

Northern Arizona University Operational Plan Summary

Mission and Description

Northern Arizona University is a doctoral/research intensive institution that has at its core undergraduate programs, significant research, and graduate programs to the doctoral level appropriate to its size and classification. Northern Arizona University aspires to be a premiere undergraduate residential institution that provides its students with an innovative and challenging liberal arts and sciences core integrated with a comprehensive number of professional programs. The learning environment at the Mountain Campus is unmatched for natural beauty and for student-centered programs and services. Undergraduate programming prepares students for life in the twenty-first century by assuring individual development through small classes, close interaction with senior faculty, and sophisticated learning technologies more commonly found at the nation's leading private universities.

Northern Arizona University also provides exceptional quality in a selected number of post-baccalaureate certificates, master's and doctoral programs in its areas of greatest strength. The University seeks to expand its post-baccalaureate programs as interdisciplinary fields expand and as the needs of economy demand increasing levels of educational preparation. Intimately linked to its undergraduate and graduate missions, the university's faculty, organized in departments, research centers and institutes, advances knowledge in traditional disciplines, in fields related to NAU's unique environment on the Colorado plateau, and in response to the needs of the state and region for solutions to real world problems.

Finally, NAU is an integral part of the northern Arizona and Flagstaff communities. It embraces its mission to serve rural Arizona and Native American peoples, and seeks a partnership in providing economic, cultural, and social opportunities for all citizens of the region. Consonant with its mission to serve the state's rural counties, the university has innovative partnerships with rural community colleges, operates an education center in Yuma and IITV sites in twenty-six locations, and offers technology-based delivery into offices and homes.

Strategic Issues

1. Issue: Financial Stability

Description: The State of Arizona's FY02 and FY03 budget allocations to Northern Arizona University have had significant negative consequences for the students and staff of the institution. Arizona residents comprise 86% of NAU's student body. The magnitude of reduction in NAU's state budget allocation has meant a decline in student

services and student access, even though NAU deliberately protected its instructional core mission as much as possible. It is critical that the State reinvest, for its own future, by funding higher education.

2. Issue: Noncompetitive salaries

Description: NAU's faculty fell to the 5th percentile for all faculty ranks compared to its Board of Regents approved peer institutions. Non-teaching professional and classified staffs suffer similar salary deficiencies. Flagstaff, with its high cost of living, exacerbates the problem. Failure to address this situation becomes increasingly serious as the number of employees resigning and retiring increases.

3. Issue: Increase in enrollment and retention

Description: NAU will improve the diversity, quality and number of students graduating through increased attention to recruitment, retention, and market demand for programs and certificates from Arizona's metropolitan areas. Retention efforts will include developing the Gateway Student Success Center, implementing a centralized advising system for new students, and developing a marketing campaign highlighting the distinctive identity of NAU.

4. Issue: Increase academic excellence and the quality of the residential living and learning environment

Description: NAU offers a student-centered undergraduate education distinguished by small classes, a close interaction of professors with students, and a friendly, supportive campus environment. NAU will pursue excellence in its undergraduate programs and campus climate by using student learning outcomes in all programs to assess program effectiveness, increasing student involvement in undergraduate research, assuring full-time faculty members teach freshman and sophomore classes, and providing excellent student services.

5. Issue: Building Renewal and Capital Replacement Funding

Description: NAU, like all other state agencies, received no Building Renewal appropriation for FY02 and FY03. The combined request for these two years totaled more than \$13 million. The lack of appropriation over two years compounds the physical facility problems faced by the university. Full funding of the building renewal formula is especially important to NAU, as climatic conditions in Flagstaff create additional challenges in the maintenance of facilities—these include large amounts of snow fall, multiple freeze/thaw cycles, and increased exposure to ultraviolet light. NAU must continue its work in restoring and renovating its buildings on the Mountain Campus, as well as build additional residence halls to attract and retain students.

6. Issue: Invest in the teacher preparation and health profession pipeline; expand the supply of professionals in high demand markets

Description: NAU already educates many professionals for high demand markets such as teacher preparation and allied health professions, but increased or new funding sources are required to expand capacity in these programs. Growing workforce shortages in health care delivery and elementary and secondary education were highlighted as critical concerns of task forces such as Arizona At Risk. Although the problem is being partially addressed by the Technology and Research Initiative Fund (TRIF) to grow the workforce needed by Arizona's schools, hospitals and other health care agencies requires direct, increased funding.

7. Issue: Increase access to higher education through graduate education, economic development and workforce development programming

Description: To fulfill its mission to provide statewide access to education, NAU intends to employ technology to expand its program reach throughout Arizona, in metropolitan areas such as Phoenix, and in the rural countryside. NAU will offer increased post-baccalaureate professional training, certificates and degrees tailored to the schedules of working adults throughout Arizona and beyond. These efforts will build on an existing mission in which 5000 students take courses off the Mountain Campus and 4000 of these students are in Maricopa County. Increased programming in these areas is expected to provide revenue for reinvestment into new programs to meet changing market demands.

Northern Arizona University Strategic Plan Goals

Be a premiere undergraduate residential learning community.

Increase and manage enrollment

Strengthen graduate education, economic development and research to meet the needs of Arizona, the southwest, and the nation

Build on our national reputation for excellence in professional programs

Provide leadership in the development, use, and assessment of technologies in educational programs

Foster a culture of diversity

Be the nation's leading university serving Native Americans

Ensure financial stability and growth

JLBC Performance Measures

Measure	FY2002 Actual	FY2003 Expected	FY2004 Expected
Percentage of graduating seniors who rate their overall university experience as “good” or “excellent”	96%	95%	95%
Percentage of full-time, undergraduate students enrolled per semester in three or more primary courses with ranked faculty	93%	91%*	90%*
Total Bachelor degrees granted	2,872	2,875	2, 875
Bachelor degrees granted to statewide students	443	460	480
Total graduate degrees awarded at the Master’s level	1,924	1, 930	1,950
Total graduate degrees awarded at the Doctoral level	115**	55	60
Graduate degrees granted to statewide students	1,305	1,315	1,325
Administration as a percent of total cost		1.9	1.9
Percent of agency staff turnover	18.5%	21%	21%

*Expected Impact of State Budget reduction; FY 2002 decline already a consequence

**One-time increase due to first time offering of a new degree to a population who were poised to earn the degree

FTE and Funding Summary

Description	(Thousands)		
	FY 2002 Actual*	FY 2003 Estimate	FY 2004 Estimate**
General Funds	111,974,900	117,189,300	126,979,400
Other Appropriated Funds	29,868,100	25,691,100	25,691,100
Other Non Appropriated Funds	83,008,100	87,060,600	88,366,500
Federal Funds	55,317,300	57,010,700	57,865,900
Budget Unit Total	280,168,400	286,951,700	298,902,900
FTE Positions	3343.30	3329.70	3463.26

* Actual FY2002 is un-audited and subject to change

** Collections for request year have been flat-lined at this point, and salary request is not included as part of General Fund

APPENDIX A. Highlights of Accomplishments for FY 2002

ABOR Strategic Directions	NAU Accomplishments in 2001-2002
<p>To Improve Undergraduate Education</p>	<p>The College of Health Professions implemented four programs funded by the Technology and Research Initiative Fund (TRIF); they include the accelerated Bachelor of Science in Nursing, the RN to Bachelor of Science in Nursing, the Bachelor of Applied Science in Health Promotion, and degree completion AS to BS in Dental Hygiene. The latter two programs are available nationally using the web. Another new program in Athletic Training will admit its first class in fall, 2002.</p> <p>Several steps were taken to increase the institution’s focus on assessment of student learning outcomes, including establishing a Faculty Senate Assessment Committee, and an Office of Academic Assessment with three professionals.</p> <p>An external review of the institution’s retention programs has resulted in a major reorganization of undergraduate advising, and is helping focus attention on retention throughout the university.</p>
<p>To Strengthen Graduate Education</p>	<p>The doctorate in physical therapy (D.P.T.), a post-professional program aimed at practicing physical therapists, graduated its first class during 2001-2002.</p> <p>The Master of Science in Management doubled in size to 60 students. This program allows students to obtain a foundation of business courses while specializing in applied areas such as Public Service management.</p> <p>The Master of Education in Educational Technology expanded by 60 percent, with 110 new students involved in this all-web program to learn to teach effectively with and about technology.</p> <p>The School of Music enrolled its first class of students in the Master of Music in Music Teaching.</p>
<p>To Enhance Research And Impact Economic Development</p>	<p>The total amount of external federal and state grants awarded to NAU increased to \$49.3 million in FY 2002.</p> <p>The National Cancer Institute recently awarded the largest biomedical research grant ever received at Northern Arizona University. One of only four grants of its kind in the nation, NCI awarded this \$7.25 million five-year grant to establish a cancer research partnership between NAU and the University of Arizona Cancer Center (AZCC). Approximately \$4.5 million of the funds come to NAU.</p> <p>The Environmental Research and Education TRIF leveraged \$5+ million in grants.</p>
<p>To Assure Access to Public University Education for all Qualified Residents of Arizona</p>	<p>An external review of the institution’s enrollment and distributed learning programs resulted in two major reorganizations expected to increase enrollment and increase access to programs for Arizona residents.</p> <p>The percentage of ethnic minority headcount of the total student population increased to 21.1% in 2001-2.</p> <p>Northern Arizona University granted more Masters degrees to Native American students than any other institution in the United States.</p>

ABOR Strategic Directions	NAU Accomplishments in 2001-2002
<p>To Capitalize on New and Emerging Technologies to Improve Teaching, Learning, Research and Service</p>	<p>Instruction in technology skills—word processing, e-mail, web search, list serve/chat and web page design--was integrated into a required English composition course affecting over 1,000 students a semester.</p> <p>Northern Arizona University recorded 6,000 enrollments in web, IITV and satellite courses in spring 2002.</p> <p>Over 100 new web courses were developed during the past year, and use of web technology has been integrated into 16 traditional and 10 liberal studies courses.</p>
<p>To Strengthen Relationships with Governmental, Educational and Constituent Groups</p>	<p>Northern Arizona University received a gift of land from the Babbitt Ranches to further NAU’s mission as a national leader in ecological research and education.</p> <p>University Advancement raised \$25 million in gifts and pledges—the largest gift and pledge total in NAU history.</p> <p>The College of Health Professions exceeded \$1,000,000 in donations for the first time in its history.</p> <p>The College of Social and Behavioral Sciences implemented two new distributed learning programs: a Bachelor of Applied Science in Public Agency Service and a BAS in Justice Systems Policy and Planning. Agreements for clean transfers into these programs have been signed with four community colleges.</p> <p>The Yuma Regional Medical Center provides funding for three nursing faculty positions which increase Arizona Western College's capability to teach nurses at the associates level and NAU's ability to teach at the bachelor's and graduate level.</p>
<p>To Improve Efficiency and Demonstrate Accountability</p>	<p>Northern Arizona University identified four projects that are on a fast track for renovation. They include a campus infrastructure upgrade, a Gateway Student Success Center, installation of modular swing space, and the renovation of the Communications building.</p> <p>During 2002, the University refinanced revenue bonds improving the interest it is paying by over 2 percent.</p> <p>NAU opened Pine Ridge Apartments, a privatized arrangement for student housing.</p>
<p>To Promote Learner-Centered Education</p>	<p>The Graduating Senior, Sophomore, and National Survey of Student Engagement provide evidence that liberal studies instruction at NAU facilitated student development in essential skills and knowledge of major themes.</p> <p>The Higher Education Research Institute (HERI) Survey of Faculty shows that NAU faculty members engage in learner-centered activities. For example, 61% of NAU undergraduate faculty report using cooperative learning in most or all of their classes versus 44% of public 4-year colleges and 41% at all 4-year institutions.</p> <p>Seniors report significantly more active learning (intense involvement; being asked to apply learning in different settings) compared with peers at Doctoral-Intensive Universities on the National Survey of Student Engagement (NSSE).</p>

APPENDIX B. Crosswalk from ABOR Strategic Directions to University Goals

ABOR Strategic Directions	Northern Arizona University Goals
<p>Improve undergraduate education</p> <p>Promote learner-centered education</p>	<p>Be a premiere undergraduate residential learning community</p>
<p>Assure access to public university education for all qualified residents of Arizona</p> <p>To improve efficiency and demonstrate accountability</p>	<p>Increase and manage enrollment</p>
<p>Strengthen graduate education</p> <p>Enhance research and impact economic development</p>	<p>Strengthen graduate education, economic development and research to meet the needs of Arizona, the southwest, and the nation.</p>
<p>Improve undergraduate education</p> <p>Strengthen graduate education</p> <p>Assure access to public university education for all qualified residents of Arizona</p>	<p>Build on our national reputation for excellence in professional programs</p>
<p>Capitalize on new and emerging technologies to improve teaching, learning, research and service outcomes</p>	<p>Provide leadership in the development, use, and assessment of technologies in educational programs</p>
<p>Assure access to public university education for all qualified residents of Arizona</p> <p>Improve undergraduate education</p>	<p>Foster a culture of diversity</p>
<p>Assure access to public university education for all qualified residents of Arizona</p> <p>To strengthen relationships with governmental, educational, and constituent groups</p>	<p>Be the nation’s leading university serving Native Americans</p>
<p>To improve efficiency and demonstrate accountability</p>	<p>Ensure financial stability and growth</p>