

STRATEGIC PLANNING COUNCIL
Minutes

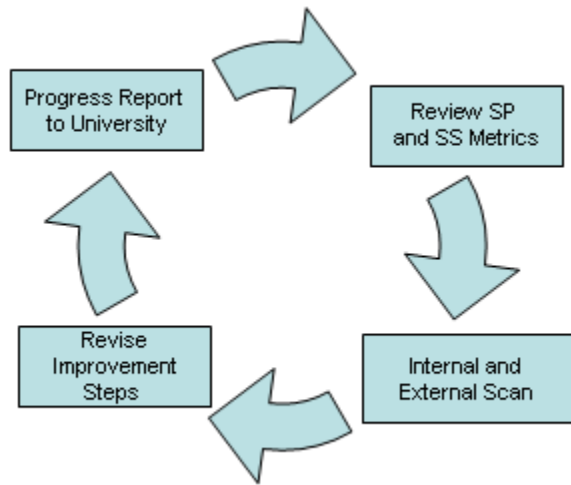
September 19, 2008

9:00 – 10:30

Babbitt Administrative Center 206

- A. Planning Environment
 - a. 80% of Governor's staff has changed
 - i. We are losing some supportive legislators: Jennifer Burns, Pete Hershberger, Tom O'Halleran
 - b. SPEED Project- JCCR committee may make it difficult to move forward
 - c. Governor issued an executive order establishing Community College Council that creates a potential for higher education coordinating board sometime in the future
 - d. ABOR is setting up parameters for tuition—only the 14.9% tuition parameter will allow NAU continue with the guaranteed tuition program
 - e. Enrollment growth is very strong- that may get funded for FY10
- B. ABOR strategic plan:
 - a. Goal is to double the number of baccalaureate degrees by 2020
 - i. Business as usual will not accomplish the goals
 - b. Doubling research by 2020 will require changing faculty hiring practices
 - i. Q: How is the research productivity measured?
A: In research expenditures; not in published articles
 - ii. Q: What interest would the institution have in hiring adequately paid let's say three research faculty-superstars?
 - c. We are not trying to keep up with UA and ASU. We need to define new peers.
 - d. Business model vs. instructional model (personal; expensive)
 - i. Which model are we willing to pursue?
- C. Other planning environment discussions focused on issues accommodating cross-disciplinary research and grants management crossing multiple departments
- D. Council received strategic planning binders

E. A plan to integrate NCA Self-study outcomes with strategic planning was introduced:



F. Student Learning Subcommittee will assess NAU’s accomplishments and strengths in advancing student learning and recommend best practices and/or strategies for continuous improvement of quality; and identify areas needing improvement and offer recommendations for institutional actions.



NORTHERN ARIZONA UNIVERSITY

STRATEGIC PLANNING COUNCIL

Meeting Minutes

October 17, 2008, 9:00 - 10:30 A.M.

Babbitt Administrative Center (BAC) 206

In Attendance:

John Haeger, Pat Haeuser, Sarah Bickel, David Bousquet, David Camacho, Fred Estrella, Marcus Ford, Larry Gould, Fred Hurst, Susan Johnstad, Rich Lei, Ramona Mellott, Tom Paradis, Karen Pugliesi, Blase Scarnati, Kathe Shinham, Michael Stevenson, Erin Stam, Maribeth Watwood, Eva Hatchner

Minutes:

Planning Environment

1. Economic Situation
 - Last two weeks—significant changes in economy—impact on university priorities
 - Anecdotal information: Universities may get additional significant cut for FY09 even if they were not Governor's plan before; all State of Arizona revenue sources down significantly; FY10 could be even worse—challenge is to set priorities; careful with travel (NAU spent \$6 million in travel 3 years ago) and hiring
 - SPC can help target the areas of savings
 - Money in the university is in personnel;—we are people-intensive
 - We need to strive to set up a framework that is positive as the current economic situation may cultivate anxiety and affect morale; crisis sometimes can be a good tool to refocus the institution on its priorities; focus should be on what we want to prioritize rather than what we want to cut
 - We have goals and have to invest in the areas; we should aim to save more than required by the cut and use the money to reinvest in the priorities
 - We have to come up with operating principles; transparency is important; cuts may remain in place for a long time; we have to demonstrate strong leadership
 - Business leaders (PHX) talk about cutting workforce
 - On the bright side, we don't have the structural budget deficit as in 03-04 and we have growing enrollment
 - We will know what to expect by the end of November or by beginning of December;

- Will work with the current governance structure -- through the Faculty Senate, SPAC, CSAC, SPC, President's Cabinet—we can communicate the steps we will take
 - By the Cabinet meeting we hope to have an initial list of ideas on how to handle this situation
 - Governor intends to pursue SPEED; we will move forward with some of the projects, but we have to be careful that we do not over-commit NAU if lottery revenues do not match the expectations. There is discussion of extending SPEED projects to a five year time frame (from 3) allowing lottery revenue to catch up
 - Building renewal and renovation projects will be first SPEED projects to be implemented
2. Student Identified Strengths and Weaknesses – Participants were in a Student Leadership Class
- Strengths: small classes, available faculty, clubs and organizations, transportation and buses, campus layout, green buildings
 - Weaknesses: roads and sidewalks, school spirit, awareness about study abroad, graduate students as instructors
 - Priorities: small classes, school spirit, infrastructure (roads, sidewalks)
3. Other Planning Environment:
- Issue of productivity—educating more students in a current expensive structure (high research) is difficult
 - Tuition: the difference between price and cost to student is not always considered; we are very generous with financial aid
 - Can we grow ourselves out of the situation—improve retention to ensure future revenue

Choosing New Peers:

- By next Thursday, we need to have a set of 15 peers. Following were suggestions to winnow list of Potential Peers; exclude:
 - Clemson
 - New Mexico State University
 - University Alabama
 - University of Idaho
 - University of Arkansas
- Members suggested using a cluster analysis with a small number of key variables to help make decisions.

Online Forum:

- Eva demonstrated a possible format to solicit university and public comment on issues of importance to the Strategic Planning Council. This would be a moderated blog.
- SPC member reaction included:
 - Using Vista can be an alternative to the Google product
 - Using survey tool as an alternative

- Blogs and surveys are not mutually exclusive; we can add a survey to the mix
- Could use the blog in talking about budget
- It is a good tool to connect with students
- Concerns about the anonymous nature and bloggers misrepresenting their identity
- Concern that misinformation can be unhelpful in promoting real education and discussion
- How we are going to use the information
- We should not abandon the in-person meeting structure

Subcommittee reports:

- Subcommittees are currently in the process of organizing their work—dates and agendas are being set up

Performance Indicators:

- Incorporate Arizona 2020 strategic plan indicators
- Update will be available later this semester

Other:

- Clarify the minutes from September 19. The university would have had difficulty continuing guaranteed tuition under the two lower parameters being discussed (8% and 3%). The parameter set in September by the Board of Regents was 14.9%, but no decision has yet been made on the guaranteed rate that the university will request in December.



STRATEGIC PLANNING COUNCIL

Meeting Minutes

November 14, 2008, 9:00 - 10:30 A.M.

Babbitt Administrative Center (BAC) 206

In Attendance:

John Haeger, Pat Haeuser, Sarah Bickel, David Bousquet, Karla Brewster, David Camacho, Bill Culbertson, Marcus Ford, Mason Gerety, Susan Johnstad, Jean Lonjaret, Ramona Mellott, Tom Paradis, Karen Pugliesi, Blase Scarnati, Erin Stam, Michael Stevenson, Diane Verkest, Maribeth Watwood, Eva Hatchner, Rebecca Butcher

Minutes:

1. Planning Environment
 - Efforts to move from hard copies towards electronic documents using electronic signatures whenever possible
 - Cuts to NAU in FY09--\$22 million; the bill is expected to be signed by the Governor on 1/30
 - \$9 million is permanetized for FY10; the rest still has to be figured out
 - The final budget cut for FY10 is not expected to be known until June but the FY09 cut is most likely to be the base level
2. Strategic Plan Outreach
 - The first topic for monthly, moderated blog was introduced: Financially Sustainable Deep Learning Model
 - Concerns about potentially inappropriate comments—suggestion to request login
 - Conversation about the core focus of the university
3. NCA accreditation outcomes/ strategic plan goals
 - A map aligning the NCA accreditation outcomes with the strategic plan goals was presented
 - NCA outcomes were categorized under 5 (out of 7) existing strategic goals
 - Performance indicators aligned with the outcomes were introduced as well
4. Subcommittee Reports
 - NAU assessment efforts received national recognition award from the DOE
5. Peers/proposed funding approaches
 - The list have to be finalized in February; the ABOR list of peers is developed mostly for the funding comparison purposes

Research Mission:

NAU is “high research” activity institution in the current Carnegie Classification scheme. This is different from UA/ASU who are “very high research” institutions. In earlier Carnegie classification schemes we were “Research Intensive” or “Research II”, while they were “Research Extensive” or Research I.

What does it mean to be a highly successful “high research” activity institution?

Discussion:

- What does double the research mission mean? Regents have double research expenditures as a goal. To reach that goal we need to increase scope and number of faculty conducting funded research
- Carnegie Classification is based on a combination of research measures and doctoral programs production. The technical description is in an attached appendix.
- SBS is trying to articulate being research productive means. We have to get beyond simply a quantitative definition—which does not work in social sciences.
- Some hurdles to graduate and research initiatives:
 - Relative lack of graduate assistance funds. Graduate assistantships attract top students.
 - No resources to start new PhD programs even though the intellectual capacity is there (it is difficult to make enough money to make the program successful).
 - Increased permanent loads would go against the research mission
 - Need more help with grant writing—increase our capacity by actually having people beside the PI writing the bulk of grants
- One mark of scholarship excellence is the impact a person has in his/her field through presentations and publications.
- Uniqueness for us is to build on the link between undergraduate education and research.
- Collaborative research doesn’t have to be in a typical lab—can achieve a greater integration between the curriculum and research. For example, get away from the idea that everything happens in the context of courses. Rather change the paradigm to the context of research—in the upper division open up the curriculum to a “research” focus and then we could broaden the concept of load

- We have to decide whether we are going to deepen or broaden what we do; invest in growing our own scholars or buy superstars; currently uneven research; is the entire campus going to be research intensive or pockets of research
- A successful research campus does not exist without drawing effectively on private money (philanthropy); potential we have not really explored.
- Are we prepare to designate a teaching faculty and research faculty? Some may not want to do research and can be master teachers. This is happening now in some cases through statement of expectations (CEFENS, COE)
- Recruitment of faculty has to have balance (teaching/research focused faculty)
- Will the increased teaching load will set stage for future expectation policies?
- Departments could structure programs more around research (fully integrated within the classes); curriculum efficient, flexible enough that the faculty are participating in research because it is part of the teaching; required part of the curriculum; no need to be thorn between teaching and research
- We cannot have classes that only deal with diversity but integrate the ideas throughout the curriculum—similar to integrating research into curriculum
- Internal political economy of enrollment and funding are barriers to the integration of research and courses. How many more faculty lines is perceived as a sign of success; big does not have to be bigger.
- We need to continue to work on intellectual property development and patents
- Co-curricular settings and activities are another venue for collaboration (residence halls, get academic credit)
- Need to look at our rewards: monetary and non-monetary for research and teaching
- Much of the research is funded by undergraduate enrollment; we need to focus; we get stuck on being “fair” to all departments and we do not have the resources to do that
- Need mechanism to take money away from centers if the results are not delivered
- The different kind of learning is great (marketing, managing, communication-work in teams, speakers come in, it helps students)

What to do next:

- Involve governance groups; get ideas out there and initiate a discussion with the campus
- Hold a strategic forum facilitated by Laura and the discussion could focus on these questions:
 - What policies and resources are needed to double research expenditures and increase the number of doctoral programs on the Flagstaff campuses? What changes to our understanding of sponsored research and scholarship does this imply for faculty?
 - When we say that the Flagstaff campus is a “research” campus, what does that mean? How do “public service” and “instructional” funding/activities fit into the picture? How does being a research campus benefit student education? How do/can undergraduate students become more involved in research activities, and/or non-funded scholarship?
 - What does it mean to be a highly successful “high research” university?
- Use the input from discussions next year in revising the strategic plan
- Vision 2020 – metrics in research do not apply to us; Regents aside what do we want; what metrics can we provide?

Appendix: Carnegie Classification Technical Description of Classification Scheme

Doctorate-granting Universities

Institutions were included in these categories if they awarded at least 20 doctorates in 2003-04. First-professional degrees (J.D., M.D., Pharm.D., etc.) were not counted for the purpose of this criterion, nor were doctoral degrees in audiology or rehabilitation and therapeutic professions, except when we were informed that the degrees were research doctorates (the IPEDS Completions data do not identify degree titles, so professional-practice doctorates such as Aud.D. or D.P.T. cannot be explicitly identified). Institutions with lower levels of doctorate production can be identified by using [Custom Listings](#) to intersect categories of the Basic and Graduate Instructional Program classifications. As in previous editions, these categories were limited to institutions that were not identified as Tribal Colleges or Special Focus Institutions.

Level of research activity. Doctorate-granting institutions were assigned to one of three categories based on a measure of research activity. It is important to note that the groups differentiate solely with respect to *level* of research activity, not quality or importance.

The analysis examined the following correlates of research activity: research & development (R&D) expenditures in science and engineering (S&E; "science and engineering" is defined by NSF to include the social sciences); R&D expenditures in non-S&E fields; S&E research staff (postdoctoral appointees and other non-faculty research staff with doctorates); doctoral conferrals in humanities fields, in social science fields, in STEM (science, technology, engineering, and mathematics) fields, and in other fields (e.g., business, education, public policy, social work). These data were statistically combined using principal components analysis to create two indices of research activity reflecting the total variation across these measures (based on the first principal component in each analysis).

One index represents the aggregate level of research activity, and the other captures per-capita research activity using the expenditure and staffing measures divided by the number of full-time faculty whose primary responsibilities were identified as research, instruction, or a combination of instruction, research, and public service. The values on each index were then used to locate each institution on a two-dimensional graph. We calculated each institution's distance from a common reference point, and then used the results to assign institutions to three groups based on their distance from the reference point. Thus the aggregate and per-capita indices were considered equally, such that institutions that were very high on *either* index were assigned to the "very high" group, while institutions that were high on at least one (but very high on neither) were assigned to the "high" group. Remaining institutions and those not represented in the NSF data collections were assigned to the "Doctoral/Research Universities" category.

Before conducting the analysis, raw data were converted to rank scores to reduce the influence of outliers and to improve discrimination at the lower end of the distributions where many institutions were clustered. Index scores based on the raw data and on the rank-order data had correlations of .881 (aggregate) and .813 (per-capita).

<http://www.carnegiefoundation.org/classifications/index.asp?key=798>



NORTHERN ARIZONA UNIVERSITY

STRATEGIC PLANNING COUNCIL

Meeting Minutes

April 17, 2009, 8:00 - 10:30 A.M.

Grand Canyon Room

Visioning with Dennis Jones

- OECD – Education at a Glance 2008 data; AZ: 122,061—number of adults needed to close the international gap (55%); 18-year olds are not going to close the gap; even if AZ was performing at the level of best performing state at all levels
- The best strategy is to graduate students that come to college—greater effect than increasing high school graduation rate
- Growth in the Valley greater than reflected in NAU’s enrollment grow
- AZ’s tax policy not generating enough money to fund higher education (or K-12 and healthcare-Medicaid)
- AZ is low tax rate and low tax base
- Students are opting for community colleges rather than universities, public rather than private—cost sensitive
- Conversation about productivity:
- Possible productivity gains
- CA students—we would have to get them at full out of state tuition; all out-of-state enrollment growth in WUE states
- How being residential campus complicate situation (going closer to home): it’s harder—not heavily Hispanic institution (no Hispanic friendly culture), economic issue (students now paying more of their bills than it was the case in the past—parents used to)
- Retention is not about academic but mostly about economics
- Is this about creating other campuses? Building a campus from ground up is too expensive.
- Per FTE student support should be lower

- AZ doesn't have non-research colleges which is a problem
- Off-campus tuition helped float Flagstaff campus; DL was a revenue producer; this is not going to be most likely the case going forward
- Cal State—Mission creep; they all are trying to be research institutions; is there a best practice to look at?
- PA—don't transfer from the regional campuses to the main campus; more and more 4-year degrees finished at the regional campuses; students stay close to home—50 miles
- No best practice; each state very specific;
- We cannot plan on keeping the money that we currently have; without off-campus students there will be less money; it's not about trade off between on and off-campus—NAU has a jump start on this
- Lower cost goes with lower quality, different market
- Are we talking about low cost, second-tier education for students who cannot offer the high quality?
- If we cannot bring the cost down more and more, what options do we have left?
- Economic realities mean think about different ways to provide quality education; money is already gone
- Concerns: money being taken out of NAU Flagstaff as the investments go to the regional campuses; if we don't make these moves, the state may look how to cut money from NAU Flagstaff
- New money will flow into something else—increased number of degrees, students—not to fund more existing efforts
- Conversations nationwide about funding graduates as opposed to funding student enrollments
- 22/1 funding; DL instruction is less expensive; NAU is living off DL earnings; NAU Flag has to be self-sufficient here on campus—we need a dramatic change on this campus; soon we may be a campus for white students with money (or Hispanic students with money); half of our students graduate with loans
- NAU so far had the entire DL market; ASU and UA may jump into the competition

- Do we really need to work on increasing the number of BS degrees or figuring out other types of training/education (European model of education?)
- This state has no mechanism to talk about post-secondary policy
- The market is not saturated with the baccalaureate degrees; they get better jobs and can move on to different careers easier than “welders”
- Community colleges think the universities don’t value what they do.
- We don’t really have 2+2 system
- Everything in AZ is bilateral and not systematic; conversations with each individual CC are not as efficient
- Going to college close to home—cultural as well as economic reasons
- County population 25-34: with at least 1 year of college not enrolled anywhere
- Articulation—why not go with common course numbering system?
- General education: what are the requirements—2 diversity courses not included in gen.ed.
- Transfer is a huge issue; it should not be this complicated
- Increasing pressure not to fund NAU at the same level as ASU and UA

Research:

- How do we build the research agenda
- Increasing teaching load will lead to lower research productivity; we are heading down the path that will change us—tenure-track faculty will not want to come to an institution without research expectations
- Difficult situation: who we are and where we want to be in 5 years
- UA’s research agenda is massive; ASU differentiate research agenda by department—research and teaching departments
- We are barely high research institution; without COE we would not have enough doctorates to qualify
- Teaching workloads: normal public doesn’t understand why 7.5 hours in classroom prevents faculty from doing research—PR issue

- Teaching loads/research expenditures
- Biology: best funded; IHD: second highest; we don't understand our research patterns
- Measuring research in terms of expenditures is incompatible with the academic culture
- Release time (students and faculty)—metric to look at; how to provide institutional direction for this type of research (the same way sponsored research is restricted); focus on the state need (DJ)—easier time with legislature
- One of the divide is: for many scholars they are committed to the discipline and not see themselves as being employees of the state; producing knowledge for discipline; finding different metrics is important

Radical changes:

- Teaching loads on departmental level; research—faculty workloads; University of CO—engineering: reward teaching the way research gets rewarded; NAU is doing it already; ABOR's COF document: scholarship, teaching, service—changing the policy
- Different ground rules for regional campuses; Ohio dysfunctional system—campuses are run through the main campus;
- We have so many undergraduate degrees; is every graduate program excellent? We have a great variability in the quality of grad. programs. Can we afford having them all?
- Invest wisely in a few areas of true national excellence
- Doctoral programs not discipline specific; cross-disciplinary
- We have to understand the needs of the state and are our programs meeting the needs?
- Health programs: we received funding because of the political climate
- What are the 3-4 goals we will focus our funding on? And make radical change.
- We need to know where we want to be; dynamic world drives various discussions; unless we know what we want to be we cannot get rid of programs; first we have to have a strategic path and then make the decisions accordingly

- Relationship with community colleges; same assessment across all institutions—easiest way to have conversation about articulation;
- Duplication: if different students are served it's not duplication.