faculty Senate. Final approvals for all program and curricular changes are approved at the Provost level prior to their submission to ABOR for discussion on CAO calls and with the ABOR Academic Affairs Committee.

Northern Arizona University
A. SUMMARY OF 2010-2011 ACADEMIC PROGRAM REQUESTS

PROPOSED NEW PROGRAMS

Baccalaureate	Projected Enrollment	Degree	College/School	Campus
Integrative Studies	40	BA	Undergraduate Studies	Flagstaff
Philosophy, Politics and Law	30	BA	College of Arts & Letters	Flagstaff
Elementary Education	35	BS	NAU-Yuma	Yuma
Bioinformatics	30	BS	College of Engineering, Forestry and Natural Sciences	Flagstaff
Masters				
Climate Science & Solutions	24	MS	College of Engineering, Forestry and Natural Sciences	Flagstaff
Physician Assistant (PA)	30	MS	College of Health and Human Services	Phoenix
Teaching Science	15	MAT-S	College of Engineering, Forestry and Natural Sciences	Flagstaff
Doctoral				
Nursing Practice	30	DNP	College of Health and Human Services	Flagstaff
Occupational Therapy	36	OTD	College of Health and Human Services	Flagstaff
Earth and Environmental Sciences and Policy	15	PhD	College of Engineering, Forestry and Natural Sciences	Flagstaff

PROPOSED DISESTABLISHMENTS	Enrollment	Degree	College/School	Campus
Religious Studies – extended major	29	BA	College of Arts & Letters	Flagstaff
Humanities – extended major	72	BA	College of Arts & Letters	Flagstaff
Art History – extended major	56	BA	College of Arts & Letters	Flagstaff
English Education – extended	59	BSEd	College of Arts & Letters	Flagstaff
Spanish – extended	7	BSEd	College of Arts & Letters	Flagstaff
Applied Indigenous Studies – extended major	1	BA	College of Social and Behavioral Sciences	Flagstaff
Applied Indigenous Studies – extended major	3	BS	College of Social and Behavioral Sciences	Flagstaff
Chemistry – extended major	20	BS	College of Engineering, Forestry and Natural Sciences	Flagstaff
Chemistry – health pre-professional	34	BS	College of Health Sciences	Flagstaff

PROPOSED RENAME	Rename to	Degree	College/School	Campus
Clinical Speech Pathology	MS in Clinical Speech-Language Pathology	MS	College of Health and Human Services	Flagstaff
Speech Communication	BA/BS in Communication Studies	BA/BS	College of Social and Behavioral Sciences	Flagstaff
Art History emphasis Religious Studies emphasis Humanities emphasis	BA in Comparative Cultural Studies	BA	College of Arts & Letters	Flagstaff

PROPOSED TRANSFER	Action Requested	Projected Enrollment	College/School	Campus

Bachelor of Science (BS) in Elementary Education, Content Emphasis in Early Childhood	Request an exception to the ABOR policy on transfer credit limit to allow 70 credit hours from Yavapai College in transfer to this 120 credit hour baccalaureate program	65	College of Education	Yavapai
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Table 1 List of Proposed New Degree Programs:

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required? (Yes or No)	Additional State Funds Required? (Yes or No)	Brief Description/Justification (max 100 words).	Projected 3 rd year Enrollment & Implementation Date
<i>Undergraduate Degree Programs</i>					
Bachelor of Arts in Integrative Studies	Undergraduate Studies (Flagstaff)	No	No	Flagstaff undergraduates will be able to focus on a thematic inquiry through a degree program that draws from numerous disciplines in areas of institutional strength—sustainability, global engagement, diversity. The program will involve students in an integrative experience as a capstone—internship, research, or international study.	40
Bachelor of Arts in Philosophy, Politics, Economics and Law	College of Arts & Letters (Flagstaff)	No	No	A multidisciplinary program designed for students interested in careers in law and public policy. Philosophy is leading the collaboration with Honors, Politics and Economics.	30
Bachelor of Science in	NAU-Yuma	No	No	NAU-Yuma has implemented the first two steps in a three step process to have	30

Elementary Education				independent status for certification programs through the Arizona State Board of Education	
Bachelor of Science in Bioinformatics	College of Engineering, Forestry and Natural Sciences (Flagstaff)	Yes	No	This is an interdisciplinary program involving computer science, genetics, statistics, bioinformatics data management, human diseases and other developments within the fields of science or medicine.	30
Master's Degree Programs					
Master of Science in Climate Science & Solutions	College of Engineering, Forestry and Natural Sciences (Flagstaff)	Yes	No	A program designed to train students in the evaluation and management of climate change impacts, adaptation, and economic interactions. This program directly addresses national calls for enhanced education in STEM disciplines and provides a new academic program to supply the critical need for a skilled workforce prepared to face the global climate challenge that impacts human-natural systems worldwide.	24
Master of Science in Physician Assistant	College of Health and Human Services (Flagstaff)	Yes	No	We will offer a Physician Assistant Masters degree in accordance with the Accreditation Review Commission on Education for the Physician Assistant. Physician Assistants are academically and clinically prepared to practice medicine with the direction and supervision of a doctor of medicine or osteopathy. Therefore, they make an important contribution to addressing the shortage of primary health care providers in the US. The curriculum will include basic medical, behavioral and social sciences; patient assessment and clinical medicine;	30

Master of Arts in Teaching Science	College of Engineering, Forestry and Natural Sciences (Flagstaff)	No	No	supervised clinical practice; and health policy and professional practice issues.	15
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Doctoral Degree Programs

Doctor of Nursing Practice	College of Health and Human Services (Flagstaff)	Yes	No	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.	30
Doctor of Occupational Therapy	College of Health and Human Services (Flagstaff)	Yes	No	We are proposing an entry level Doctor of Occupational Therapy program for individuals with bachelors or masters degrees in a field other than occupational therapy and that will meet the requirements of the Accreditation Council for Occupational Therapy Education. Occupational therapists work with individuals, families, groups and communities to facilitate health through engagement in occupation. Currently,	36

					there are no occupational therapy programs in Arizona and there is substantial unmet demand.	
PhD in Earth and Environmental Sciences and Policy	College of Engineering, Forestry and Natural Sciences (Flagstaff)	Yes	No		This program will produce knowledgeable and scientifically literate scientists that will assume important roles in resource management, policy development and sustainable practices as we grapple with environmental issues such as water scarcity, biodiversity loss and climate change.	15

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

Current Degree Name	College/School (location)	Recommended Action (e.g., rename or disestablish)	Justification/brief Description (max 50 words)	Impact on Current Students (max 50 words)
BA Speech Communication	College of Social and Behavioral Studies	Rename to BA in Communication Studies	The study of communications extends beyond just speech communication. The new title more accurately reflects the changes within the discipline.	none
BS in Speech Communication	College of Social and Behavioral Studies	Rename to BS in Communication Studies	"	none
BS in Speech Communication – Extended	College of Social and Behavioral Sciences	Rename to BS in Communication Studies - Extended	"	none

Northern Arizona University
A. SUMMARY OF 2010 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
N/A					

**NORTHERN ARIZONA UNIVERSITY
 OUTCOMES FROM 2009-2010 ACADEMIC STRATEGIC PLAN**

A. ACADEMIC PROGRAMS

IMPLEMENTED (Students Enrolled or Ready to enroll):

+Program Title/Degree College (Campus)	CIP Code	First semester to enroll	New Resources, if any, and Source
N/A			

PROPOSED/Programs under development

Program Title/Degree College/Campus	Proposed CIP Code	Comment/update	Expected semester of enrollments	New Resources, if any, and Source*
N/A				

PROPOSED PROGRAMS STILL UNDER DISCUSSION

N/A

PROPOSED PROGRAMS/Proposals withdrawn

Unit	College/School (location)	Action
Master of Arts in Applied Communication	College of Social and Behavioral Sciences	Withdrawn

DISESTABLISHMENTS

Old Unit	Merged with (if applicable)	Campus	New Resources, if any, and Source
BS in Special and Secondary Education	n/a	Flagstaff	Disestablished
BS ED in Theatre Education	n/a	Flagstaff	Disestablished
BS in Theatre Studies	n/a	Flagstaff	Disestablished

CHANGES TO EXISTING PROGRAMS IMPLEMENTED

New Name	Old Name	College/School (Location)	CIP Code	New Resources, if any, and Source
BS in Public Health	BS in Health Sciences: Community Health	College of Health and Human Services	51.0911	none
BSED in Physical Education	BSED in Physical Education and School Health	College of Health and Human Services	13.1307	none
MS in Applied Geospatial Sciences	Merged the following programs: MA in rural Geography and MS in Applied Geographic Information Science	College of Social and Behavioral Sciences	45.0701	none
Master of Administration – NAU-Yuma	Master of Administration	NAU-Yuma	52.0201	none

CHANGES TO EXISTING PROGRAMS STILL PENDING

Program	College/School (location)	Action
The M.A. in Sustainable Communities and the Program for Community, Culture and Environment	College of Social and Behavioral Sciences, Institute for Sustainable and Engaged Democracy (Flagstaff)	Still Pending
BA in Comparative Cultural Studies – Merge the following programs: BA in Art History BA in Religious Studies BA in Humanities	College of Arts & Letters (Flagstaff)	Proposal forthcoming

**NORTHERN ARIZONA UNIVERSITY
 B. ORGANIZATIONAL UNITS**

ESTABLISHED

New Unit	Within...	Campus	New Resources, if any, and Source*
Department of Civil Engineering, Construction Management, and Environmental Engineering	College of Engineering, Forestry and Natural Sciences	Flagstaff	Internal reallocation/savings
Department of Electrical Engineering and Computer Science	College of Engineering, Forestry and Natural Sciences	Flagstaff	Internal reallocation/savings
School of Earth Sciences and Environmental Sustainability	College of Engineering, Forestry and Natural Sciences	Flagstaff	Internal reallocation/savings

DISESTABLISHMENTS

Old Unit	Merged with (if applicable)	Campus	New Resources, if any, and Source*
Social Research Lab, College of Social and Behavioral Sciences	N/A	Flagstaff	Internal reallocation/savings

CHANGES TO EXISTING UNITS

New Unit	Within	Campus	New Resources, if any, and Source
Department of Comparative Cultural Studies (rename)	College of Arts & Letters	Flagstaff	None