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Provost Introduction
BACKGROUND

The Division of Academic Affairs includes the seven degree-granting colleges, the Graduate School, University Libraries, International Affairs, and a number of units dedicated to the support of student academic success, faculty excellence, and academic program quality. Academic Affairs exemplifies all aspects of the university mission, and plays a major role in creating connections among students, faculty, academic programs, supporting services, and the world, not only through teaching and learning, but also research and engagement. Notably, Academic Affairs is responsible for the NIU PLUS programs that offer students the opportunity to customize their general education experience, and to complement their experiences in the classroom with hands-on learning and professional development opportunities.

The division also represents the largest fraction of NIU’s total operating budget (~40 percent in FY15), and thereby has a significant opportunity to exhibit efficient stewardship of resources. Accordingly, Academic Affairs will play an essential role in ensuring NIU’s future during an unprecedented time of change in public higher education.

The Division of Academic Affairs has primary responsibility for almost all of the programs reviewed by the Program Prioritization Academic Task Force, as well as for a number of key programs reviewed by the Program Prioritization Administrative Task Force. Moreover, Academic Affairs is invested in a number of the task forces’ themes and recommendations that cross divisional lines, as a result of its established intersections and collaborations with: Athletics (ex: Student Athletes Academic Support, Faculty Athletic Representative); Advancement (ex: alumni relations, fundraising, scholarships); Information Technology (ex: learning management systems; smart classrooms); Outreach, Engagement and Regional Development (ex: P-20 Engagement, off-campus programs, regional partnerships); Research and Innovation Partnerships (ex: faculty research and artistry, sponsored projects, research compliance); Student Affairs and Enrollment Management (ex: student recruitment; co-curricular initiatives).

PROPOSED ACTIONS INSPIRED BY THE ACADEMIC TASK FORCE REPORT

By and large, the academic programs found the recommendations of the Academic Task Force to be reasonable and manageable with routine actions that rely on established curricular processes. Detailed responses to these non-controversial recommendations can be found embedded in the action plans submitted by the college deans to the executive vice president and provost; these are appended in their most up-to-date form.

The commonalities that emerged from the action plans submitted by the units in Academic Affairs echoed many of the themes identified by the academic and administrative task forces. The tradition of NIU producing excellence with limited resources is reflected in the low- to no-cost innovations put forward by some programs. The urgency of examining the models NIU uses to support development and delivery of online courses and programs is reinforced by the interest across colleges in increasing off-campus, online and hybrid degree programs. The importance of addressing real and perceived barriers to the success of
interdisciplinary programs is emphasized in many of the proposals that were advanced by the program authors, academic deans, and administrators.

Specific examples of program responses to the Academic Task Force recommendations are cited in the following paragraphs. Overall reactions to the recurring themes that emerged from the Academic Task Force work are addressed at the end of this section. Responses to the recommendations of the Administrative Task Force appear in the next section of this narrative, as well as in the progress report issued by President Baker on November 28, 2016.

Cost-Effective Innovation

A number of recommendations made by the Academic Task Force inspired cost-effective innovation at the levels of programs and departments. For example, taking significant new action, Foreign Languages and Literatures is proposing to restructure completely its majors, minors, and certificates to create a new B.A. in World Languages, in a manner that can be implemented without additional hires. Taking routine actions, the Department of Sociology is looking at more extensive collaboration with the School of Global and Public Affairs; Women and Gender Studies; and NGO Leadership Development to create academic programs that align with student demand, faculty expertise and societal needs, such as an accelerated bachelor’s/MA program, a non-thesis track master’s, and new graduate certificates in criminology and social inequality. The Ed.D. in Adult and Higher Education will create a new certificate for students who complete all degree requirements other than the dissertation, to recognize formally their academic achievement, and to allow them to exit the program with a meaningful credential if they are unable to complete the dissertation. This will help that program to understand and address better the demand for faculty resources.

Additional examples of cost-effective innovation can be found throughout the college action plans. Proposals that do not require new investment of significant resources will be advanced by the departments and colleges through NIU’s normal shared governance processes to achieve the desired outcomes.

On-line and Off-campus Degree Programs

The degree-granting colleges are evaluating and acting upon opportunities to grow enrollment and meet demand through increased offering of on-line degree programs. This is evident in action plans from a diverse group of undergraduate and graduate programs, in disciplines that include: art education, history, industrial and systems engineering, instructional technology, law, marketing, public health and taxation. As noted by Paul Kassel, dean of the College of Visual and Performing Arts:

“...both traditional and non-traditional students are demanding greater variety, flexibility, and access to content and instructional delivery...we must work to balance new demands with traditional pedagogy, as well as support emerging practices and methods.”

The action plans also identified a variety of opportunities to serve students more effectively and to increase enrollment by delivering NIU programs off-campus. For example, the College of Law proposed establishing an academic presence in Chicago to better serve our students who work in that market over the summer and our alumni who practice there. The College of Business will explore moving the Master’s of Accounting Science to an off-campus evening/hybrid program in order to increase flexibility for non-traditional students. The College of Liberal Arts and Sciences indicated a willingness to explore
collaboration with Harper College on the construction of new facilities to support programs related to
digital media production.

Interdisciplinary Degree Programs

Like the task force report, the individual programmatic responses and the college action plans recognize
that academic bureaucracy remains disciplinary while student demand and scholarly excitement is often
interdisciplinary. There are excellent opportunities to strengthen and enhance existing programs by
investing in faculty and providing incentives to collaborate across college and department lines.
Moreover, the growing demand for interdisciplinary programs suggests intriguing options for joint hiring
of tenured/tenure-track faculty as well as for engaging professorial faculty from low-enrollment programs
to contribute to the development of interdisciplinary degree programs and research initiatives.

The Provost’s Office, the colleges and departments, and the Division of Research and Innovation
Partnerships are committed to working together to support interdisciplinary programs. We are
supportive of initiatives, such as: the CEET plan to transform the emphasis in biomedical engineering in
the B.S. in Electrical Engineering, and the CHHS plan to transform existing gerontology programs into an
academic major in aging studies that will strengthen the links between the coursework in multiple majors
across campus, and provide the foundation for a research, academic and service unit that focuses on
issues related to aging in the community. We also recognize an opportunity to strengthen interdisciplinary
programs that reflect NIU’s commitment to diversity, inclusion, and social justice.

In addition to the growing demand for degree programs that integrate the disciplines to address
contemporary challenges, there is increased interest from working adults in graduate programs outside
the discipline of the undergraduate major. These individuals are seeking to broaden their knowledge and
skills in ways that will allow them to advance professionally. A number of colleges have attempted to
address this demand in their action plans. For example, the College of Business is exploring the feasibility
of offering an M.S. of Accountancy (M.A.C.) that would accommodate students with alternative
undergraduate degrees. The College of Law has proposed expanding its academic programs to include a
new 28-credit (one year if full time) Master’s in Jurisprudence (M.J.), which will be initiated as a stackable
certificate. The M.J. program would provide opportunities for students and professionals to advance their
careers by gaining knowledge of the impact of law and regulation in their chosen disciplines.

Motivated in part by the Task Force Report, the academic leadership of NIU devoted a portion of the Fall
2016 Dean’s Retreat to exploring not only specific opportunities for interdisciplinary collaboration, but
also wide-ranging ways to foster an interdisciplinary culture. It was acknowledged that any initiative that
crosses departmental boundaries tends to generate questions about the sharing of resources and credit,
and that such concerns have the potential to impede interdisciplinary teaching, research, and creative
activity at NIU. Strategies for reducing barriers and incentivizing interdisciplinary work were discussed,
and these included: crediting and rewarding chairs and faculty who promote and/or participate in
interdisciplinary program development; dedicated financial support for interdisciplinary teaching,
research, and artistry; hiring faculty with the specific expectation that they will collaborate across
disciplinary boundaries and/or hiring faculty in overlapping research areas. In this context, it is notable
that the faculty searches authorized for 2016-17 include a number of positions with clear expectations for
interdisciplinary collaboration.
Significant Concerns or Disagreements with Task Force Recommendations

Given the scope of their task, with 233 academic programs being reviewed in total, it is predictable that there was not universal agreement with the Academic Task Force recommendations. For example, specific concerns have been expressed about the task force responses related to certificate programs, given that none of the certificate programs considered were recommended for enhanced resources, 7 percent were recommended for sustained resources, and 55 percent were recommended for review and possible phase-out. The task force recommendations, along with the academic programs' responses are summarized in Table 1. More detailed responses can be found within the college action plans.

Many of the task force recommendations regarding certificate programs were accepted as reasonable. In some cases, it was acknowledged that current enrollment did not justify maintaining an existing certificate program, particularly where that low enrollment reflected either changing student interests, or unresolvable operational and curricular issues. There was also wide appreciation for the insight that certificates could be better supported by enhancing promotional efforts and improving coordination and course sharing.

The professional colleges expressed specific concerns that the Academic Task Force did not understand the value of certificates to employee advancement; or the strategy of recruiting professionals to graduate programs by creating certificates that “stack” into a degree; or the significance of certificates that offer acknowledgment of academic achievement to students who are unable to complete their graduate degree programs.

We anticipate that discussions regarding certificate programs will continue within and across colleges to determine the currency of the curricula; the efficacy of marketing efforts; and the opportunities to grow, transform, or eliminate.

Other substantive disagreements with the Academic and Administrative task force recommendations, are documented in Tables 2A and 2B, respectively. Table 2B has been updated to include President Baker’s response to the task force reports and action plans, as presented in the Progress Report issues on November 28, 2016.

Reactions to the Task Force Recommendations Arising From Recurring Themes

The Division of Academic Affairs appreciates the thoughtful work of the Academic Task Force in identifying recurring themes across programs, and developing relevant recommendations. These are noteworthy issues deserving of specific comment:

- **Theme: Structural realignments in personnel**
  
  **Recommendation:** Ensure programs are built with a clear foundation of tenure-track faculty.

  As noted by the task force, over the course of the past five years, many of the tenured and tenure-track faculty (T/TT) who departed NIU to retire or seek other opportunities have been replaced by instructors or visiting professors. Although the ratio of undergraduate students to T/TT faculty has not been increased overall (see data below), there has been a disproportionate impact on some programs because of the non-strategic nature of faculty migration.
The Division of Academic Affairs endorses the Academic Task Force recommendation that NIU ensure the long-term health of academic programs by committing to refill a significant fraction of vacant tenure-track faculty positions. As outlined below, we have already taken significant action.

In prioritizing hires, we took care to reflect the recommendations advanced in the Program Prioritization action plans, as well as other indicators of critical programmatic need (ex: safety concerns; accreditation requirements; enrollment trends, class sizes, student experience). For this purpose, a multi-step process linked to Program Prioritization was developed for requesting authorization to search for tenure-line faculty. The process is described in a memo shared with the academic deans on August 29, 2016, and included in the supporting documents of this action plan (pp. 117-119).

Table 3 provides a summary of all authorized faculty searches, those specifically authorized as a result of this prioritization process as well as those previously active and approved. It should be noted that the authorized faculty searches include instances where the assigned priority reflects the task force recommendation as well as instances where the assigned priority is in disagreement with the task force recommendation and more reflective of the campus feedback and college action plan. A few representative examples are cited here:

- For the baccalaureate and master’s programs in Industrial and Systems Engineering and Mechanical Engineering, the Academic Task Force suggested enhancing resources to improve the balance between faculty teaching and scholarly productivity. Accordingly, the Department of Mechanical Engineering is authorized to search for two assistant professors, and the Department of Industrial and Systems Engineering is authorized to search for one assistant professor.

- For the area of gerontology, the Academic Task Force recommended transformation and cited the need for faculty to support the program. Accordingly, the Department of Health Studies, the new academic home for Gerontology/Aging Services, is authorized to search for one assistant professor. Notably, in its hiring request, the College of Health and Human Sciences noted the potential for this faculty member to contribute to interdisciplinary initiatives.

- For the baccalaureate programs in journalism, the task force recommended a reduction in resources, noting that the narrative did not make a strong case for new faculty in the presence of declining enrollment and graduation numbers. However, the action plan developed by the College of Liberal Arts and Sciences (CLAS) argued convincingly that the decline in enrollment in these programs has been accelerated by loss of faculty positions. The CLAS action plan also acknowledged the need for transformation, and identified opportunities to integrate the curricula in Journalism and Communication Studies. The provost was convinced that additional tenure-track faculty are needed to support not only increased enrollment, but also curricular innovation, and enhanced faculty diversity.
Department of Communications has been authorized to search for one assistant professor in either journalism law and regulation or strategic communication.

- **Theme: Graduate stipends**  
  *Recommendation:* Develop an institutional plan for making Graduate Assistant (GA/TA/RA) stipends more competitive.

This is an important issue. Graduate stipends across the university are not competitive. This is significantly impacting the ability of our graduate programs to attract and retain students, as well as the graduate student experience. This concern has been raised by external reviewers who have been invited to assess doctoral programs, as well as by NIU faculty, staff, and students.

A plan to address the cited inequity will need, at minimum, to include input from the executive vice president and provost, the vice president for Administration and Finance, the vice president for Research and Innovation Partnerships, the dean of the Graduate School, the deans of degree-granting colleges, representatives from the Graduate Council, and representatives from Human Resource Services. Accordingly, as a first step, Executive Vice President and Provost Freeman and Acting Vice President Blazey will develop options for consideration at early 2017 meetings of the Senior Cabinet, the Executive Budget Committee, and the Deans’ Council.

Prior to initiating discussion of this topic among the senior leadership, relevant background materials will be shared, including the Survey of Graduate Assistants conducted by Graduate Council in 2014, and a benchmarking analysis of graduate stipends at NIU performed by Dean Bond in 2015 using the Graduate Assistant Stipend Survey conducted by Oklahoma State University.

- **Theme: Program financial efficiency**  
  *Recommendation:* Implement Program Prioritization with transparency and integrity to align NIU’s budget with the university mission, to promote growth, and to preserve academic excellence.

As a result of economic conditions, many academic programs are essentially devoid of operational funds beyond the university investment in personnel. This situation is not sustainable, and presents long-term risk to program quality and integrity. It is notable that this theme not only captures the importance of Program Prioritization, but also provides inspiration for making important, difficult decisions during a continued period of fiscal uncertainty in Illinois.

The Division of Academic Affairs agrees with the Academic Task Force that: “...realizing the goals of Program Prioritization are essential while remaining cognizant of the fragile state of the university...Prioritization, if implemented with fidelity, provides an opportunity to identify priorities and purposefully direct the future of Northern Illinois University.”

- **Theme: Program marketing**
Recommendation: Bring more attention to academic programs through high-quality program marketing.

The Academic Task Force proposes that improved marketing could help many programs with diminishing enrollments, particularly those that appear to be well-designed and aligned to market conditions. They recommend a renewed emphasis on the promotion of our outstanding catalogue of academic programs, not only through efforts led by the new Division of Enrollment Management, Marketing and Communications, but also through internal efforts focused on outreach to academic advisers and current students.

The Division of Academic Affairs agrees with these recommendations, while also acknowledging that marketing and effective promotion will not resolve the struggles of some programs. We suggest that new and transforming academic programs be given support not only for promotion and marketing, but also for market demand analysis to help them optimize program curricula, structure, delivery, and partnerships. In addition, we support President Baker’s efforts to promote better integration of Marketing and Communications, Enrollment Management and Academic Affairs, particularly the proposed administrative model where the college offices are staffed effectively not only to manage critical administrative functions related to teaching, learning, research, scholarship, and artistry, but also to support strong collaborative efforts related to marketing and communications, alumni, and donor relations.

• **Theme: Teacher licensure**
  
  Recommendation: Examine teacher licensure in an institutional context.

There is general agreement with the task force that the arena of teacher licensure programs, and school connections more generally, has potential for greater effectiveness and efficiency. The University Office of Educator Licensure and Preparation (UOELP) and the P-20 Center, together with the College of Education, College of Liberal Arts & Sciences and College of Visual & Performing Arts, are committed to conducting an investigation of opportunities for better collaboration and possible realignment or reorganization. This investigation will include both the academic and administrative functions.

Given the November 2017 Council for the Accreditation of Educator Preparation (CAEP) accreditation visit, it is in the best interest of NIU to pace this investigation to the accreditation cycle. More specifically, it is critical that any re-structuring or changes to licensure at NIU be addressed as proposed plans in the self-study, and conversations with the site team. It is strongly recommended that any recommendations for academic re-structuring be implemented after the site visit to ensure consistency of data collection and program reporting within the current organizational structure.

• **Theme: Reliability/consistency of data**
  
  Recommendation: Position NIU to become more effective at evidenced-based planning, decision-making, and improvement through integration of the administrative units responsible for the core functions of institutional effectiveness.
Significant concerns were expressed by both the Academic and Administrative task forces regarding NIU’s ability to support the effective use, sharing, and reporting of institutional data. To promote a more data-informed culture that supports our planning and decision-making efforts, the Administrative Task Force suggested consolidating the NIU offices responsible for the core institutional effectiveness functions: internal and external reporting; decision support and analytics; and accreditation, assessment, and evaluation. This recommendation was embraced by the five units with significant responsibility in these areas; specifically, Academic Analysis and Reporting; Accreditation; Assessment Services; Institutional Research; and Testing Services. As described in the President’s Progress Report, and the Institutional Effectiveness action plan (pp. 126-145), a new Office of Institutional Effectiveness has been planned and is now being implemented.

- **Theme: Interdisciplinary programs, minors and certificates**
  
  *Recommendation:* Address the institutional barriers to the success of interdisciplinary programs.

As noted above, interdisciplinary programs are a priority for the degree-granting colleges, the Graduate School, the Division of Research and Innovation Partnerships, and the Office of the Executive Vice President and Provost. In their August retreat, members of the Council of Deans focused their attention on the challenges and opportunities associated with developing, supporting, and sustaining successful interdisciplinary research and academic programs at NIU. Topics of conversation included: protocols for creating, maintaining, and discontinuing interdisciplinary units; protocols for allocating credit across interdisciplinary programs for student credit production and faculty research; and incentives and barriers to collaboration across departments and decanal units. The Provost’s Office is studying strategies that can be implemented to promote interdisciplinary work, while also considering measures that can be used to monitor the success of interdisciplinary programs.

- **Theme: Graduation Rates for Underrepresented Students**
  
  *Recommendation:* Support the development of actionable strategic plans to address systemic issues that contribute to the equity gap, in order to improve the graduation rates of underrepresented groups.

The Division of Academic Affairs endorses the university’s Diversity and Inclusion Action Plan, as well as the response to Program Prioritization that was developed and shared by our senior associate vice president for Academic Diversity and chief diversity officer. We will participate actively in the NIU community efforts to develop a framework for understanding and advancing diversity, equity, and inclusion and social justice.

The College Equity Teams and the units reporting to the vice provost for Undergraduate Academic Affairs are already working in collaboration with the senior associate vice president for Academic Diversity and chief diversity officer to develop actionable strategic plans to address systemic issues that contribute to the equity gap, in order to improve the graduation rates of underrepresented groups.
INTRODUCTION TO ACADEMIC AFFAIRS-PROGRAM PRIORITIZATION ACTION PLAN

PROPOSED ACTIONS INSPIRED BY THE ADMINISTRATIVE TASK FORCE REPORT

An important feature of NIU’s approach to Program Prioritization is our commitment to examining simultaneously both our academic and administrative programs. As noted by President Baker in the Progress Report released November 28, 2016, academic program issues are the domain of the faculty, and are, accordingly, subject to our established shared governance processes. Hence, the action steps that stem from the Academic Task Force report are flowing through those channels that reside within the Division of Academic Affairs and are overseen by the provost, who serves as NIU’s chief academic officer. In contrast, administrative programs that reside in the Division of Academic Affairs, are appropriately subject to authority beyond that of the executive vice president and provost. As with the other divisions, the steps for Academic Affairs’ administrative units that were proposed in the president’s November 28, 2016, progress report were informed by the views advanced in this action plan. The final directives regarding these and all administrative programs will ultimately come from the president.

Specific Recommendations

The Administrative Task Force report spanned all divisions of the university. One of the central themes of the task force recommendations was better alignment, collaboration, and reorganization across divisions. The Division of Academic Affairs found many of the Administrative Task Force recommendations to be reasonable and addressable by routine action. Detailed responses to these non-controversial recommendations can be found embedded in the action plans submitted by the academic leadership to the executive vice president and provost; these are appended.

A major driver of the Administrative Task Force recommendations was concern about duplicated services, defined as multiple units providing essentially identical services to essentially the same audiences. Duplicated services were distinguished from distributed services, with the latter being defined as similar services provided to differentiated, non-overlapping audiences. Where the task force members perceived duplication, elimination of duplicated services was suggested. For distributed services, the task force employed a more nuanced approach, recommending that an intentional commitment be made to a fully centralized, a fully distributed, or a hybrid service model, with the considered choice based on factors such as capacity, economies of scale, consistency of service delivery, and alignment with institutional goals.

Generally, units within Academic Affairs favor a more centralized or shared services model in areas outside of the core academic mission, because of the perceived opportunities to increase accountability; increase efficiency; lower operating costs; achieve consistent and/or increased levels of service; and enhance access to staff expertise and process knowledge. Mixed models of both centralization and decentralization are preferred where local control over program elements is perceived as essential for preserving quality and engendering buy-in. Decentralization is seen as desirable for academic decisions that require knowledge of the discipline.

In a number of instances where there was substantive disagreement between Academic Affairs and the task force recommendations (see Table 2A and 2B), the basis was a misinterpretation by the task force of duplication vs. distribution of services. For example, when Administrative Task Force recommended that the College of Law’s admissions functions “be considered for possible absorption by the Graduate School’s admissions office …,” the task force did not appreciate important differences between the candidate pools, admissions examinations, recruitment cycles, and accreditor requirements of those two units.
Restructuring to Improve Functional Integration

The administrative task force specifically asked NIU to examine, reconsider and potentially to restructure a number of functional areas. In some cases, these functional areas cross department and divisional lines, so that collaboration is necessary to respond to the task force recommendations. Predictably, Academic Affairs has played an active role in a number of the resultant cross-divisional discussions and multi-unit action planning efforts.

Some discussions that cut across unit or division lines have been designated as “complex conversations,” because of their scope and their significance to the campus. Most of these are ongoing, and continue to be facilitated by either Dean Chris McCord or Professor Matt Streb. A number of the complex conversations have evolved to include campus units that are relevant to the subject matter, but that were not reviewed as discrete programs by the administrative task force.

In the Program Prioritization Progress Report released November 28, 2016, President Baker outlines the scope of each complex conversation, and establishes his expectations regarding the final report date for the participating administrative programs. Table 4A summarizes this information and highlights the participation of Academic Affairs, listing programs reviewed by the task force as well as other collaborating units.

<table>
<thead>
<tr>
<th>Complex Conversation</th>
<th>Relevant Programs and Participating Units from Academic Affairs</th>
<th>Final Report Date</th>
</tr>
</thead>
</table>
| Academic Advising        | Academic Advising Center  
CBUS College Advising  
CEET College Advising  
CHHS College Advising  
CLAS College Advising  
Advising in CVPA and CEDU  
Undergraduate Academic Affairs (Vice Provost) | Jan 15, 2017               |
| External Programming     | External and Global Programs (CEDU)  
External Programming (CEET)  
External Programming (CLAS)  
External Programming (CVPA)  
Global Executive Education (CBUS)  
International Training Office | Feb 1, 2017                 |
| IT Customer Support      | Administration (CBUS)  
CEET Computer Operations  
CLAS Distributed IT  
Distributed IT (CEDU) | Dec 31, 2016                 |
| Institutional Effectiveness | Academic Analysis & Reporting  
Accreditation  
Assessment  
Institutional Research  
Testing Services | Action Plan Accepted (pp. 126-145) |
Recommendations from the Administrative Task Force also inspired some units to consider internal restructuring. Notable examples in Academic Affairs include the administrative offices of the degree-granting colleges, and the units that report to the vice provost for Undergraduate Affairs.

Each of the college offices is examining its current organizational structure to determine if there are opportunities to improve efficiency and effectiveness; the administrative programs involved are listed in Table 4B. The President’s Progress Report indicates support for college offices that are capable of managing critical administrative functions related to teaching, learning, research, scholarship, and artistry, as well as supporting collaborations related to marketing and communications, alumni, and donor relations.

The action plan submitted by the vice provost for Undergraduate Affairs (pp. 157-201) suggests restructuring of a set of university functions, programs, and services that support NIU students to create an Undergraduate College in order to enhance administrative and structural coherence, and to provide better service to NIU students. The executive vice president and provost supports this recommendation. Moreover, in the Progress Report released November 28, 2016, the president endorses the proposal for this new unit, which will oversee academic support services, learning opportunities and curricular and co-curricular programming. Table 4B lists the units that will form the Undergraduate College; more detail can be found in the President’s Report.
Table 4B

<table>
<thead>
<tr>
<th>Restructured Unit</th>
<th>Relevant Administrative Programs</th>
<th>Final Report Date</th>
</tr>
</thead>
</table>
| College Office(s) | CBUS College Office
Business Advancement Office (CBUS)
Graduate Academic Affairs (CBUS)
Undergraduate Academic Affairs (CBUS)
CEDU College Office
College Relations (CEDU)
CEET College Office
CHHS College Office
CLAS College Office
CVPA College Office
Law College Office | April 17, 2017 |
| Undergraduate College | Academics PLUS/General Education Program
Engage PLUS
Jobs PLUS
Academic Advising Center
ACCESS
Career Services
CHANCE
First- and Second-Year Experience
OSEEEL
Student-Athlete Academic Support Services
Testing Services
Registration and Records
University Honors
University Writing Center
Retention Offices | Spring 2017 |

Potential for Collaboration with Administration and Finance

The Administrative Task Force noted in its recommendation for enhancement of building maintenance, that:

“Having comfortable working and learning physical environments is necessary for producing high-quality, efficient work by our faculty, staff, and students. Presenting an attractive campus, that is well maintained,
is essential for recruiting and retaining faculty, staff and students... Many of the campuses’ buildings have suffered from years of neglect owing to deferred maintenance.”

The action plans submitted by the colleges and other units within Academic Affairs recognized these competing realities by identifying numerous opportunities for collaboration with the Division of Administration and Finance on repair and renovation of teaching and research spaces. These are presented in Table 5. The identified opportunities have not been prioritized, and are not assumed to be comprehensive. We look forward to working with the Facilities Management and Campus Services to prioritize these unfunded capital improvement requests in the context of an NIU facilities masterplan.

Potential for Collaboration with University Advancement

From the inception of the Program Prioritization, the process has been recognized as a means to identify and prioritize opportunities for philanthropy. To this end, Table 6 presents a list of potential philanthropic targets and opportunities for collaboration between Academic Affairs and Advancement. The identified opportunities have not been prioritized, and are not assumed to be comprehensive. The leadership of the academic departments and colleges look forward to further discussion.

Comments Regarding Task Force Recommendations Directed to Other Divisions

As described above, there have been in-depth conversations between the colleges, the Office of the Executive Vice President and Provost, and other divisions of NIU regarding the future of various administrative programs, in instances where the task force recommendations were, at least in part, aimed specifically at the Division of Academic Affairs. In this section, we will comment on selected task force recommendations directed primarily to units outside of Academic Affairs.

Recommendations Related to Research and Innovation Partnerships

The Division of Academic Affairs applauds the task force recommendations to enhance resources for Faculty Research and Development Support; the Office of Sponsored Projects Administration; and the Office of Innovation. These under-resourced programs provide vital support for research, scholarship, artistry, innovation, and technology commercialization at NIU. As noted in the RIPS action plan, greater investment in the research and artistry enterprise will enhance the university’s reputation, and promote the recruitment and retention of excellent faculty and students.

Academic Affairs concurs with the RIPS assertion that enhanced resources are needed for the Office of Research Compliance, Integrity and Safety, and thus refutes the task force recommendation to merely sustain this administrative unit. Resources are needed to improve laboratory safety and to fill the vacancy created by the departing veterinarian, so that faculty and students can enjoy an appropriate environment for teaching, learning, and research.

The Division of Academic Affairs recognizes the valuable contributions of the NIU Press and appreciates the strong support shown by members of the university and broader academic communities. We recommend pursuit of strategies that will reduce subsidization of the NIU Press, while retaining the international reputation in key areas such as Russian and Slavic studies, Religious Studies and Southeast Asia.
Recommendations Related to Student Recruitment

The Division of Academic Affairs is committed to promoting collaboration, communication and coordination across the units responsible for undergraduate recruitment to create efficiencies and enable synergy. As noted in the President’s Progress Report released on November 28, 2016, the task force finding that the university’s recruitment activities have not been appropriately optimized has motivated change. The academic leadership of NIU looks forward to collaborating with the newly formed Division of Enrollment Management, Marketing and Communications on other aspects of student recruitment. Currently, Academic Affairs is playing a leadership role in advancing community college initiatives and culturally competent admissions practices, as described below.

Expanded Role of Academic Affairs in Community College Initiatives

The provost chairs the recently formed working group focused on recruitment of transfer students. As a result of the enhanced collaboration across the divisions of the university, NIU is expanding the extent and scope of our partnerships with regional community colleges. Academic Affairs, Admissions, and Marketing are communicating more frequently and more effectively with prospective transfer students, and with community college counselors and faculty, to promote a shared understanding about available transfer pathways and articulation/matriculation in different majors. At the same time, members of the NIU faculty and staff are working aggressively with community colleges to create new types of partnerships and engagements, including faculty exchange, research collaboration, and joint offering and development of degree completion programs.

To support these initiatives and to maximize their impact on transfer enrollment for the fall of 2017, NIU is currently searching for a director of Community College Partnerships. This position will report to the vice provost for Undergraduate Affairs and will be responsible for leading, initiating, and coordinating NIU partnerships with community college partners throughout the state of Illinois. Interviews were conducted in November 2016, and a hire is imminent.

Advancing Culturally Competent Admissions and Integrating CHANCE Processes

In response to the task force recommendations and action planning process, the CHANCE program in Academic Affairs is collaborating with Enrollment Management on a process improvement project – “Advancing a Culturally Competent Admissions Process at NIU, and Integrating CHANCE Admissions, Financial Aid and Orientation.”

This project is championed by the NIU president, and overseen currently by a steering committee that includes the executive vice president and provost; the vice president for Student Affairs and Enrollment Management; the vice provost for Undergraduate Affairs; the assistant vice president for Enrollment Management; and the CHANCE director. The project goals include strengthening NIU’s commitment to students from diverse, underserved communities and enabling all of the offices that play a role in undergraduate recruitment, admissions, financial aid counseling, and orientation to understand and respond effectively to the cultural and language needs of all prospective students and their families.

Through this inclusive process, the CHANCE program will have access to enhanced resources and services. Moreover, successful completion of this project will result in the optimization of NIU’s resources and a cohesive, culturally competent approach to engaging all students as it relates to recruiting, admissions, orientation, and financial aid.
CONCLUSION

Program Prioritization has enhanced our understanding of the breadth of academic and administrative programs at NIU, and their associated resources. By design, the prioritization process focused on programs rather than on departments, colleges, or the university as a whole. However, the evaluation of individual programs has provided a solid foundation for planning our future and ensuring that NIU remains a strong, student-centered, research-focused, and engaged university.

The task force reviews of program data and narratives suggested ways for NIU to reallocate resources to better align them with our institutional priorities; this was the intended outcome of the process. Notably, their analyses also revealed the need for larger-scale changes with the potential to impact multiple programs and require changes to our organizational structure. This action plan developed by the Division of Academic Affairs, and the progress report issued by President Baker, outline how NIU will translate these insights into actions to with measurable impact. These reports also offer guidance for continuing our analysis and planning, and for integrating prioritization into our regular planning, budget, and assessment activities.

Over the next several months, we will see many of the curricular revisions recommended herein move through our shared governance process. Candidates in the approved faculty searches will be interviewed by the hiring departments. Additional recommendations with the potential to impact Academic Affairs will come forward as the complex conversations are concluded. Requests to enhance the resources of selected programs will be referred to the Executive Budget Committee for consideration and incorporation into the university’s multi-year budget process. These activities will occur against a background of fiscal uncertainty. Throughout this period, the academic and executive leadership of NIU will continue to communicate with the university community to ensure that the prioritization process remains inclusive and transparent. In May 2017, the president will provide a follow-up report which will include fully approved action plans from the other divisions of the university. Thereafter, we will provide periodic updates documenting additional outcomes of program prioritization implementation.
Supporting Material
<table>
<thead>
<tr>
<th>PROGRAM(S); UNIT(s)</th>
<th>CERTIFICATE(S)</th>
<th>RECOMMENDATION</th>
<th>PROPOSED ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OF BUSINESS; MARKETING</td>
<td>CERTIFICATE IN PROFESSIONAL SELLING</td>
<td>CANDIDATE FOR UNCHANGED RESOURCES</td>
<td>ACCEPT RECOMMENDATION; ROUTINE ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS; FINANCE</td>
<td>CERTIFICATE IN FINANCE (GRADUATE)</td>
<td>CANDIDATE FOR REDUCTION IN RESOURCES</td>
<td>REJECT RECOMMENDATION; ROUTINE ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS; OPERATIONS MANAGEMENT AND INFORMATION SYSTEMS</td>
<td>CERTIFICATE IN INFORMATION SYSTEMS</td>
<td>CANDIDATE FOR REDUCTION IN RESOURCES</td>
<td>ACCEPT RECOMMENDATION; ROUTINE ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS; OPERATIONS MANAGEMENT AND INFORMATION SYSTEMS</td>
<td>CERTIFICATES IN BUSINESS ANALYTICS USING SAP SOFTWARE (UNDERGRADUATE, GRADUATE)</td>
<td>CANDIDATE FOR REDUCTION IN RESOURCES</td>
<td>REJECT RECOMMENDATION; ROUTINE ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS; MARKETING</td>
<td>CERTIFICATE IN INTERACTIVE MARKETING</td>
<td>CANDIDATE FOR TRANSFORMATION</td>
<td>ACCEPT RECOMMENDATION; ROUTINE ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS</td>
<td>CERTIFICATE IN ENTREPRENEURSHIP</td>
<td>CANDIDATE FOR REVIEW</td>
<td>REJECT RECOMMENDATION; SIGNIFICANT ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS</td>
<td>CERTIFICATE IN MANAGERIAL LEADERSHIP</td>
<td>CANDIDATE FOR REVIEW</td>
<td>REJECT RECOMMENDATION; SIGNIFICANT ACTION</td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS</td>
<td>CERTIFICATE IN STRATEGIC MARKETING</td>
<td>CANDIDATE FOR REVIEW</td>
<td>REJECT RECOMMENDATION; SIGNIFICANT ACTION</td>
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<tr>
<td>COLLEGE OF BUSINESS; OPERATIONS MANAGEMENT AND</td>
<td>CERTIFICATE IN SERVICE MANAGEMENT</td>
<td>CANDIDATE FOR REVIEW</td>
<td>ACCEPT RECOMMENDATION; SUBMIT FOR DELETION</td>
</tr>
<tr>
<td>INFORMATION SYSTEMS</td>
<td>COLLEGE OF EDUCATION; SPECIAL AND EARLY EDUCATION</td>
<td>CERTIFICATE IN DIRECTOR OF SPECIAL EDUCATION</td>
<td>CANDIDATE FOR UNCHANGED RESOURCES</td>
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<td></td>
<td>COLLEGE OF EDUCATION; LITERACY AND ELEMENTARY EDUCATION</td>
<td>CERTIFICATE IN POSTSECONDARY DEVELOPMENTAL LITERACY AND LANGUAGE INSTRUCTION</td>
<td>CANDIDATE FOR REDUCTION IN RESOURCES</td>
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<td></td>
<td>COLLEGE OF EDUCATION</td>
<td>CERTIFICATE IN PROFESSIONAL TEACHING PRACTICES</td>
<td>CANDIDATE FOR REVIEW</td>
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<td>COLLEGE OF EDUCATION; LITERACY AND ELEMENTARY EDUCATION</td>
<td>LEED CERTIFICATES (GRADUATE)</td>
<td>CANDIDATE FOR REVIEW</td>
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<td>COLLEGE OF EDUCATION; LEADERSHIP, EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS</td>
<td>CERTIFICATE IN PHILOSOPHY OF EDUCATION</td>
<td>CANDIDATE FOR REVIEW</td>
</tr>
<tr>
<td></td>
<td>COLLEGE OF EDUCATION; LEADERSHIP, EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS</td>
<td>FOUNDATIONS OF EDUCATION AND EDUCATIONAL STUDIES CERTIFICATE (UNDERGRADUATE)</td>
<td>CANDIDATE FOR REVIEW</td>
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<td>COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY;</td>
<td>CERTIFICATES IN LEAN SIX SIGMA (UNDERGRADUATE AND GRADUATE)</td>
<td>CANDIDATE FOR REDUCTION IN RESOURCES</td>
</tr>
<tr>
<td>College of Engineering and Engineering Technology; Industrial and Systems Engineering</td>
<td>ISYE Certificates in Logistics (Undergraduate and Graduate)</td>
<td>Candidate for reduction in resources</td>
<td>Reject recommendation</td>
</tr>
<tr>
<td>College of Engineering and Engineering Technology; Industrial and Systems Engineering</td>
<td>ISYE Certificates in Integrated Manufacturing Systems (Undergraduate and Graduate)</td>
<td>Candidate for reduction in resources</td>
<td>Reject recommendation</td>
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<tr>
<td>College of Engineering and Engineering Technology; Mechanical Engineering</td>
<td>Certificate in CAD/CAM Development, Simulation and Fabrication</td>
<td>Candidate for review</td>
<td>Accept recommendation; Submit for Deletion</td>
</tr>
<tr>
<td>College of Engineering and Engineering Technology</td>
<td>Certificates in Homeland Security (Undergraduate, Graduate)</td>
<td>Candidate for review</td>
<td>Accept recommendation; Submit for Deletion</td>
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<tr>
<td>College of Engineering and Engineering Technology</td>
<td>Certificate in Nanotechnology</td>
<td>Candidate for review</td>
<td>Reject recommendation</td>
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<tr>
<td>College of Engineering and Engineering Technology</td>
<td>Tech certificates</td>
<td>Candidate for review</td>
<td>Accept recommendation; Review certificates with potential for deleting some and focused marketing for others</td>
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<tr>
<td>College of Engineering and Engineering Technology; Industrial and Systems Engineering</td>
<td>Certificate of Quality Control of Manufacturing Processes</td>
<td>Candidate for Review</td>
<td>Reject Recommendation; Routine action</td>
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<tr>
<td>College of Engineering and Engineering Technology; Mechanical Engineering</td>
<td>Certificate in Applied Mechanics</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
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<tr>
<td>College of Engineering and Engineering Technology; Mechanical Engineering</td>
<td>Certificate in Thermal, Fluid, and Energy Systems</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
</tr>
<tr>
<td>College of Engineering and Engineering Technology; Mechanical Engineering</td>
<td>Certificate in Vibration, Robots, and Control Systems</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
</tr>
<tr>
<td>College of Health and Human Sciences</td>
<td>Certificate in Healthcare Policy and Management</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
</tr>
<tr>
<td>College of Health and Human Sciences; Nursing and Health Studies</td>
<td>Certificate in Health Education</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Review in One Year</td>
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<tr>
<td>College of Liberal Arts and Sciences; Communication</td>
<td>Certificate in Digital Media Production</td>
<td>Candidate for Unchanged Resources</td>
<td>Accept Recommendation; Routine Action</td>
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<tr>
<td>College of Liberal Arts and Sciences; Geography</td>
<td>Certificate in Geographic Information Analysis</td>
<td>Candidate for Unchanged Resources</td>
<td>Accept Recommendation; Routine Action</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; English</td>
<td>Certificate in Creative Writing</td>
<td>Candidate for Reduction in Resources</td>
<td>Reject Recommendation; Routine Action New program, not enough data</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; Philosophy</td>
<td>Certificate in Applied Ethics</td>
<td>Candidate for Reduction in Resources</td>
<td>Reject Recommendation; Routine Action No resources dedicated to program</td>
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<tr>
<td>College of Liberal Arts and Sciences; Public Administration</td>
<td>Certificate in Public Management</td>
<td>Candidate for Reduction in Resources</td>
<td>Reject Recommendation; Routine Action New program, not enough data</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>Certificate in Adolescence</td>
<td>Candidate for Transformation</td>
<td>Accept Recommendation; Significant Action</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; Computer Science</td>
<td>Certificate in Mobile Programming</td>
<td>Candidate for Transformation</td>
<td>Reject Recommendation; Routine Action</td>
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<tr>
<td>College of Liberal Arts and Sciences; English</td>
<td>Certificate in Technical Writing</td>
<td>Candidate for Transformation</td>
<td>Accept Recommendation; Routine Action</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; Geography</td>
<td>Certificate in Geographic Information Systems</td>
<td>Candidate for Transformation</td>
<td>Accept Recommendation; Routine Action</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>Certificate in Asian American Studies</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Significant Action Will have discussions about finding a department home</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; English</td>
<td>Certificate in Education in English Language Arts</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Routine Action</td>
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<tr>
<td>College of Liberal Arts and Sciences; Foreign Languages and Literatures</td>
<td>Certificate in Foreign Language Instructional Technology</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Routine Action</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences; Foreign Languages and Literatures</td>
<td>Certificate in German Language, Literature, and Culture</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Routine Action</td>
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<tr>
<td>College of Liberal Arts and Sciences; Sociology</td>
<td>Certificate in Religious Studies</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
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<tr>
<td>College of Liberal Arts and Sciences; Public Administration (PSPA)</td>
<td>Certificate in Public Leadership Sector</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Too Early to Evaluate; Routine Action</td>
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<tr>
<td>College of Visual and Performing Arts; Music</td>
<td>Performer’s Certificate in Music</td>
<td>Candidate for Reduction in Resources</td>
<td>Reject Recommendation; Routine Action</td>
</tr>
<tr>
<td>College of Visual and Performing Arts</td>
<td>Certificate in Museum Studies</td>
<td>Candidate for Transformation</td>
<td>Reject Recommendation; Routine Action</td>
</tr>
<tr>
<td>Division of Research and Innovation Partnerships; Institute for Language and Literacy</td>
<td>Certificate in Interdisciplinary Study of Language and Literacy</td>
<td>Candidate for Review</td>
<td>Accept Recommendation; Submit for Deletion</td>
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</tbody>
</table>
Table 2A: Substantive Disagreement

<table>
<thead>
<tr>
<th>PROGRAM(s); UNIT(s)</th>
<th>ACADEMIC TASK FORCE RECOMMENDATION</th>
<th>BASIS FOR DISAGREEMENT</th>
<th>PROPOSED ACTION</th>
<th>COMMENTS OF EVP/PROVOST</th>
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</thead>
<tbody>
<tr>
<td>CoB Social Entrepreneurship Area</td>
<td>Category 3 (Candidate for Reduction in Resources)</td>
<td>There are data to address the AcTF comments, including data that were in the program narrative.</td>
<td>Pursue a targeted tenured/tenure track hire in social entrepreneurship/non-profit management. This position would build on a program that has been growing in reputation and demand since 2007.</td>
<td>The EVP/Provost does not support resource reduction, because of the demand for this program from prospective students, NIU’s established reputation in this area, and the opportunity to grow social entrepreneurship programs through interdisciplinary collaboration and attraction of external funding.</td>
</tr>
<tr>
<td>Certificate of Undergraduate Study in Social Entrepreneurship</td>
<td>From AcTF report: “Narrative lacked assessment data for student learning outcomes as well as faculty data. Also lacked information on student work in creation of businesses that deal with socially responsible issues. ACCY 288 roadblock needs to be resolved. Insufficient data regarding external demand. Data charts did not match narrative.”</td>
<td>For example, as reported in the narrative, assessments of learning outcomes show “that students meet or exceed expectations 85% of the time, on average on the following learning outcomes: 1) Identify and assess social needs in the global community; 2) Recognize social innovation opportunities; 3) Effectively communicate in oral and written format. Student performance on the fourth learning outcome (“Identify value, differentiate, and establish competitive advantage for social enterprise”) has shown an average 75% achievement rate…”</td>
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</tr>
<tr>
<td>Minor in Social Entrepreneurship</td>
<td></td>
<td>Faculty data reported in the narrative, noted that until Fall 2015, we had only 1 tenured/tenure-track faculty member and 1 instructor who contributed to this program. Their total annual salary costs of this program were $36,000. It is difficult to reconcile the task force’s recommendation to reduce resources for a program that is distinctive in the educational marketplace, popular with NIU students, and which has had such low salary costs.</td>
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</table>
Specifically, with existing faculty resources, we have offered 950 seats (2,850 credit hours) for the undergraduate certificate and minor over the last five years in an area of increasing interest to students. This is a $12 per credit hour faculty cost.

With respect to the lack information on student work in creation of businesses that deal with socially responsible issues, such data were not provided because this is not a major program objective, even though there are courses that provide students experience in creating a social business. The program’s main objectives are to:

- Expose students the concept of social impact and its many forms;
- Teach students the skills to have a social impact, whether within a start-up or an established organization (through CSR);
- Help students secure internships and jobs within the social space, including in start-ups, non-profits, and large, established organizations;
- Notably, the COB program helps individuals (of all majors) build skill sets that will help them have a greater impact in their respective functional areas.

Because this is an emerging field, there are a limited number of faculty candidates with experience and scholarship in the area, so a highly effective recruiting plan will be necessary.

Timeline
- June-July 2016: Submit paperwork to get formal approval to fill this position
- July-August 2016: Outreach to potential faculty candidates
- August 2016: Attend Academy of Management and schedule meetings with potential candidates
- Fall 2016: Initiate interviews and visits, if qualified candidates are identified.
- Fall 2017: New hire starts

Resources required
- $5,000 for search costs in FY17
- $130,000 - $150,000 salary for tenure-track faculty member beginning FY18

Anticipated outcomes

<table>
<thead>
<tr>
<th>Specific Areas</th>
<th>Anticipated Outcomes</th>
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</table>
This is critical given the move in the market by companies to have a greater social and environmental impact.

With respect to concerns expressed regarding ACCY 288, the issue has been resolved because the Accountancy department has offered additional sections of this course starting in Fall 2016.

Regarding external demand, in the last 3 years, 60 students have earned the undergraduate certificate in social entrepreneurship. The social entrepreneurship minor was initiated in Fall 2014, and in 2 academic years, 17 students have completed the minor. Demand has increased dramatically. There are currently 29 declared minors.

Innovation, engagement and social responsibility have long been key elements of NIU College of Business strategy to building differentiation in a very competitive marketplace. This long-term focus has allowed the college to build distinctive academic programs, such as the social entrepreneurship certificate and minor, and conduct research that connects management theory and professional practice, pedagogical approaches, to benefit its stakeholders and the business disciplines.

Acting Vice President for Research Jerry Blazey has noted that other

Increased capacity to teach social entrepreneurship/non-profit management courses
Increased research in social entrepreneurship
Increased outreach to university and community around social entrepreneurship

In summary, this action plan outlines the plan to increase the human resources supporting the social entrepreneurship program. The social entrepreneurship minor is growing in enrollment, and social entrepreneurship courses will become an integral part of the new Management emphasis in Entrepreneurship and Social Responsibility and help advance its distinct identity in the marketplace for prospective students. A targeted new hire will bring the teaching capacity, research, and student engagement necessary to move the program forward.
universities, including the University at Buffalo SUNY, are interested in emulating our social entrepreneurship program because students from diverse backgrounds have expressed growing interest in this area. In fact, our social entrepreneurship program has been named a finalist for the International Council of Small Business Global Award in Entrepreneurship Education Excellence. In June, we will be competing for the Outstanding International Specialty Entrepreneurship Program Award for our program’s innovation, quality, sustainability, comprehensiveness, and impact.

The CoB and the program faculty have also devoted considerable effort to generating private support (approximately $56,000 annually) and writing grants to provide the funds necessary to deliver the program. This support which has enabled 116 students to study abroad to learn about social entrepreneurship reflects: Private donors (~$50,000 annually); Sponsorships (~$6,000 annually) – raised in its entirety by students; Grant (Venture Well) support for the launch of the I-Lab, Social Impact Accelerator ($12,000)

In summary, over the last two years, we have worked to build on our strengths in Social Entrepreneurship and to leverage them in the entrepreneurship
education area. It is well documented that this current generation of students values the ability to contribute to making the world a better place even more than previous ones, so it seems counter to the university’s interests to reduce support for a program that appeals to the values of prospective students.

The new I-Lab (to be launched in Fall 2016) is an interdisciplinary program (with CEET) to support the launch of social impact businesses from any NIU students across campus. This aligns with the goals of the University (to support student career success and faculty engagement through teaching and research) and with the recommendations of the academic task force.

| CEDU College Learning Enhancement Program (CLEP) | AcTF recommended as a candidate for transformation and noted that “This program seems more related to tutoring than to undergraduate education.” | The CLEP is NOT a tutoring service, but it is a required and mandatory literacy program with actual courses that serves students admitted to NIU through their alternative admissions program, CHANCE. CHANCE is a Provost Initiative, bringing in about 500 students each year, thus CLEP is not an option, but rather a fundamental part of NIU and of the CHANCE program. Just as math and writing are critical components to success for CHANCE students, so is literacy being taught in the CLEP courses. The only difference is that our program is a specific unit. | A caveat to these recommended changes are that they are not within our (the CLEP’s) purview to change without upper administrative support and approval. Thus, a timeline isn’t appropriate. Moreover, we expect that CEDU engagement in the broader conversations that will take place around student support services and retention may influence our thinking. At this time, our recommendations are: | The EVP/Provost believes that CLEP should be part of the larger discussions related to tutoring, retention and graduation, and reserves any judgment on the task force recommendation. |
recommends that it be re-conceptualized.”

The CLEP is its own unit housed already in an academic department. Literacy might not be conceptualized as a prerequisite disciplinary course, but it is a fundamental ability that supports the success of ALL students in any course, program, department, or degree. And, due to its subject area, it makes more sense to maintain the literacy CLEP program in the literacy department, such like developmental math is in the math department, and developmental writing is in the English department.

The CLEP not only serves the CHANCE students. In fact, it serves several other populations and areas.

LTCY 100
A workshop structured course to support students preparing for the TAP (assessment), which is a requirement for their admission into education licensure programs.

LTRE 100
An academic literacy course that CHANCE students place into. Also offered as a TLC course in partnership with ENGL 103.

LTRE 190
A disciplinary literacy, learning, and self-regulation courses that CHANCE students place into. Also offered as a general elective course for general admit students.

1) The CLEP courses are largely taught by teaching assistants who are trained, observed, and guided by the director. We need additional resources to support professional development for GTAs, providing them opportunities to attend conferences, attend workshops, and participate in curriculum development. Our instruction affects the success of the CHANCE office as well as the retention of students; thus, resources to regain a stronger training program would be critical to the improvement.

2) In order to offer more services (such as additional LTRE 201 courses to other programs and units), we need more credentialed and dedicated instructors if we are aiming for growth in courses and programs, essentially expanding services across the institution.

3) With additional resources and support, the director would have more
| Recommended and often required by the Athletics department for their summer athletes (taken in the summer) before beginning their first year at NIU. LTRE 201 A paired course with PSYCH 102 to support the specific literacy, learning, and study practices in psychology |
| Because the CLEP program serves multiple student populations, it cannot be separated into its CHANCE and non-CHANCE courses/opportunities. Thus, it really ought to maintain its position within the LEED in the CEDU. |
| Opportunities: Other disciplines are requesting (i.e., history, CEDU, biology, math) their versions of LTRE 201 courses to support their field's literacy practices. This would be useful because the disciplines requesting support have high fail rates. Thus, there are opportunities to do so if we had instructors to teach these courses. |
| Renew partnership with the academic advising office and create a TLC for the CEDU students. |
| Renew partnership with nursing to support their students' literacy practices. |
| Continue offering a TLC with the English department. We pair a section of LTRE 100 with opportunities to provide stronger curriculum and opportunities for LTCY 100 and LTRE 201 to make them as critical and useful as service courses to our student populations. Most of all, the director could work on passing LTRE 201 through the curricular process to make it a general elective course. |
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a section of ENGL 103. These have been wildly successful, so we will continue to partner with English.

Continue to partner with Athletics to offer LTRE 190 to their incoming summer athletes each summer semester.

Updates:

- CLEP is working with 435 students this semester. Courses tied directly to the CLEP are: LTCY 100, LTRE 100, LTRE 190 (fulfills general ed requirement), and LTRE 201.

- As stated previously, LTRE 100 is one of the courses provided by the CLEP. This course is only for CHANCE students. To best provide the supports needed by CHANCE students, enrollments for this course are capped at 15. Additionally, since this course is targeted
to be provided for a specific population, we are not able to recruit students into it— in other words, students are placed into this course. Those students in LTRE 100 are then required to take the sequential course LTRE 190 in the subsequent semester....again, limiting our abilities to increase class size for the subsequent course.

- We have begun to consider variations to LTRE 201— specifically examining 1 credit options of the course instead of the current 3 credit option with three 5-week sections. We will be/are initiating conversations with history, biology and nursing to provide more targeted support for students pursuing majors and/or to increase their performance in the fields.
We have begun a recruitment campaign for LTRE 190. This is in its infancy at this moment, since we have been primarily interested in increasing the abilities of the graduate assistants who work within the program. However, our general education sections of LTRE 190 filled immediately, and we are still receiving requests this second week of class by students wanting to take this course, so we will need to be opening more sections of it in the future to fill the demand by general admit students.

We have begun communication with the CEDU advisors to identify students sooner to take LTCY 100 in preparation for the TAP which is required for admission into any teacher licensure program.

| CEDU Proposed B.S. in Sport Management | AcTF: Did not support this program. | While the task force provided appropriate feedback regarding the ability to deliver this program, particularly as it relates to job | Program faculty are currently developing curricular proposals for this program to be submitted in Fall 2016. | The EVP/Provost looks forward to evaluating a revised proposal from the program faculty, |
placement and student career success, our faculty in this program have been working through addressing these same issues over the six months since this original proposal was submitted through Program Prioritization. Instead of proposing a broad-based sport management program, of which there are approximately 20 in Illinois and 300 in North America, faculty have developed a proposal for a focused program in the area of sport sales and promotion. There is just one sport sales program currently in existence, located at Baylor University, which is unlikely to be a direct competitor to NIU for geographic and demographic reasons.

Leveraging faculty expertise and industry connections in sport sales, this program has the opportunity to be innovative and to be among the strongest programs in the country in sport industry job placement as sales employees are the most desired in the industry marketplace. The proposal developed by our faculty will be transfer-friendly to accommodate both two- and four-year plans of study, and will potentially capitalize on campus collaborations with both the College of Business and Athletics.

Collaborative relationships with Business and Athletics are being fostered at present and over the coming months. One tenure-line has been secured to support this program, with a Fall 2017 start date. Executing that search will be a focus in Fall 2016.

One additional faculty line will be needed to deliver this program. A second line may be needed pending the unresolved status of an existing faculty member in this area.

As discussed in the program proposal, this program has the opportunity to generate new enrollment of approximately 150 students once fully launched. Sport-related programs are often highly desired among potential student applicants, and the faculty in this program’s ability to leverage industry connections for student career opportunities will be a strong component of our value proposition in student recruiting.

**Updates:**

informed by new academic leadership in the College of Business and Education, as well as by the task force recommendations.
Discussions continue at the deans/chairs level regarding interdisciplinary possibilities at the undergraduate level between sport management (CEDU) and marketing (COB). Curricular proposals will be developed pending results of these collaborative conversations.

Search is underway for a tenure-line faculty in sport management. One additional line will be needed to continue to deliver the existing master’s program in sport management and the new sport management track in the undergraduate kinesiology program. An additional faculty line will eventually be needed to support the launch of an undergraduate major.

| CLAS Computer Science  | The BS degree was recommended for no change in resources, the MS degree was recommended for reduction; and the proposed PhD program was not supported. | Computer science and related fields represent a significant opportunity for both enrollment growth and expansion of our research profile, and that it would be a significant lost opportunity to not grow these programs. The task force noted concerns about the strength of the faculty scholarship, the resources needed to support the graduate program, the quality of the These opportunities require an investment, primarily in faculty, and also in space renovations. An investment of 4-5 faculty will both stabilize the recent expansion of the MS program, allow for additional growth, and enable the expansion of the research mission. | The EVP/Provost agrees that there is the potential for enrollment growth and expansion of NIU’s research excellence through support of Computer Science, and, accordingly, does not support an immediate reduction resources to |
MS program (especially graduation rates), and the diversity of students and faculty. The departmental action plan addresses all of these points. While referring the reader there for the details, the key points are:

The faculty have undergone a significant transformation in the last few years. While the departure of senior, research-inactive faculty have left the department's teaching resources dangerously thin, the research quality of the current faculty is now quite high.

The concern about declining graduation rates for the MS degree was a transient effect of the department's sudden spike in graduate enrollments. Degrees conferred have now rebalanced with enrollments. That is, over the past decade, the ratio of degrees conferred to students enrolled has run from 50% to 75%. In FY 14, the influx of a large new cohort caused the ratio to drop to 32%. The next year, it returned to 60%, and this past year, was 70%. Other indicators of quality for the MS program are illustrated in the departmental action plan.

We acknowledge the validity of concerns about the gender diversity of the department, and the attainment gap for students of color. The department is committed to engaging with both issues as part of the college.

We project that this investment of approximately $500,000 will net positive for the university in tuition revenue alone, as well as increasing research funding opportunities and engagement opportunities.

the Computer Science MS. The Provost Office looks forward to reviewing proposals that leverage opportunities for collaboration with CEET, Data Science and the national laboratories to enhance the existing academic programs or to propose transformational new programs.

Full participation in the CLAS diversity plan is expected, including initiatives to pursue external funding to support diversity, inclusion and equity.
diversity plan, and is currently working with the college office to develop specific action steps directed at retention of women and minorities.

Going beyond the responses to the task force concerns, we strongly support investment in computer science because of its enormous potential to benefit the university.

As noted, computer science is one of few large disciplines that has seen significant growth in the past few years. Since FY 12, undergraduate majors have grown by 25%, graduate students have doubled, and student credit hour production has increased by 40%. The department currently serves 500 undergraduate majors, 200 graduate students (almost all of whom are tuition-paying full-time students) and generates 13,250 student credit hours with 10 faculty and 10 instructors.

There are numerous opportunities for collaboration: computer science is key to the proposed graduate program in data sciences; is part of the proposed masters in financial economics, is at the hub of the Center for Research Computing and Data (NIU’s new high performance computing center), and is seen by the Acting Vice President for Research and Innovation Partnerships and the Executive Vice President and Provost as one of NIU’s best opportunities to grow the relationship.
with Argonne National Laboratory (ANL).

The Acting Vice President for Research and Innovation Partnerships has also noted that a Ph.D. in Computer Sciences at NIU will be essential to long term collaboration with ANL.

<table>
<thead>
<tr>
<th>Program</th>
<th>Academic Task Force Report Observations</th>
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<tbody>
<tr>
<td>CLAS Journalism BA/BS; Communication Studies BA/BS; Digital Communication Certificate</td>
<td>The Academic Task Force report had the following observations:</td>
</tr>
<tr>
<td>Clas BA</td>
<td>Faculty scholarship and diversity could use improvement. AcTF suggests the program focus attention on future plans for growth and ways to retain students.</td>
</tr>
<tr>
<td>COMS BA</td>
<td>The institutional data provided (and all other data we have examined) indicate that the levels of scholarship for the departmental faculty are above average for their peer group. At least one of the factors for the low MA enrollments are low GA stipends. Currently, there are graduate assistantships going unfilled because the stipends (average $11,200 for nine months) are too low.</td>
</tr>
<tr>
<td>COMS MA</td>
<td>Unclear why enrollment numbers are down here at NIU while rising at other institutions.</td>
</tr>
<tr>
<td>JOUR BA</td>
<td>The narrative did not make a strong case for new faculty as the enrollment and graduation numbers are declining. This was</td>
</tr>
<tr>
<td>The action plan is focused upon curricular innovation and engagement, and will require an investment in new faculty to realize. As part of this process, the curricula in Journalism and Communication Studies can be integrated in at least two areas: Public relations, a historic strength of journalism with a cadre of dedicated alumni, has been partially integrated with the COMS emphasis area of Rhetoric and Public Communication. Media convergence and new media can bring together broadcast journalism, media studies, and perhaps elements of theatre. To strengthen opportunities in this direction the department is working with the Northern Star and WNIU/WNIJ to increase internship opportunities, such</td>
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The EVP/Provost encourages the Chair and Dean to work with the program faculty to develop and present a plan for revising curricula, growing enrollment, and hiring faculty in a strategic, phased fashion that addresses the department’s critical operational needs while also recognizing the resource constrained environment. The plan should set specific goals, and should take full advantage of the relationships cited in the action plan.
| Undergraduate Academic Affairs First and Second-Year Experience | Program is very valuable and needs consistent financial support. Transformation should | FSYE disagrees with the recommendation to move the course into a college/department; UNIV 101 should remain under the auspices of the office of FSYE. The course is an | Summer 2016 With the clear support of the colleges, strongly recommend to professional and faculty advisors, transfer counselors, | The EVP/Provost does not support moving FSYE to any College, and looks forward to seeing this program considered as |
consider relocating program in college/department. AcTF impressed that top faculty teach in program. Recommends that the program be required of all new students.

elective, 1-credit, 11 week course designed to help new students transition to NIU and develop the skills necessary to succeed and thus aligns perfectly with the mission of FSYE. Courses housed in specific academic colleges or departments have a designated disciplinary focus even if they are part of the general education program. The course content of UNIV 101 transcends disciplinary boundaries and includes: practicing success strategies through collaborative learning; learning to use essential online tools; understanding when and where to go for help; gaining vital skills in writing, communication, and critical thinking through the Common Reading Experience (text changes every two years); and networking with NIU faculty, staff, and peers. Moreover, while tenured and tenure-track faculty have taught the course upon occasion, UNIV101 educators are overwhelmingly Supportive Professional Staff. Finally, it is considered national best practice to house first-year seminars such as UNIV within university colleges or colleges of undergraduate studies. For reasons of mission, course content, staffing, and national best practice, UNIV 101 should remain under the purview of FSYE.

and orientation and admission staff that UNIV 101/201 become a routine part of the student’s fall schedule.

Collaborate with UNIV Educators and the Chair of Welcome Days to explore possibility of Educators meeting with their students and engaging in Common Reading Experience topics.

2016-17

Continue strong messaging of importance that students build fall schedules to include UNIV 101/201

With the support of colleges, recruit more tenured and tenure-track faculty to teach UNIV 101/201

Explore specialized sections of UNIV 101 to meet needs of individual colleges and departments while keeping core course requirements. Meet with college representatives and curricular deans

Explore integration of Common Reading Experience topics into Welcome Days events. Meet part of the larger discussion about having a clearly named, central unit responsible for the university functions, services, learning opportunities, and curricular and co-curricular programming activities that support undergraduate students, regardless of major or college, and that enhance student academic success and persistence.

The EVP/Provost suggests that a decision to keep UNI 101/201 voluntary rather than mandatory while strengthening its promotion, must be accompanied by a plan that sets specific goals with associated decision pathways.

The EVP/Provost does not understand the basis for establishing specialized sections of UNIV 101, or the additional resources require to do so, and therefore cannot evaluate the whether
<table>
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<tr>
<th>with UNIV Educators, Colleges, and Welcome Days committee.</th>
<th>time spent on this initiative between now and Fall 2017 is a reasonable use of the limited resources available to Academic Affairs and its units.</th>
</tr>
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<tbody>
<tr>
<td>Fall 2017</td>
<td>Pilot specialized sections of UNIV 101/201 associated with Colleges or departments.</td>
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<tr>
<td>PROGRAM(s); UNIT (s)</td>
<td>ADMINISTRATIVE TASK FORCE RECOMMENDATION</td>
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<td>---------------------</td>
<td>-----------------------------------------</td>
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<tr>
<td>COB College Advising</td>
<td>AdTF recommends reduction of resources and noted that much of the advising can be done at the department level and the unit seems overstaffed.</td>
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</table>
Since our initial program prioritization report – I have been contacted by two other colleges asking for more information about our Career Compass program as they now have an interest in something similar for their college.

As indicated in the Undergraduate Catalog, college advising offices are responsible for decision-making regarding a variety of academic policies including the course and university withdrawal process – not departments. There are a variety of forms that require approval (or denial) from the college advising office.

In regards to being overstaffed – as indicated in part VI of the Task Force Report – advising is critical and the ratio of students per advisor is higher in Undergraduate Studies than what NACADA recommends. In a face to face conversation with the NACADA advising assessment team during spring 2015 – they were astonished that we do so much in the college advising office with only 3 full-time advisors and 1 director. A reduction in advisors would increase that ratio even higher.

<table>
<thead>
<tr>
<th>COB</th>
<th>Graduate Academic Affairs</th>
<th>AdTF categorized as a Candidate for Review. Task force concerned about unnecessary redundancy with Graduate School, and</th>
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<tr>
<td></td>
<td></td>
<td>Although we find the action recommended for additional review appropriate. To be clear, we do not agree that the office of graduate affairs is a candidate for elimination or phase out but one that is in need of significant</td>
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|     |                          | Dean will lead the execution of the action steps:  
|     |                          | • A comprehensive review of office of graduate academic affairs – Fall 2016 |
|     |                          | The EVP/Provost supports the review of the Dean’s office initiated by Dean Rajagopalan, and looks forward to |
|     |                          | More information related to this program will be included in the CBUS College Office report |
| **CEDU** External and Global Programs | **AdTF** Categorized as a Candidate for Review.  
The task force strongly recommends eliminating college-specific external programming units and establishing a university-wide office to handle the outreach, engagement, and educational programs that these programs sponsor. Doing so will save resources by creating more efficiency. | **The elimination of External & Global Programs or its re-designation to a NIU central organization, creates service gaps within the College which include:**  
Off-campus graduate recruitment.  
Off-campus credit course scheduling requires careful attention to varied schedules to meet the needs of professional educators.  
Attention to university policy, knowledge of market availability, and efficiency, in the coordination of events.  
Leveraging and marketing of non-credit events into credit enrollments. | **Creation of Graduate Education Programs & Success Office (this action was suggested July 2016): Impacts:**  
College faculty, staff, and students, would not experience a void in services with the loss of External & Global Programs  
Graduate students, and in particular dissertating doctoral candidates, would receive increased support toward completion resulting in greater | **While acknowledging the importance of this unit to the college’s recruitment efforts, the EVP/Provost expects this office to participate in the complex conversation about external programming and commends the CEDU for recognizing that their action plan may be influenced by the larger conversations that evolve during the implementation phase.**  
This program is part of the complex conversation about External Programming. That final report is due is due 2/1/17. |
Diminishment of College recognition and faculty reputation with the loss of non-credit events.

Coordination of College global initiatives and student global opportunities.

Retention/graduation rates.

Department Graduate Advisers/Recruiters would utilize this office for coordinated support, and communication

**Resources:**
CEDU reallocated college resources would be needed for graduate retention/doctoral candidate dissertation support

Once graduate marketing/recruitment strategy is in place, an additional College level recruiter may be required.

**Anticipated outcomes:**
Increased recognition of CEDU programs and NIU presence in the northern Illinois region by potential learners and employers
Increased number of graduate students
Increased number of course offerings and off-campus cohorts
Increased graduate student retention and degree completers
Global initiatives focused on credit programs,
practitioner professional development, faculty support, and student international education (Educate Global)
Continuing CEDU and department event/non-credit support
Continuing off-campus credit course coordination and schedule processing

Note: The CEDU recognizes that the action plan may be influenced by the larger conversations that evolve during the implementation phase

Update: After the college’s new leadership team discussed our opportunities and strengths we modified our actions. While initially we envisioned integrating REPS (see below) with External and Global Programs to address graduate student support, we identified more strategic opportunities for REPS and External and Global Programs. We have a clear and present need to substantially enhance our credit and non-credit
programming in the region.
The office of External and Global Programs in the CEDU plays a critical role in developing business-to-business partnerships that lead to the creation of off campus credit and non-credit programming. This is vital to maintaining and growing the delivery of program cohorts in the region and developing global partnerships that attract international students. The CEDU sees an opportunity for this office to engage more heavily in graduate student recruitment and looks to bolster this office’s support to: 1) increase the number of graduate programs offered, 2) leverage and market non-credit events into credit enrollments, and 3) coordinate the College’s global initiatives and student global opportunities.

| CEDU College Relations | The administrative task force recommended that this program as a candidate to continue with REDUCED | The College believes that the team will be best served by maintaining resources in order to increase college efforts focused efforts on marketing | The College noted a significant decrease in FTE that occurred since 2013, and proposed essentially | The EVP/Provost would like to see more detail about the resources that are associated with | The President agrees with the task force recommendation to reduce this |
resources, and expressed concerns about duplication of resources with the college office or other offices on campus.

academic programs, and supporting recruitment and retention initiatives.

maintaining 2015 staffing levels.

**College of Education Update:**
The College of Education, after experiencing the loss of several personnel in the College Relations Office, has transformed these services and has ventured into collaborative opportunities with other offices on campus. The CEDU now has 2.3 FTE on the communications team, one of whom is assigned to the CEDU from Marketing and Communications. This will allow the College to market its academic programs as well as the student support initiatives.

The VPs for Advancement and for Marketing and Communications will be encouraged to comment.

The proposed FTE, and a more detailed plan for collaboration with other offices on campuses before offering judgment on the task force recommendation. The task force is also encouraged to comment.

The AdTF recommended as candidate for REVIEW/PHASE-OUT, citing concerns about redundancy with CGS, and the opportunity to create more synergy and efficiency by repositioning the program.

REPS has two employees – an SPS researcher and an office manager. They are both talented, but they have only one grant that will be concluding in September, and their skills can be used more effectively elsewhere in the College. We are considering moving the SPS researcher and office to the proposed FTE, and a more detailed plan for collaboration with other offices on campuses before offering judgment on the task force recommendation.

The VPs for Advancement and for Marketing and Communications will be encouraged to comment.

More information related to this program will be included in the CEDU College Office report, which is due 4/3/17.

| CEDU REPS | The AdTF recommended as candidate for REVIEW/PHASE-OUT, citing concerns about redundancy with CGS, and the opportunity to create more synergy and efficiency by repositioning the program/ | The CEDU found the recommendation for the phase out of REPS to be reasonable, but proposed reassigning the personnel to perform new services in a transforming unit of the College rather than to CGS or another University unit with services similar to REPS. | REPS has two employees – an SPS researcher and an office manager. They are both talented, but they have only one grant that will be concluding in September, and their skills can be used more effectively elsewhere in the College. We are considering moving the SPS researcher and office to the proposed FTE, and a more detailed plan for collaboration with other offices on campuses before offering judgment on the task force recommendation. | The EVP/Provost supports the decision to eliminate REPS, but is not convinced that the proposed deployment of the personnel in the CEDU is the best use these human resources given their potential to contribute to the program as it appears to have redundancy with other offices on campus, and commends the College Relations Office for its ongoing transformation of services, and its willingness to share personnel with Marketing and Communications. More information related to this program will be included in the CEDU College Office report, which is due 4/3/17. |
| manager into the “re-imaged” External and Global Programs office to provide graduate student support, mainly in the form of dissertation workshops, coaching, and support groups. The SPS researcher (who holds a doctoral degree and has experience on dissertation committees and serving as a dissertation coach) would create, deliver, and supervise dissertation support services in collaboration with the Ed.D. and Ph.D. programs in the College of Education. The office manager would be responsible for office operations for the other functions of the office as well as dissertation support services. Together they will collect and track data on dissertation outcomes, time to completion, graduation rates, and effectiveness of services. They will also lead the College’s efforts on graduate program ranking. | capacity building and research enhancement efforts of the Division of Research and Innovation. Additional exploration is needed. | update on the redeployment of the two remaining employees in this program is due by 12/15/16. |
As aforementioned, we originally envisioned integrating REPS with External and Global Programs to address graduate student support. Instead, however, the College of Education (CEDU) is in the process of transforming the REPS functions and is taking action to remove REPS as an official office within the college and has re-envisioned the roles of the personnel (one associate director, and one office support staff) associated with REPS. The personnel, one researcher and one office manager, have been moved to the Dean’s office staff. The SPS research position will oversee CEDU research and evaluation project support services. Responsibilities associated with this role include college-level data collection, analysis, and reporting to make projections and identify trends; faculty research support; and graduate student dissertation support. The office
| **International Affairs; International Training Office (ITO)** | The administrative task force recommended that the ITO be subject to additional REVIEW; candidate for phase-out, and cited difficulty assessing the program based on the narrative. Basically, the task force was unconvinced of the centrality of the office to the NIU mission. | The ITO mission is to provide on-campus training programs for partner institutions (foreign governments, businesses, and universities), as well as to provide training funded by the U.S. Department of State. The training programs fall into several categories. Some programs train individuals to be ethical and efficient in their jobs and lives; Some programs – like the Indonesian “Sandwich” Scholars program – link international scholars to NIU scholars for research training and collaboration. Some programs train individuals on issues of local concern (environmental sustainability, cross-cultural communication to facilitate breaking down barriers to religious and ethnic tensions); Other programs introduce international students (high school and college) to American culture and NIU. Taken as a whole, the programs managed by ITO build NIU’s reputation with foreign governments, businesses, Significant new action is proposed as an alternative to phase out of the ITO: The ITO’s work will be assessed and configured as part of a broader conversation about non-credit programming at NIU. (At the president’s discretion.) The ITO will seek a role as the coordinator and facilitator of international training work on campus, assuming administrative burden placed on units to achieve efficiency and contributing to program quality. The ITO is working to become a self-sustaining operation. The current budget crisis and restrictions placed on budgets complicates matters. But, based on the | The EVP/Provost defers immediate judgment on the task force recommendation and supports the participation of the ITO in the complex conversation related to External Programming. The EVP/Provost also appreciates the ITO’s recognition that its efforts should generate revenue for investment in activities that support NIU’s central mission, and should be linked to enhancing academic program quality and supporting efforts focused on international | This program is part of the complex conversation about External Programming. That final report is due is due 2/1/17. |
and universities abroad. Indeed, many university partnerships that lead to the presence of degree-seeking students attending NIU purposefully begin with the training programs provided by ITO. Such programs function as a proving ground for the commitment of NIU to international student migration. These points suggest that the task force was mistaken or at least misunderstood the mission critical nature of ITO.

Other “intrinsic” value can be assigned to the work of ITO.

The training programs conducted require the involvement of NIU students (as employees) and faculty. By positioning faculty and students as teachers/learners/collaborators in the education of international participants, the ability of NIU to bolster the global competencies of members of the campus is improved; and the interactions of faculty and students contribute to our ability to recruit prospective students. Several of the training programs rely on community volunteers to host international students for home stays. By immersing members of the community into the global community, ITO contributes to stronger town-gown relations and to broader efforts to improve global competencies of the community.

<table>
<thead>
<tr>
<th>College of Law; Graduate School</th>
<th>The Administrative Task Force</th>
<th>From the Graduate School:</th>
<th>Although the original Task Force recommendation</th>
<th>The EVP Provost rejects the task force</th>
<th>The President disagrees with</th>
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<tr>
<td></td>
<td>The number of programs conducted in the current (FY 16) year, we have sufficient overhead to cover all 02 costs (circa $117K) allotted ITO.</td>
<td>recruitment and partnerships.</td>
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| recommended that the College of Law Admissions and Financial Aid functions “be considered for possible absorption by the Graduate School’s admissions office and the central Financial Aid and Scholarship offices” | The task force’s assertion that redundancies between Law School and Graduate School admissions processes may exist is true. However, we think the assertion reflects a lack of operational understanding. We entirely understand why the task force makes this assertion: the Law and Graduate schools recruit post-baccalaureate prospects; and unlike undergraduate admissions, neither auto-admits applicants. But, in fact, combining Law and Graduate admissions and recruitment would not be efficient or cost effective.

The Law School may have concerns about American Bar Association standards, which the school can address (see below)

Yet, primarily one must understand that law prospects are recruited differently than graduate applicants. For example, at many recruitment events, law schools are physically segregated from graduate schools; thus, law school prospects are not conditioned to think of themselves as graduate school prospects.

Additionally, law students and graduate students take different prerequisite tests.

Despite these differences, the Graduate School shares prospect information that the COL Admissions and Financial is unreasonable, COL recognizes the important program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale. Accordingly, the COL is formulating a plan that may offer resource savings and opportunities for collaboration. These measures include:

Expanding 3+3 programs that serve, in essence, as joint recruitment opportunities for undergraduate programs and the COL.

Exploring opportunities to share prospect information with the Graduate School, particularly with respect to inter-disciplinary programs.

Exploring the possibility of identifying COL candidates through the Graduate School’s CRM database. Offering the Graduate School the ability to query recommendation for the reasons articulated by the College of Law and Graduate School.

Efforts to enhance collaboration are endorsed. The President recognizes that the Law program serves a unique student population and, as such, must remain a stand-alone program, and also understands that graduate student recruitment at a doctoral university with high research activity requires collaboration across the graduate faculty, the departmental graduate programs and the graduate school. | the task force recommendation to combine College of Law Admissions with Graduate School Admissions.

The President recognizes that the Law program serves a unique student population and, as such, must remain a stand-alone program, and also understands that graduate student recruitment at a doctoral university with high research activity requires collaboration across the graduate faculty, the departmental graduate programs and the graduate school. |
with the Law School, when we receive it (about once a semester).

Further, law applicants apply through a centralized application service. While it’s true that the Graduate School could absorb the admission process for law school, one must understand that the law school receives about 500 applications a year, and devotes about .50 FTE to processing; while the Graduate School receives nearly 10,000 applications a year and devotes 3.5 FTE to processing. Processes for performing admissions functions are vastly different. The Graduate School could absorb the added processing work only if the individual responsible for Law School process moved to the Graduate School admission team and only if the Law School faculty moved into OnBase to perform admissions assessment. These moves would create disruption but not greater efficiency.

In the end, combining recruitment and admission of graduate and law students, while on the surface might make sense, would not create greater effectiveness, efficiency or cost savings.

From the Law School:
The recommendation ignores the following very basic facts regarding law school recruitment:

prospects from the COL CRM, ACES2.

Collaborating, and possibly sharing personnel, to attend additional graduate and professional school fairs.

Exploring with the Graduate School the possibility of supplementing the COL’s use of the ACES2 CRM software with the University standard, Hobsons, through training, license sharing, or personnel support.
The COL draws from a different candidate pool than the Graduate School.

Law admissions candidates take an entirely different entry exam (the LSAT, not the GRE).

Law admissions are managed through an agency unique to the law school recruitment process, the Law School Admission Council (LSAC).

The LSAC – again, the only pathway to law admissions – manages proprietary software as a portal for applicant transcripts, letters of recommendation, and other data, including a standardized statistical analysis for the evaluation by law school admission officers.

The basic Constituent/Customer Resource Management (CRM) software for law applicants is a proprietary system established and maintained by LSAC called ACES2, and the software requires specialized training and is a component of the COL’s membership in LSAC.

COL accreditation entities (the American Bar Association (ABA) and the Association of American Law Schools (AALS)) – which have specific and detailed regulations regarding recruitment and admissions practices – are entirely different entities which
have no relationship with the Graduate School.

The COL recruitment cycle and season are distinct from the Graduate School.

COL faculty are actively involved in recruitment because they have unique perspectives that strengthen the connections COL seeks to establish with prospective students.

Because the COL operates through faculty governance, a majority of JD applications go through a holistic review by a law faculty admissions committee.

The COL conducts legal-education-specific evaluative interviews with an increasing percentage of the applicant pool, both to assess suitability for the study of law and to improve recruitment results.

The financial aid function, though primarily acting as a liaison with the university financial aid office, also serves as an important contact point for students during recruitment and helps the COL to manage the use of scholarship funds critical to attracting the best students.

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<tr>
<th><strong>College of Law Opportunities and Professional Development</strong></th>
<th>The AdTF recommended as candidate for REVIEW, because “this career”</th>
<th>The Task Force premise is incorrect. The COL Career Opportunities and Professional Development (Career Office) fulfills its mission through</th>
<th>Although the merger recommendation is unreasonable, the COL recognizes the important</th>
<th>The EVP/Provost rejects the task force recommendation for the reasons</th>
<th>The President disagrees with the recommendation</th>
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service function in the College of Law duplicates the efforts of the Career Services office in Student Affairs and Enrollment Management,” and on this basis suggests that “the program could benefit from merging with the central office to allow for expanded resources for their students and their staff.”

entirely different means than those of Campus Career Services (CSS), and these differences are detailed in the relevant COL action plan. Most notably, the COL Career Opportunities supports the placement of licensed attorneys. To this end, the model used by the COL Career Opportunities relies on building long-term relationships within the legal community – licensed members of the bar, judges, public officials, and others who hire attorneys. Much of the professional effort of the COL Career Opportunities personnel is focused on building and maintaining these relationships. By contrast, CSS is primarily informative in nature (e.g., postings/job fairs). The COL Career Opportunities personnel operate in a market that is bound by tradition and restricted by law and strict licensure requirements – a market that is limited in unique and often nuanced ways. CCS, by contrast, operates in a job market that is unbounded and potentially limitless in the range of placement alternatives.

Because of the nature of the legal job market, COL Career Opportunities relies on the practice of engaging and counseling law students from almost the moment they matriculate – helping them with curricular and co-curricular choices that will ultimately influence and support career choices. Career development within law schools is also supported by a unique national program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale:

COL Career Opportunities already cooperates with CCS by sharing job posting wherever relevant. If CCS receives postings for attorney positions, they forward them to COL and COL sends to CSS non-attorney postings that we receive.

COL students are informed of the services (postings/job fairs) provided by CSS – which are especially helpful for students seeking non-legal career options.

In order to strengthen its plan of routine action (routine “plus”), COL will explore any opportunities for collaboration and resource sharing that would be feasible in the context of the unique needs of professional student career development. It is anticipated that such opportunities might articulated by the College of Law. that this program be combined with Career Services. It serves a unique student population and, as such, must remain a stand-alone program.
association dedicated to law placement, the National Association of Law Placement (NALP). The COL contacted NALP with respect to the recommendation in the Task Force Report, and was informed that NALP is not aware of any law school which offers career services through the greater university’s career services office. NALP staff surveyed law school career services directors regarding their reporting lines. All responded that they report to a law school dean or associate dean. None report to other units within the university.

Challenging standard and effective practice by pursuing the recommendation that COL Career Opportunities merge with CSS would not create efficiency but would distract COL staff and degrade the high level of specialized services available to COL students – services that sustain a strong placement rate for graduates and the availability of which help to recruit prospective students.

<table>
<thead>
<tr>
<th>College of Law</th>
<th>Recommended for TRANSFORM. The Administrative Task Force recognizes that the Law Library is “is important to the mission of the university” but “recommends transformation that may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Library</td>
<td>This recommendation elides the fact that the substantial majority of the Law Library collection consists of unique resources dedicated to the needs of the students at the COL, that the professional staff at the Law Library have specialized training to manage this resource, and that many of the Law Library staff also teach core research courses within the COL curriculum, support research of T/T faculty, and increase as the COL engages in broader collaboration with the undergraduate colleges.</td>
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</table>

Although the consolidation and adjusted reporting-lines recommendation is unreasonable, COL recognizes the important program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale. In

The EVP Provost rejects the task force recommendation for consolidation for the reasons articulated by the College of Law. Efforts to enhance collaboration and to realize economies of scale are endorsed.

The President disagrees with the task force that this program should be transformed and that the program could be consolidated with the main library. This is
consolidating with the main library to increase administration and operational efficiencies. The law library could remain a stand-alone facility, but the reporting lines may be adjusted in the transformation.”

conduct and publish their own original legal research. Foremost, among the many reasons for a dedicated Law Library, separately administered, within the College of Law:

COL’s principal accrediting entity, the ABA, has specific Accreditation Standards for Law Libraries (Standard 600, et. seq.) as well as law librarian tenure standards that cannot be met with a consolidated operation.

The law library’s budget must be a separate and consistent budget allocation made with the input of the College of Law Dean and Director of the Law Library according to the ABA Standards for Accreditation.

In addition, a key program prioritization goal – realizing economies of scale – could be impeded rather than advanced by consolidating and adjusting library reporting lines:

Some COL Law Library databases and licensing agreements would become more expensive if the University library is included because the law school negotiates for access to those databases on a per-student (FTE) basis.

Some current law library consortia agreements must be maintained with peer law libraries to achieve savings and efficiencies for Law Library

order to strengthen its plan of routine action (routine “plus”) the Law Library is already working with the Founders Memorial Library in conjunction with COL budget cuts to maximize our efficiencies and to work toward economizing our shared purchases in print (Oxford/Cambridge University Press titles and shared special collections plus interdisciplinary titles) and when considering current and future purchases for online databases of shared interest.

COL will continue to explore synergies with the Founders Memorial Library and work to cement efficiencies in place while energizing new/existing cooperative initiatives during the next five years and into the foreseeable future. A number of possibilities are listed in the unit’s action plan, with a few examples are provided here:

Collection Development (Interdisciplinary

not feasible due to American Bar Association accreditation standards, which stipulate that law libraries must have a separate and consistent budget allocation made with the input of the College of Law dean and the director of the Law Library.

The President supports the Law Library’s ongoing efforts to collaborate with the main library to maximize efficiencies and work toward economizing shared purchases.
| Operations | Titles/Oxford + Cambridge University Press | LibGuides Research Guide Expansion and Coordination for Better Marketing of Shared Resources. | Shared Lexis E-book Collections and LexisNexis Academic for undergraduates and alumni to support current and recent NIU graduates. | Interdisciplinary Resource-Sharing and Collaborative Collection Building (e.g., environmental law, health law, business law, etc.). | Collaborative Discussions about Offsite Storage or Onsite Storage. Innovation in Cataloging and Resource Discovery (for electronic resources and developing links/access points to resources within our shared catalog). | Exploration of service platforms and facilitating collaborative decision-making with purchases that will be used by both |
libraries (e.g., virtual reference services or shared request forms for ILL, etc.).

Regular evaluation of shared databases/negotiation of pricing to save overall cost(s).

Communication by management teams on a biannual basis about new databases and cancellations to ensure the best allocation of resources and optimal collaboration.

Meeting and troubleshooting regularly with IT/libraries (“Information team”) to ensure that all of our databases are accessible and functional (and to facilitate resolution of off-campus/on-campus access issues).

Collaborative gathering of Voyager and other database statistics and annual group analysis to evaluate which databases are most cost-effective for budget planning.
| College of Law College Office | Recommended to continue with REDUCED resources. Task force felt that the office size was large compared to that of other college offices given the size of the students and faculty served. | The recommendation to “reduce” the College of Law – Law College Office might appear consistent with key goals of the Program Prioritization process (to manage intentionally, to collaborate, and to eliminate excess capacity and realize economies of scale). But the recommendation to reduce resources reflects a misunderstanding of the role of the Law College Office in assuring the effective operation of a complex graduate academic program, and fails to account for the critical function of the College Office during a time when existential challenges within legal education eclipse even the fundamental and systemic challenges facing higher education more generally. The Law College Office directly advances the COL’s mission by providing essential support and leadership for the College of Law Academic program. It is comprised of the office of the Dean and the two associate deans, records and registration, budget, alumni affairs, public relations, website maintenance, IT support, faculty support services, and support services for the College’s four legal clinics. The office ensures the day-to-day operation of the school in all its forms, and also provides leadership and vision for the school through the deans and directors. | Although the recommendation that the Law College Office “reduce” in size is not reasonable, the COL recognizes the important program prioritization goals of intentional management, collaboration, elimination of excess capacity, and realizing economies of scale. The COL has formulated – and is already implementing – a plan of “routine action plus” that will realign and strengthen functions and realize efficiencies to assure that the personnel and resources of the College Office are deployed to maximum effect. These measures include: Reassigning some admissions duties to support transition into law school, academic success, and retention (Timeline: fall 2016) Particular attention will be paid to student recruitment functions and to the retention of a | The EVP/Provost will give Dean Dannenmaier time to become familiar with the operations of the college office, before making any final decision about the level of resources dedicated to this unit. Assessment and reorganization is already in progress. More information related to this program will be included in the CLAW College Office report, which is due 4/3/17. |
Paradoxically, the College of Law Office is identified for "reduced" resources by the Administrative Task Force Report even as the College of Law itself is identified for "enhanced" resources by the Academic Task Force. These two recommendations are incompatible, and taking conflicting paths with respect to functions that are inextricably linked would reverse gains that can be realized from an enhanced academic program, if not imperil the sustainability of the academic program altogether.

The Task Force may have compared the Law College Office to other College Offices and concluded that because the Law College Office serves a smaller number of students, its costs should accordingly be lower. To the extent that this was the reasoning, it is important to realize that there is no way to meaningfully "scale down" the functions or costs of a College Office. In addition, many of the duties (and costs) that the Law College Office assumes are typically found at the department level in other Colleges, so the Law College Office is essentially serving the combined functions of departmental offices as well as College Offices.

diverse and capable class with a high probability of passing the bar exam. This will mean attention to co-curricular and academic success programs as well as equity and diversity initiatives.

Segregating internet-based communications strategies (essential for recruiting prospective students and communicating with existing students, alums, and other constituencies).

Creating rational management groups within the Law College Office to better identify and manage for goals and impact.

Encouraging greater integration among all functions that provide student services to assure a continuum of services from the moment a prospective student is identified to the time a graduate becomes an alumni – through recruitment, matriculation, academic advising, career
| **Undergraduate Academic Affairs** | Candidate to continue with REDUCED resources. | As the Task Force pointed out, Testing Services is essential to the institution; moreover, it is likely to remain in high demand. Seventy-three percent of all NIU students utilized Testing Services in fall 2014 and 67% in spring 2015. The number of departments and courses for which Testing Services processed exams (e.g., PSYC 102, SOCI 170, ANTH 120, etc.) has remained constant. Despite a 2.3% overall enrollment decline from fall 2014 to fall 2015, the demand for Testing Services remained high with less than a 0.001% reduction in the number of exams processed during the same period. Although Testing Services processes exams from 100-, 200-, 300-, and 400-level classes, as well as a limited number of graduate and law classes, most of the exams processed come from lower-division courses. Testing Services only processes multiple-choice counseling, and alumni relations. Promoting greater individual responsibility, creativity, and ownership of results among all College Office directors, managers, and staff (from senior staff to custodial staff) so that they may better function as members of a dynamic and collaborative team. | Summer and fall 2016: Director of Testing Services and Academic Affairs Research Support will participate in the development of the Institutional Effectiveness initiative. Testing Services will present data more specifically benchmarking its staffing and workload to that of peer institutions. The EVP/Provost recognizes that assumption of the responsibility for online course evaluations in the absence of increased staffing results in the current resources being stretched further to accomplish important work for the university--while also recognizing that after the campus transitions to this mode of evaluation there may be less demand for processing paper and pencil evaluations. In addition, the EVP/Provost... | The President concurs with the placement of this program in the Reduce category. A reduction plan is due by 1/15/17. |
exams, not written exams or assignments. As such, upper-division writing-infused courses will not impact the number of standardized exams Testing Services processes.

While Testing Services has never been asked to process exams for the limited number of online courses offered, there is nothing to preclude the office from processing exams from these courses as well.

Testing Services’ resources are appropriate for its current and projected responsibilities. In addition to processing classroom exams, national exam scores, credit-by-examination, the New Student Testing Program, scanning and processing faculty research projects, and paper-and-pencil course evaluations, beginning in Fall 2016, Testing Services will assume sole responsibility for managing and processing online course evaluations; a labor-intensive addition to its duties.

The unit has already reduced its staff by 1/3 (four FTEs) over the past seven years due to increased efficiency. The Director devotes roughly 2/3rds of his time to managing the day-to-day operations of Testing Services and the remainder of his time to performing academic data analyses for the Provost, Vice Provosts, Chief Diversity Officer, Student Affairs and Enrollment Management, and Deans and recognizes that a significant fraction Directors’ efforts are dedicated to institutional effectiveness initiatives and under discussion as part of that complex conversation.

Final judgment regarding the response to the task force recommendation for resource reduction, is deferred until the unit presents data more specifically benchmarking its staffing and workload to that of peer institutions.
Department Chairs. While the Director’s research expertise may not be unique on campus, the data analytics he provides are unique. They support specialized student success initiatives, such as diversity, equity, and inclusion, student engagement, First-Year Experience, Map-Works, Student Advocacy and Success, Leaver Analyses, National Clearinghouse queries, Reenrollment reports, Student Athletics, major migration analyses, and target population retention analyses. By devoting one third of the Director’s time to data analytics, the unit has reduced its costs as well as provided essential services to the university as a whole. It would be more costly to have a separate Director of Testing Services and an additional research analyst to address the daily requests for analyses and reports.

| Undergraduate Academic Affairs ESP/SSS | The AdTF recommended as candidate for REVIEW/PHASE-OUT because the program serves a small percentage of students, exhibits redundancy with other programs, and has lost its federal funding. | There is not substantive disagreement with the task force recommendation. When Student Support Services was notified, prior to program prioritization, that its grant had not been renewed, the university agreed to sponsor the unit for an additional year. The term of the sponsorship is drawing to a close. | Students served previously by Student Support Services are being connected with other support units on campus. | The EVP/Provost supports the decision to phase-out the stand-alone program while ensuring that its students are directed elsewhere for services and supported during the transition. The EVP/Provost recommends that in the future, externally-funded programs be better | The President agrees with the elimination of this program, and appreciates that the students affected by this change are receiving services from other programs. |
| **Undergraduate Academic Affairs Pre-collegiate Programs** | The AdTF recommended as candidate for REVIEW/PHASE-OUT because of the limited number of students impacted by the resource investment. | The Office of Pre-collegiate Programs (OPP) provides direct services to middle and high school students and their parents beginning in the 6th grade. Given the unit’s focus on specific populations, the services offered by the unit are complementary but not redundant with other units on campus that freshmen and transfer students. If there is synergy to be found and efficiency to be created, this unit should seek a closer relationship with the P-20 center. | The OPP welcomes the opportunity to evaluate its role relative to other campus units and determine ways in which fruitful collaboration may occur in order to optimally leverage resources. Indeed, this may be the opportune moment to reposition the OPP within the P-20 Center, with which OPP has collaborated in the past on student events. The Upward Bound program, which is housed in OPP, is funded by the Department of Education to provide support services up to 117 high school students from Aurora and Rockford. The grant is up for renewal this coming year. The College Bridge program overseen by OPP will be phased out after summer 2016. It had already been determined that this would occur due to previous reductions in integrated with institutional resources to foster sustainability and institutionalization of best practices. | The EVP/Provost supports phasing out the OPP as a unit under Undergraduate Academic Affairs and looks forward to seeing a business plan that demonstrates the value proposition associated with merging of OPP and P-20. | The President supports moving the Upward Bound program to P-20 and eliminating other aspects of this program that have not been renewed because of lost grant money. A report on the cost savings of this move will be provided to me by the executive vice president and provost by 12/15/16. |
funding. While the two-summer bridge program supports a circumscribed number of students transitioning from high school to college (the second summer focuses on students enrolling at NIU), it was not readily evident that the program as it was developed met the needs of the university.

Fall 2016: Explore the benefits, disadvantages, and feasibility of repositioning OPP within the P-20 Center, and how this will result in decreased resources devoted to the program through better leveraging of resources in P-20. A preliminary discussion has taken place with the Vice President for Outreach, Engagement, and Regional Development (OERD) on this topic.

The Director of OPP will prepare for the renewal of the Upward Bound grant as well as work with STEM departments in the preparation of an Upward Bound science and math
| Undergraduate Academic Affairs Registration & Records | Task force recommended to continue with REDUCED resources, citing staffing levels higher than at peer institutions. | Staff reductions have been occurring regularly over the past several years due to increased efficiency through the use of technology and will continue through attrition. Since 2010, Registration and Records has reduced the number of positions from 33 to 29 by eliminating the following positions: one Associate Director; one Assistant Director; a Chief Clerk; and an Office Support Specialist.

In Summer 2016, Registration and Records eliminated one additional Admission/Records Representative position.

There may be opportunities within the next five years to eliminate three positions due to attrition.

In collaboration with the Colleges and the Division of IT, Registration and Records will begin integration with academic scheduling using 25Live.

To prepare for decreased staffing and to increase the present level of service, The Action Plan for 2017 ensures Registration and Records will assume additional, essential duties without any increase in resources. Specifically:

Registration and Records proposes to assume responsibility for the processing of fee exceptions from the Bursar’s office. R&R has greater operational knowledge of material fees, class fees, and course scheduling that are required to efficiently process these fees. Making this adjustment will allow fees to be assigned in a more timely manner so students will know what their financial need is further in advance.

Additionally, when students have questions regarding fees, they will

The EVP/Provost commends Registration and Records for their willingness to downsize the office through attrition over the course of the next few years, as well as for their dedication to providing employees with training to improve their knowledge and skills.

The Vice Provost for Undergraduate Studies will work with both Registration and Records and Human Resource Services to determine how the personnel and resources currently assigned to this office can best serve

The President supports the placement of this program in the Reduce category. A reduction plan is due by 1/15/17.

The President also supports the program's decision to institute a fee for requests that require quick turnarounds.
| Registration and Records will continue to cross-train staff to ensure a high-level of knowledge base to create greater efficiency and task coverage at all times. 

Electronic forms using the new workflow approval management functionality in NIU's OnBase are being developed and will be implemented if support is available. While this enhanced use of technology is assumed to represent an increase in efficiency that would allow for reduced resources, the costs associated with OnBase make this an invalid assumption. 

Developing OnBase forms will require $18,000 for staff training unless the recharge model is modified and OnBase is supported as an institutional resource. 

DoIT will also be increasing the OnBase license fees unless the recharge model is modified. Registration and Records relies on OnBase for workflow and storage of student records. FY 2017 OnBase license fees for 20 or more users = $25,000. This represents an increase of $9,475 |
| only need to contact one office. 

Engaged Plus and co-curricular transcripts are being developed with the Office of Student Engagement and Experiential Learning (OSEEL) and the Division of Information Technology. The system will be used by students to apply for engaged learning opportunities, tracking completion, and automating the engaged learning transcript notions into the PeopleSoft system. Launch is fall 2016. 

Student Success Collaborative—Campus. R&R is currently working with Office of Student Academic Success (OSAS) and others in this implementation. Phase 1 launch is summer/fall 2016. 

Campus Solutions 9.2. Oracle has released a new version of Campus Solutions. Planning for an upgrade to our student information system will |
| NIU as new technologies are integrated, and new student populations are recruited and enrolled. 

It is acceptable to increase the average turnaround time for processing transcript requests, and to institute an additional fee for rapid processing within 24 hours of request. |
### Undergraduate Academic Affairs
#### Student Academic Success

| The AdTF recommended as candidate for REVIEW/PHASE-OUT because of the lack of evidence for success, the duplication of effort with other offices, and the redundancy of its programs with others at NIU. |
| OSAS concurs that the moment is opportune to re-examine the role of OSAS so that the resources devoted to the unit may be better leveraged. Toward that end, OSAS proposes that the unit be reconfigured to serve as the designated point of contact for retention-related issues on campus as well as oversee NIU’s network of early warning systems. |
| The following programs currently associated with OSAS will be eliminated: **Northern Light Ambassadors (NLA)** will be eliminated in 2017-18 (Commitments have been made to students for 2016-2017). The total cost to administer the NLA program is $78,000.00/year. Expenses are split between the OSAS and the Office of Student Engagement and Experiential Learning (OSEEL). **E.A.R.S. (Early Alert & Referral System)** and |
| The EVP/Provost supports discontinuing the noted programs, and agrees that it is critical to have responsibility for campus-wide advising and retention initiatives such as Mapworks and SSC-Campus coordinated and administered by a specific unit within Academic Affairs. How such a unit is related to the office currently known as OSAS or to the proposed |
| This program is part of the complex conversation about Retention. |
**Attendance Matters** (Phase out by fall 2017). A university-wide early alert system will be piloted in SSC--Campus during spring 2017. Full implementation for the streamlined process will occur during fall 2017. This will allow for the elimination of the costly (150 person-hours/semester), confusing, and redundant E.A.R.S. Two graduate assistant positions will be eliminated for a savings of $27,000.00.

The *Attendance Matters* program will be phased out by spring 2017.

*Transcript Tracking*, the initiative whereby OSAS personnel monitor students requesting transcripts to intervene with those who are considering a move, will be eliminated as outcomes have fallen short of expectations.

*Financial Cents*, a financial literacy program, will be eliminated in 2017-18 (commitments have been made).

Undergraduate College will be considered as part of the complex conversation around Retention.
<table>
<thead>
<tr>
<th><strong>Undergraduate Academic Affairs</strong></th>
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<tr>
<td><strong>Student Athlete Academic Support Services</strong></td>
</tr>
<tr>
<td>Task force recommended to continue with REDUCED resources, recognizing the success of the operation and also citing duplication with services offered by other campus offices</td>
</tr>
<tr>
<td>While there is some duplication of services among SAASS and other advising units, the unique population that SAASS serves and the unique demands created by NCAA compliance merit specialized, dedicated services. SAASS staff and tutors have the specialized training and knowledge to address the extensive NCAA regulations and are specifically dedicated to this</td>
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<tr>
<td>Fall 2016 and forward: SAASS will continue its collaboration with ACCESS and the University Writing Center to provide academic support services to student-athletes. Where possible, duplicative services will be eliminated.</td>
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<tr>
<td>The EVP/Provost appreciates the special population of students served by SAASS and is wary of reducing resources without detailed exploration of the implications for student athlete</td>
</tr>
<tr>
<td>The President disagrees with the placement of this program in the reduce category. NIU’s graduation rate consistently remains high.</td>
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<tr>
<td>CVPA External Programming Office</td>
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</table>

student population whereas advisors across campus are not. Given the special needs of the student-athlete population, the services are essential. Current resource level is appropriate. In addition, SAASS will be integrated into the SSC-Campus which will provide a university-wide platform for sharing advising notes and student tracking across the university. This will make for more seamless communication among advisors and support units, and it will allow for greater mobility of SAASS personnel. success and NCAA compliance. Accordingly, it is expected that a more detailed analysis will be conducted as part of SAASS participation in the complex conversations about Retention and Tutoring. ranks at the top of the Mid-American Conference, and is a point of pride for the university. A reduction in this program would threaten that ranking.
Additionally, the university needs to investigate scheduling online or off-campus courses the same way that scheduling on-campus courses is done (through academic departments with college support). Scheduling courses through an external programming office is unnecessary.

| CEET Advising | Task force recommended for TRANSFORMATION, suggesting changes in admissions standards as well as better partnerships with the Academic Advising Center and ACCESS, | CEET has enjoyed an increase in enrollment and retention since the implementation of its current, hybrid advising structure and the creation of its Central Advising Office. This is no accident. As the Administrative Task Force Report acknowledged on Page 18, “academic advising is important in fulfilling the mission of the university and an essential element of student retention.” CEET’s hybrid advising structure was created to directly address CEET and NIU retention concerns, and to help mitigate the unique attrition risks STEM majors face in general. A key factor in increasing retention is making sure students are engaged with their major college early. Because of the nature of CEET’s degree programs, most students spend the first few semesters completing rigorous | The College of Engineering and Engineering Technology is in harmony with the decision to charge a committee to evaluate the overall advising model at NIU and make recommendations. | The EVP/Provost believes that this College office should be part of the larger discussions related to advising, and reserves any judgment on the task force recommendation. | This program is part of the complex conversation about Advising. That final report is due 1/15/17. |
coursework that, for the most part, takes place outside of the college (i.e. math, physics and chemistry courses). Because most of these students are housed in the Central Advising Office during this time, the CAO provides a key connection to the college for a large group students (roughly 1/3 of the total CEET undergraduate population at any given time).

That said, CEET is committed to continuing to improve and grow its advising and student support. CEET students’ math success rates, especially in Calculus I and II, need to be addressed. On average, roughly 40% of CEET students who attempt those courses do not achieve the required minimum grade. CEET plans to continue to address these issues and find alternative resources and support for students to ensure their success in these foundational courses. CEET also wants to strengthen its partnership with the Academic Advising Center (as mentioned in the Task Force suggestion and addressed below). This partnership would ensure our most academically-vulnerable students get the support they need.

It is important that CEET college advising have the institutional support needed to address those goals above, and to continue to serve a growing student population and to support the college and university’s retention goals.
One of the unique aspects of the College of Engineering & Engineering Technology is its barrier-free admissions criteria and its commitment to preparing a diverse population of students for the engineering profession. CEET believes that students who meet NIU’s admissions criteria should be given a chance to succeed in its college, rather than be shut out from those majors all together. However, those students’ success depends heavily on those students having the appropriate resources and support.

CEET’s advising, and its Central Advising Office in particular, plays a key role in supporting this sub-population of students. The developmental advising the CEET Central Advising Office provides is critical for these students in particular, as CAO advisors are able to spend time with each student discussing their academic goals and the path it would take it to reach those goals. The CAO also nurtures partnerships with other resources on campus, and can make the important referrals and connections for students that encourage retention.

Further, increasing admissions requirements would negatively impact CEET’s enrollment at a time when increasing enrollment is crucial for ensuring NIU’s future.
CEET welcomes a strong partnership with the Academic Advising Center, and currently works with the Academic Advising Center in an unofficial partnership for CHANCE students in MATH 108 and MATH 109, remedial algebra courses. If CEET advisors see that these students are struggling in these math courses, they refer the student to the Academic Advising Center for major exploration, to ensure they are in the proper major for their goals and academic preparation. However, these students only make up a small sub-population of total CEET undergraduates – CEET only had 41 new CHANCE students come through Summer/Fall 2015 Orientation.

CEET students who are beyond those remedial math courses are closer to or already enrolled in major courses. Further, they are ready to truly engage in student organizations and design teams, and are also ready to seek out internships. It is important that these students receive the developmental advising the Central Advising Office provides, as the CAO is able to provide the CEET-specific academic and extracurricular information to ensure those students are engaged.

CEET is committed strengthening its partnership with the AAC to serve CHANCE students in remedial math courses, and understands that the AAC has a rich variety of support services that many CEET students could benefit
from; however, the AAC should be supplement to, and not a replacement for, high-quality, developmental advising from CEET advisors.

<table>
<thead>
<tr>
<th><strong>CEET Research and Development</strong></th>
<th>The task force recommended continuing with REDUCED resources, citing concerns about redundancy with RIPS Faculty Research Development and Support.</th>
<th>Response was omitted in original action plan. Update to the action plan clarifies that the unit no longer exists in the form that was reviewed as of July 2016, with CEET moving towards a model of extensive collaboration between their Associate Dean with responsibility for college research and the Vice President for Research and Innovation Partnerships - a model typical of other colleges and consistent with the task force recommendation.</th>
<th>Routine action, on-course.</th>
<th>The EVP/Provost believes that the task force recommendation has been achieved, as funding to support research and development in CEET will now be obtained with the support of RIPS.</th>
<th>The President supports the placement of this program in the Reduce category, and has instructed the Provost to work with the Interim Vice President for Research and Innovation Partnerships to clarify CEET’s action plan by 12/15/16. Additional information may be included in the CEET College Office report, which is due 4/3/17.</th>
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| **CEET External Programming** | The task force strongly recommends eliminating college-specific external programming units and establishing a university-wide office to handle the outreach, engagement, and educational programs | The External Programming Office in CEET is likely not what the task force understands as a "typical" external programming office. The office is in a consortium with two partners and five host training organizations, all of which are under contracts. The office is authorized by the Department of Labor OSHA and part of the contract is being housed in the College of Engineering. | CEET is open to determining where there might be opportunities for collaboration and synergy with OERD and other divisions to enhance the marketing, promotion and delivery of CEET external programs, for the good of the College and NIU. | The EVP/Provost expects the College Office to engage fully in the complex conversation about external programming and how to create efficiencies that support This program is part of the complex conversation about External Programming. That final report is due is due 2/1/17. |
| **University Libraries**<br>Regional History Center/University Archives | The AdTF recommended as candidate for REDUCED resources. The task force recognized the importance of this unit’s emphasis on regional outreach and preservation, but was unconvinced by the productivity data. | This unit provided an extensive response that is being shared separately. | In summary, the unit argues for continued operation with either sustained or enhanced resources: “The Center operates with extremely limited personnel and financial resources. Personnel has been cross-trained to fill any gaps, including the duties of the vacant digital curator position. Further streamlining will be difficult without additional resources for training and automation tools. Filling the digital curator position is necessary for current staff members to focus on their defined job responsibilities. Awareness of best practices and trends require special training and continuing education for the unit’s members.” | While recognizing the value provided to the NIU community by the Regional History Center/University Archives, the EVP/Provost must balance the resources request by this unit with the many unmet needs across the university. The EVP/Provost will confer with the leadership of both the unit and the library to determine where resources can be reduced with the least impact on the scholarship and unique collections. The program is also encouraged to think about how relationships might serve as resources, and how the unit may become more conference, off-campus, and on-line course delivery, through partnerships with central offices and other colleges. | The President endorses the recommendation of the task force to reduce this program, and does not support either the automatic refill of vacant positions, or the addition of new staff as outlined in the action plan. The program should explore closer collaboration and coordination with the University Library as a way of addressing the demand for services. If this is not helpful, then a reduced level of service should be considered. |
collaborative with partners beyond the University Library, on campus and across the region.

The EVP/Provost will support efforts of this program to work more closely with the Division of Advancement on “friend-raising” and fundraising.

In addition, the unit might need to prioritize its acquisition, preservation and presentation of materials in the University Archives, Local Government Records, and Regional Collections, with every effort made to ensure that mandated service to the state is fulfilled at an acceptable level and the most valuable collections are maintained.

The President suggests exploring possibilities for collaborating with other units seeking specialized space (e.g., Museum Studies; CVPA; Elwood House) to determine if a shared solution would be
possible through philanthropy or collaboration, and also encourages creative thinking about how the unit could address their needs for a digital archiving expertise needs through collaborative relationships.

A report on the possibilities for collaboration is due by 5/15/17.

| CLAS External Programming | The task force strongly recommends eliminating college-specific external programming units and establishing a university-wide office to handle the outreach, engagement, and educational programs that these programs sponsor. | As noted, while there is not tacit agreement with the suggestion to eliminate the office, there is willingness to consider this option in the larger context. | The task force reports identified several areas where the university may have the opportunity to increase effectiveness by structural changes such as modifying organizational structures, improving collaboration, changing funding models or simply changing business practices. Several of these issues involve complex conversations that touch on multiple units across colleges and divisions. The Dean of CLAS agrees that these opportunities | The EVP/Provost expects the College Office to engage fully in the complex conversation about external programming and how to create efficiencies that support conferencing, off-campus, and on-line course delivery, through partnerships with central offices and other colleges. | This program is part of the complex conversation about External Programming. That final report is due is due 2/1/17. |
for improvement should be pursued, and see CLAS involved in the examinations of External Programming, Conferencing, Online and Off-Campus Course Delivery.
<table>
<thead>
<tr>
<th>Position Title (and # if available)</th>
<th>Department; Academic Program(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Assistant Professor</td>
<td>Finance; MBA</td>
<td>MBA is candidate for sustain. This position replaces retirement anticipated in Dec 2017, and focuses primarily on teaching the corporate finance courses required of every NIU MBA program. Further, the faculty member leading the UBUS 585/485 Business Consulting Projects plays an essential role in interacting with the business community to assist students in gaining meaningful internships during the course of study and employment offers upon graduation.</td>
</tr>
<tr>
<td>2 Assistant or Associate Professor</td>
<td>Management; Management major (Entrepreneurship &amp; Social Responsibility emphasis), Minor and Undergraduate Certificate in Social Entrepreneurship</td>
<td>Reject Task force recommendation to reduce resources. This is a signature program for the College, and integral part of NIU’s brand and reputation. Currently, interdisciplinary opportunities and enrollment growth potential limited by faculty capacity. Program is target for philanthropy and partnerships</td>
</tr>
<tr>
<td>3 Assistant Professor</td>
<td>Accountancy; BS, MS</td>
<td>Programs are candidates for Enhancement; New programs/sites under development; Key to NIU Out-of-State recruitment strategy Both BS and MAS are consistently ranked in Top 25.</td>
</tr>
<tr>
<td>4 Assistant Professor</td>
<td>Management; College of Business majors, Management major, Business Administration Major, MBA Program</td>
<td>Although Management area was candidate for sustain, a revision is the core business curriculum has increased need for faculty with expertise in Organizational Behavior to teach required classes. This hire resolves potential accreditation concern.</td>
</tr>
<tr>
<td>5 Assistant or Associate Professor</td>
<td>OMIS; MIS</td>
<td>Candidates for Enhance. Enrollment growth justifies this position as well as next listed search already in progress to support graduate programs in MIS and MBA.</td>
</tr>
<tr>
<td></td>
<td>Position</td>
<td>Department/Program</td>
</tr>
<tr>
<td>---</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Professor</td>
<td>OMIS; Information Systems/Business Analytics (MIS and MBA grad programs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Assistant/Associate Professor</td>
<td>CAHE; Higher Ed Administration and Community College Leadership Ed.D.</td>
</tr>
<tr>
<td>8</td>
<td>Assistant/Associate Professor</td>
<td>KNPE; Exercise Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. in Kinesiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S.Ed. in Kinesiology &amp; Physical Education</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Rank</td>
<td>Position</td>
<td>Department</td>
</tr>
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<td>-------------</td>
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</tr>
<tr>
<td>9</td>
<td>Assistant Professor</td>
<td>KNPE; Sport Management</td>
</tr>
<tr>
<td>10</td>
<td>Assistant or Associate Professor</td>
<td>KNPE; Sport Psychology</td>
</tr>
</tbody>
</table>
in Sport Psychology is left without a tenure-line faculty member. Students in this program lack mentorship, research opportunities, and thesis guidance with no tenure-line faculty in the area.

<p>| | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>11</strong></td>
<td>Assistant or Associate Professor</td>
<td>ETRA; PhD in Instructional Technology Specialization in HCI, Informatics, and Information architecture</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Assistant Professor</td>
<td>KNPE; Exercise Physiology Kinesiology (BS and MSEd)</td>
</tr>
</tbody>
</table>
Faculty involvement is needed to growth these collaborations.

Safety concerns about large class sections in exercise physiology laboratory classes and experiential classes, such as our Oak Crest partnership.

<table>
<thead>
<tr>
<th>Position</th>
<th>Academic Credentials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13 a, b</strong> Assistant/Associate Professor (13a and 13b are two similar positions)</td>
<td>CAHE; MS in Education in Counseling; PhD in Counselor Education and Supervision</td>
<td>Recommended to transform through addition of faculty and promotion of faculty scholarship. Accreditation (CACREP) concerns suggest need to fill two positions. Five-year enrollment growth rate is 13% for the PhD and 5% for the MS while Tenured/Tenure-track faculty are down to 4.5 from 8.5 during this period. Opportunities exist for expansion of the services provided at the department’s on-site counseling center, but additional faculty are needed.</td>
</tr>
<tr>
<td><strong>14</strong> Assistant</td>
<td>LEED: Reading Instruction</td>
<td>The faculty member in this position teaches in the MAT program each semester when reading courses are taught. Depending on the number of MAT reading courses in a given semester, the rest of the faculty member’s load would be made up from teaching in the BSEd program in elementary education and the M.S.Ed. in Literacy Education with a focus on reading. MAT candidate for transform with closer ties to CoE. Enrollment in the MAT in Elementary Education has grown substantially over the last 4 years (2012—2 candidates admitted; in 2016—33 candidates admitted) and now totals 48 candidates in program. The growth in admissions to the program from 2015 (7 admits) to 2016 (33 admits) is illustrative of this growth and the impact of recruitment efforts.</td>
</tr>
<tr>
<td><strong>15</strong> Assistant Professor</td>
<td>SEED: Special Education, Inclusion Specialist B. S. Special Education (also M. S. in Spec. Ed and all NIU teacher licensure programs)</td>
<td>Task force suggested program area would benefit from tenure track faculty. Courses required by 16 NIU (U &amp; G) teacher licensure programs; thereby meeting critical need. If not filled for 2017-18 AY, would have priority for 2018-19.</td>
</tr>
</tbody>
</table>
### College of Engineering and Engineering Technology

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Emphasis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Assistant or Associate Professor</td>
<td>Technology; Energy and Environment BS Technology, Emphases: Industrial Management and Technology Energy and Environmental Technology</td>
<td>B.S. in technology recommended for sustain. However, the energy and environmental technology emphasis has grown rapidly and the number of new students (in the 30s) exceeds the ability of the one faculty member in the program to handle the needed projects and advising.</td>
</tr>
<tr>
<td>17</td>
<td>Assistant Professor</td>
<td>Mechanical Engineering BS, MS</td>
<td>Programs recommended for enhanced resources-improving the balance between faculty research and teaching, enhancing resources, and right sizing the program through additional faculty hiring</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Professor</td>
<td>Mechanical Engineering BS, MS</td>
<td>Programs recommended for enhanced resources-improving the balance between faculty research and teaching, enhancing resources, and right sizing the program through additional faculty hiring</td>
</tr>
<tr>
<td>19</td>
<td>Assistant Professor</td>
<td>Industrial and Systems Engineering BS, MS</td>
<td>Programs recommended for enhanced resources-the department has identified a priority to add faculty to grow our programs in the areas of sustainability, engineering management, and process engineering.</td>
</tr>
<tr>
<td>20</td>
<td>Assistant Professor</td>
<td>Electrical Engineering, Controls BS, MS</td>
<td>Programs recommended for transformation-addition of faculty-potential to enhance scholarship</td>
</tr>
<tr>
<td>21</td>
<td>Assistant Professor</td>
<td>Electrical Engineering, Computer BS, MS</td>
<td>Programs recommended for transformation-addition of faculty-potential to enhance scholarship</td>
</tr>
</tbody>
</table>

### College of Health and Human Sciences

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Program</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Clinical Assistant Professor</td>
<td>AHCD; Physical Therapy DPT</td>
<td>Search in progress; Program recommended for enhanced resources.</td>
</tr>
<tr>
<td>23</td>
<td>Assistant or Associate Professor</td>
<td>AHCD; Speech Language Pathology UG and GRAD programs</td>
<td>Search in progress; M.A. in Communicative Disorders recommended for enhanced resources/faculty hires.</td>
</tr>
<tr>
<td>24</td>
<td>Assistant Professor</td>
<td>Health Studies; Medical Laboratory Sciences BS</td>
<td>Search in progress; Candidate for enhanced resources- new faculty lines.</td>
</tr>
<tr>
<td>25</td>
<td>Assistant Professor</td>
<td>Nursing B.S.</td>
<td>Search in progress; Candidate for Enhanced Resources- new faculty lines</td>
</tr>
<tr>
<td>26</td>
<td>Assistant Professor</td>
<td>Nursing B.S.</td>
<td>Search in progress; Candidate for Enhanced Resources- new faculty lines</td>
</tr>
<tr>
<td>27</td>
<td>Assistant Professor</td>
<td>Nursing B.S.</td>
<td>Search in progress; Candidate for Enhanced Resources- new faculty lines</td>
</tr>
<tr>
<td>28</td>
<td>Assistant or Associate</td>
<td>AHCD; Physical Therapy DPT</td>
<td>Search in progress; Program recommended for enhanced resources.</td>
</tr>
<tr>
<td>29</td>
<td>Assistant Professor</td>
<td>AHCD; Audiology UG and GRAD programs</td>
<td>Search in Progress; Doctor of Audiology and M.A. in Communicative Disorders recommended for enhanced resources/faculty hires.</td>
</tr>
<tr>
<td>30</td>
<td>Clinical Assistant Professor</td>
<td>AHCD; Audiology Direct patient care; Clinical and classroom instruction to AUD and UG students</td>
<td>Search in progress; Doctor of Audiology and M.A. in Communicative Disorders recommended for enhanced resources/faculty hires.</td>
</tr>
<tr>
<td>31</td>
<td>Chair, Health Studies</td>
<td>Health Studies (New School = SHS)</td>
<td>Search in progress. The new school is being formed through reorganization of academic programs in the College. The goal of reorganization is to create synergy in student learning and faculty research. The SHS will be composed of academic programs in Medical Laboratory Sciences, Nutrition and Dietetics, Public Health, and Health Education.</td>
</tr>
<tr>
<td>32</td>
<td>Chair, AHCD</td>
<td>School of AHCD</td>
<td>Search in progress. Academic programs in: Audiology, Physical Therapy, Speech-Language Pathology, and Rehabilitation Counseling, as well as the Speech-Language-Hearing Clinic and Physical Therapy Clinic.</td>
</tr>
<tr>
<td>33</td>
<td>Assistant Professor</td>
<td>Nursing DNP</td>
<td>Task force strongly supports new DNP program if resources are available. Changing market demand makes it essential to start this program ASAP</td>
</tr>
<tr>
<td>34</td>
<td>Assistant Professor</td>
<td>Nursing DNP</td>
<td>Task force strongly supports new DNP program if resources are available. Changing market demand makes it essential to start this program ASAP.</td>
</tr>
<tr>
<td>35</td>
<td>Clinical Assistant Professor</td>
<td>Nursing DNP</td>
<td>Task force strongly supports new DNP program if resources are available. Changing market demand makes it essential to start this program ASAP.</td>
</tr>
<tr>
<td>36</td>
<td>Assistant Professor</td>
<td>Health Studies B.S. Nutrition, Dietetics and Wellness</td>
<td>Candidate for Enhance</td>
</tr>
<tr>
<td>37</td>
<td>Assistant Professor</td>
<td>Health Studies (moving from College Office) Gerontology/Aging Studies</td>
<td>Candidate for transformation. Task force notes that program is underfunded and needs faculty.</td>
</tr>
<tr>
<td>38</td>
<td>Assistant Professor</td>
<td>Health Studies Public Health</td>
<td>Category 4 (Transform with Additional Resources), replacement of sudden departure.</td>
</tr>
<tr>
<td>39</td>
<td>Assistant Professor</td>
<td>AHCD M.A. in Communication Disorders (Rehab)</td>
<td>Candidate for Enhance. Approval repurposes Fashion Merchandising position to MS in Rehabilitation Counseling. Fashion Merchandizing was candidate for reduced resources</td>
</tr>
</tbody>
</table>

**College of Liberal Arts & Sciences**

| 40 | Assistant/Associate Professor | Chemistry/Biochemistry Analytical Chemistry | Search in progress. PhD in Chemistry candidate for enhanced resources. New Chemistry Chair promised faculty lines to enhance research strength. American Chemical Society accreditation would be in danger if our one analytical chemist left for any reason. Expertise brought by a second analytical chemist will also help us maintain modern instrumentation in teaching labs, a concern expressed during our last ACS accreditation visit. |
| 41 | Assistant/Associate Professor | Chemistry/Biochemistry Organic, Analytical or Biochemistry | Search in progress. PhD in Chemistry candidate for enhanced resources. New Chemistry Chair promised faculty lines to enhance research strength. Our chemistry faculty currently consists of only 12 faculty members. This is barely sufficient to maintain graduate or undergraduate chemistry programs at |
an acceptable level. We currently use instructors or VAPs to teach courses in Organic, Analytical, and Biochemistry. This hire may be used to increase gender or ethnic diversity; 50% of Biochemistry faculty applicants are typically women.

| 42 | Assistant Professor | Geography
Synoptic Meteorology and Climatology | Search in progress. BA/BS in Geography was candidate for transformation via addition of faculty. BS in Meteorology was candidate for sustain. The new Geography department chair is from meteorology and this position fills the void created by administrative appointment of highly active faculty member.

The American Meteorology Society states that undergraduate programs have a minimum of four faculty members. Not counting the chair, the new MET individual will be the third faculty member. Without this additional individual, our ability to maintain a quality program and recruit students will be severely hampered. |

| 43 | Director | Center for Latino and Latin American Studies | Search approved last academic year. Program was candidate for enhanced resources. |

| 44 | Director | NGO Leadership and Development
BA/BS in Community Leadership and Civic Engagement (name to be changed) | Search approved last academic year. Program was candidate for enhanced resources. |

| 45 | Assistant Professor | Political Science
Comparative Politics/International Relations

Joint hire with SEAS. Although the search is open to country experts from anywhere in SE Asia, special preference will be given to candidates who have studied either Burma or Thailand. Additionally, preference will be given to candidates who can teach quantitative | Search in progress. Undergraduate and graduate degree programs in POLS were candidates for enhance. Task force noted in particular that the program was constrained by loss of faculty in International Relations. |
and/or qualitative methods courses at the graduate level.

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<thead>
<tr>
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<tbody>
<tr>
<td>46</td>
<td>Assistant Professor</td>
<td>Computer Science High Performance Computing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task force provided mixed feedback on Computer Science programs, raising questions about: sustainability without additional resources; faculty numbers and scholarship; faculty and student diversity. Per the College, the enrollment growth in the existing BS and MS programs will require hiring of five tenure track faculty (either NIU or joint appointments). The revenue generated by the growth of CSCI graduate programs would offset the associated costs.</td>
</tr>
<tr>
<td>47</td>
<td>Director/Chair</td>
<td>Statistics B.S. in Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task force believed that separating Stat from Math would strengthen both programs, and supported B.S. in Statistics if resources available. Hire of Chair is important step to these ends.</td>
</tr>
<tr>
<td>48A</td>
<td>Assistant Professor</td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The task force felt that the narrative did not make a strong case for additional faculty in the context of declining enrollment. The College has made a strong case for the potential of new faculty to: attract more students to Communications majors that are already large but understaffed; enhance retention &amp; completion by staffing classes with permanent PhD faculty &amp; offering more sections. Department has choice to hire this year- either this position or 48b</td>
</tr>
<tr>
<td>48B</td>
<td>Assistant Professor</td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The task force felt that the narrative did not make a strong case for additional faculty in the context of declining enrollment. The College has made a strong case for the potential of new faculty to: attract more students to Communications majors that are already large but understaffed; enhance retention &amp; completion by staffing classes with permanent PhD faculty &amp; offering more sections. Department has choice to hire this year- either this position or 48b</td>
</tr>
<tr>
<td>No.</td>
<td>Rank</td>
<td>Department</td>
</tr>
<tr>
<td>-----</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>49</td>
<td>Assistant Professor</td>
<td>PSPA; Human Resource Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Assistant Professor</td>
<td>Computer Science Machine Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Assistant Professor</td>
<td>ENVS/POLS; Environmental Policy</td>
</tr>
<tr>
<td>52</td>
<td>Assistant Professor</td>
<td>PSPA; Performance Management</td>
</tr>
<tr>
<td>Position</td>
<td>Title</td>
<td>Program/Field</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>53</td>
<td>Assistant Professor</td>
<td>Economics- Financial Economist MS in Financial Engineering</td>
</tr>
<tr>
<td>54</td>
<td>Assistant Professor</td>
<td>Biology- Pedagogy B.S. in Biological Sciences</td>
</tr>
<tr>
<td></td>
<td><strong>College of Visual &amp; Performing Arts</strong></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Assistant Professor</td>
<td>Theatre &amp; Dance BA, BFA, MFA in Theatre Arts</td>
</tr>
<tr>
<td>56</td>
<td>Assistant Professor</td>
<td>Music- Theory/Composition (preferably TV, film, video game scoring)</td>
</tr>
</tbody>
</table>
which, as noted by the task force, “operate on scare resources”.

<table>
<thead>
<tr>
<th>57</th>
<th>Assistant Professor</th>
<th>Music- Music Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teach courses in instrumental education and graduate music education core. Develop undergraduate course.</td>
<td>Search approved and in progress. Position vacant because of faculty departure after failure to meet expectations for conferral of terminal degree. Position critical to accredited programs that lead to teacher licensure.</td>
</tr>
</tbody>
</table>

**College of Law**

<table>
<thead>
<tr>
<th>58</th>
<th>Assistant/Associate Professor</th>
<th>Law; JD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A broad range of scholarly and teaching interests will be considered, particular interest in scholars whose research and teaching interests include criminal law, corporate and commercial law, family law (including estate planning and juvenile law), environmental law (and related fields including energy and natural resources), or health law (particularly public health).</td>
<td>Task force found Doctor of Jurisprudence to be candidate for enhanced resources, specifically faculty hiring. Enrollment was up in Fall 2017.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>59</th>
<th>Assistant/Associate Professor</th>
<th>Law; JD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A broad range of scholarly and teaching interests will be considered, particular interest in scholars whose research and teaching interests include criminal law, corporate and commercial law, family law (including estate planning and juvenile law), environmental law (and related fields including energy and natural resources), or health law (particularly public health).</td>
<td>Task force found Doctor of Jurisprudence to be candidate for enhanced resources, specifically faculty hiring. Enrollment was up in Fall 2017.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60</th>
<th>Assistant/Associate Professor</th>
<th>Law; JD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Position was initially deferred as part of budget reduction scenario. VP for Research and Innovation Partnerships willing to advance hire by provide first year funding to highly qualified candidate who will...</td>
<td></td>
</tr>
</tbody>
</table>

96
|                         | enhance interdisciplinary research and scholarship in area of environment, energy and natural resources. |
Table 5. Opportunities for Collaboration Between Academic Affairs and Administration and Finance (Facilities Area)

<table>
<thead>
<tr>
<th>UNIT OF ORIGINATION</th>
<th>ISSUE(S) IDENTIFIED</th>
<th>PROPOSED ACTION</th>
<th>ANTICIPATED OUTCOME(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education Anderson Hall—Laboratory Facilities</td>
<td>Laboratory facilities for the athletic training and kinesiology program are in need of updates. The athletic training laboratory space currently uses two separate areas (on different floors) and both are limited by size and functionality. The kinesiology labs, specifically the neuromuscular lab and exercise physiology lab, are limited in size and can only accommodate small groups of students (~6). Both the neuromuscular lab and athletic training lab are outdated, tired, and frayed leading students to believe they are not in a cutting edge facility.</td>
<td>Invest in the modernization of the athletic training and kinesiology lab space in Anderson Hall. The athletic training lab is in need of increased space to accommodate student skill development using a fair amount of equipment. We hope to model such a space after the Yordon center athletic training facility—with the addition of a classroom component. The neuromuscular lab and exercise physiology lab, though used for different purposes, would be modeled after the athletic training room space in the Yordon Center as well.</td>
<td>Laboratory updates would allow more efficient use of space for teaching purposes and data collection for exercise science and athletic training research studies. The improved laboratory space will convey a more positive image which will aid in student recruitment and retention efforts.</td>
</tr>
<tr>
<td>College of Education Anderson Hall—Classroom space</td>
<td>Anderson Hall classrooms lacks a large classroom space to seat &gt;50 students. This is a constraint to scheduling classes in that extra sessions of classes must be scheduled because there is not enough room to conduct a single session of a class.</td>
<td>Consult with the NIU Foundation, Facilities and administration to initiate feasibility planning to reconfigure space. Space has already been identified in the building and is ready for feasibility planning.</td>
<td>With the surge in enrollments, adding a larger lecture hall space will provide greater flexibility with class scheduling as well as use of faculty personnel. Moreover, an updated lecture room will convey value placed on student learning space. This space could potentially be used by other programs as needed.</td>
</tr>
</tbody>
</table>
| **College of Education**  
| Anderson Hall—Locker room and restroom space | Both the locker room space and restroom space in Anderson Hall is very dated and decrepit. | Consult with the NIU Foundation, Facilities and administration to initiate feasibility planning to renovate the space. Consideration should be given to adding a single stall, private shower area to accommodate diverse needs. | Renovating the restroom and locker room space will convey that we are investing in our students and clients (we offer many community programs in Anderson Hall). A modernized look will convey that exciting thing are happening in the college of education. |
| **College of Education**  
| Gable Hall—General | Frequent leaking in the hallway, skylights, and 134 (Gym) have caused water damage. In gym 134 in particular, safety becomes an issue with the water leaks. | Consult with Facilities and Administration and work with Facilities Management to seek a permanent fix to the problem. | Feeling comfortable and safe is necessary for a positive learning environment. Having space that is free from leaks would promote a positive image. |
| **College of Education**  
| Gable Hall—Learning Center | The east windows of the learning center frequently leak with heavy rains; the facility generally suffers from high humidity (they currently run 13 dehumidifiers in the space). There have been several employee grievances filed because of the humidity. The learning center houses the Blackwell History of Education Museum—one of the largest such collections in the nation with over 10,000 volumes. Due to flooding in the one room schoolhouse, these holdings are currently in multiple areas of Gable Hall. | Consult with Facilities and Administration and work with Facilities Management to seek a permanent fix to the water leak and humidity problem. | Feeling comfortable and safe is necessary for a positive learning and working environment. Having space that is free from leaks would promote a positive image. Conceivably, creating a coherent space for the museum may attract scholars and interested parties. |
| **College of Education**  
<p>| Gable Hall—Locker Room and Restroom Space | Both the locker room space and restroom space in Gable Hall is very dated and decrepit. Frequent anecdotal complaints about the | Consult with the NIU Foundation, Facilities and administration to initiate feasibility planning to renovate the restroom and locker space. Consideration should be given to adding a single stall, private shower area to accommodate diverse needs. | Renovating the restroom and locker room space will convey that we are investing in our students and clients (we offer many community programs in Gable Hall). A modernized look will convey that exciting thing are happening in the college of education. |</p>
<table>
<thead>
<tr>
<th>College of Education</th>
<th>Graham Hall—General</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HVAC</strong>: Temperature regulation has been a challenge in the classrooms and some offices. This leads to uncomfortable learning and working environments that may negatively affect productivity.</td>
<td><strong>We are thankful that we have received temporary fixes to these issues and the staff have been very responsive to our requests. However, because the building is extremely old, there continues to be continued problems; thus, our proposed action is to consult with Facilities and Administration and work with Facilities Management to seek a permanent fix to the problem.</strong></td>
</tr>
</tbody>
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<thead>
<tr>
<th>College of Education</th>
<th>Graham Hall—Restroom Space</th>
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</thead>
<tbody>
<tr>
<td>The restroom space in Graham Hall is very dated and decrepit. Frequent anecdotal complaints about the negative nature of the facilities are well known.</td>
<td>Consult with the NIU Foundation, Facilities and Administration to initiate feasibility planning to renovate the restroom space. Consideration should be given to adding unisex restrooms to accommodate diverse needs.</td>
</tr>
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<thead>
<tr>
<th>College of Education</th>
<th>Graham Hall—Office Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham 227 (large suite with 3 offices) is currently unusable due to current water leak issues.</td>
<td>Consult with Facilities and Administration and work with Facilities Management to seek a permanent fix to the problem.</td>
</tr>
</tbody>
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<tr>
<th>College of Engineering and Engineering Technology</th>
<th>Laboratory/Classroom Spaces</th>
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</thead>
<tbody>
<tr>
<td>Consult with Provost Office and Finance and Administration to ensure upkeep of spaces as well as regarding the best utilization of space.</td>
<td>Align laboratory/classroom spaces with activities.</td>
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<tr>
<th>University Libraries</th>
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<tbody>
<tr>
<td>Founders Memorial Library is nearly 50 years old. In that time, cosmetic improvements have been made to the physical facility and routine maintenance has taken place. Serious issues now</td>
<td>Consult Facilities Management and NIU Foundation on means of fundraising and planning for a climate-controlled annex facility that could be used by all University Libraries and the Law Library, which also has space issues.</td>
</tr>
</tbody>
</table>

Renovating the restroom space will convey that we are investing in our students and clients. A modernized look will convey that exciting things are happening in the college of education.

Renovation of this suite would provide appropriate conference and private office space to relocate faculty and/or staff who currently must share offices.

Greatly improved stacks navigation in main collection areas by students and faculty; Increased space for student and faculty use within all Libraries.
face us because of the age of building’s infrastructure.

**WATER DAMAGE:**
a. Although the roof has had patch repair over time, the roof itself is simply old. For that reason, patch repair is no longer effective. The leaks provide specific threats to the Rare Books/Special Collections, Regional History, and South East Asia collection. We understand that roof replacement or significant repair is among the capital improvements planned for NIU and it is our sincere hope that this repair or replacement is high on the list. The problems posed to the above named collections are currently mitigated by the strategic placement of plastic sheeting and tarps where appropriate.

b. In addition to the roofing issue, wind-driven rain comes into the building in various locations, including Special Collections and Regional History. Although library and building service workers move quickly to dry this carpeting, the moisture does pose the threat of mold and mildew.

c. Rain also enters ductwork where sensors are housed. This

Consult with Public Services, Facilities Management, and NIU Foundation on means of fundraising and planning for renovation of 1st floor Reference & Research unit public areas.

Greatly increased satisfaction with and use of Founders Memorial Libraries by students and faculty, engaging a wide variety of 21st century educational technologies; significant public relations value in attracting new students and donors to NIU; enhanced status among academic libraries and research universities appropriate to our Carnegie designation.
has resulted in multiple erroneous fire alarms. The result of these fire alarms, and the time it takes to determine if the building can be safely occupied, often leads to the closing of the library which disrupts the study and research needs of the students.

FURNISHINGS
a. SERVICE DESK FURNITURE:
Service desks in Founders Library and other units of University Libraries do not meet ADA standards. The processes used to help answer research inquiries and student expectations are different than when the building was built and the furnishings were installed. Additionally, the Founders Circulation Desk and the Music Circulation/Service Desk may both contain asbestos which complicates the process from a simple upgrade in furnishing to a significant project. The service desk in Faraday is conglomeration of standard desk furniture. In their current configurations, the service desks make it difficult to meet the research needs of the students, who are seeking more in-depth, consultative assistance from the Libraries faculty. The
Libraries administration is aware that funding to address the service desk furniture is not readily available to the central administration. However, it is the hope of the Libraries administration that implementation of appropriate solutions to the issue of meeting ADA requirements and, if necessary, asbestos remediation will be carried out in the next two or three fiscal years.

STUDENT FURNITURE: As educational technology has advanced, students are expected to use much more highly sophisticated technologies to collaborate and present their projects and research. University Libraries, particularly Founders Memorial Library, needs to replace and upgrade student-use furniture to help meet the demands made on students by their programs and future employers. Lighted desks, shared monitors, smart tables and chairs, collaboration space, mobile tables, presentation alcoves, and 3-D and large-format printers are some of the furniture and technologies
that would better support student endeavors.  

HVAC: Founders Library was designed to efficiently heat and cool a building with few, if any, interior walls. The creation of offices has had a negative impact on heating and cooling of the building consistently. The height of the stacks also restricts airflow and disrupts effective heating and cooling. This leads to uncomfortable study areas as well as offices where space heaters are used to warm cold offices throughout the year. The Physical Plant has attempted over the years to resolve these issues by used of available intake/outtake controls but it is a design flaw that should be addressed at a deeper level.

<p>| College of Law | The inadequacies of the Swen Parsons space are well known and have been the subject of attention from the COL’s principal accrediting entity, the American Bar Association, as well as University Administration. Among the concerns: many T/T faculty are in basement-level interior offices with no natural light; the HVAC systems are inconsistent; Adapt the College of Law space within Swen Parson Hall to connect offices that are separated from each other by relocating three library stacks, adding a wall to enclose the library space, and opening a corridor from the main law building to the north wing, which houses COL offices as well as the Bursar’s office and other University offices (Timeline: late 2016 or early 2017). Improved space will help the College to attract, recruit, and retain a stronger incoming class as well as to increase enrollment to size that the COL faculty has identified as optimal for the College, between 110-120 students within 4-6 years (in the past few academic years, enrollment has fallen below 90). Prospective and enrolled students will be impacted by the improved physical space. |
| College of Law | CoL space in DeKalb not optimally serving students and alumni working in Chicago. | Establish a stronger academic presence in NIU’s Chicago space to better serve students working in that market over summer as well as alumni practicing there, and to strengthen student recruitment.  (Timeline: offer a pre-degree preparatory course for prospective students in spring 2017; offer summer courses from existing curriculum by summer 2017). | Prospective students will be impacted by the stronger range of programs available for study, and by better access to the Chicago market. |
| CVPA School of Art &amp; Design (SOAD) | Facilities are in need of upgrading. | Improve facilities to accommodate advances in technology Renewal cycle for updating studio equipment and building furnishings | Allow SOAD to have more sense of place, to be more attractive to students and faculty, to offer more contemporary graduate programs. These action steps were associated with the M.F.A in Art which was recommended for reduced resources because of declining enrollment. |
| CHHS B.S. in Nutrition, Dietetics, and | Laboratory facilities limit learning environment and impede recruitment of students (new freshman and transfers) | Invest in the modernization of laboratory spaces for both the HTM and NDW programs. These spaces include the Wirtz Foods Lab, the Chandelier Room | These actions are associated with programs that the AcTF recommended as candidates for ENHANCEMENT. |</p>
<table>
<thead>
<tr>
<th><strong>Hospitality Management, Comprehensive Major</strong> (now Hospitality Tourism Management (HTM) and Nutrition, Dietetics and Wellness (NDW))</th>
<th>interested in NDW and HTM programs. In the most outdated facilities there are issues of compliance with public health regulations.</th>
<th>Kitchen and Meeting Room (for purposes of a modern instruction space and compliance with public health regulations), and working with HSC in the modernization of the Ellington’s Restaurant. (Initiated in Chandelier Room Summer 2016). Investment should also include the modernization of the Nutrition Assessment Laboratory.</th>
<th>There is perceived potential to increase the number of HTM majors by about 50 per cent (to 120) by 2018-19.</th>
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<tbody>
<tr>
<td><strong>CHHS Nursing (B.S., M.S., DNP)</strong></td>
<td>Space constraints and lack of adequate simulation laboratory limits enrollment and hampers student success</td>
<td>Expansion of simulation labs (additional space and equipment upgrades)</td>
<td>Increased 3-year average student retention in the nursing program from 80% to 90% Increased faculty publications and grant monies. Continued increase in 5-year average student NCLEX-RN pass rates from 83% to 88% (currently state average is 86%; national average 85%) Programs were candidates for ENHANCE</td>
</tr>
<tr>
<td><strong>CHHS Child Development Laboratory (CDL)</strong></td>
<td>Space constraints limit the potential of a program that provides high quality childcare to the community and excellent educational and research experiences to students and faculty interested in early childhood development.</td>
<td>Remodel/Furnish Additional Classroom</td>
<td>This support would allow the CDL to provide services for 20 additional children from the local community, and also provide opportunities for 18 additional NIU students in the child development emphasis major. Faculty research would also be enhanced.</td>
</tr>
<tr>
<td><strong>CLAS Teaching Laboratories</strong></td>
<td>The teaching laboratories for Biology, Chemistry, Geology and Physics are all in need of updating. In addition, Environmental Studies needs access to teaching laboratories.</td>
<td>Laboratory Renovation</td>
<td>There would be a very positive impact on the curriculum: the departments involved would combine updates to the teaching environments with updates to pedagogy, which could include virtualization and remote access from off-site locations such as community college partners, or high school teachers seeking additional credentials.</td>
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<td><strong>CLAS Classroom Space</strong></td>
<td>Classroom spaces, especially in DuSable and Reavis, are tired and frayed, in both technology and appearance. Students are aware of, and comment negatively on, the classroom facilities.</td>
<td>Classroom Renovation</td>
<td>Expected positive impact on student recruitment, retention and engagement, as well as faculty morale. These classroom spaces are experienced by students in all Colleges/majors during their first semesters at NIU, as they build a foundation in liberal arts and fulfill their general education requirements. The quality of these classrooms is a deterrent to student recruitment and retention given how unfavorably they compare to the classrooms at proximate community colleges.</td>
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<tr>
<td><strong>CLAS Mathematics Emporium</strong></td>
<td>The Mathematics Emporium model has demonstrated success, and is poised to expand to all of the pre-calculus courses (including developmental mathematics, college algebra and trigonometry). The current facilities meet current needs, but only just, by providing 120 computer stations in two non-contiguous rooms.</td>
<td>Reconfiguration of space to improve efficiencies for the current needs, and to permit expansion to serve developmental math. A contiguous block of rooms offering 200 computer stations would be ideal. A one-time renovation cost (somewhat arbitrarily estimated at $100,000) would be needed. (Note: The emporium model is staffed quite differently than traditional courses, but the total personnel resources required are approximately equal to those currently deployed.)</td>
<td>The emporium model has enhanced student success in mathematics, thereby contributing to student retention, addressing attainment gaps, and increasing student success in STEM. Expansion would support NIU’s commitment to student career success and instructional innovation, as well as enhance student satisfaction and faculty morale.</td>
</tr>
<tr>
<td>CLAS Relocation Requests</td>
<td>There are a variety of opportunities for the College to make better use of existing space. Examples include: Two interdisciplinary programs that are popular with undergraduates, ENVS and CLCE, were launched by taking advantage of pockets of space that were then available. As the programs have grown, it has become clear that their current spaces are really unsuitable. Both need not only more space, but spaces better suited to their mission. Communication faculty are distributed across two buildings. Realigning the faculty into a single building would help create a (much needed) more cohesive and positive departmental climate. ENGL is similarly divided across two buildings. Professorial faculty in FLAL have shared offices in ways that are not conducive to a professional environment. The Center for Southeast Asian Studies has enjoyed exceptional Balancing these space needs is the reality that the college staffing levels have fallen from 575 faculty and staff in FY 08 to 487 in FY 16. Faculty and staff departures have created opportunities to reallocate space, to realign it with present and future needs. While it is possible to carry out space reallocation with nothing more than the cost of hiring movers, a one-time expense of approximately $250,000 for furniture, carpet and paint would greatly facilitate the process. These requests are focused on co-locating faculty and/or improving student experiences in programs that contribute to NIU’s reputation through innovation in all aspects of the University mission, and that have demonstrated potential for enrollment growth. Positive outcomes would be anticipated in terms of student recruitment and retention, faculty productivity in and out of the classroom, and faculty/staff morale.</td>
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success in securing Youth Leadership grants from the US Department of State. These require SEAS to add staff, and they have more than outgrown their limited space in Pottinger House.

| UNDERGRADUATE ACADEMIC AFFAIRS CHANCE | Renovate the common room area in Williston Hall used by CHANCE students and staff. | An initial review of the space took place in the fall but has not moved forward, most likely due to budget concerns. Renovation of the common space prior to the start of the fall semester would be optimal. | Modest improvements will make the space more welcoming to students, family, and visitors as well as create flexibility in how the area could be utilized. |
| COB Accountancy | We have a donor who has expressed interest in supporting a resource center for undergraduate students. Support would include funding to transform a space in Barsema. This donor would continue to sponsor an existing professorship. | Beginning in the fall of 2016, every office in the Department will be occupied. In fact, we have two faculty located in other sections of Barsema Hall. When 2 additional faculty lines are filled, we will have no offices available. | This could be accomplished during the spring/summer of 2017. |
Table 6: Opportunities for Collaboration Between Advancement and Academic Affairs

<table>
<thead>
<tr>
<th>ORIGINATING UNIT</th>
<th>DESCRIPTION OF OPPORTUNITY</th>
<th>POTENTIAL IMPACT</th>
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<tbody>
<tr>
<td>University Libraries</td>
<td>A climate-controlled annex facility that could be used by all University Libraries and the Law Library, which also has space issues.</td>
<td>Greatly improved stacks navigation in main collection areas by students and faculty; Increased space for student and faculty use within all Libraries.</td>
</tr>
<tr>
<td>University Libraries</td>
<td>Renovation of 1st floor Reference &amp; Research unit public areas.</td>
<td>Greatly increased satisfaction with and use of Founders Memorial Libraries by students and faculty, engaging a wide variety of 21st century educational technologies; significant public relations value in attracting new students and donors to NIU; enhanced status among academic libraries and research universities appropriate to our Carnegie designation.</td>
</tr>
<tr>
<td>University Libraries</td>
<td>Rare Books &amp; Special Collections (RBSC), the Southeast Asia Collection (SEAC), Music Library, Faraday Library (FL), and Government Publications/Microforms/Map Collections (GPMM) make up the Distinctive (formerly Special) Collections. They provide users with specialized subject research services, including class instruction, collection building, and outreach in major areas of collection strength and investment. For examples, RBSC specializes in primary materials within the humanities, arts, and sciences. SEAC provides western and vernacular language materials from the regions. FL provides specialized STEM materials. Collection building is not solely achieved through purchasing. Acquisitions for distinctive and unique collections (such as SEA, RBSC, etc.) also happen through on-site donor relations and/or collecting of ephemeral literature, which requires sufficient travel funds up to and including international travel.</td>
<td>Distinctive Collections will continue to collaborate with the Digital Initiatives Unit and Technical Services to provide access to digital copies of materials in their collections, and long-term preservation for their ongoing care. Distinctive Collections will continue to collaborate with faculty and staff across campus to enhance unique educational experiences and research opportunities for our students. (e.g. Center for Southeast Asia Studies, Research Rookies, individual classes from ENGL, HIST, MUSC, etc.)</td>
</tr>
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</table>
| **University Libraries** | **Regional History Center and University Archives:** The Regional History Center’s purpose is to acquire, preserve, and make available to NIU, the NIU community, and the general public the most significant historical records of the 18 northernmost counties of Illinois excluding Cook. Located in Founders Memorial Library, the Center contains three related sets of historical records available to researchers: University Archives, Regional Collections, and Local Government Records.

The University Archives serves as the repository for all official records of the university that have permanent historical or administrative value. The Regional Collections include original manuscripts generated by private individuals, institutions, and organizations from throughout the region.

The Center holds unique University and regional history primary source materials. These primary sources are used by researchers, both on- and off-campus, as sources for instruction and for training students to think critically. The Center works collaboratively within the library and across campus with academic departments and programs (e.g. History; Anthropology; Art; Leadership, Educational Psychology and Foundations) that serve current and prospective students, staff and faculty as well as campus departments (e.g. Creative Services, Northern Star, University Council/Faculty Senate). The Center also serves researchers, professionals, organizations, and enthusiasts from around the world with its more than 700 collections.

**Enhanced/sustained ability to respond to campus, community, and researchers needs.**

**Enhanced/sustained ability to acquire, preserve, and make available to NIU, the NIU community, and the general public the most significant historical records of the 18 northernmost counties of Illinois excluding Cook.**

**Growth of the digital collections, and long term preservation of digital objects.** |

| **College of Law** | **New faculty hires** recommended (4-6). Named/Endowed Professorships; Alignment with donor interest areas.

Return to historical strength of 20 faculty (Timeline: recruit 2-3 in fall 2016 for start in 2017-18 AY; recruit 2-3 in fall 2017 for start in 2018-19 AY.)

**Students will be impacted most immediately by having additional full-time instructional support, more access to T/TT scholars as teachers, advisors, and mentors, and more effective instructional space.** |
Resource requirements on average for hire of early career faculty: $85-95,000 salary per line- additional resources to support scholarship.

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<tr>
<th>College of Law</th>
<th>Expanded Clinical Sites/Offerings:</th>
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<td>Expand clinical offerings with some external grant/gift support: up to three possible new clinics: (1) immigration and/or policy; (2) “low bono” incubator for middle income clients; and/or (3) environmental law and policy.</td>
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<td>(Timeline: draft proposal in fall/winter 2016; COL faculty review spring 2017; University and further review fall/winter 2017/18; external fundraising to commence as soon as draft proposal(s) are ready; anticipate offering new clinical placements and course by 2018/19 AY).</td>
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| College of Law | Facilities enhancement/renovation, particularly classroom space and other student/faculty workspace. Cost and feasibility TBD. |

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<tr>
<th>International Affairs Study Abroad</th>
<th>Scholarships for students to study abroad</th>
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<td></td>
<td>The Study Abroad Office has about $45,000 annually that can be expended on scholarships. As noted in the prioritization report, this level of support is woefully less than the support provided by similarly-situated institutions (i.e. institutions with approximately 50% of undergraduate students eligible for Pell Grants). For example, at the University of Memphis, which perhaps has the student body most similar to NIU’s, the Study Abroad office has $500,000 in scholarships available each year.</td>
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|                               | Faculty will be impacted by having additional colleagues who are active scholars and teachers, who can offer courses not otherwise available which address topics of concern relating to diversity issues and which will support stronger bar passage rates, and who can support efforts to “improve graduating diverse students” as called for by the Task Force. |
|                               | Faculty and staff will be impacted by having improved teaching space and workspace. |
|                               | Prospective students will be impacted by the stronger range of programs available for study, by the improved physical space. |
|                               | The community and our students will benefit from creation of additional experiential learning opportunities through legal clinics (in compliance with ABA standards) in a manner that also serves the community through the provision of legal services to low income, modest income, and marginalized populations. |

|                               | Increase Study Abroad participation over the next three years by 100. With more scholarship funding and other policy changes outlined in the action plan, participation by an additional 100 students will be possible. |
| CVPA School of Art & Design | Facilities investment/upgrade; Technology investments | Create a sense of place and art facilities worthy of the excellent faculty. Allow instructional and artistic programs to utilize up to date technology. Make academic programs more competitive in marketplace. |
| CVPA School of Art & Design | Support Doctoral Study in Art Education | Support development of transformative art educators and enhance diversity of the profession |
| CVPA School of Music | Music Purchase (large ensemble music acquisition) | Allow students to experience new/recent music, less familiar works, and a wide range of repertory. Available funds for this purposed have decreased from $29,700 in FY14 to $6900 in FY17. |
| CHHS Hospitality Tourism Management (HTM) and Nutrition, Dietetics and Wellness (NDW) | Modernization of laboratory spaces for both the HTM and NDW programs. These spaces include the Wirtz Foods Lab, the Chandelier Room Kitchen and Meeting Room (for purposes of a modern instruction space and compliance with public health regulations), and working with HSC in the modernization of the Ellington’s Restaurant. (Initiated in Chandelier Room Summer 2016). Investment should also include the modernization of the Nutrition Assessment Laboratory. | The College suggested that the number of HTM majors by about 50 per cent (to 120) by 2018-19, but made no growth projection for NDW. Currently laboratory facilities limit learning environment and impede recruitment of students (new freshman and transfers) interested in NDW and HTM programs. There may also be opportunities for corporate support or engagement of alumni with disciplinary expertise and professional networks. |
| CHHS Nursing Programs | Expansion of simulation labs (space and equipment upgrades) Increased classroom and office space New facilities that build a health programs campus | As a result of facility deficiencies, these programs are constrained in terms of enrollment growth, and the student experience is suboptimal- impacting student satisfaction, licensure exam pass rates, faculty scholarships |
| CHHS Faculty | Faculty salaries, teaching loads, and research opportunities are less attractive at NIU than competitors making it challenging to recruit and retain faculty required for programs to maintain accreditation and for NIU to maintain/enhance reputation | Investment in CHHS faculty would transform the College, enhance NIU’s reputation, and improve student experience. The College of Health and Human Sciences (CHHS) plans to create a research, academic and service unit |
that focuses on issues related to aging in the community. Aging in the community is a broad concept encompassing enabling older people to maintain independence, autonomy, and connection to social support, including friends and family. There is the potential to hire faculty with expertise in this area across the disciplines represented in the College.

<table>
<thead>
<tr>
<th>CHHS</th>
<th>Use alumni network to help identify candidates with industry experience for position of Clinical Assistant Professor</th>
<th>Program needs to increase enrollment as well as faculty productivity outside the classroom</th>
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<tbody>
<tr>
<td>B.S. in Fashion Merchandising</td>
<td>Remodel/Furnish Additional Classroom</td>
<td>This support would allow the CDL to provide services for 20 additional children from the local community, and also provide opportunities for 18 additional NIU students in the child development emphasis major. Faculty research would also be enhanced.</td>
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<td>CHHS Child Development Laboratory (CDL)</td>
<td>Update Technology/Remodel and Refresh Spaces Classroom spaces, especially in DuSable and Reavis, are tired and frayed, in both technology and appearance. Students are aware of, and comment negatively on, the classroom facilities. The teaching laboratories for Biology, Chemistry, Geology and Physics are all in need of updating. In addition, Environmental Studies needs access to teaching laboratories.</td>
<td>With respect to the classrooms, there would be positive impact on student recruitment, retention and engagement, as well as faculty morale. These classroom spaces are experienced by students in all Colleges/majors during their first semesters at NIU, as they build a foundation in liberal arts and fulfill their general education requirements. The quality of these classrooms is a deterrent to student recruitment and retention given how unfavorably they compare to the classrooms at competitors including community colleges.</td>
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<td>CLAS Classrooms and Teaching Laboratories</td>
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<td>With respect to the laboratory spaces, there would be a very positive impact on the curriculum: the departments involved would combine updates to the teaching environments with updates to pedagogy,</td>
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which could include virtualization and remote access from off-site locations such as community college partners, or high school teachers seeking additional credentials.

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<th><strong>Reconfiguration of space</strong> to improve efficiencies for the current needs, and to permit expansion to serve developmental math. A contiguous block of rooms offering 200 computer stations would be ideal. A one-time renovation cost (somewhat arbitrarily estimated at $100,000) would be needed. The Mathematics Emporium model has demonstrated success, and is poised to expand to all of the pre-calculus courses (including developmental mathematics, college algebra and trigonometry). The current facilities meet current needs, but only just, by providing 120 computer stations in two non-contiguous rooms.</th>
<th>The emporium model has enhanced student success in mathematics, thereby contributing to student retention, addressing attainment gaps, and increasing student success in STEM. Expansion would support NIU’s commitment to student career success and instructional innovation, as well as enhance student satisfaction and faculty morale.</th>
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<td>CLAS Media Convergence Center (Space and Faculty)</td>
<td>The Department of Communication has envisioned a <strong>Media Convergence Center that would bring together the Northern Television Center, the Northern Star, a new student radio program, and possibly WNIU/WNIJ</strong>. This would require either a new facility, or major renovations of an existing facility. We have discussed this as an opportunity for the upcoming capital campaign. There may also be opportunities to connect with Harper College on such a project. To capitalize on this will require an investment in faculty. Growing the faculty and staff by twelve over the next four years would require an investment of approximately $200,000 per year.</td>
<td>Media convergence and new media can bring together broadcast journalism, media studies, and perhaps elements of theatre. This revitalization of the department, coupled with the targeted marketing promises to produce enrollment and retention growth that would provide a positive return on the investment. It is notable that the undergraduate programs in the Department of Communication lead the university in degrees conferred, contribute significantly to the diversity of our students (just under 25% of their bachelors degrees go to students of color), is a sought-after partner for several of our thriving interdisciplinary programs (ENVS, CLCE, SWGS), and has a vibrant alumni body who assist with engagement opportunities.</td>
</tr>
<tr>
<td>UNDERGRADUATE ACADEMIC AFFAIRS</td>
<td>Continue work with the NIU Foundation to identify potential funding to support diversity and inclusion efforts related to undergraduate research and community engagement.</td>
<td>Support the need to diversify undergraduate research programs and to grow engagement of racially and ethnically diverse students.</td>
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<td>OSEEL</td>
<td>College of Education B.S. in Sports Management</td>
<td>This degree program will focus on sales sports and promotion, and KNPE is seeking active collaboration with Athletics and Marketing (CoB). The Foundation and/or Alumni Association could help identify individuals and corporate/foundation partners to support this program, which will be only the second sports sales program in existence.</td>
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<td></td>
<td>This program has the opportunity to generate new enrollment of approximately 150 students once fully launched. The program’s ability to leverage industry connections for student career opportunities will be a strong component of its value proposition and essential to its success.</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Graduate stipends at NIU are low compared to competitors and this has negative impact on graduate student recruitment and retention as well as on the graduate student experience. Fundraising for fellowships, scholarships, and recognition award could be part of the solution to this complex problem.</td>
<td>More qualified, satisfied graduate students-enhancing faculty productivity and university reputation</td>
</tr>
<tr>
<td></td>
<td>CEET Research Support for Faculty in Key Areas</td>
<td>Long term research goals and strategy for CEET should be driven by investment in two strategic research areas of concentration: Advanced Manufacturing and Bio-Medical Systems. To hire and retain productive faculty members within the two areas of concentration, we need to provide funds for competitive start-up packages; refresh of laboratory research equipment; and research assistant support.</td>
</tr>
</tbody>
</table>
MEMORANDUM

DATE: August 30, 2016

TO: Derryl Block, Dean
    College of Health and Human Sciences

    Eric Dannenmaier, Dean
    College of Law

    Laurie Elish-Piper, Dean
    College of Education

    Omar Ghrayeb, Acting Dean
    College of Engineering and Engineering Technology

    Paul Kassel, Dean
    College of Visual and Performing Arts

    Chris McCord, Dean
    College of Liberal Arts and Sciences

    Chalermsee Olson, Interim Dean
    University Libraries

    Balaji Rajagopal, Dean
    College of Business

FROM: Lisa C. Freeman
       Executive Vice President and Provost

RE: Guidelines for Academic Hiring

Context
As you know, starting in FY18, NIU will link multiyear budgets to the outcomes of the Program Prioritization process. To this end, we will be authorizing limited faculty search activity in FY17 against a challenging and uncertain fiscal environment.

We have not had a predictable level of funding from the State of IL since FY15, when our appropriation to fund university operations was $91.1 M. In FY16, we received only $26.4 M as stop gap funding. For FY17, we have received $48.3 M to support operations for part of this fiscal year, and it is unclear when and at what level additional funding will be made available. Yet, despite these economic challenges, we are committed to searching for faculty members in priority areas, because a strong foundation of
tenure-track faculty is needed to create and sustain excellent academic programs that attract and retain motivated students from diverse backgrounds.

Over the course of the past five years, as state support and enrollment have declined, NIU has seen talented, dedicated faculty members depart the university to retire or to seek other opportunities. There has been a disproportionate impact on some programs because of the unsystematic nature of faculty migration. For NIU to maintain academic excellence and promote enrollment growth, the degree granting colleges must be able to hire faculty in accordance with strategic priorities.

**Process for Requesting Authorization for Faculty Search**

A multi-step process will be used to prioritize requests to authorize faculty searches.

First, each college will be asked to categorize their hiring requests as “high priority”, “medium priority” or “low priority” based on the recommendations of the academic task force.

To facilitate this categorization, faculty positions should be mapped to specific academic programs through a process that considers not only how the position contributes to the department/college/center instructional mission, but also how the position could support proposed research foci or curricular clusters.

Requests to search should be categorized initially as a “high priority” when the task force recommended the associated academic program(s) either for enhancement, or for transformation through the addition of resources. Requests to search should be categorized initially as “medium priority” when the task force recommended the associated academic program(s) to be sustained, or to be transformed with no addition of resources. Requests to search should be categorized initially as “low priority” in cases where the task force considered the associated academic program(s) as candidates for review, for reduced resource, or for transformation through reduction in resources.

Faculty hiring requests may be shifted from one category to another, as long as justification for the adjustment is provided. Reasonable justification may include: a defensible disagreement with the task force recommendation; a recent change in either program staffing or program enrollment; a change in accreditation standards; a reorganization that affects the program; a unique opportunity to leverage external funding, philanthropy, or partnerships; a critical need for unit leadership; a need to defer the search because of disciplinary hiring practices and time-lines.

A table created with the format shown below should be used by the Colleges to present the prioritized requests to the Office of the Executive Vice President & Provost (due no later than 9/14). Please note, that although you are being asked to share hiring requests assigned to all three categories, only “high priority” requests will be considered for searches this academic year. Within this category, colleges should rank order the submitted hiring requests.

It is not necessary to submit either hiring paperwork or a detailed justification memo at the time with the table of prioritized requests. Requests for joint hires to support collaborative or interdisciplinary programs should be appear in the requests of all collaborating units. Clinical faculty positions that are permanent and/or associated with recurring appointments should be included.
Table 1: Template for Submission of Prioritized Faculty Requests (due no later than 9/14)

<table>
<thead>
<tr>
<th>Requested Position-Name and Rank</th>
<th>Position Description</th>
<th>Unit</th>
<th>Associated Academic Program(s) and/or Research Cluster</th>
<th>Justification for Adjusting Priority (if applicable)</th>
<th>Contribution to Academic Excellence</th>
<th>Contribution to Revenue Growth</th>
<th>Contribution to Sustainability</th>
<th>Contribution to Risk Management/Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

To prioritize faculty hiring requests across the Division of Academic Affairs, the Provost staff will use criteria and a weighting framework similar to those developed by the Executive Budget Committee for prioritization of unfunded needs; the framework is described in attached spreadsheet and reflected in the right-foremost columns of the table above. In the course of their review process, the Provost office may contact the colleges to request information beyond that shared in the prioritized hiring requests, and in the program prioritization narratives and action plans. In addition, the Provost office may consult with the Vice President for Research and Innovation Partnerships.

At this point in time, the extent of faculty hiring for FY18 has not been fully determined. Deans and chairs will be updated by the Executive Vice President & Provost, and the Vice President for Administration and Finance, as more clarity is achieved. We expect to authorize high priority faculty searches for FY18 by the end of September. As always, final hiring authorization will be subject to the availability of funds.

cc: Jerry Blazey, Interim Vice President, Research and Innovation Partnerships
    Anne Birberick, Vice Provost, Undergraduate Academic Affairs
    Brad Bond, Dean, Graduate School
    Carolinda Douglass, Vice Provost, Academic Planning and Development
    Vernese Edghill-Walden, Sr. Associate VP, Academic Diversity and Chief Diversity Officer
    Murali Krishnamurthi, Vice Provost, Faculty Affairs
    Susan Mini, Vice Provost, Resource Planning and Development
    Alan Phillips, Vice President, Administration and Finance
Action Plans: Division of Academic Affairs
Graduate School, Sustain

Recommended action per the Task Force Reports:

Sustain

Programs associated with this recommendation:

a. Graduate School, Enrollment
b. Graduate School, Dean’s Office

Do you consider the action recommended to be reasonable?

Yes

What type of response to that recommendation do you propose?

Routine Action

Summary of actions proposed in the Action Plan from this division:

- The Enrollment section has undergone significant changes since 2014. The actions required by enrolled students (degree audits/posting, change of grades, schedule changes, advising faculty/students, etc.) are adequately handled with only two staff now. We have substantive work on the Degree Progress Report structure to undertake, but that work is planned and will be executed without assistance. Changes to the thesis/dissertation office are also implemented; refinements are routine. Further educational programming with faculty and students has been planned and initiated.
- The Dean's Office will have in place by July 1 two part-time faculty who will launch a series of career and professional development activities for graduate students and faculty. Together with the re-imagined thesis/dissertation office, these represent substantive efforts by the graduate school to move proactively into the educational enterprise and beyond processing.
- Ongoing conversations about graduate assistantships and graduate tuition waivers may impact the operations of the dean’s office.
Graduate School, Transform

**Recommended action per the Task Force Report:**
Transform

**Programs associated with this recommendation:**
Graduate School Admissions

**Do you consider the action recommended to be reasonable?**

Yes and No.

- We agree that the application process functions well. We reiterate that with the launch of a new application system (slated for August 1, 2016), those processes will function even better by allowing applicant self-management and improved customer service facilitated by the capacity to upload ALL application materials. More importantly, we anticipate that with the removal of certain routine tasks related to processing, staff will be better able to impact in a positive fashion the recruitment pipeline.

- The task force grossly oversimplifies “recruitment” by stating that “many departments (i.e. non-professional ones) are primarily responsible for recruiting students to their programs.” While it is true that research departments must have the professional reputation and research support to attract students and that they are best able at sealing the deal with prospective students via attractive assistantship offers, the Graduate School is best resourced to prospect mine. Departments do not have the resources (human or capital) to mine for prospects, though most do a good job of communicating with prospects who self-identify or who are captured first by the Graduate School.

- Implicit in the task force’s operational understanding of recruitment is a central truth. The Graduate School recruitment function has not been as transparent and pro-active with departments as it should be. We are in the midst of a search to replace the long-tenured Graduate School recruiter with a Director and an Academic Talent Manager. This individual will start on July 1. We intend to have the Academic Talent Manager in place by August. Collaboration with Undergraduate Admissions on the implementation of a CRM, as well as professional training for department staff, will require that these new hires work in a more pro-active and collaborative fashion with departments and other units to improve prospect mining and recruitment (centrally and locally).

- The topic of responsibility for recruitment of international students is a curious one. International Student and Faculty Office is not resourced to recruit either undergraduate or graduate students. That topic is one that the Internationalization Task Force continues to struggle with. One of the great impediments to shifting wholesale the burden of international student recruitment to International Student and Faculty Office is that the Graduate School receives the application fee for international students to cover costs associated with recruitment and processing international applications. ISFO does not receive any of these funds or any application fees from international undergraduate applicants, and it should not, as application fees are used by the Graduate School to bolster recruitment efforts in general without reference to funding source.
• Nonetheless, the Graduate School and ISFO have traditionally cooperated in recruiting international students. In the interim, this is a topic that needs to be worked out by the Internationalization Task Force. But it is impossible to imagine that ISFO will assume sole responsibility for recruiting international students.

• The task force’s assertion that redundancies between Law School and Graduate School admissions processes may exist is true. However, we think the assertion reflects a lack of operational understanding. We entirely understand why the task force makes this assertion: the Law and Graduate schools recruit post-baccalaureate prospects; and unlike undergraduate admissions, neither auto-admits applicants. But, in fact, combining Law and Graduate admissions and recruitment would not be efficient or cost effective.

  o The Law School may have concerns about American Bar Association standards, which the school can address.

  o Yet, primarily one must understand that law prospects are recruited differently than graduate applicants. For example, at many recruitment events, law schools are physically segregated from graduate schools; thus, law school prospects are not conditioned to think of themselves as graduate school prospects.

  o Additionally, law students and graduate students take different prerequisite tests.

  o Despite these differences, the Graduate School shares prospect information with the Law School, when we receive it (about once a semester).

  o Further, law applicants apply through a centralized application service. While it’s true that the Graduate School could absorb the admission process for law school, one must understand that the law school receives about 500 applications a year, and devotes about .50 FTE to processing; while the Graduate School receives nearly 10,000 applications a year and devotes 3.5 FTE to processing. Processes for performing admissions functions are vastly different. The Graduate School could absorb the added processing work only if the individual responsible for Law School process moved to the Graduate School admission team and only if the Law School faculty moved into OnBase to perform admissions assessment.

  o In the end, combining recruitment and admission of graduate and law students, while on the surface might make sense, would not create greater efficiency or cost savings.

• In a separate item, the task force recommends that recruitment for online graduate programs be moved from Outreach to the Graduate School. With personnel, that task could be achieved, but we would need to discuss cost savings and efficiency. But primarily, we believe that there is sufficient effort to cooperate in recruitment between various college and departmental offices, Outreach, the Graduate School, undergraduate admissions, ISFO, and the School of Law that the bundling together of functions makes little sense.

What type of response to that recommendation do you propose?

No Action

• Reject

  o We reject the assertion that law and graduate admissions and recruitment be combined.

Routine Action
• Improve
  o The graduate application process. Though not recommended for improvement, we are moving toward that.
  o Graduate recruitment processes, these are ongoing actions.

If a Significant New Action is proposed, provide the following:

• Description of action steps (w/ timeline)
• Individuals impacted and how
• Resources required/released
• Anticipated outcomes

We recommend that the work of the Internationalization Task Force be allowed to proceed. Preliminary responses to the report related to international recruitment can be found in the International Admissions, Recruitment response to the prioritization task force.

We also recommend ongoing conversations with the Outreach about recruitment of online students.

Summary of actions proposed in the Action Plan from this division:
Institutional Effectiveness
1. Relevant Recommendations per the Task Force Reports

   a. Program Grouping into Functional Areas

      “While the initial scoring was done for each program in isolation, the task force recognized that the appropriate categorization of programs required considering each in the context of all of the other related programs. Therefore, the task force used the program narratives to identify ‘functional areas’ and the programs that contributed to that functional area. For example, Academic Research Data was identified as a functional area, with Academic Analysis and Reporting, Assessment, Institutional Research, and Testing Services as programs that had an important role in the area.”

      *Program Prioritization 2015-2016 Administrative Task Force Report, pp. 11-12*

   b. Program Relationships, University Operations – Data and Reporting

      “For both external reporting and internal decision-making, it is essential for the university to have timely and accurate data, and to produce actionable reports and analysis from that data. The program prioritization process itself highlights the university’s lack of data infrastructure to support a data driven, decision-making culture. The current structure appears to be disconnected and inefficient, and to inhibit rather than support effective use and sharing of data and reporting. Responsibility for data reporting and analysis lies in at least five programs:

      i. Academic Analysis and Reporting
      ii. Accreditation
      iii. Assessment Services
      iv. Institutional Research
      v. Testing Services

      The task force recommends that there should be consideration of consolidating these five programs into a single Office of Institutional Effectiveness. As there may be data and reporting functions in other programs that escaped the task force’s attention, it is possible that other units might be included as well. The task force hopes that a stronger, more centralized unit will strengthen the NIU’s assessment of its efforts, and position the university for a more powerful understanding of itself when program prioritization next takes place.”
c. “Program Categorization

i. Academic Analysis and Reporting

Subject to Additional Review; Candidate for Phase-Out (Review)

The university has multiple units that are performing data analysis and reporting functions. As such, it would benefit from a centralized data office. This program appears redundant with Institutional Research and the two are recommended to be merged to improve efficiency both financially and in terms of function. Additionally, the program has synergies with Accreditation and Assessment, which would also be logical candidates to include in a new data analysis and reporting office, possibly titled the Office of Institutional Effectiveness.

ii. Accreditation

Subject to Additional Review; Candidate for Phase-Out (Review)

This program provides a necessary function for the university, one that is becoming more important in an increasingly regulatory environment for higher education, and is adequately staffed. The program is a logical fit for a new data analysis/data reporting office and, as a result, may be phased out as stand-alone program.

iii. Assessment

Subject to Additional Review; Candidate for Phase-Out (Review)

The university has multiple units that are performing data analysis/data reporting functions. As such, it would benefit from a centralized assessment function. Given the focus of this program, it would be a logical candidate to incorporate into the new data analysis/data reporting office mentioned under Academic Analysis and Reporting. Such an office would lead to more efficiency, both financially and in terms of function.

iv. Institutional Research

Subject to Additional Review; Candidate for Phase-Out (Review)

The university has multiple units that are performing data analysis and reporting functions. As such, it would benefit from a centralized data office. This program appears redundant with Academic Analysis and Reporting and the two are recommended to be merged to improve efficiency both financially and in terms of function. Additionally, the program has synergies with Accreditation and Assessment, which would also be logical candidates to include in a new data analysis and reporting office, possibly titled the Office of Institutional Effectiveness.
v. Testing Services

Continue with Reduced Resources (Reduce)

The program serves an essential function for the university. Although the program currently has high demand, the demand for this program will likely decline as more courses go online and smaller sections of writing-intensive courses are added as part of the new general education requirements. Additionally, the research and analysis component of the office is redundant from Academic Analysis and Reporting and Institutional Research.”

Program Prioritization 2015-2016 Administrative Task Force Report, Categorization

d. “Challenge in Lack of Data Infrastructure

A significant challenge to comprehensive analysis of this type is its dependence on the accuracy of data being drawn from a variety of systems on campus used to collect and report that data. It was common for data received from Institutional Research (an office in NIU’s Division of Academic Affairs) to be inconsistent with data received from the Office of the Provost, and again inconsistent with data extracted from MyNIU (the institutional portal used by faculty and students to interface with registration and records systems, financial systems, etc.). Rapidly growing reporting requirements and particularly the data collection and reporting requirements of a process as extensive as Program Prioritization only serve to highlight the inconsistencies in those data systems.”

Program Prioritization 2015-2016 Academic Task Force Report, page 15

2. Program associated with these recommendations:

The primary programs associated with these recommendations are 1) Academic Analysis and Reporting, 2) Institutional Research, 3) Assessment Services, and 4) Accreditation.

Although the analytics/statistical analysis component of Testing Services is also considered here, a comprehensive Action Plan for this program is embedded in the Vice Provost for Undergraduate Affairs Action Plan.

An Action Planning Team has been established to address these recommendations and consists of the following members:

Lisa Freeman, Executive Vice President and Provost
Carolinda Douglass, Vice Provost for Academic Planning and Development
Anne Birberick, Vice-Provost
Christopher McCord, Dean of College of Liberal Arts and Sciences
Christopher Parker, Associate Vice Provost for Academic Outcomes Assessment *
Gregory Barker, Director of Testing Services
3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

While the Task Force identified no gaps in program narratives, specific comments noted in the report indicate a lack of a full understanding of the roles and functions of the five programs. Of Testing Services, the Administrative Task Force report states, “the research and analysis component of the office is redundant from Academic Analysis and Reporting and Institutional Research.” Similarly, in the recommendation for three of the other units, all except for Accreditation, the task force noted, “The university has multiple units that are performing data analysis/data reporting functions. As such, it would benefit from a centralized assessment function.” Clearly the Administrative Task Force believed there was duplication across these units. As an overarching theme, the Task Force noted the, “presence of multiple programs or units providing similar services. In some cases, the units are providing essentially identical services to essentially the same audience, and so may be considered ‘duplicated services.’”

It is the belief of this Action Planning Team that many of the functions, purposes, and services of the units under consideration are not redundant or duplicative; rather they are complementary. That said, the team recognizes the need for greater coordination of services, transparency in how to access these services, and equity in resources and support for the services provided. Further, this team enthusiastically acknowledges the opportunities for synergies and collaboration across the units identified for consolidation into an Institutional Effectiveness function.

In initial conversations among the team members, we have determined that decision support and communication regarding data and information would be enhanced by a formalized structure integrating these programs. With that in mind, we are initially considering a reorganization that reflects two entities focused on: Accreditation, Assessment and Evaluation, and Reporting and Business Intelligence (BI). The first of these, Accreditation, Assessment, and Evaluation, will draw on the strengths of current programs and functions in accreditation and assessment at NIU (Academic Accreditation, Assessment Services, and the component of Student Affairs and Enrollment Management devoted to assessment and data visualization). The second, Reporting and BI, would focus on drawing together the current programs that are involved in the institutional research and business intelligence functions at NIU (IR, AAR, and the component of Testing Services devoted to analysis and reporting). While drawing initial distinctions between these two possible entities, it is not our intention to create new “silos;” instead, this is a first step towards the effective collection, integration, and utilization of relevant data to support institutional effectiveness at NIU. We believe that this proposed organization may provide enhanced understanding and greater access to the units’ functions and services for the university community.
4. **Do you consider the action recommended to be reasonable?**
   
   *Yes/No (if no, why not)*
   
   Yes, the Action Planning Team has begun its work with a charge from the Executive Vice President and Provost (EVPP) to rethink what is possible and to move the university forward in regards to institutional effectiveness at NIU. The team is committed to working toward the creation of a more data-informed culture that supports our planning and decision-making, efforts in realizing our mission and enhancing the success of our students, faculty, and staff.

   Note: The response for Testing Services, which was placed in the Reduce category is available in the Vice Provost for Undergraduate Affairs Action Plan. That plan recognizes that a component of Testing Services, approximately one-third of the Director’s time, is and will continue to be dedicated to IE functions. This represents a resource reallocation out of Testing Services into IE.

5. **What type of response to that recommendation do you propose?**
   
   Significant New Action, a major restructuring and/or merger of programs is anticipated.

6. **If a Significant New Action is proposed, provide the following:**

   Description of action steps (w/ timeline)

   **Institutional Effectiveness Function: Phases and timeline**

   **a. Phase 0, Feb – June 2015:**

   A “Data Collaborative” that included representatives from IR, AAR, Testing Services, Assessment, Registration & Records, and Human Resource Services were involved in: (a) compiling a catalog of current functions and work products of the units, (b) exploring existing resources within the units, (c) identifying issues of data and reporting collaboration across units and more broadly across the university, (d) surveying institutional needs for data, reporting and analysis, and (e) determining opportunities and challenges in current environment.

   Findings from this effort are being used by this Action Planning Team in the development a systematic plan toward an Institutional Effectiveness function.

   **b. Phase 1, May – July 2016:**

   **i.** Collaboratively develop a mission and set of core guiding principles that will lead us in envisioning a culture of institutional effectiveness at NIU.

   *(Completed, see IE Attachment 1.)*
ii. Invite additional colleagues with a critical interest in institutional effectiveness to participate in the planning process. These would include, but not be limited to, individuals from Student Affairs and Enrollment Management (done), Division of Administration and Finance and Information Technology.

iii. Undertake a broad and ongoing exploration of institutional effectiveness at NIU taking into account the following:
   A. Building on the Data Collaborative’s survey of the needs and uses of data of audiences across the university community, to develop their awareness of institutional effectiveness as a support function;
   B. Widening access to and optimizing the organization of data used in a number of areas (e.g., identifying and supporting student needs, research and artistry, and enrollment management); and
   C. Promoting communications and conversations that help stakeholders make sense of what data mean for them and encourages them to engage with and use data in planning and decision-making.

iv. Initiate reflection on the strengths and areas for improvement for institutional effectiveness functions, structures, and outcomes as they currently exist at NIU.
   A. Review work conducted under the auspices of the Data Collaborative to identify available resources and current functions of each unit;
   B. Review Program Prioritization Narratives for each impacted unit; and
   C. Provide initial framework of IE functions that will serve as a foundation for further development for IE. *(Completed, see IE Attachment 2.)*

v. Begin exploration into institutional effectiveness functions, structures, and outcomes that have demonstrated value at other institutions and that could align well with NIU’s culture.

vi. Participate in the June 2016 meeting of the Commission on Information, Measurement & Analysis (CIMA) of the Association of Public and Land-Grant Universities (APLU) to partake in sessions, network with colleagues, and synthesize a summary of “lessons learned” to building a sustainable IE culture and infrastructure.
vii. Use participation in CIMA as a catalyst for short- and long-term planning in future phases.

viii. Identify four collaborative IE projects to be undertaken in Phase 2 of the Action Plan that would provide opportunities for more collaborations and teamwork across current units. Project based collaborations were recommended by CIMA panelists as a means to build a stronger culture of institutional effectiveness. *(Completed, see Phase 2.)*

c. **Phase 2, August 2016– January 2017**

i. Initiation of five collaborative IE projects *(see IE Attachment 3)*:
   A. Program Review Dashboard
   B. Program Prioritization Evaluation
   C. Impact of High Impact Practices on Retention
   D. Development of an NIU Fact Sheet and Fact Book
   E. NIU Reports

ii. Merger of units for increased IE collaboration, a) Accreditation, Assessment and Evaluation and b) Reporting and BI. **Update: See IE Reorganization Proposal Document from 9-9-16.**

iii. Consideration of other possible consolidations and/or mergers to support IE core functions of Internal and External Reporting, Business Intelligence/Analytics, and Evaluation and Assessment.

iv. Initiation of ongoing planning discussions regarding key activities stemming from IE core functions as identified by the group. In a collaborative style, these planning discussions will be led by teams of group members and will result in the building blocks for the group’s recommendations for a unit to serve NIU’s IE needs. These include, but are not limited to:
   A. Decision Planning and Support
   B. Data Literacy and Knowledge Management
   C. Curricular and Co-curricular Effectiveness Measures
   D. Academic and non-academic Program KPIs and Quality Measures
   E. Predictive Analytics and Forecasting
   F. Benchmarking and Efficiency Analyses
v. Ongoing discussions and refinement of NIU’s IE functions, structures, and outcomes. Related to these discussions, an analysis of existing and required resources will be completed.

d. Individuals impacted and how

Individuals in the IE Action Planning Team as well as the units they represent are the primary individuals impacted by this Action Plan. Beyond that, individuals across the campus will be impacted by the improvement in IE functionality university-wide.

e. Resources required/released

At this point, it is our understanding that no new resources are available for IE. However, resource requirements will be considered in the planning discussions related to NIU’s IE functions, structures, and outcomes and will be included in the recommendations for the unit in Phase 2. One clearly needed resource will be an activated data infrastructure to facilitate true IE. That said, the team will also review evaluation and assessment offices at other institutions that have effectively marketed IE functions externally to generate revenue or recover staff salaries to determine if similar methods could be employed at NIU.

f. Anticipated outcomes

i. Progress toward the IE mission of “creating a data-informed culture that supports our strategic planning and decision-making efforts in realizing our mission and enhancing the success of our students, faculty and staff.”

ii. Recommendations for a unit to serve NIU’s IE needs and perform IE core functions (IE attachment 2):
   A. Internal and External Reporting
   B. Business Intelligence/Analytics
   C. Evaluation and Assessment of Academic and Administrative Programs
IE Attachment 1: Mission and Guiding Principles for Institutional Effectiveness at NIU

Mission for IE: NIU is committed to creating a data-informed culture that supports our strategic planning and decision-making efforts in realizing our mission and enhancing the success of our students, faculty, and staff.

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Applied to the IE Team</th>
<th>Applied to the Institutional Culture</th>
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</thead>
<tbody>
<tr>
<td>MUTUALITY and COLLABORATION</td>
<td>The IE team understands that the best results are obtained by a collaboration between the client and IE professionals, as well as collaboration within the IE team. That collaboration requires clear communication and exchange between all parties. The IE team invites clients to participate actively in the process, including reaching out to the community to invite clients to uses of data and analysis that they may have been unaware of.</td>
<td>The institutional culture encourages members of the community to combine their own expertise with access to both to data and expertise, in order to enable informed decision making and knowledge management.</td>
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<tr>
<td>COMMUNICATION</td>
<td>The IE team understands that information must be communicated to be impactful, and assists in the creation of language that gives meaning to the client, and (when shared as appropriate) to the larger community</td>
<td>The culture uses data in context to give meaning that enhances the institutional message; and thoughtfully uses data to inform both internal and external communication.</td>
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<tr>
<td>ACCOUNTABILITY and CONTINUOUS IMPROVEMENT</td>
<td>The IE team provides the university community with accurate and timely information that enables goal-setting and performance evaluation.</td>
<td>The culture embraces the use of information to set goals, monitor achievement, and assess the reasons for greater or lesser progress towards goals.</td>
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<tr>
<td>INTEGRITY and TRANSPARENCY</td>
<td>By combining data integrity and integrity of process, the IE team guarantees the integrity of its products. Further, the data team shares information to the fullest extent permitted by policy and law; and if information cannot be shared, makes it clear why not.</td>
<td>The community trusts, and is given reason to trust, in the integrity of information-sharing and analysis. The community understands what information is available, and the rationales behind information-sharing decisions.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>The IE team approaches projects with respect for the client and their needs, and with respect for the overarching values of the institution.</td>
<td>IE is conducted in an atmosphere of mutual respect, including respect for the contributions and integrity of all parties involved.</td>
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IE Attachment 2: Overview of Functions and Activities for Institutional Effectiveness at NIU

Institutional Effectiveness

Core Functions
- Internal and External Reporting
- Business Intelligence/Analytics
- Evaluation and Assessment
- Academic and non-academic programs KPIs and quality measures
- Curricular and Co-curricular effectiveness measures
- Decision Planning and Support
- Data Literacy and Knowledge Management
- Benchmarking and Efficiency Analyses
- Predictive Analytics and Forecasting
## Institutional Effectiveness: Functions and Key Activities

<table>
<thead>
<tr>
<th>Compliance/Accountability</th>
<th>Planning and Decision Support</th>
<th>Benchmarking and Efficiency Analyses</th>
<th>Business Intelligence</th>
<th>Data Centralization and Data Systems Integration</th>
<th>Data Literacy and Knowledge Management</th>
<th>Assessment and Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• External Reporting (IPEDS, IBHE, Rankings)</td>
<td>• Data availability • Data Visualization and dashboards • Data analytics • Collaborative consultations across divisions</td>
<td>• Student data • Non-student data (e.g., faculty, financial, space)</td>
<td>• Support for institutional priorities • Predictive analytics (e.g., retention data) • Forecasting capability (e.g., enrollment)</td>
<td>• Development and maintenance of databases for internal and external reporting • PeopleSoft functions integration with central non-PeopleSoft systems (Academic Analytics, Digital Measures etc)</td>
<td>• Leadership and communication to support and enhance a data-informed culture</td>
<td>• Enhance academic and non-academic programmatic efficacy (KPIs) and quality • Enhance student learning and career success • Enhance teaching effectiveness, curricular and co-curricular innovation</td>
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</tbody>
</table>
1. **Program Review Dashboard**
   a. **Project overview**

   Dashboard reporting allows for a symmetric flow of information across the enterprise, and provides for the reporting of one sourced performance indicators. The Program Review Dashboard allows reporting that is tailored specifically to Program Review. Easily understood key performance indicators, which have been reviewed and approved by the Council of Deans and the Academic Planning Council, will allow for appropriate review and operational calibration of degree programs relative to the underlying metrics.

   b. **Who is involved**
   i. Academic Analysis and Reporting (primary)
   ii. Institutional Research
   iii. Office of Assessment Services
   iv. Accreditation
   v. Student Affairs and Enrollment Management
   vi. Non-IE assets within DoIT

   Consumers include Academic Planning Council members, chairs/directors of academic units, deans/associate deans of colleges, and the Office of the Provost Staff.

   c. **Goals and objectives**

   Many fully available and aspirational options for institutional performance reporting have existed for several years, including that of Provost-College shared directories and the Data Warehouse. For a variety of reasons, these reporting solutions have not been successful, in that they have not been widely adopted or fully implemented. With the recent and continuing demands our institution faces (enrollment, institutional aid, financial, accreditation, etc.), the need for and timing of putting into place an effective and efficient reporting environment is critical. By leveraging off the success of data/mapping and reporting efforts per the recent Program Prioritization, along with the near term Program Review process improvement efforts, a Program Review Dashboard will allow for continuous and calibrated improvement relative to an academic units degree program quality and performance.
Stage 1 will utilize ten key performance indicators. These include:

<table>
<thead>
<tr>
<th>Student Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
</tr>
<tr>
<td>• Admitted-to-applied ratio, enrolled-to-admitted ratio (yield)</td>
</tr>
<tr>
<td>o For UG only, by admit type: New Freshman, New Transfer, New Other (Post Baccalaureate, reapplicant freshman, etc.)</td>
</tr>
<tr>
<td>Registration</td>
</tr>
<tr>
<td>• Credit hours produced</td>
</tr>
<tr>
<td>o By derived course level (e.g. 100, 200,...)</td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>• FTE enrollment (15.0 units for UG, 9.0 units for GR/LAW)</td>
</tr>
<tr>
<td>o Headcount by plan (major, minor)</td>
</tr>
<tr>
<td>o Include double majors in degree program plan count</td>
</tr>
<tr>
<td>o Embedded minors of same major in degree program plan count</td>
</tr>
<tr>
<td>o By ethnicity/sex</td>
</tr>
<tr>
<td>Degrees/Certificates</td>
</tr>
<tr>
<td>• Degrees per 100 FTE student</td>
</tr>
<tr>
<td>• Degrees conferred</td>
</tr>
<tr>
<td>Alumni Perception</td>
</tr>
<tr>
<td>• Alumni Survey elements: degree completion, employment, additional study</td>
</tr>
</tbody>
</table>

**Faculty and Instructional Staff Characteristics**

**Faculty/Instructional Staffing**

- FTE student to FTE tenure/tenure eligible faculty

**Research, Scholarship and Artistry**

- Proposals, awards, award dollars per funding source
- Articles, awards, books, citations, conference proceedings, performances
- Articles per author, articles per faculty, awards per faculty, book publications per faculty, citations per faculty, conference proceedings per faculty, dollars per grant, grant dollars per faculty, grants per faculty

**Institutional Characteristics**

**Cost and Financial Metrics**

- Instructional cost per credit hour
- Instructional cost per FTE student

Stage 2 will include additional measures/metrics, allowing data/reporting collaboration from other IE asset areas (e.g., Testing Services). Stage 2 is subject to continued and ongoing communication and collaboration with the underlying consumer groups, specifically that of the Council of Deans and the Academic Planning Council.

**d. Date of Delivery**

Phase 1, Fall 2016: dashboard reporting per the above for AY 2016-17 degree programs.
e. **Long term impact**

Anticipated impacts include increased performance-based review of degree programs, allowing for data-informed decision making and operations improvement in the immediate term, and informed strategic planning and allocation of financial and other critical resources in the intermediate to longer term.

2. **Program Prioritization Evaluation**
   
a. **Project overview**

Provide an in-depth evaluation of all aspects of the program prioritization process that: 1) summarizes lessons learned; 2) informs future iterations of program prioritization; and 3) provides actionable feedback that can be used to improve the current process.

b. **Who is involved**

i. Office of Assessment Services (primary)

ii. Academic Planning and Development

iii. Academic Analysis and Reporting

iv. Accreditation

v. Academic Affairs (Associate Deans in the College of Law and the College of Education, Professor in Engineering and Engineering Technology)

c. **Goals and objectives**

i. Conduct interviews, focus groups and surveys to capture data on all aspects of program prioritization up through the development of action plans submitted to the President, Provost, and Executive Budget Committee.

ii. Conduct quantitative and qualitative analyses of data to identify lessons learned and provide specific recommendations for future iterations of program prioritization.

iii. Conduct a cost study that can be used to quantify the effort (i.e. manpower) and cost associated with conducting program prioritization that can serve as a benchmark for judging return on investment.

iv. Complete a report detailing the above findings and future recommendations.

d. **Date of delivery**

Report completed by December 2016.

e. **Long term impact**

i. Work with Marketing and Communications to publicize findings to the campus community.

ii. Identify structural changes that will facilitate future iterations of program prioritization (e.g., aligning accounting codes with program definitions).

iii. Identify and implement support mechanisms that will facilitate future iterations of program prioritization (e.g., developing managerial training in program evaluation)
3. Impact of High Impact Practices on Retention
   a. Project overview

   Comprehensive analysis of the impact of High Impact Practices (HIPs) on student retention. Analyses will address the overall effects of HIPs on student retention. The purpose of the effort is to consider the effect of different types of HIPs—either research-related, course-related, or service learning-related—on student retention. Analyses will attempt to control for possible confounds related to student variables such as HS GPA, ACT scores, and quality of HS. In addition, the team will examine the possibility that HIPs have differential effects based on other student characteristics (e.g., race/ethnicity, Pell eligibility, first generation college student, etc.). The overall goal is to develop a predictive model of student retention that can be tested in subsequent cohorts.

   b. Who is Involved
      i. Testing Services (primary)
      ii. Office of Assessment Services (primary)
      iii. Office of Student Engagement and Experiential Learning (OSEEL)
      iv. Student Affairs and Enrollment Management
      v. Academic Affairs (i.e., Colleges and Departments)
      vi. International Programs

   c. Goals and objectives
      i. Conduct survival analyses and logistic regressions that examine the impact of HIPs for undergraduate students who begin enrollment during 2009-2014. Develop a predictive model of student retention that can be used to inform OSEEL planning and programs.
      ii. Establish a searchable relational data base (Engage Data Base) that captures engaged learning activities managed by the OSEEL.
      iii. Identify potential student life variables (e.g., housing/dining records, participation in student activities and/or cultural centers) that could also have an impact on retention.

   d. Date of delivery

   Analyses and reporting completed by January 2017.

   e. Long term impact
      i. Evaluate the utility of the predictive model on specific student sub-populations defined by factors such as race/ethnicity, students’ major, Pell eligibility, etc.
      ii. Expand Engage Data Base to capture co-curricular engaged learning activities that occur outside of the OSEEL.
      iii. Expand analysis to include the impact of HIPs on student success (i.e. graduation).
4. Development of an NIU Fact Sheet and Fact Book to Supplement Current NIU Data Book

a. Project overview

In order to provide additional information and data to the NIU community, this group will develop an NIU Fact Sheet and a Fact Book that will be intended to supplement the current NIU Data Book. The NIU Fact Sheet will provide a 1-2 page annual snapshot of the university. The Fact Book will provide an abridged, 10-20 page summary of the NIU Data Book and will be easily accessible, user-friendly, and available online. The contents of the Fact Book have yet to be determined. The group will examine documents produced at similar universities to identify best practices in current publications.

b. Who is involved

i. Institutional Research
ii. Testing Services
iii. Student Affairs and Enrollment Management
iv. Marketing and Communications

c. Goals and objectives

The group will examine current best practices at other universities and develop models for NIU. The initial process of screening other materials should be completed in three months and the NIU publications should be prepared in about six months (by the end of 2016).

d. Date of delivery

Electronic Fact Sheet and Fact Book published by December 2016.

e. Long term impact

This will serve as the first in a new series of easily accessible, user-friendly, online materials that supply information to the university community and others constituents. Web traffic for the Fact Sheet and Fact Book can be tracked to evaluate the areas of the materials that are most visited, providing insight into additional analyses and reporting that could be completed by IE for the benefit of the end-users.

5. NIU Reports

a. Project overview

Effective data and reporting assists internal clients in the understanding of the trends and flows of institutional measures, including that, particularly, of student flows like admissions/recruitment, enrollment, registration, and retention. However, when distribution is facilitated in separable reporting parts, clients can often find themselves faced with a lack of comprehension and understanding of the given data/reporting, in that the linkages across various reports can, by definition, be incomplete. Inefficiencies can also arise when institutional data/reporting is circulated via less systematic modes
of distribution like email or paper. In an effort to promote a more integrated, data informed foundation for operational management, decision making and strategic planning, across key internal clients—from department chair to dean to EVP-Provost to President, a central SharePoint resource called “NIU Reports” will be employed to distribute institutional data/reporting more efficiently, especially with respect to the various data/reporting of the above student flows.

b. Who is involved

i. Academic Analysis and Reporting (administration)
ii. Institutional Research
iii. Registration and Records
iv. Testing Services
v. Enrollment Management, SAEM
vi. Accreditation, Assessment and Evaluation

Consumers will include chairs/directors of academic units, deans/associate deans of colleges, Office of the Provost Staff, VP of SAEM Staff, Senior Cabinet, and the Office of the President.

c. Goals and objectives

Following from earlier discussion with the President and EVP-Provost (Recruitment, Retention and Enrollment Group, 2014), and with complementary discussion per contacts in the Division of Student Affairs and Enrollment Management (VP and Enrollment Management director, 2015), the IT Data Management Committee (CIO and group, 2015), and the Data Collaborative review (facilitator and group, 2015), the directors of Academic Analysis and Reporting, Institutional Research, Registration and Records, and Testing Services will collaborate toward a centralized repository of institutional data/reporting encompassing that of admissions/recruitment, enrollment (majors), registration (credit hours), and retention. Two other areas will also provide additional reporting: Enrollment Management (SAEM) and Accreditation, Assessment and Evaluation. Details of all reporting is provided, below. Data/reporting areas will provide the definitions and a contextual usage understanding of the given data/reporting.

Currently, these institutional data/reports are distributed via email or paper. This practice lends to inefficiencies, and represents a degree of risk to the enterprise in terms in that some sensitive reporting could be circulated more readily, inappropriately, via email. By leveraging off an existing institutional asset, Office 365, a central SharePoint resource denoted “NIU Reports” will replace email/paper distribution modes. NIU Reports will allow for secure access by university leaders to these data/reports. In addition, institutional data/reporting storage redundancy can be facilitated. This is an important feature, given the institution has suffered from cases in the past where an employee leaves the institution, and the institutional data/reporting assets are misplaced/deleted/destroyed.
To confirm, institutional data/reports here are not those auto produced within the Oracle PeopleSoft system. Rather, the data/reporting originates per snapshot, rolled/aggregated reporting, and/or analysis per the underlying offices/areas.

Stage 1 includes the development of the directory infrastructure and hierarchy and security access mapping. Stage 2 includes the population of the various reports, as follows:

Institutional Research

- Fall Student Profile (five years)
- NIU Data Book (approximately five years, given many tables have extensive historical data)
- University Enrollments/Degrees/Retention-Graduation/Staffing/Finances
- Official Fall Enrollment (IPEDS reports for each academic program)
- FY Degrees Awarded (IPEDS Reports for each academic program)
- Credit Hour Reports (End of Semester and FY summaries-Five years)
- Admissions Reports (Applied, Accepted, Confirmed, and Enrolled-Five Years broken down by several categories)

Registration and Records

- New vs. Continuing Registration Week t (includes first day of classes and 10th day census)
- Semester Trends Report

Testing Services

- Fall-to-Fall Semester Reenrollment Report

Enrollment Management, SAEM

- Enrollment Dashboard
- Housing Contracts Report
- Orientation Reservations Report
- Scholarship Awards Report

Accreditation, Assessment and Evaluation

- Course Activity Documentation

Data/reporting directories will include a set of reporting produced across temporal periods, e.g. three to five years, for each report. Stage 2 will also include any short term beta testing and the “go live” release of NIU Reports.
Stage 3 will include any remaining or new institutional data/reporting that is determined critical/needed for distribution to the university leadership, for operational management and strategic planning. At this time, other units outside of IE asset areas will be invited to collaborate.

d. Date of Delivery

Stage 1 and stage 2, Fall 2016. Stage 3, January 2017 through July 1, 2017/indefinite.

e. Long term impact

Anticipated impacts include a broader and more complete distribution of data/reporting from the above offices/areas, across the university leadership (chairs, deans/associate deans, Vice Provosts, Senior Cabinet, EVP-Provost, President). Risk is managed in that email/paper modality will be minimized and in that security access can be maintained via the SharePoint client list. This modality not only promotes transparency and increase data-informed operational management, decision making and strategic planning, but also allows for a high flexibility given university leadership change across time, e.g. fiscal year changeovers). Finally, redundancy of key data/reporting products is increased given a higher degree of storage redundancy can now be facilitated.
International Affairs, Transform

Recommended action per the Task Force Reports:

Transform

Programs associated with this recommendation:

International Affairs

Do you consider the action recommended to be reasonable?

YES

- The discrete portion of International Affairs considered in this prioritization reports is the administrative head of International Affairs. The administrative function is undergoing a period of transformation, and the task force recognized that.
- The task force recognized that International Affairs is undergoing a transformation. That transformation was occasioned by the retirement/resignation of two key leaders.
- The task force recognized that International Affairs is undergoing a review and strategic planning exercise via the ACE-Internationalization Laboratory.
- The task force recognized that many offices on campus are involved in things international including recruitment, partnership development, and international training. The task force raised concerns about those issues. The ACE-Internationalization Laboratory and program prioritization task force are working through the process of re-envisioning international affairs and through more complex conversations related to duplication of services.

What type of response to that recommendation do you propose?

Continued transformation

If a Significant New Action is proposed, provide the following:
**International Affairs, Enhance**

**Recommended action per the Task Force Reports:**

Enhance

**Programs associated with this recommendation:**

International Student and Faculty Office

**Do you consider the action recommended to be reasonable?**

Yes and No

YES

- The task force recognizes the significance of ISFO to NIU’s profile as a research institution and as a globally-focused learning enterprise, as well as the significance of the unit for recruitment purposes.
- Financial resources to support one variety of acculturation for the growing international student population via opportunities for cultural and educational programming about OPT, CPT, taxes, etc. are largely available through the one-time international student fee. However, ISFO is not staffed to provide all of the necessary cultural and specialized programming that it should, particularly considering the new (March 2016) Federal requirements related to OPT STEM extension.
- More robust growth in the international student population will require investment in human capacity to ensure compliance with federal regulations and acculturation. Presently, ISFO operates on a roughly 1500:1 student to staff ratio. (The 1,500 number derives from enrolled students and our OPT students, who remain on our visa while working. Recent changes in OPT regulations ensure that we will have more students on STEM extensions than ever before, and our responsibilities as the visa-holder will become more labor intensive.) A more typical ratio of students to staff is closer to 500:1. If we can add two additional Immigration Specialists, we will be at a more manageable 500:1 ratio; but one Immigration Specialist will suffice at the moment.
- Other offices on campus (the writing center, the English department’s English as a Second Language Center) may also need additional support to accommodate more significant international student enrollment.
- The office is implementing software to assist with visa processing and the management of OPT, CPT, etc.
- The current structure of ISFO as a 3-person compliance, acculturation, recruitment, and admission office does not work.
  - As noted in the task force report, ISFO is not staffed to perform recruitment tasks.
  - While we meet our compliance burdens, the current operation cannot be as aggressive in acculturation and compliance as staff and the university wish. It is appropriate to understand that undergraduate international admission applications number only about 500 per year with less than one half of those admitted and about 30% of the admitted attending. To generate sufficient numbers of applications to effect wholesale change in international student enrollment at the undergraduate level, approximately 2,000
applications/year must be generated. In order to generate that number of applications, concentrated effort must be devoted to recruitment.

- Efforts by the ACE-Internationalization Task Force to assign significance to recruitment are ongoing and those efforts suggest that the following strategies will improve undergraduate international enrollment:
  - Split ISFO into two offices:
    - International Admissions (Admissions Processing, Recruitment and Marketing).
      - Appoint a director of admissions, recruitment and marketing.
        - Assign her responsibility for recruiting in a region of the world (Southeast Asia, for example), as well as responsibility for admitting applicants from that part of the world and for maintaining contact with ADP colleges, alumni, governments, educational institutions, and partnerships.
        - Assign her responsibility for managing other regional/area recruiters, as well as the overarching marketing/admissions process.
    - Focus on three parts of the world for undergraduate recruitment purposes: China, Southeast Asia, and the Middle East broadly defined. Each of the markets is different and requires different approaches. Southeast Asia offers a modest market, but because of the long-standing NIU connections to the region, a coordinated approach to recruitment, alumni relations, and partnerships will strengthen ties. Empower other recruiters to admit students who meet minimum qualifications.
    - Hire a China recruiter ($100,000/year: salary, space in Shanghai, travel, benefits, promotional materials). This individual can also contribute marginally to facilitating partnership efforts in China.
    - Hire an Admissions Records Officer (civil service) in International Admissions to process applications and I-20s.
    - Provide financial support via small grants to departments that will recruit international students (circa $20,000/year in the pool).
  - International Student and Scholar Services
    - Appoint an interim director of ISSS with the intention of providing some professional development over a six month period before making her director.
    - Hire one additional Immigration Specialists (civil service) to provide support to international students, including those on OPT STEM extension.

- The task force recommended that all international recruitment fall into the domain of ISFO. While we do agree that responsibility for international recruitment should be coordinated through International Admissions, recruitment of international students is not something that one office alone can be held accountable for: the graduate school
and individual programs, even at the undergraduate level in certain cases, are better suited to prospect mine for international students. The Graduate School will continue to contribute to international recruitment efforts, and do so (as it always has) in a coordinated manner. It’s important to realize that when ISFO prospect mines, particularly at face-to-face events in most countries, the individuals that we encounter will be a mixed audience – some interested in graduate and some in undergraduate admissions. It’s important to remember, too, that online marketing products are not typically differentiated by the student’s level of interest.

**What type of response to that recommendation do you propose?**

**Significant New Action**

**If a Significant New Action is proposed, provide the following:**

- **Description of action steps (w/ timeline)**
  - Create an International Admissions (Recruitment and Marketing) Office: July 1, 2016. Appoint Director.
  - Create an International Student and Scholar Services Office: July 1, 2016. Appoint Interim Director.
  - Hire an Immigration Specialist: August 1, 2016.
  - Hire Admissions Records Officer to process applications, preferably a Mandarin speaker: August 1, 2016
  - Aim for a September 1, 2016 hire of the Shanghai-based recruiter.

- **Individuals impacted and how**
  - Impact will be largely within International Affairs through additional staffing and disruption of established offices. The offices effected have vetted these plans.

- **Resources required/released**
  - $196,000 (salaries)
  - Release ELS 41 account reserves and income to cover the costs of recruitment.
  - Be prepared to support recruitment efforts after an initial three year period, if the ELS funding source dries up.

- **Anticipated outcomes**
  - The aim is to move total undergraduate, international enrollment to 750 students (from roughly 250); and graduate, international enrollment to 1,000 (from roughly 850).

**A NOTE ON ROI**

The majority ($100,000) of the above ask is focused on a recruiter located in China. One measure of calculating ROI appears herein. Several years ago, Chris McCord, Ray Alden and others calculated the minimum charge for out-of-state residents that the university could sustain. The calculation looked at the contribution of the state subsidy, proxies for costs and revenue. (The absence of much state subsidy complicates this picture.) In the end, the study assumed that tuition for out-of-state tuition should be no lower than 1.6 times in-state tuition to break-even. The model assumes that in-state residents are charged at a precise break-even point, even though with truth in tuition and the sliding scale in-state undergraduates don’t pay the same. Without a more robust price point model, this model serves as a rough and conservative guide.
Using 1.6 times the in-state rate as a break-even point, one year’s tuition ($18,931.20) produces from each international student approximately $3,786 in “profit” – i.e. the amount about in-state tuition. To produce $100,000 in profit, we need 26.4 students paying the full cost of tuition. That’s a fairly modest number of students, and the investment is worth the risk.

ANOTHER NOTE:

We are in conversations with ELS about starting a foundations program, which will allow international students to start their academic coursework while going through semi-intensive English language training. (This was mentioned late in Spring 2015 by Mark Harris, president of ELS in conversation with Dr. Baker.) Such programs offer international students the opportunity to begin earning university credit while still learning English. ELS has not launched a similar program in the US, and only a small handful of US institutions offer such programming. Some of the institutions that offer foundations programs have large numbers of participants: the pioneer institution, Oregon State University (which is using a different vendor) has 1,500 students enrolled in the program.

ELS has proposed a cost-sharing model to implement this program at NIU. We are still discussing the details about academic and financial matters. In the end, the foundations program opens an appealing access to U.S. higher education to students without sufficient English language competency. At the appropriate time, I’ll bring the proposal forward. I mention it now, even though it does not require an upfront investment, and because it could be a game changer for international enrollment.
International Affairs, Enhance

**Recommended action per the Task Force Reports:**
Enhance

**Programs associated with this recommendation:**
Study Abroad

**Do you consider the action recommended to be reasonable?**
Yes

The task force recommends that scholarships for students studying abroad be increased. While the College of Business and College of Liberal Arts and Sciences makes some scholarship funding available to students engaged in faculty-led programs originating in those colleges, the Study Abroad Office has about $45,000 annually that can be expended on scholarships. As noted in the prioritization report, this level of support is woefully less than the support provided by similarly-situated institutions (i.e. institutions with approximately 50% of undergraduate students eligible for Pell Grants). For example, at the University of Memphis, which perhaps has the student body most similar to NIU’s, the Study Abroad office has $500,000 in scholarships available each year.

Scholarships are not the sole answer to increasing study abroad participation; reducing costs to students is also part of the equation.

The Study Abroad Office is aggressively pursuing ways to save costs to students and thereby to mitigate (not eliminate) the level of scholarship level needed.

- Over the past year, we’ve worked with Health Services and Risk Management to advocate for different insurance that would better cover travel abroad. While the Student Health Insurance goes out on a bid process and thus falls somewhat out of the control of NIU, the recently signed policy looks like it will eliminate the need for students to take on supplemental insurance ($100) for international travel. A final decision on that remains, as Risk Management has clarifying questions to ask of the Student Health Insurance provider. Additionally, the price of Student Health Insurance has gone down, which will help modestly at reducing the price for study abroad.
- Study Abroad administrative charges ($460) are a long-standing concern that drive up the cost of studying abroad. Components of the administrative charge are listed below.

<table>
<thead>
<tr>
<th>Charge</th>
<th>Value (these are flat charges, not per credit hour charges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency (currency fluctuations)</td>
<td>$50</td>
</tr>
<tr>
<td>Study Abroad Fair</td>
<td>$25</td>
</tr>
<tr>
<td>Culture Smart Book</td>
<td>$15</td>
</tr>
<tr>
<td>ISIC card (supplemental insurance)</td>
<td>$100</td>
</tr>
<tr>
<td>Administrative Fee</td>
<td>$270</td>
</tr>
</tbody>
</table>
Most of the charges above are reasonable and necessary: the contingency fee, study abroad fair fee, and culture smart book. As noted, we hope that the need for the ISIC card will disappear in light of better insurance coverage.

The administrative fee ($270) is used to cover certain operating costs of the Study Abroad Office, including but not limited to student workers and graduate assistants.

- Additionally, the following university costs are added to charges for studying abroad:

<table>
<thead>
<tr>
<th>Charge</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-to-Student Fee (undergraduates only and only in Fall and Spring)</td>
<td>$6</td>
</tr>
<tr>
<td>Academic Enhancement Fee</td>
<td>$250 (undergraduate 6 hours)/$22 (per hour for graduate students)</td>
</tr>
</tbody>
</table>

- The total charges (non-cost recovery) for Study Abroad, less NIU Student Health Insurance, which varies by participant, is $716. We would like to imagine a process that substantively reduces the costs by eliminating the Academic Enhancement Fee, Student-to-Student Fee, and ISIC: $356 of the $716 charged each student. (For most faculty-led programs, that reduction will account for less than a 10% reduction. Nonetheless, it’s a start toward rational pricing.) **But we need permission to stop charging the Academic Enhancement and Student-to-Student fees; institutionally, we soon need to determine if the ISIC card is necessary in light of the new travel components of Student Health Insurance.** In better budgetary times, we’d ask for 02-funds to support the approximately $100,000/year that the Administrative Fee covers.

There are two financial models for sustaining Study Abroad Offices. One model resembles ours – a mix of 02 funds, charges, and cost recovery -- and a self-sustaining model. NIU Study Abroad is not prepared to be self-sustaining. That latter fact owes in part to a decision made long ago. But it also owes to a local practices.

- NIU needs an anchor study abroad location: An anchor location would serve as a hub for multiple, coordinated faculty-led programs; the location should be safe and affordable, and it should be in a location that is easy to sell to our students. We are working on this with the blessing of the Internationalization Task Force
- Residuals are “profits” from faculty-lead Study Abroad programs. The residuals are currently assigned to each program and used to cover shortages in future years. Effectively, this process allows programs to bank incidental proceeds from one year to cover costs in the next year. Thus, a program that runs residuals feels no financial urgency to book sufficient students in the following year or to contain costs. Our intention is to eliminate the concept of residuals so that the Study Abroad Office can support key programs and program development.

**What type of response to that recommendation do you propose?**

Significant New Action
If a Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)
  - As soon as possible:
    - Secure permission to stop charging the Academic Enhancement Fee and Student-to-Student fee
    - Assure that the ISIC, supplemental insurance is not needed.
    - Eliminate the practice of retaining residuals for use within faculty-led programs.
  - Attract scholarship dollars to study abroad (NIU Foundation). We will argue that Study Abroad needs to be part of a broader campaign for NIU.
  - Because of concerns about financial aid terms, we anticipate creation of a J-term and a May-term in the coming academic year. Those terms will help Study Abroad develop faculty-led programs.

- Individuals impacted and how
  - Study Abroad students and staff

- Anticipated outcomes
  - Increase Study Abroad participation over the next three years by 100. With more scholarship funding and with new policies that retain residuals in the SAO office, participation by an additional 100 students will be possible.
International Affairs, Review

Recommended action per the Task Force Reports:

Review

Programs associated with this recommendation:

International Training Office

Do you consider the action recommended to be reasonable?

Yes, However, and No

Yes

The task force report on this program was not particularly helpful without the context provided by the task forces’ comments on similar non-credit programming at NIU. In general, the task force questioned the centrality to mission of non-credit programming, and ITO was placed in the same bucket as other non-credit programming offices.

However

The ITO program prioritization report did not sufficiently convince readers of the centrality of the office’s mission. Its mission is to provide on-campus training programs for partner institutions (foreign governments, businesses, and universities), as well as to provide training funded by the U.S. Department of State. The training programs fall into several categories.

- Some programs train individuals to be ethical and efficient in their jobs and lives;
- Some programs – like the Indonesian “Sandwich” Scholars program – link international scholars to NIU scholars for research training and collaboration.
- Some programs train individuals on issues of local concern (environmental sustainability, cross-cultural communication to facilitate breaking down barriers to religious and ethnic tensions);
- Other programs introduce international students (high school and college) to American culture and NIU.

Taken as a whole, the programs managed by ITO build NIU’s reputation with foreign governments, businesses, and universities abroad. Indeed, many university partnerships that lead to the presence of degree-seeking students attending NIU purposefully begin with the training programs provided by ITO. Such programs function as a proving ground for the commitment of NIU to international student migration. These points suggest that the task force was mistaken or at least misunderstood the mission critical nature of ITO.

Other “intrinsic” value can be assigned to the work of ITO.

- The training programs conducted require the involvement of NIU students (as employees) and faculty. By positioning faculty and students as teachers/learners/collaborators in the education of international participants, the ability of NIU to bolster the global competencies of members of the campus is improved; and the interactions of faculty and students contribute to our ability to recruit prospective students.
Several of the training programs rely on community volunteers to host international students for home stays. By immersing members of the community into the global community, ITO contributes to stronger town-gown relations and to broader efforts to improve global competencies of the community.

No

While the task force placed all non-credit, external programming in the same bucket because it rightly has concerns about whether such programming pays for itself, we note that the international training programs (1-2) annually conducted by the College of Education and the multiple programs conducted by the College of Business (which were obscured by the report writers in COB and missed by the task force) could best be served by closer collaboration with ITO.

The Southeast Asia Youth Leadership Program – a grant-funded program administered by the Center for Southeast Asian Studies – provides one model for collaborating with ITO. ITO manages budgets for SEAYLP and provides other support in exchange for a piece of the overhead.

The programs coordinated by the Honor’s College provide another model. Frankly put, in that model, which has suffered for a lack of direction over the past two years, too many hands have been involved, when, in fact, if the program had been administered by ITO from the start, the program would flourish.

We recognize that the task force struggled to understand: 1). Training programs served the mission of NIU; or 2). Training programs were financially “profitable.”

We prefer to think that with a more collaborative approach to international training (i.e. non-credit programming) attracted by other units, ITO can assume much of the administrative work for all such programs, and at the same time, ITO can contribute to the quality of programs.

What type of response to that recommendation do you propose?

Significant New Action

If a Significant New Action is proposed, provide the following:

• Description of action steps (w/ timeline)
  
  o We prefer that ITO’s work be assessed and configured as part of a broader conversation about non-credit programming at NIU. (At the president’s discretion.) We will argue that ITO must be the coordinator and facilitator of such work on campus.
  o We are working to make ITO a self-sustaining operation. The current budget crisis and restrictions placed on budgets complicates matters. But, based on the number of programs conducted in the current (FY 16) year, we have sufficient overhead to cover all 02 costs (circa $117K) allotted ITO.

• Individuals impacted and how
  
  o ITO. Other offices that conduct such training.

• Resources required/released
  
  o None

• Anticipated outcomes
Undergraduate Academic Affairs
I. CONTEXT

The units under the auspices of the Vice Provost of Undergraduate Academic Affairs provide academic support services to NIU undergraduates. Students are at the center of their efforts. Together, the units seek to increase student success by providing academic support, experiential learning experiences, first-year programs, and an innovative general education curriculum. Enhancing student persistence and completion rates is a shared priority.

The Vice Provost action plan comprises three areas: individual unit responses to task force recommendations (sections II and III); responses to themes across functional areas (section IV); and a proposal for an Undergraduate College (section V).

II. RESPONSES to RECOMMENDATIONS: AGREE (fully or partially)

1. Bachelor of General Studies (BGS):

Task Force Recommendation (requires transformation): AcTF believes that this is an important program and recognizes the value of a generalist degree that meets the needs of working students. It is suggested that the Provost's office not oversee academic programs, but that each college have a BGS specific to its program offerings.

Response: Of the five colleges that currently offer a BGS degree (CLAS, CHHS, COE, CVPA, CEET) only CLAS and CHHS have had consistent enrollment and only CLAS has had significant graduation numbers: roughly 160 majors and 77 graduates in 2016.

Action plan:

- In fall 2016, CHHS plans to discontinue their BGS degree (effective fall 2017) and instead offer an emphasis within the BS in Health Sciences degree. The college will begin the curricular process in the fall to make this change.

- The remaining three colleges offer a Contract major through the BGS, but do not actually utilize it, because each college also has either a BS Contract major (CEET, COE) or a BA Contract Major (VPA).

- In fall 2016, CEET, COE and CVPA will initiate the curricular process for discontinuing the BGS Contract major.
• CEET, COE and CVPA will continue to offer the BS or BA Contract major; the curricular Deans in these three colleges support this plan.

By eliminating the BGS from all colleges except CLAS, which offers the only true general studies program, there would no longer be a need for the Vice Provost’s office to oversee the degree. The only BGS degree offered would reside under the auspices of CLAS.

Update:
The College of Health and Human Sciences has moved through the Baccalaureate Council with its changes to the BGS program; COE, CEET, and VP&A have moved through their respective college curricular committees with their changes; LA&S is currently developing an assessment plan for its BGS program.

2. Bachelor of Science in Applied Management (BSAM):

Task Force Recommendation (subject to additional review): This program has been neglected and should not continue in current state. Consider marketing to community college graduates. It needs an academic home and leadership. Perhaps it will benefit from online delivery.

Response:

• The BSAM degree requirements are being revised to replace the existing course-based core curriculum with a set of core competencies that are based on NIU’s baccalaureate student learning outcomes (SLOs).

• The new outcomes-based model will create greater flexibility for which courses can satisfy the core competencies and, importantly, allow for BSAM programs to be offered in different colleges with different focuses in order to serve different student populations.

• A second significant change to the BSAM degree involves admissions criteria for the program. The BSAM was originally intended to provide an avenue to degree completion for working professionals who had obtained an A.A.S degree in a specific field. However, there are many working professionals with earned A.A. or A.S. degrees who could potentially benefit from participation in the BSAM degree program. To address this, candidates holding any Associates degree will be eligible to apply for admission to the program.

Action Plan: Fall 2016 and Spring 2017

• The program revisions will go through the curricular process as well as be submitted to the IBHE. Preliminary communications with the IBHE indicate that the proposed changes
can be handled as a simple “notification item” or perhaps as a request for a “Reasonable Moderate Extension.”

- COE will begin the curricular process for a new BSAM program in Instructional Technology, Training, & Evaluation. The degree will be entirely online.

- CLAS will initiate the curricular process for approving courses that satisfy the SLOs in the new outcomes-based model.

Update:

The College of Education has approved the Instructional Technology, Training, and Evaluation (ITTE) emphasis of the BSAM and is putting forward this curricular change to the Baccalaureate Council. The College of Liberal Arts & Sciences has approved a Public Service emphasis of the BSAM and is putting forward their curricular changes to the Baccalaureate Council. The respective colleges are developing their own BSAM assessment plans.

3. Academic Advising Center (ACC):

Task Force Recommendation (enhance): Quality advising is important to the success of NIU students. Although this program does not advise as many students as some other units, it regularly works with the most at-risk student population that requires high-touch involvement. Advising efforts are uneven across the many units that provide advising services, and this current structure may contribute to the "Huskie Shuffle." The task force strongly recommends more consistent advising, and feels that the Academic Advising Center should be leading the coordination process for improving advising across campus. This should be a high priority, and will require more resources.

Response: The AAC agrees with the recommendation given that it works with the most at-risk student populations and is able to provide high-touch advising services through an intentional and developmental process. The ACC process is holistic, going beyond course registration and explanation of academic policies.

The AAC notes that the task force also recommended that CHHS College Advising consider collaboration with the AAC for targeted advising of pre-major students who are not competitive for admission into their programs. Moreover, the task force recommended that CEET College Advising should develop a stronger partnership with the AAC to assist in providing high-touch advising to their most at-risk students.

The AAC proposes that it should advise pre-major students not yet admitted to their respective programs. Students in VP&A and COE would be the exceptions; in the case of VP&A, students begin their major course work earlier in their academic career, while in the case of COE and with
other students in teacher preparation/licensure, requirements are such that they work closely with their colleges as well as the Office of Educator Licensure and Preparation. This change supports the need for students to be academically ready to apply to their major of choice instead of waiting until the student’s sophomore or junior year to know if they are admitted to their major program. The change would also provide students the opportunity to consider earlier “Plan B or parallel” majors across colleges (not only within one college). This change would positively impact approximately one thousand students by ensuring they progress in a timely manner towards a degree. At the same time, the advising loads would become more balanced in the respective colleges and the AAC, allowing for more high-touch advising across the university.

The AAC proposes that it should advise all undecided majors and undeclared student populations identified in the colleges. This would help ensure consistent advising support for undecided students as well as providing an opportunity to explore career options. The goal would be that these students declare their major prior to earning 45 hours. The change would positively impact approximately 612 students by providing high touch advising that could be coupled with career exploration while at the same time balancing student/advisor ratios across the colleges and the AAC.

The McKinley “Deacon” Davis CHANCE program is a first-year new student transition program. Currently, the AAC provides support to those students in the program who express interest in retaining their ties to CHANCE beyond the first year. Strengthening the working relationship between the AAC and CHANCE would benefit all the CHANCE students in making the transition from their COMSKILLS classes to general education courses. Towards that goal, the AAC proposes serving as the student’s designated advisor (regardless of major) for the first and second years at which point the students would transition to their major college. This means the students would have an AAC academic advisor and a CHANCE counselor, with both parties working closely together for the first two years.

NOTE: The AAC looks forward to participating in the cross-unit discussion on Advising and is strongly committed to the development of a university-wide advising structure. The above proposals may or may not be accepted depending upon the outcome of the larger campus discussion; however, the AAC believes it is important to put forth options for consideration. See: Section IV Thematic Discussions

**Action Plan:**

Summer 2016:
- Ongoing participation in the implementation of the SSC-Campus Phase 1. The initial phase of Campus involves: advising management (shared platform and note taking);
progress reports; study hall; small tutoring pilot to finalize workflows needed for full launch in Phase 2. The go-live date for Phase 1 is in mid-August.

• Participation in the campus process to develop a university-wide advising structure.

Fall 2016:
• Participation in the campus process to develop a university-wide advising structure.

4. ACCESS:

Task Force Recommendation (enhance): The narrative provides evidence that effective tutoring increases student retention and making an additional investment in this program will likely improve retention rates further. There is already high demand for the program’s services and it appears to be understaffed. Providing more resources will also allow the program to offer tutoring services for additional courses. There are multiple units on campus providing tutoring services that should be consolidated into this program.

Further references to ACCESS from the report:
1. Engineering: The task force thinks that the tutoring services offered by [CEET] should be absorbed centrally by ACCESS
2. Student-Athlete Academic Support Services: This office duplicates some services that can be completed by academic advisors, ACCESS and other campus offices.

Response: ACCESS concurs that additional investments in this program will positively impact retention. The retention statistics presented in the program prioritization narrative affirm this. In terms of staffing, ACCESS is functioning effectively for the current level of demand; however, expansion of services will require re-thinking staffing as well a new managerial strategy given the unit’s deliberate use of a large number of student tutors, supervisors, and mentors. Growth in professional staff will depend upon the future direction ACCESS takes and services offered.

While ACCESS embraces a certain degree of centralization, the unit believes that making other tutoring programs on campus a part of a larger unit might not be the best answer to improving services. In fact, Student –Athlete Academic Support Services (SAASS) already uses several ACCESS/PAL tutors to work with student athletes in the Yordon Tutoring Center. Where centralization is most needed is in offering certified tutor training for tutors beyond those employed by ACCESS. Finally, stronger collaboration with tutoring programs serving unique populations will benefit tutoring across campus.

NOTE: ACCESS is also participating in the cross-unit conversations focused on Retention, Tutoring/Student Support Services, and Diversity and Inclusion. See: Section IV Thematic Discussions
**Action Plan:**

In Progress:
- Collaboration among the Department of Mathematics, CHANCE Program, and ACCESS to develop a new academic support model for CHANCE students who enroll in Math 108 and Math 109.

Summer 2016:
- Meet with College of Engineering and Engineering Technology to examine points of synergy. For example, ACCESS could provide certified experienced tutors for 100- and 200-level courses while CEET could provide students to ACCESS to be trained to tutor 300- and 400-level major courses in Engineering.
- Start data-informed discussions with colleges in order to develop intentional expansion of tutoring in gateway courses to STEM and other popular majors above the General Education level.

2016-17:
- Develop effective marketing for faculty and departments regarding how ACCESS can serve their needs.
- Develop a generic tutor training program based upon institutional policy and tutoring techniques that will provide certification for student tutors in departments that want specific, targeted tutoring that does not duplicate ACCESS offerings.
- Partner with Disability Resource Center (DRC) to improve tutoring for students with disabilities. A pilot training program for ACCESS/PAL tutors by DRC will be offered in fall 2016.
- Identify different on-line tutoring program software that are good fits for NIU. Work with Colleges to identify courses that could benefit from on-line tutoring options.
- Participate in SSC-Campus (phase 2) which involves the inclusion of support services into the larger system.
- Participate in the campus-wide discussion on student support services as well as the equity and inclusion work.
5. Black Male Initiative (BMI) and Supporting Opportunities for Latinos (SOL):

Task Force Recommendation (additional review/phase out): The program has had positive results in impacting the lives of African American and Latino males at the university. The narrative shows that it is a strong resource and advocate for the academic and social needs of students, which impacts their retention. Because many of the services provided by this office duplicate those provided by other campus offices (e.g. mentoring, career resources, financial aid, and community service, the task force believes that this program’s services should be absorbed by those programs. Remaining functions appear to be similar in form to the clubs and organizations funded through the Student Association and, as such should be funded similarly.

Response: The task force recommendation is reasonable when viewed solely through the lens of similar services offered on campus. However, the uniqueness of BMI and SOL student populations as well as the non-cognitive effects of these programs must also be considered. The BMI and SOL programs represent a focused effort grounded in a high-touch approach to reach out and serve two student populations with the lowest graduation rates. Repositioning, as opposed to absorption, would represent a positive enhancement; both programs need to be continued in some fashion given they have at least doubled the University’s graduation rate for Latino and Black males for the 2008 and 2009 cohorts.

NOTE: BMI/SOL are also participating in the cross-unit and cross-divisional conversations focused on Retention, Tutoring/Student Support Services, and Diversity and Inclusion. See: Section IV Thematic Discussions

Action Plan:

Summer / Fall 2016:

- Meet with the Chief Diversity Officer and the Director of the Center for Black Studies to reposition the BMI program within the Center for Black Studies. Current funding and staffing would be evaluated. Points of duplication of services as well as synergies would be identified.
- Meet with the Chief Diversity Officer, the Assistant Vice President in Student Affairs and Enrollment Management for Diversity and Equity, and the Director of the Latino Resource Center to reposition SOL within the Latino Resource Center. Current funding and staffing would be evaluated. Points of duplication of services as well as synergies would be identified.
- Develop a plan to ensure continued leadership and oversight of BMI within the Center for Black Studies and SOL within Latino Resource Center. The individual responsible for the programs at present will be stepping down in the near future.
• Discuss with Enrollment Management the ways in which BMI and SOL could assist in the recruitment and welcoming of African American and Latino males admitted to NIU at Orientation and during Welcome Days.

6. CHANCE Program:

Task Force Recommendation (transformation): This program supports the university’s mission of serving first-generation college students from under-resourced high schools. However, some of the program’s students have had poor academic success rates. To transform, it needs to find ways to strengthen the academic performance of its students, better serve their needs, and further assess the program’s impact on degree completion.

Response: The success of all NIU students is a responsibility shared by the entire university. Many factors throughout a student’s academic career impact their success. The persistence and graduation rates of students from underserved populations are both a concern and a priority for NIU.

The McKinley “Deacon” Davis CHANCE Program plays a pivotal role in NIU’s overall student support efforts. It is designed to serve students during their first year at NIU. Students in each newly admitted cohort are assigned a specific CHANCE Counselor with whom they meet on a regular basis; additionally, the Counselors teach UNIV 101 sections in which their specific subgroup of CHANCE students enroll. Fall is the only semester that offers staff a guaranteed person-to-person interface with students because they are new to the institution and enrolled in UNIV 101. While CHANCE provides the initial support services for students admitted through the program, it is critical that such support continues throughout the duration of the student’s academic career.

CHANCE is committed to working with academic and student support service units to ensure that the students it initially serves are fully supported from matriculation to graduation. It is important to note that there is a misperception that CHANCE students primarily leave the university as a result of academic performance. This is not the case; for example, 10% of the students who were eligible to enroll in spring 2015 did not do so. While there are multiple reasons behind why a student does not re-enroll, unmet financial need plays an influential role in the student’s decision-making process. It is hoped that NIU will develop a financial aid model that adequately supports students such as these.

NOTE: CHANCE is also participating in the cross-unit and cross-divisional conversations on Retention, Student Engagement, Student Support Services, and Diversity and Inclusion. See: Section IV Thematic Discussions
Action Plan:

In Progress:

- Collaboration among the Department of Mathematics, ACCESS, and CHANCE to develop a new academic support model for CHANCE students who enroll in Math 108 and Math 109. New format begins with fall 2016 classes.

- Partnership between CHANCE and Academic Advising Center. Three initiatives are currently being developed to launch in fall: (1) Discovery Workshops in fall and spring for CHANCE students; (2) Dedicated AAC advisor to work with CHANCE disability resource center students; (3) Provide CHANCE Director with monthly feedback (quantitative and qualitative) about students.

- Creation of a Counselor liaison role with each of the undergraduate colleges to serve better CHANCE students across the university.

- Continuation and enhancements to the CHANCE Summer College Experience.

- Require all new CHANCE students to participate in Summer Blackboard on-line utility prior to matriculation at NIU.

- Continue with initiatives related to financial aid. These include collaboration with the NIU Foundation and CHANCE alumni to provide scholarship support to deserving students as well as our semester-to-semester CHANCE Calling and Financial Aid Support.

- Two research studies designed to focus on the following: (1) Understanding of paths, obstacles, strategies, and role of facilitators in the progression towards degree completion and; (2) Formal and informal networks that impact CHANCE students, especially as it relates to student advising.

2016-17

- Work with the College Equity Teams and ComSkills departments to develop and implement a new approach to offering developmental course material to CHANCE students. This would include reassessing the current placement test policies and practices for English, Communication, and Literacy as well as considering successful course models used at other institutions.

- Collaborate with First- and Second-Year Experience to develop a one-credit UNIV 102 course offered in the spring semester. Course would be mandatory for CHANCE students.
while still available to any first-year students. UNIV 102 would be a continuation of UNIV 101 by assisting students’ transition to the university and practicing success strategies through collaborative learning. Develop the course in Fall 2016 and start undergraduate curricular process.

- In coordination with the Financial Aid and Scholarship Office and the NIU Foundation, develop strategies to create financial aid packages that address the needs of this student population. This might include a merit based scholarship award initiative designed to support the continued enrollment of CHANCE admits who have demonstrated academic potential but lack financial support.

- Continue to review and amend, when necessary, university policies and procedures affecting CHANCE students to ensure they support equity-mindedness and do not create unintended barriers.

- Renovate the common room area in Williston Hall used by CHANCE students and staff. Modest improvements will make the space more welcoming to students, family, and visitors as well as create flexibility in how the area could be utilized. An initial review of the space took place in the fall but has not moved forward, most likely due to budget concerns. Renovation of the common space prior to the start of the fall semester would be optimal.

7. **Office of Precollegiate Programs:**

**Task Force Recommendation (additional review/ phase out):** The data shows that very few students are being served by this program, especially given the resources devoted to it. Moreover, many of the functions could be absorbed by other units on campus (e.g. Admissions, Orientation, ESP/CHANCE, Center for Black Studies).

**Response:** The Office of Precollegiate Programs (OPP) has as its primary mission to increase the number of youth who complete high school and enroll in and complete a post-secondary education. As a result, the OPP provides direct services to middle and high school students and their parents beginning in the 6th grade. Given the OPP’s focus on specific populations, the services offered by the unit become complementary to other units on campus.

The OPP welcomes the opportunity to evaluate its role relative to other campus units and determine ways in which fruitful collaboration may occur in order to optimally leverage resources. Indeed, this may be the opportune moment to reposition the OPP within the P-20 Center, with which OPP has collaborated in the past on student events. There is potential of
building earlier on student connections and pipelines to the university if the relationship between OPP and P-20 were more formal.

The Upward Bound program, which is housed in OPP, is funded by the Department of Education to provide support services up to 117 high school students from Aurora and Rockford. The grant is up for renewal this coming year.

**Action Plan:**

2016-17:

- The College Bridge program overseen by OPP will be phased out after summer 2016. It had already been determined that this would occur due to previous reductions in funding. While the two-summer college bridge program supports a circumscribed number of students transitioning from high school to college (the second summer focuses on students enrolling at NIU), it was not readily evident that the program as it was developed met the needs of the university.

- We recommend that the Division of Academic Affairs, Student Affairs and Enrollment Management, the Chief Diversity Officer and the college equity teams work collaboratively to develop summer bridge programming or programs that align with the university retention strategy as well as address student preparedness.

- Fall 2016: Explore the benefits, disadvantages, and feasibility of repositioning OPP within the P-20 Center. A preliminary discussion has taken place with the Vice President for Outreach, Engagement, and Regional Development (OERD) on this topic. Doing so, could provide fruitful opportunities to connect middle and high schools students earlier on to NIU, making NIU their university of choice.

- The Director of OPP will prepare for the renewal of the Upward Bound grant as well as work with STEM departments in the preparation of an Upward Bound science and math grant. Discussion on OPP and P-20 Center could lead to initiatives to include in the grant proposal.

**Update:**

The relevant parties explored the benefits and feasibility of repositioning OPP within the P-20 Center. It was determined that the unit would be an appropriate fit with P-20 and that their work would be complementary, especially in the area of encouraging interest early on in STEM fields. The writing of the renewal application for the Upward Bound grant is in progress. The summer College Bridge program overseen by OPP has completed the phase out process.
8. **Office of Student Academic Success (OSAS):**

**Task Force Recommendation (additional review/phase out):** Although increasing retention is important to the future health of the university, this program provides little evidence of success and duplicates many of the services that advising offices and other campus units (e.g., academic departments) provide. The task force believes that the resources devoted to this program could be better leveraged by those other units. Moreover, the Early Alert & Referrals System (E.A.R.S.) is redundant with other programs (e.g., Attendance Matters, Center for Black Studies/S-Plan).

**Response:** OSAS concurs that the moment is opportune to re-examine the role of OSAS so that the resources devoted to the unit may be better leveraged. Toward that end, OSAS proposes that the unit be reconfigured to serve as the designated point of contact for retention-related issues on campus as well as oversee NIU’s network of early warning systems. The small staff of Student Success Specialists would remain but their current duties would be revisited; for example, the Success Specialists could provide targeted academic coaching to students who are on academic probation. Finally, OSAS would eliminate several programs not directly related to its core retention mission. As a result, the unit would transform into the Retention Management Office (working title).

OSAS is well positioned to transform into NIU’s Retention Management Office for the following reasons:

- The unit already oversees, manages, or participates in several retention initiatives: Mapworks; Student Success Collaborative—Campus; non-enrollment calls and Encumbrance Monitoring; Early Alert initiatives (E.A.R.S. and Attendance Matters); Transcript Request Monitoring; Degree Maps.
- The unit’s staff possesses a high level of data literacy that allows productive collaboration with data analysts and assessment professionals. The staff is also versed in national best practices in retention strategies.
- The unit has built relationships with the undergraduate colleges, academic departments, and units within the Divisions of Student Affairs and Enrollment Management (SAEM), Outreach, Engagement, and Regional Development (OERD), and Marketing and Communication.

The Retention Management Office (formerly OSAS) would maintain the following successful retention initiatives:

**Mapworks:** Mapworks identifies students’ strengths and concerns as well as connects the students to a network of faculty and staff to whom they are linked due to their major, residence hall, enrollment in specific courses, etc. Students who participate in Mapworks consistently fare better than those who do not.
• 90% of the new freshmen and 44% of the new transfers in the fall of 2014 participated in Mapworks. The new freshmen participants were retained to fall 2015 at a rate 24% higher (74% fall-to-fall retention rate) than their counterparts who did not participate (50% fall-to-fall retention rate).

• Freshman participants also achieved higher GPAs than non-respondents. During the fall 2014 semester the GPA difference was .51 and during the spring 2015 semester the difference was .28.

• The new transfer participants were retained at a rate 6% greater (83% fall-to-fall retention rate) than transfer students who did not participate (76% fall-to-fall retention rate).

• Transfer respondents also experienced higher GPAs than transfers who did not respond. The fall 2014 GPA difference was .09 and the spring difference was .04.

To date, OSAS has administered Mapworks, provided training and development for faculty and staff, developed an online training module, publicized and marketed the tool, and served as the NIU liaison to the Skyfactor parent company. The Office of Retention Management would continue with these duties.

Non-Enrollment Calls: In summer of 2015, Student Success Specialists made non-enrollment calls to CHANCE students. As a result of their action, CHANCE reenrollment made 2% and 3% weekly gains (40 students) during the eighth through the fifth weeks before the start of the semester. Such gains have not occurred at any other time in the past 6 years.

OSAS is aware that various offices on campus also make non-enrollment calls and proposes to coordinate the different non-enrollment call initiatives. Having a coordinated non-enrollment call effort would improve communication with students by ensuring the appropriate office reached out to them based upon identified needs.

Academic Coaching: In spring 2015, 71 students who were on academic probation received academic coaching from a Student Success Specialist. Of the 71 students who attended academic coaching meetings, 75% (53 students) improved their GPA at the close of the semester. Academic coaching is a holistic approach to meeting a student “where they are at” and focuses on the development of academic skills such as time management, note-taking, test preparation, and managing academic anxiety. Continuing students who are on academic warning or probation should be mandated to receive academic coaching.

Workshops such as Edible Education, Mid-semester Check, and Destination Graduation
Over 3,000 students have attended these offerings since their inception in 2009. OSAS tracked the year-to-year retention of first-year student attendance and found that the 1,526 new freshmen students who attended a workshop had an average retention rate 19.4% higher than new
freshmen who did not attend. Likewise, the 445 new transfer students who attended a student success workshop had an average retention rate 13% higher than new transfer students who did not attend. The workshops offered by OSAS correlate positively to retention by filling students’ desire for academic connections.

NOTE: Retention Management Office/OSAS plays an important role in the cross-unit conversation focused on Retention. See: Section IV Thematic Discussions

Action Plan:

2016-17:

- Reposition OSAS as the Retention Management Office (working title). Staffing and position descriptions would be reviewed as well as the unit’s mission, scope, and functions. The Retention Management Office would be part of the larger NIU retention strategy and work closely with the university’s Retention Steering Committee.

- The Retention Management Office will continue to implement SSC—Campus which is a platform in which the advising community and the academic support services community (SAASS, Honors, CHANCE, ACCESS, University Writing Center, etc.) can share notes, track students, and coordinate communication with students. The SSC—Campus is scheduled to go live with Phase 1 in August 2016.

- Phase 1 of SSC—Campus will allow for the elimination of two early alert systems: E.A.R.S. and Attendance Matters. Campus provides functionality that is user-friendly to monitor attendance as well as student academic performance in courses. The Retention Management Office would be able to administer an automated university-wide early alert system that would be piloted in spring 2017 and fully implemented in 2017-18.

- The Retention Management Office will conduct an internal audit of retention initiatives specific to individual colleges, academic departments, and offices. Similarly, the Retention Management Office will conduct a benchmarking study to determine best practices in student success and retention among peer institutions and those institutions which have experienced notable increases in retention. Findings will be shared with the campus.

- The Retention Management Office will record and maintain a coordinated calendar of university-wide retention initiatives that will include a longitudinal retention plan to address the needs of students from matriculation to graduation.
• The Retention Management Office will oversee and coordinate successful retention efforts such as those previously highlighted.

• The Retention Management Office will develop in collaboration with different stakeholders a university-wide communication plan to coordinate all phone calls, emails, texts, and print materials to ensure that messaging is coordinated, timely, and effective.

2017-18:

**Additional Actions: Discontinuing of Programs**

**Northern Light Ambassadors (NLA)** (Commitments have been made to students for 2016-2017).

The need for NLAs to serve at university-wide events and college/academic department-specific opportunities has diminished over the years. There are many capable student leaders and role models who can tend to such needs and the NLAs are currently underutilized. The total cost to administer the NLA program is $78,000.00/year. Expenses are split between the OSAS and the Office of Student Engagement and Experiential Learning (OSEEL).

**E.A.R.S. (Early Alert & Referral System) and Attendance Matters** (Phase out by fall 2017).

A university-wide early alert system will be piloted in SSC--Campus during spring 2017. Full implementation for the streamlined process will occur during fall 2017. This will allow for the elimination of the costly (150 person-hours/semester), confusing, and redundant E.A.R.S. Two graduate assistant positions will be eliminated for a savings of $27,000.00.

Additionally, the Attendance Matters program will be phased out by spring 2017. The program also has a high cost in terms of labor and overlaps with E.A.R.S., which causes confusion among faculty, staff, and students. Attendance Matters is better positioned as an advertising campaign promoting the importance of going to class.

**Transcript Tracking** (discontinue initiative). OSAS personnel monitor students requesting transcripts to intervene with those who are considering a move. This initiative has not yielded the results hoped for. In fall 2015, 55% of the students who requested a transcript and who were not called returned the following spring semester whereas in fall 2014, OSAS called 178 students who requested transcripts and 47% returned the following spring. Since results are approximately the same whether or not calls are made, staff time and effort would be better devoted to other initiatives that correlate higher to student success.

**Financial Cents financial literacy program** (commitments have been made to students for 2016-2017).
The Retention Management Office will no longer support the Financial Cents program. Financial literacy and education program is perhaps a better fit for the Division of Student Affairs and Enrollment Management.

(Elimination of Northern Lights Ambassadors $78,000 + elimination of 2 graduate assistantships $27,000 will result in a university savings of $105,000.)

9. Office of Student Engagement and Experiential Learning (OSEEL):

**Task Force Recommendation (Continue with no change in resources):** This program demonstrates high-value impact for students that participate in it. The programs discussed in this narrative appeal to high-achieving students and, thus, serve a recruiting function. The task force recommends that the office identify any duplicative programming with other units on campus and work to coordinate efforts. Cost savings realized from this coordination may be redirected to fund student involvement in the programming offered through OSEEL. Additionally, although the program should be applauded for the services it provides to high-achieving students, more programming needs to be delivered at the student body as a whole.

**Response:** The task force’s recommendation provides an important perspective, which captures the need for OSEEL to manage the perceptions of inclusion and diversity among the programs offered. A primary goal outlined in OSEEL’s initial report is to diversify the undergraduate research programs and it is important to note that OSEEL serves a broad range of students at NIU including first-generation students (e.g. 49% participate in themed learning communities; 41% participate in undergraduate research; 81% participate in service learning); and racially and ethnically diverse students (e.g. 39% participate in themed learning communities; 11% participate in undergraduate research; 71% participate in service learning). The proposed action plan addresses the need to diversify undergraduate research programs and to grow engagement of racially and ethnically diverse students.

**NOTE:** OSEEL is also participating in the cross-unit conversations focused on retention, student engagement, and diversity and inclusion. See: Section IV Thematic Discussions

**Action plan:**

2016-17

- Develop a mini-grant program that will provide up to $500 in seed funding to support undergraduate research and artistry projects on multicultural issues or conducted by under-represented students. The initiative is a partnership with the Center for Latino/Latin American Studies, the Center for Black Studies, the Center for Southeast Asian Studies, and the Office of Academic Diversity, Equity and Inclusion. Rollout is
dependent upon funding. Envision 20 mini-grants for a pilot in spring 2017 that would total $10,000.

- Implement the “Research Brigade” (partnering with ROTC) to engage military students in undergraduate research. Scheduled to begin in fall 2016.

- Work with the Chief Diversity Officer and the Office of Sponsored Projects to apply for the Department of Education’s Ronald E. McNair TRIO grant.

In progress:
- OSEEL/NGOLD/University Honors partnership to develop the NIU Global Scholars Program (global internships, service-learning, and undergraduate research experiences). MOU and study abroad proposal in process with Omprakash.

- OSEEL/COB/Human Connections to develop a global internship program in Mexico with four primary areas of focus: Marketing and Research; Business Innovation; Education and Outreach; Non-Profit Management. Study abroad proposal recently accepted.

- Continue work with the NIU Foundation to identify potential funding to support diversity and inclusion efforts related to undergraduate research and community engagement.

- Service Learning Initiative in UNIV 101 courses (Fall 2016). Partner with FSYE to provide a structure for Educators and Peer Educators to embed service learning in UNIV 101 courses.

**Additional Proposed Action Steps:**
- OSEEL and FSYE will partner to cost-share by consolidating the Peer-Mentor position with the Peer Educator position. The units will split the cost for the peer educators (currently, 11 of the 15 Themed Learning Communities have UNIV 101 sessions attached), which will allow us to realize savings of approximately $1,817.

- OSEEL, in conjunction with OSAS, will discontinue the Northern Lights Ambassador (NLA) program, which they co-share. The need for the program has lessened over the years with the NLAs being underutilized. Commitments for 2016-17 have already been made; the program would sunset the following year. Total costs to administer the program are $78,000 split between the two units.
Update:
The OSEEL/COB/ Human Connections study abroad internship program has been approved and is now accepting applications for the May 2017 cohort. The NIU Global Internship Program has also been approved with the application deadline of February 15, 2017.

10. Student Support Services/TRIO:

Task Force Recommendation (additional review/phase out): The program serves a small percentage of the university’s student population and recently lost its federal funding. The university should not devote resources to it given the redundancy in functions that exist in other campus departments (e.g., ESP/CHANCE, Disability Services, Career Services).

Response: Student success is a collective responsibility and no individual program can address the needs of all students throughout their academic career. While Student Support Services has worked closely over the years with other support units on campus, the unit’s distinctive services have met the unmet needs of disadvantaged students. For example, the College Parents’ Group provides support to over 40 college parents; Mentoring Valuable Peers (MVP) program works with 60 upperclassmen; and TRIO DALLAS (Disability Ally and Advocacy Association) provides a collective voice for 20 students with disabilities. Even though the numbers may appear small, the needs of the students served have been great.

When Student Support Services was notified, prior to program prioritization, that its grant had not been renewed, the university agreed to sponsor the unit for an additional year. The term of the sponsorship is drawing to a close. While the program will be discontinued for reasons of the grant, the work done through Student Support Services and its dedicated and talented staff has been invaluable to the success of our students. This work must continue into the future if the institution is to ensure equity and inclusion for all students.

Action Plan:

Summer 2016

- Connect the students served by Student Support Services with other support units on campus. Since the Director of SSS has applied for the federally-funded Talent Search grant, the transition of the current students will need to occur even if the grant is received given that the Talent Search grant focuses on serving young people in grades six through 12.
Update:
Students previously served by Student Support Services have been transitioned to other support units and coordinators/mentors have been identified to continue certain initiatives. No other grants from DOE were awarded to the unit.

11. Registration and Records:

Task Force Recommendation (continue with reduced resources): *This program is essential for the university to function. However, the staffing of the program is higher than at peer institutions. Efficiencies through the use of technology should help reduce resources needed for this program.*

Response: Staff reductions have been occurring regularly over the past several years due to increased efficiency through the use of technology and will continue through attrition. Since 2010, Registration and Records has reduced the number of positions from 33 to 29 by eliminating the following positions: one Associate Director; one Assistant Director; a Chief Clerk; and an Office Support Specialist.

NOTE: Registration and Records is also participating in the cross-unit conversation focused on Advising and the one focused on Retention.

Action Plan:

**Summer 2016**
- Registration and Records has already eliminated one Admission/Records Representative position.
- R&R will continue to cross-train staff to ensure a high-level of knowledge base to create greater efficiency and task coverage at all times.
- Electronic forms using the new workflow approval management functionality in NIU’s OnBase are being developed and will be implemented.
  - Note: Developing OnBase forms will require $18,000 for staff training unless the recharge model is modified and OnBase is supported as an institutional resource. This would permit greater control and flexibility to help develop our own forms and OnBase solutions.
- In collaboration with the Colleges and the Division of IT, Registration and Records will begin integration with academic scheduling using 25Live.
- There may be opportunities within the next five years to eliminate three positions due to attrition.

**2016-17**
- DOIT will be increasing the OnBase license fees unless the recharge model is modified. Registration and Records relies on OnBase for workflow and storage of student records.
FY 2017 OnBase license fees for 20 or more users = $25,000
This represents an increase of $9,475

- Registration and Records proposes to assume responsibility for the processing of fee exceptions from the Bursar’s office. R&R has greater operational knowledge of material fees, class fees, and course scheduling that are required to efficiently process these fees. Making this adjustment will allow fees to be assigned in a more timely manner so students will know what their financial need is further in advance. Additionally, when students have questions regarding fees, they will only need to contact one office.

- Engage Plus and co-curricular transcripts are being developed with the Office of Student Engagement and Experiential Learning (OSEEL) and the Division of Information Technology. The system will be used by students to apply for engaged learning opportunities, tracking completion, and automating the engaged learning transcript notions into the PeopleSoft system. Launch is fall 2016.

- Student Success Collaborative—Campus. R&R is currently working with Office of Student Academic Success (OSAS) and others in this implementation. Phase 1 launch is summer/fall 2016.

- Campus Solutions 9.2. Oracle has released a new version of Campus Solutions. Planning for an upgrade to our student information system will take place in the coming year. Collaboration among key offices.

- Continue greater interaction and functionality of all the modules and functionality associated with the PeopleSoft Financial Support System, Human Resources Systems Support and Student Administrative Systems Support.

12. University Honors Program:

**Task Force Recommendation (enhance):** *This program has the potential to increase enrollment as well as improve the academic profile of the institution. The program has several positive features, although it does not appear to receive adequate funding when compared to other peer institutions. Limited funding has restricted the program to serving more as a unit to track honors program requirements as opposed to providing a vibrant and engaging opportunity for honors students. In addition, there is a conflict for faculty who cannot teach dedicated honors courses because of the need for courses within their home departments. The task force recommends additional resources for the University Honors Program to increase honors programming and assist departments and faculty with offering honors courses.*

**Response:** The University Honors Program agrees with the recommendations. Over the past seven years, the honors program has had high turnover in directors which, along with consistent
reductions in funding, has adversely impacted the program’s ability to ensure a robust array of course offerings as well as a set of high quality co-curricular learning opportunities. The new Honors Director will assume his duties on July 1, 2016 and, thus, bring stability to the program. The proposed action plan takes into consideration both the need to think strategically about the future as well as secure funding for the enhancement of programming and honors-only courses that will both attract and retain students to the program.

NOTE: University Honors Program is also participating in the cross-unit conversations focused on Student Engagement and Retention. See: Section IV on Thematic Discussions

**Action Plan:**

**Fall 2016:**

- Hold strategic planning session(s) with key stakeholders (staff, Honors committee, students, and alumni). Will determine priorities and implementation for 2017-19. Will develop framework for a strong Honors identity.
- Examine internal structure of honors staffing.
- Build a sense of community/purpose with honors staff and between honors students and staff.
- Enhance data collection techniques and tracking.
- Examine capstone experience with goal of providing innovative curricular options that align with students’ interests and career goals. Possibilities: internships, proof of concept projects, etc.
- Work with Advancement to develop a philanthropic strategy for supporting honors students.
- Seek to expand the number of honors-only courses and seminars to aid students in matriculating through the program. Set up an honors-only Themed Learning Community with OSEEL. Since the budget will need to be restored to a level that can support offering honors-only courses, funding may also be a part of the philanthropic strategy.
- Develop a calendar of key honors events throughout the academic year that bring together students, alumni, and community partners. Explore ways events may contribute to long-term goal of diversifying and enhancing revenue streams.

**Spring 2017:**

- Rebrand methods of communication with students and alumni.
- Showcase accomplishments of NIU Honors students through a variety of events and platforms.
- Enhance programing (e.g. co-curricular, Honors House, etc.) based upon data and priorities.
- Identify points of synergy between University Honors Program and other honors programs on campus. Collaborate with Cultural Centers.
- Develop manageable caseloads and process for honors advising. Honors will become part of SSC-Campus in spring 2017 as part of phase 2 of the implementation.
Update:

Strategic planning being held on 11/11 and 11/18

Revised job descriptions have been submitted for two positions in the office, currently under review at HR

Honors game night have been implemented once a month to build a sense of community with students and staff. To date: September (Volleyball) - 8 student teams participated; October (Family Feud) - 7 student teams participated

Much of the enhance data collection and tracking will stem from strategic planning; however, initial adjustments have been made to move to Qualtrics for data collection. To date, student data regarding the Taft retreat has been collected via this method and Capstone data (from the faculty perspective) will also be implemented by semester end with Qualtrics.

Discussions have taken place with Gerry Blazey and I-Labs to offer enhanced Capstone experiences. Tentatively, a pilot program is set to be launched in 2018 (2017 not possible due to faculty sabbatical).

Discussions have been held with NIU Foundation and Northern Fund. Accomplishments include meeting with John and Cassandra McKearn (of McKearn Fellows program) to renew commitment to program and drafting of letter introducing Director to key alumni.

Discussions are ongoing with OSEEL for how to implement an Honors TLC - most likely in an upcoming fall semester.

Calendar of events active on website, exploration of how events can further enhance the sense of community liking to result from strategic planning.

13. University Office of Educator Licensure and Preparation (UOELP):

Task Force Recommendation (transform): NIU is highly-regarded for its teacher preparation programs, but distributing support for licensure across colleges causes confusion for students and school districts (as indicated in the Teacher Certification program narrative). Consolidating support for student clinical placement and assessment requirements will decrease this confusion and the expense of maintaining separate units for licensure. As the central office for licensure, this program needs to be transformed to serve all of the colleges' educator licensure/preparation and certification programs.

Response: The University Office of Educator Licensure and Preparation (UOELP) narrative was not specifically referred to in the task force feedback; however, inferences were made that UOELP would like to clarify. Currently, UOELP serves 37 licensure programs university wide. In the past two years, it has recommended 1,193 candidates for 2028 endorsements or approvals as qualified educators. These recommendations represent all of the candidates at NIU across the
four licensing colleges. Additionally, to comply with state and national mandates, UOELP currently performs the following duties:

- Coordinate the university-wide CAEP unit assessment process;
- Coordinate and support all educator licensure assessment activities, and facilitate review of academic programs;
- Prepare data files and reports to meet state, federal and accreditation demands;
- In addition to the assessments and data gathering from 37 programs to be provided to three accrediting bodies, the UOELP also gathers and manages an additional 10 reports for dissemination to a total of 5 reporting bodies.

UOELP’s response to the different task force recommendations are as follows:

- Central Office of Clinical and Student Teaching Placements: Given the diversity of placements and program requirements, our recommendation is to house placement offices at the college level. With the proposed reduction in HHS programs, there will be three licensing colleges: CLAS, COE, and CVPA. College-wide placement services honor the uniqueness of licensure programs, the importance of programmatic connections, and different clinical requirements while streamlining the communications with school districts. We propose bi-monthly meetings between the college placement coordinators and the Professional Development Schools (PDS) and School Partnerships Directors to streamline processes, placement procedures, and enhance communication both across the university and with school districts.

- Consolidation of School Partnerships with University Office of Educator Licensure and Preparation: We believe this recommendation is reasonable and support the School Partnerships Office moving to the university level. In UOELP we maintain all of the clinical agreements with school districts and work extensively with our PDS. Consolidation will allow for centralized communication and the development of a sustainable regional network of schools who work with our teacher candidates.

- Collaboration between P-20 and UOELP to streamline communication with school districts: We believe this recommendation is reasonable and vital. Our suggestion is that the P-20 Center for Engagement works closely with both the Directors of the PDS and School Partnerships. While the PDS and School Partnerships facilitate all communications and activities related to NIU teacher candidates, the P-20 Center for Engagement would facilitate all professional development for currently practicing teachers.

- Examine Teacher Licensure in an Institutional Context: UOELP concurs with this recommendation. Educator Licensure at NIU is uniquely structured and crosses multiple colleges, so it is critical that it is examined in an institutional context. Stakeholders in this conversation have already convened and an action plan has been developed for this university-wide discussion. See section: “Thematic Discussions Across Units/Divisions.”
NOTE: UOELP is participating in the cross-unit/division discussion on Teacher Licensure. See: Section IV on Thematic Discussions

**Action Plan:** The national accreditation site visit is scheduled for November 2017; consequently, NIU’s self-study is due in January of 2017. It is critical that any re-structuring or changes to licensure at NIU can be addressed as proposed plans in the self-study, and conversations with the site team. It is strongly recommended that any recommendations for academic re-structuring be implemented after the site visit to ensure consistency of data collection and program reporting within the current organizational structure.

14. University Writing Center (UWC):

**Task Force Recommendation (enhance):** The University Writing Center is a critical element in the new requirement for writing-intensive courses as part of the PLUS/General Education curriculum. The program serves both undergraduate and graduate students and represents a great resource to departments and programs, especially those having significant writing requirements. Demand for this program is already high and capacity is insufficient to meet demand. The task force recommends additional resources to increase staffing and reconsidering whether the program’s current location is serving students well.

**Response:** The UWC agrees with the recommendations to increase staff to meet demand, and to identify additional locations for the UWC. In addition to meeting current demand, it is critical that the UWC also have sufficient staff to meet the demand generated by the two-course writing-infused graduation requirement that goes into effect fall 2016. It is essential that the FY17 budget contain adequate resources to meet both types of demand: regular courses and writing-infused courses.

**FY16 UWC usage data:**

- The UWC conducted 11,148 sessions with 1,893 individual clients. The UWC turned away 802 clients in fall 2015 and 89 in spring 2016.
- The UWC worked with 1,420 undergraduate students (9.4% of the undergraduate population, matching the national standard of 8-10%) for 4,514 sessions.
- The UWC worked with 390 graduate students (8% of the graduate population) for 5,414 sessions.
- The UWC worked with 362 ELs (18% of the overall clients) for 4,634 sessions (42% of the overall sessions – an increase of 3% from FY15). Note: these numbers are also included in the undergraduate and graduate categories as they overlap.
- The UWC also worked with alums, faculty and staff, and a few community members.
NOTE: The UWC is also participating in the cross-unit conversation on Tutoring/Academic Support Services and the one on Retention. See: Section IV on Thematic Discussions

Action Plan:

- Between the fall of 2015 and the spring of 2016 eight new writing coaches were hired. The additional hires reduced the number of students denied services. See: FY16 Usage Data above. If an appropriate level of service is to be sustained, the FY17 budget also needs to reflect the funding for these positions.

- In spring 2016 two additional UWC locations were identified and will be available in fall 2016; Founders Library and McMurry Hall. The UWC will now have offices on the west side of campus, in the center of campus and on the east side of campus. Should funding become available, the UWC will set up a mobile writing support that can alternate between College of Business and the College of Engineering and Engineering Technology.

Additional Proposed Action Steps:

- Hire an assistant director or coordinator ($25,000) instead of an administrative assistant and one of the proposed PLUS 20-hour GA positions ($13,700). The UWC would work with HRS on the development of a position description and the appropriate title. The UWC would benefit from a second administrator for the following reasons:

  1. The UWC will have 3 locations across campus beginning in fall 2016. Having a second administrative position will provide more consistent supervision of the sites rather than the director splitting her time among the three on a daily basis or having multiple GAs oversee the sites.
  2. The UWC staff will continue to grow to meet its increased support for the PLUS initiatives (writing infused courses and pathways). A second administrative position could help train and mentor the new staff as well as coordinate professional development opportunities for the staff and conduct observations for evaluation.
  3. There is an increasing number of requests for UWC personnel to participate in orientations, advisory boards, student-oriented fairs, leadership seminars, panel discussions about retention efforts, etc., as are the requests for writing-infused class-related presentations, topic-focused workshops, and meetings with faculty about assignments, student feedback strategies, and their professional writing/conference materials. A second administrator could represent the UWC at some of those events and meet with some of the faculty.
  4. Because of cause of the multiple locations and growing staff, a second administrative position could also help with the staff and session-related paperwork (payroll, data entry).
• To Discuss: Look at ways to merge ESL Center (Department of English) with UWC
  • Traditionally at least 35% of the UWC’s client population are from the ESL population, many of whom use both services.
    ▪ The UWC is open **50+ hours per week** with 25+ writing coaches,
    ▪ ESL Center has only 3-4 tutors with 9 hour per week appointments.
    The ESL Center does offer 3 services the UWC does not generally address: SPEAK test preparation, TOEFL preparation, and conversation classes.

• To Discuss: Ways for the UWC to support the Writers’ Workshop sponsored by the Department of English to support CHANCE students. Currently, CHANCE students are required to attend the workshop for their ENGL 102 and 103P courses. Coordinating with the Writers’ Workshop would provide the students with another support resource that would extend throughout the entirety of their academic career at NIU, including discipline-specific course assignments and research strategies as well as scholarships, internships, and career prep documents.

**Update:**

The UWC has prepared a Dissertation Boot Camp business plan and submitted it to the Executive President and Provost for consideration of the Executive Budget Committee (EBC). A brief summary of the plan follows below.

The University Writing Center (UWC) annually works with 8% of NIU’s graduate students through individualized tutoring sessions for all types of writing and writing-related projects, with a growing population working on completion of their dissertations. To address the needs of this population, the UWC developed a free eight-week dissertation boot camp, Dissertate in Eight, in 2010. The program has successfully been held from 1:00 to 4:30 Wednesday afternoons during summer school for the past seven years. While the participants learned about the dissertation process and made progress toward completion, the boot camp did not offer a significant amount of focused writing time, something the participants often noted was a challenge for them. The UWC now proposes modifying its boot camp structure to offer 2-day and week-long structured writing opportunities away from family and work responsibilities to promote faster progress toward completion. We would call this boot camp initiative “Destination Completion.”

The 2-day and week-long boot camps will provide structured time for the students to complete focused dissertation writing in a quiet area with minimal distractions in the company of other individuals on the same educational journey. The boot camps will also provide opportunities for support through individualized feedback from the UWC director and/or trained doctoral level coaches, workshops on strategies for maintaining their momentum and understanding the dissertation process, and chances to develop camaraderie among the participants.
Such a project fits the UWC’s mission to help Northern Illinois University’s students learn to produce written documents, identify the strengths and challenges in their writing, articulate ideas effectively, incorporate and document outside sources, and master stylistic nuances of writing in specific disciplines. The UWC’s individualized mentoring and topic-focused workshops and presentations support writing tasks and practice, especially the dissertations.

Research shows that only two area universities (University of Wisconsin – Madison and Northwestern) offer similar boot camps, but these are limited to only their students, creating a potential market among students from other institutions as well as addressing a need for NIU’s dissertation candidates to move through the process more quickly.

III. RESPONSES to RECOMMENDATIONS: DISAGREE

1. First- and Second-Year Experience/UNIV 101 (FSYE):

Task Force Recommendation (transformation): Program is very valuable and needs consistent financial support. Transformation should consider relocating program in college/department. AcTF impressed that top faculty teach in program. Recommends that the program be required of all new students.

Response: FSYE concurs with some of the recommendations while disagreeing with others.

FSYE supports the task force’s recognition that consistent funding should be available for UNIV 101/201 instruction. To date, this has not been so. It is hoped that with the development of a FY17 budget, this issue will be addressed and resolved.

Data indicates that students who take UNIV 101 persist at a higher rate from fall to spring and that this advantage continues over several semesters. Chicago Public School (CPS) students, a high risk group at NIU, persist at a higher rate if they take UNIV 101 than if they do not. For example, the CPS students who took UNIV 101 had a 13% higher fall 2014 to fall 2015 retention rate than those who did not take the course. FSYE would like to see more first-year native and transfer students take advantages of the benefits of UNIV 101/201. However, in light of recent history, it may not be the optimal time to pursue a UNIV 101 graduation requirement.

In 2014, catalog language to make UNIV 101 a graduation requirement came before the Academic Policies and Academic Standards Committee (APASC). The initiative was tabled due to concerns from different stakeholders. Given that NIU now has a two-course writing-infused graduate requirement and is exploring a human diversity graduate requirement, pursuing a UNIV 101 graduation requirement at this time might undermine the proposed human diversity requirement. The suggested course of action would be to work with academic advisors, orientation, and admission to promote vigorously UNIV 101/201 to incoming students so that more students would experience the benefits of the course.
FSYE disagrees with the recommendation to move the course into a college/department; UNIV 101 should remain under the auspices of the Office of First- and Second-Year Experience. The course is an elective, 1-credit, 11 week course designed to help new students transition to NIU and develop the skills necessary to succeed and thus aligns perfectly with the mission of FSYE. Courses housed in specific academic colleges or departments have a designated disciplinary focus even if they are part of the general education program. The course content of UNIV 101 transcends disciplinary boundaries and includes: practicing success strategies through collaborative learning; learning to use essential online tools; understanding when and where to go for help; gaining vital skills in writing, communication, and critical thinking through the Common Reading Experience (text changes every two years); and networking with NIU faculty, staff, and peers. Moreover, while tenured and tenure-track faculty have taught the course upon occasion, UNIV101 educators are overwhelmingly Supportive Professional Staff. Finally, it is considered national best practice to house first-year seminars such as UNIV within university colleges or colleges of undergraduate studies. For reasons of mission, course content, staffing, and national best practice, UNIV 101 should remain under the purview of FSYE.

NOTE: First- and Second-Year Experience is also participating in the cross-unit conversation focused on Student Engagement and the one on Retention. See: Section IV Thematic Discussions

**Action Plan:**

**Summer 2016**
- With the clear support of the colleges, strongly recommend to professional and faculty advisors, transfer counselors, and orientation and admission staff that UNIV 101/201 become a routine part of the student’s fall schedule.
- Collaborate with UNIV Educators and the Chair of Welcome Days to explore possibility of Educators meeting with their students and engaging in Common Reading Experience topics.

**2016-17**
- Continue strong messaging of importance that students build fall schedules to include UNIV 101/201
- With the support of colleges, recruit more tenured and tenure-track faculty to teach UNIV 101/201
- Explore specialized sections of UNIV 101 to meet needs of individual colleges and departments while keeping core course requirements. Meet with college representatives and curricular deans
- Explore integration of Common Reading Experience topics into Welcome Days events. Meet with UNIV Educators, Colleges, and Welcome Days committee.

**Fall 2017**
- Pilot specialized sections of UNIV 101/201 associated with Colleges or departments.
2. Student-Athlete Academic Support Services (SAASS):

Task Force Recommendation (Continue with reduced resources): The task force is impressed with the academic success of the university’s student-athletes. Although the needs of student-athletes are unique given the eligibility requirements, this office duplicates services that can be completed by academic advisors, ESP/ACCESS and other campus offices.

Response:

In today’s media- and entertainment-driven culture, media reports on athletics significantly shape how a university is perceived publically. The NCAA mandated reporting on unique statistics related to student-athletes has enhanced NIU’s reputation and earned media. Additionally, NIU has consistently been recognized through the academic awards received by its student-athletes. For example, in 2015-16, two NIU student-athletes received the MAC Medal of Excellence Award which is bestowed upon a student-athlete who participated on the varsity level in a conference sponsored sport, achieved academic success with a minimum 3.50 gpa, exhibited leadership, and demonstrated a commitment to service.

While there is some duplication of services among SAASS and other advising units, the unique population that SAASS serves and the unique demands created by NCAA compliance merit specialized, dedicated services. SAASS staff and tutors have the specialized training and knowledge to address the extensive NCAA regulations and are specifically dedicated to this student population whereas advisors across campus are not. Given the special needs of the student-athlete population, the services are essential. Current resource level is appropriate.

NOTE: SAASS is also participating in the cross-unit conversations focused on Retention and the one on Advising. See: Section IV on Thematic Discussions

Action Plan:

- Summer and fall 2016: SAASS will be integrated into the SSC-Campus which will provide a university-wide platform for sharing advising notes and student tracking across the university. This will make for more seamless communication among advisors and support units.

- Fall 2016 and forward: SAASS will continue its collaboration with ACCESS and the University Writing Center to provide academic support services to student-athletes. Where possible, duplicative services will be eliminated.

3. Testing Services:
**Recommendation (Continue with reduced resources):** The program serves an essential function for the university. Although the program currently has high demand, the demand for the program will likely decline as more courses go online and smaller sections of writing-intensive courses are added as part of the new general education requirements. Additionally, the research and analysis component of the office is redundant from Academic Analysis and Reporting and Institutional Research.

**Response:** As the Task Force pointed out, Testing Services is essential to the institution; moreover, it is likely to remain in high demand. Seventy-three percent of all NIU students utilized Testing Services in fall 2014 and 67% in spring 2015. The number of departments and courses for which Testing Services processed exams (e.g., PSYC 102, SOCI 170, ANTH 120, etc.) has remained constant. Despite a 2.3% overall enrollment decline from fall 2014 to fall 2015, the demand for Testing Services remained high with less than a 0.001% reduction in the number of exams processed during the same period.

Although Testing Services processes exams from 100-, 200-, 300-, and 400-level classes, as well as a limited number of graduate and law classes, most of the exams processed come from lower-division courses. Testing Services only processes multiple-choice exams, not written exams or assignments. As such, upper-division writing-infused courses will not impact the number of standardized exams Testing Services processes.

While Testing Services has never been asked to process exams for the limited number of online courses offered, there is nothing to preclude the office from processing exams from these courses as well.

Testing Services’ resources are appropriate for its current and projected responsibilities. As of Fall 2016, Testing Services will assume sole responsibility for managing and processing online course evaluations which is a labor-intensive addition to its current duties. At the same time, the unit will continue to process classroom exams, national exam scores, credit-by-examination, the New Student Testing Program, scanning and processing faculty research projects, and paper-and-pencil course evaluations.

The unit has already reduced its staff by 1/3 (four FTEs) over the past seven years due to increased efficiency. The Director devotes roughly 2/3rds of his time to managing the day-to-day operations of Testing Services and the remainder of his time to performing academic data analyses for the Provost, Vice Provosts, Chief Diversity Officer, Student Affairs and Enrollment Management, and Deans and Department Chairs. While the Director’s research expertise may not be unique on campus, the data analytics he provides are unique. They support specialized student success initiatives, such as diversity, equity, and inclusion, student engagement, First-Year Experience, Map-Works, Student Advocacy and Success, Leaver Analyses, National
Clearinghouse queries, Reenrollment reports, Student Athletics, major migration analyses, and target population retention analyses. By devoting one third of the Director’s time to data analytics, the unit has reduced its costs as well as provided essential services to the university as a whole. It would be more costly to have a separate Director of Testing Services and an additional research analyst to address the daily requests for analyses and reports.

NOTE: Testing services is also participating in the cross-unit conversations on retention, diversity and inclusion, and institutional effectiveness. See: Section IV Thematic Discussions

**Action Plan:**

- Summer and fall 2016: Director of Testing Services and Academic Affairs Research Support will participate in the development of the Institutional Effectiveness initiative.

**IV. THEMATIC DISCUSSIONS ACROSS UNITS/DIVISIONS**

**ADVISING ACTION PLAN:**

The Administrative Task Force signaled the importance of providing quality advising to students as crucial to fulfilling the University’s mission as well as an essential element in retaining students. Frequently, the general understanding of advising focuses on one facet whereas the role of the advisor is multidimensional. In their article “Faculty and Student Perspectives on Advising: Implications for Student Dissatisfaction,” J. Allen and C. Smith identify five domains that comprise the process of quality and holistic advising. These are:

1. **Integration** of a student’s academic, career, and life goals
2. **Referral** to academic and non-academic campus resources
3. **Information** related to requirements, policies, and procedures
4. **Individualism** whereby advising takes into account a student’s unique characteristics
5. **Shared responsibility** whereby students assume responsibility for their education

In 2015, the National Academic Advising Association (NACADA) undertook an external review of NIU’s academic advising programs and offered a series of recommendations. Some of the NACADA recommendations have already been implemented while others are in process:

- Advisor Recognition Ceremony. This past April was the third year for the recognition ceremony. The implementation of an “Excellence in Advising” Award is in progress.
- Creation of an Advising Council. The NIU Advising Council was created and is entering its second year.
- Implement MyNIU enhancements to support advising process. Ongoing.
- Utilize technology to create a paperless system. In August 2016, SSC-Campus which incorporates Grades First will launch Phase 1. Phase 2 will launch in spring 2017. When fully implemented, the tool provides a common advising platform that offers on line...
shared advising notes, electronic appointment scheduling, multi-modal communication with students, campus-wide coordinated case management, and a common early alert system. SSC-Campus will connect professional advisors, faculty advisors, and academic support units to improve coordination, tracking, and closing the loop on student interventions.

While the NACADA report offers recommendations that will enhance advising across areas, it does not examine the overall structure and/or advising model at NIU. As the university considers different structures/models, it is recommended that the NACADA recommendations continue to be implemented since they transcend a particular advising model.

It is proposed that the university explore different advising models, especially as seen through a student lens. This exploration would also take into consideration the multidimensional role of the advisor. Towards this end, the following action steps are proposed:

Summer 2016:

- Establish a small planning group whose purpose is to refine the charge, constraints and expectations, framework, process, and timeline of the initiative. Members of the group have been identified and a meeting is scheduled for the end of July. The members are:
  - Diana Robinson (Facilitator), Division of Outreach, Engagement and Regional Development
  - Anne L. Birberick, Office of the Provost
  - Eric Dannenmaier, College of Law
  - Beverly Henry, College of Health and Human Sciences
  - Paul Kassel, College of Visual and Performing Arts
  - Margee Myles, College of Education
  - Matt Streb, College of Liberal Arts and Sciences

- Inform all stakeholders of the charge, process, etc. Establish membership of group charged with initiative and begin process by September 1, 2016.

**STUDENT ENGAGEMENT ACTION PLAN:**

A subcommittee met to discuss action items for Engagement at NIU as a result of the Program Prioritization process. The units involved in the discussion included Academic Advising Center, Honors, First- and Second-Year Experience, Student Academic Success and CHANCE. Utilizing high impact practices as the prevailing framework, the committee agreed on the areas for which each has some connection (see chart I).
### Chart I: High Impact Practice by Unit

<table>
<thead>
<tr>
<th>High Impact Practices</th>
<th>Honors</th>
<th>OSEEL</th>
<th>CHANCE/PROMISE</th>
<th>OSA S</th>
<th>AAC</th>
<th>FSYE</th>
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<tbody>
<tr>
<td>First-Year Seminars</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Service-Learning</td>
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<tr>
<td>Undergraduate Research</td>
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<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Learning Communities</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Diversity/Global Learning</td>
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<tr>
<td>Internships</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
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<td>Collaborative Assignments/Projects</td>
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<td>X</td>
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<tr>
<td>Capstone Courses/Projects</td>
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<tr>
<td>Common Intellectual Experiences</td>
<td>X</td>
<td>X</td>
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</table>

The group agreed on the following guiding principles:

- To provide students with a menu of engagement experiences which become increasingly more developmentally challenging as they matriculate.
- To provide students with engagement experiences that lead to increased awareness of global and societal issues; increased development of essential skills like critical thinking and oral and written communication; knowledge of how and when these experiences fit into their academic plan; and an understanding of the long-term benefits for each experience.
- To develop or alter programs in order to fit within the criteria for Engage PLUS and to encourage the campus to use Engage PLUS criteria in program development.
• To coordinate marketing, assessment and data collection efforts and a strategy for dissemination of information.
• To ensure that engagement at NIU is accessible to students from diverse backgrounds and at all academic levels.

The committee suggests the following actions:

**Coordinate with MarkComm to ensure a consistent message about how NIU defines and encourages engagement, “the NIU Advantage” (beginning fall 2016; ongoing):**

- Create an institutional publication on engagement to be updated annually.
- Structure publication as an “engagement guide” that provides students with suggestions for engagement during each academic year.
- Develop an ENGAGE app or connect to the current NIU app providing up-to-date information about engagement opportunities at NIU.
- Provide academic advisors with “engagement guides,” which identify opportunities and competencies students will gain.

**Complete the implementation of Engage PLUS (scheduled implementation fall 2016):**

- Encourage units to use Engage PLUS criteria as a guide for new engagement activity development.
- Disseminate Engage PLUS data as part of a strategic institutional assessment strategy *(first dissemination will occur in spring 2017).*
- Ensure that students who achieve Engage Gold (completion of at least 4 experiences in at least 4 different categories) receive transcripted and campus wide recognition.

**Standardize a data collection and assessment process whereby all units are collecting data on engagement in a consistent manner (beginning fall 2016):**

- Collaborate with Testing Services and the Office of Assessment to establish an annual reporting structure that requires consistent data collection and leads to dissemination of engagement information on an annual basis *(first report disseminated in spring 2017).*
- Establish a standard set of engagement questions that individual units can incorporate into their assessments and are tied to the Baccalaureate Learning Outcomes *(development in fall 2016).*
- Utilize national instruments that measure student engagement (e.g., NSSE) with a plan for dissemination of information and continuous evaluation of progress *(updated NSSE in spring 2017).*
- Develop a competency model that can be shared with students (e.g., what can they expect to gain and develop through these experiences and how can they use the skills) and advisors *(preliminary development in spring 2017 following institutional assessment).*
- Identify a strategy for assessing high impact practices in the classroom (e.g., writing intensive courses, capstones, collaborative assignments) *(beginning fall 2016).*
Prioritize engagement and avenues for connecting students through first year programs:

- Promote engagement for all first-year students challenging them to engage in at least one high impact practice within the first-year (beginning fall 2017).
- Revisit task force recommendations regarding UNIV 101 (beginning fall 2017).

Collaborate with SAEM and other units on efforts linked to student engagement including (ongoing, beginning fall 2016):

- Living learning communities, CA training, Welcome Week (incorporating more academic messages), early common intellectual experiences, pre-college/bridge programs, etc.
- Units who recognize student academic success providing suggestions that encourage the next steps for engagement (e.g., undergraduate research, service-learning, etc.).

EDUCATOR LICENSURE AND PREPARATION: INSTITUTIONAL CONTEXT

ACTION PLAN

Critical Personnel: Dave Ballantine, Associate Dean, College of Liberal Arts and Sciences
Marilyn Bellert, Associate Director, Center for P-20 Engagement
Anne Birberick, Vice Provost
Laurie Elish-Piper, Dean, College of Education
Paul Kassel, Dean, College of Visual and Performing Arts
Chris McCord, Dean, College of Liberal Arts and Sciences
Jenny Parker, Associate Vice Provost for Educator Licensure and Preparation
Marc VanOverbeke, Associate Dean, College of Education

Taskforce Recommendations Impacting Educator Licensure

UOELP: The taskforce indicates that, “NIU is highly-regarded for its teacher preparation programs, but distributing support for licensure across colleges causes confusion for students and school districts (as indicated in the Teacher Certification program narrative). Consolidating support for student clinical placement and assessment requirements will decrease this confusion and the expense of maintaining separate units for licensure. As the central office for licensure, this program needs to be transformed to serve all of the colleges’ educator licensure/preparation and certification programs.”

School Partnerships: The task force recommends examination of the consolidation of support services such as accreditation, outreach, and clinical/student teaching placements into a single office that would work with academic programs across the university.

P-20 initiatives: The task force encourages transformation by collaborating with University Licensure Educator Preparation to improve communication to school districts. One way to achieve this goal is by creating a centralized office that combines this program with teacher licensure programs in the colleges and University Licensure Educator Preparation.
**Teacher certification (CLAS):** The taskforce indicates that, “Although the function of this program is essential, it is not necessary at the college level. The university should consider combining this program as well as similar programs that are housed in other colleges (and for which separate narratives do not exist) with the University Office of Educator Licensure and Preparation. Such a consolidation will create a central office that provides “one-stop shopping” for teachers in training. Additionally, placement sites will have one point of contact, which will lessen confusion and improve relationships between the university and placement sites.”

**Additionally, the academic program taskforce recommends the examination of “teacher licensure in an institutional context” and indicates the following:**

**Teacher licensure:** Revisions to certification/licensure, reduction in budgets, and an increasingly critical public discourse about education, have all contributed to fluctuating enrollments in a variety of teacher preparation programs across campus. These are primarily housed in the College of Education (COE), but the impacts have been felt in programs in Mathematics, Art, History, and others outside of the COE. Structural issues such as the organization and purpose of departments in the COE, the relationships between academic and administrative offices providing services to education, and programmatic issues all appear to be contributing to a situation where some programs are overburdened and others lack sufficient enrollment or support to continue. Some of these issues were referenced within narratives, and others became apparent in the analysis across teacher licensure programs.

**Examine teacher licensure in an institutional context.** Issues with enrollment in and the performance of a variety of teacher licensure programs on campus were explored on page 14-15. The artifacts of NIU’s history as a normal school include the distribution of academic and administrative offices across campus. The AcTF recommends that the review and analysis of programs in teacher licensure should be inclusive of the variety of programs and offices across campus connected to this programmatic offerings and reflect the sort of institutional leadership previously mentioned in these comments.

**Proposed Action Plan**

Prior to addressing the action steps and timeline, UOELP has recently confirmed that our national accreditation site visit is scheduled for November 2017. Consequently, our self-study is due in January of 2017. It is critical that any re-structuring of licensure at NIU can be addressed as proposed plans in the self-study, and conversations with the site team. We request any recommendations for academic or administrative re-structuring of licensure programs be implemented after the site visit to ensure consistency of data collection and program reporting within the current organizational format.

<table>
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<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>May 2016</td>
<td>Confirm involvement and support for the action plan development process by critical personnel</td>
<td>Anne Birberick will contact Paul Kassel and Anne Kaplan</td>
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<tr>
<td>June/July 2016</td>
<td>a) Critical personnel meet to develop overarching questions/assumptions to guide discussions</td>
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<td></td>
<td>b) Confirm answers to/approval of overarching questions/assumptions with Provost Freeman</td>
<td>a) 8 critical personnel identified above</td>
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<tr>
<td></td>
<td></td>
<td>b) J. Parker to communicate with Provost Freeman</td>
</tr>
</tbody>
</table>
August/Sept 2016

a) Gather information regarding licensure structure at comparable institutions both in Illinois and out of state
   b) Identify NIU stakeholders to participate in licensure conversations
   c) Identify current licensure and school-based activities (pre-service and in-service)

Jenny Parker

Oct/Nov 2016

2 day retreat to discuss licensure at NIU
Outcomes to include:
   • Document outlining proposed future structure of licensure at NIU
   • Response to taskforce recommendations

NIU stakeholders identified above

Jan-Feb 2017

a) Present proposal to UCIEL/UCANELP
b) Obtain feedback from UCIEL/UCANELP and respond as needed

Representative to present the proposal

March-April 2017

a) Meeting with School District Partners
   b) Present proposal
   c) Discussion implications for school districts

NIU licensure representatives

May/June 2017

a) Finalize document for presentation to Senior Administration
   b) Respond to feedback from Senior Administration as needed

Representative to present the proposal

Aug-October 2017

Final preparation for CAEP Site Visit

UOELP and NIU licensure reps

Spring/Summer 2018

Implementation of Action Plan

All involved in the plan

UNIVERSITY RETENTION ACTION PLAN:

The Task Force noted the need for a central retention strategy that will focus efforts to improve persistence and graduation rates of undergraduate students as well as guide how resources are utilized. While modest gains in retention have occurred over the past couple of years, a more organized way to support student success would have greater impact on retention, persistence, and graduation rates.

Toward that end, the university would: (1) articulate a focused retention strategy; (2) have a dedicated retention office that directs, manages, and coordinates particular retention initiatives; and (3) establish a retention steering committee to oversee and guide the retention strategy as well as use a data-driven and methodologically sound process for assessing the efficacy of interventions.

A Retention Strategy would:

- Establish key success indicators for retention, persistence, and graduation
- Identify student populations for targeted initiatives
- Address concrete issues and set clearly defined objectives
- Determine an early intervention strategy that deploys a broad network of alert sensors
- Use data to track student progress and assess program and/or initiative effectiveness
Build in an annual review to assess overall strategy and adjust strategy as necessary

**Retention Steering Committee:**
Committee members would be representatives from the following:
- Office of the Provost
- Division of Student Affairs and Enrollment Management
- Office of Academic Diversity, Equity and Inclusion
- Academic Affairs: Dean of a College
- Institutional Effectiveness

The Retention Steering Committee would be charged with developing the university’s retention strategy. In doing so, it will be important that the committee consider the following:

- How retention is being defined. What populations would be served? Who or what units would be responsible? And for what initiatives? Having defined boundaries will be crucial to creating a retention strategy.
- What would be the role of the repositioned Office of Student Academic Success as a Retention Management Office (working title)? See: section II, #8 for information on OSAS.
- Current retention tools and strategies that have correlated to student success but whose optimal effectiveness is compromised by underutilization.
- The relation between first-year interventions and graduation. First-to-second year retention is an important first step given attrition patterns; the investment becomes more valuable if students persist to graduation.
- What successful students do. Student attrition is multi-causal. Student actions once on campus often are a better predictor of success than demographic characteristics historically correlated with lower rates of success.

After the plan is developed, the Retention Steering Committee would become the body responsible for oversight and monitoring. The committee would meet twice a semester to discuss strategic retention concerns. Committee agenda items would focus on developing concrete solutions (designating champions, outcomes, and time lines) as well as assessing the efficacy of initiatives.

**Retention Management Office (working title):**
Reposition the Office of Student Academic Success (OSAS), which is actively involved with multiple retention initiatives, into the Retention Management Office. This office would work closely with the Retention Steering Committee as the unit responsible for oversight and coordination of initiatives. See: Section III, #8 for discussion of OSAS.

**Action Plan:**
August-October 2016:
- Establish a Retention Steering Committee that would develop the university retention strategy.
- Retention Steering Committee conveys to the campus as a whole the university retention strategy so as to create a shared vision of student success through defined retention goals and specific university-wide initiatives. Retention initiatives with demonstrated correlation to student success continue; increased participation by campus stakeholders that hold a piece of the initiative.

October-November 2016:
- Reposition the Office of Student Academic Success (OSAS) to function as the Retention Management Office (working title). This would include review of unit’s mission, goals, scope, personnel and job descriptions, current initiatives, and future role within context of university-wide retention plan.

TUTORING/SUPPORT SERVICES ACTION PLAN:

The Task Force recognized that tutoring and student support services are an important element within the university’s retention efforts. It also noted that there appears to be an opportunity to better coordinate services and eliminate duplications where they occur provided that the academic service models remain sensitive to both audience and subject matter addressed.

In preliminary discussions held at the Council of Deans on tutoring and academic support, several considerations emerged:

- Tutoring and support services must be viewed through the student lens. Student needs are central both in terms of subject areas and availability of services.
- Gaps in services as well as duplication of services need to be identified.
- Tutoring and support services are integral to the work on closing academic equity gaps. College equity teams need to be part of the larger conversation.
- Quality assurance is important in the training of tutors across units/divisions.
- Online tutoring should be considered in terms of data on student preferences as well as effective and feasible models for NIU.

Scope of Conversation:
Since tutoring services occur within different contexts and impact diverse student populations, consideration will also need to be given to:
- Central tutoring services
- College-level tutoring services
- Department-level tutoring services
- Course-based tutoring
• Tutoring targeted to specific student populations
• College equity work group
• Cultural Centers
• Division of Outreach, Engagement, and Regional Development (online tutoring)

**Action Plan and Timeline:**

**In Progress:**
- Identification of tutoring services offered campus-wide. Initial spreadsheet of services has been created but needs to be vetted.
- Meetings between ACCESS and College of Engineering and Engineering Technology and the Department of Mathematics (Emporium) to examine points of synergy and mutual assistance.

**Summer 2016:**
- Identification of facilitator to lead campus-wide tutoring /support services effort.
- Formulation of charge, framework, process and concise timeline as well as identification of expectations (outcomes) and constraints.
- Creation of work group or committee tasked with charge. Work begins in fall 2016 with actions identified for implementation in Spring 2017.

**V. PROPOSAL FOR AN UNDERGRADUATE COLLEGE**

**Background:**
The undergraduate or university college model is adopted by campuses as an administrative unit that organizes university functions, services, learning opportunities, and curricular and co-curricular programming to meet the needs of entering students. Although their focus is primarily on entering students, undergraduate colleges also deliver special programs beyond the first year such as honors, undergraduate research, and career counseling. Additionally, they enable communication and collaboration with other units and divisions across the institution in order to promote student success. In *Organizing for Student Success: The University College Model*, S. Evenbeck and D. Ward articulate five assumptions underlying a university college:

1. Entering students warrant contexts (i.e. policies and programs) that will enhance their academic success and persistence.
2. All entering students have the capacity for success, and the articulation and support of high expectations are central to the success of entering students.
3. A structure that will make a difference is necessary for the work with entering students. The university college is often a catalyst for creating institutional change, a place grounded in teaching and learning where the institution provides focus on students and their success in ways that impact the entire campus.
4. Students are always changing, as is society. The faculty and staff of the transitional unit serving entering students must live out the call to be reflective practitioners, supporting...
students in the development of successful habits and helping them move on to their majors and graduation. As a result, work with entering students mandates continual assessment and improvement.

5. Large-scale collaboration is required to impact student success. Yet, if this is not someone’s work, then it is no one’s work. A university college structure provides institutional ownership for work with entering students, ensuring that someone takes responsibility for student success on campus (p. xiv).

Evenbeck and Ward also emphasize that there is no one-size fits all model for a university college. Indeed, it is important that the model be flexible and appropriate to the needs of the individual institution. Hence, we find many variations among what are commonly referred to as university colleges, undergraduate colleges, or schools of undergraduate studies that fulfill similar roles. Nonetheless, Evenbeck and Ward argue that the model selected should contain a number of essential features: “collaboration among and within units serving entering students; strong links to the undergraduate curriculum; holistic support for student learning and development; and a commitment to assessment” (p. xvi).

While undergraduate colleges vary from campus to campus, certain services and programs emerge as often being the responsibility of an undergraduate college. These include:

- General education and core curriculum
- Academic advising, peer advising, and testing services
- First-year seminars, common reading experiences, and learning communities
- Academic support services (tutoring, supplemental instruction, study skills workshops, mentoring)
- Undergraduate research
- Honors program
- Student success initiatives

**Undergraduate College at NIU:**

In fall 2016, new and continuing undergraduates will be able to participate in NIU PLUS (Progressive Learning in Undergraduate Studies). NIU PLUS aligns nicely with the “Triangle” strategy articulated in Bold Futures by bringing together academics, co-curricular, and career preparation. The three elements of PLUS are:

- A dynamic, progressive general education program that provides students with curricular flexibility, enhanced relevance, and intentional integration between general education and major studies;
- Co-curricular engagement through Engaged PLUS that provides a rigorous process through which students can document on their transcripts meaningful, co-curricular learning;
Partnerships with local employers to enhance a student’s on-the-job experiences with professional development programs through NIU Jobs PLUS.

NIU PLUS would serve as the foundation upon which an undergraduate college could be built. The current units/programs in the office of the Vice Provost would transition into the NIU Undergraduate College and would coalesce around one of the three areas of PLUS; for example:

Academics (and Support Services):
- General Education program
- Themed Learning Communities
- Common Reading Experience
- UNIV 101/201
- Academic Advising
- CHANCE
- Student-Athlete Academic Support Services (SAASS)
- ACCESS tutoring
- University Writing Center (services would still be provided for all users)
- Testing Services

Co-curricular Learning and Engagement:
- Undergraduate Research and Artistry
- Summer Research Opportunities Program (SROP)
- McKearn Fellows Program
- Community College Research Pathways
- PROMISE program
- Service Learning
- Peer Mentoring
- Honors Program
- Professional Development Schools
- Teacher Licensure and Preparation

Career Preparation:
- Internships
- Jobs PLUS professional development series
- Alumni mentoring
- [Career exploration]

Moreover, the integration of the three components of PLUS would serve as the core of an overarching student-centered retention strategy. The work of the units and programs in all three areas would be supported by Registration and Records.
Several benefits emerge from creating an NIU Undergraduate College centered around PLUS. First, through the connection of curricular and co-curricular programing, enhanced instructional support, and development of students as teachers and future professionals, the NIU Undergraduate College would broaden and deepen the student academic experience. Second, the model would better define for everyone the role and contribution of each of the units/programs within the Undergraduate College. Students, parents, and employers would understand the complete package that NIU PLUS offers. Finally, the NIU Undergraduate College model grounded in PLUS could be positioned as the focal point of student career success in marketing and recruiting campaigns. We would be able to showcase the NIU Advantage.

**Action Plan:**

Since many of the units within the Office of the Vice Provost are both participating in and impacted by the larger cross division thematic discussions (e.g. advising, student engagement, licensure, tutoring, retention, diversity and inclusion), it is important to note that a specific action plan would to some extent be dependent upon the outcome of these larger conversations. This said, there are concrete steps to take immediately.

August – December 2016:
- Complete the inventory of programs and services offered by units within the Office of the Vice Provost. An initial mapping has already taken place; however, this needs review to ensure that the inventory accounts for services and programs across all vice provost units.
- Complete the inventory of student populations served across the undergraduate student academic life cycle. An initial mapping has already taken place; however, this needs review to ensure that the inventory accounts for student populations across all vice provost units.
- Review previous findings from student surveys and student focus groups regarding programs and services.
- Review data regarding the correlation of the program or service to persistence, retention, and student success.
- Meet with other divisions to discuss repositioning of programs within an undergraduate college structure or developing a stronger, coordinated partnership.
- Create an initial draft of how services/programs offered within units may be grouped around the three broad elements of PLUS. The repositioning of services may include the adjustment of the service/program portfolio of an existing unit or a combination of services/programs from multiple units into a new organizational structure that would reflect synergies and better enhance the student experience.

**Spring 2017:**
- Put forward a model for what a PLUS Undergraduate College would look like at NIU.
Sample Undergraduate Colleges or Equivalents

<table>
<thead>
<tr>
<th></th>
<th>Advising</th>
<th>General</th>
<th>U.G. Research</th>
<th>Honors</th>
<th>FY Experience</th>
<th>Academic Support</th>
<th>Interdisciplinary</th>
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REFERENCES:


Program: Collections and Technical Services
Director: Chalermsee Olson
Dean: Chalermsee Olson

Program Description:
The Collections and Technical Services Division includes two distinctive units. Technical Services acquires, processes, catalogs, preserves, and manages library resources and maintains the online catalog. The unit makes it possible for the university community to discover and access materials in library collections for research, study, and learning.

Rare Books & Special Collections (RBSC), the Southeast Asia Collection (SEAC), Music Library, Faraday Library (FL), and Government Publications/Microforms/Map Collections (GPMM) make up the Distinctive (formerly Special) Collections. They provide users with specialized subject research services, including class instruction, collection building, and outreach in major areas of collection strength and investment. For examples, RBSC specializes in primary materials within the humanities, arts, and sciences. SEAC provides western and vernacular language materials from the regions. FL provides specialized STEM materials.

The University Task Force Report/Recommendation(s):

1. **Recommended action per the Task Force Report(s):**

   CANDIDATE FOR ENHANCED RESOURCES (ENHANCE)

   The services provided by this program are the lifeblood of a university. The ability of faculty and students to conduct research is threatened because the library’s collections budget has been reduced substantially. As a result, the program cannot support research appropriately without more resources. The task force strongly recommends that the library receive additional resources to provide research materials to support the needs of its patrons.

2. **Program(s) associated with this recommendation:**

   Collections and Technical Services
   
   Public Services
   
   University Libraries Administration
   
   Technology Initiatives and Support Services
   
   Regional History Center/ University Archives
3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

While there were no indicated gaps for this program, it is key to understand that the University Libraries function in a fully integrated manner. Radical changes to any one program directly affects the others.

4. Do you consider the action recommended to be reasonable?

Yes. The program’s ability to support research by acquiring and making accessible research materials in all formats has been severely hampered by a lack of resources. While the Task Force was clear that additional resources for acquiring materials are necessary, acquiring additional research resources will also require management, organization, and coordination, across not only the University Libraries but with the Law Library as well.

If materials are not discoverable and accessible, work that is done by the Technical Services Department, they will be of limited use to the students, faculty, and staff. This will be best achieved by full staffing in the Technical Services Department and by hiring a Catalog Maintenance Librarian, which will increase our ability to make those newly acquired resources available to the NIU community in a timely fashion.

The preservation of research materials is as important as the acquisition of the materials. To extend the life of our print materials they have to be repaired and in some cases sent to a commercial bindery. Additionally, electronic materials acquired for the collections and digitized access versions of analog collection materials must be preserved long-term in accordance with national and international standards. This was originally achieved through the Technology Initiatives and Support Services division, which has lost two key positions in recent years: Digital Curator and a Developer. A new implementation plan for appropriately caring for these materials must be devised.

Collection building is not solely achieved through purchasing. Acquisitions for distinctive and unique collections (such as SEA, RBSC, etc.) also happen through on-site donor relations and/or collecting of ephemeral literature, which requires sufficient travel funds up to and including international travel. These materials, which enhance and set our collections apart from other libraries, and directly serve scholarly communities both locally and globally, cannot be acquired solely through purchasing, as they are not actually on the open market. Thus, some funds for acquisitions travel must also be incorporated into these plans.

5. What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action

Significant New Action

6. If a Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)

  1. (As budget is released)
In collaboration with Libraries Administration, distribute additional collection monies, including funding for curatorial acquisitions travel, as appropriate, for use in FY17.

2. (Fall 2016)

- Develop job description for Catalog Maintenance Librarian
- Hire and train 2 vacant support staff positions with existing descriptions.
- Work with Technology Initiatives and Support Services and DoIT to solidify appropriate infrastructure for digital preservation practices in keeping with the University Libraries’ digital preservation policies and national/international standards.

3. Spring 2017

- Hire Catalog Maintenance Librarian (Spring 2017)
- Migrate digital collections to new infrastructure.

4. July 2017

- Catalog Maintenance Librarian begins (July 2017)

- Individuals impacted and how

The most significant impact of purchasing additional resources in multiple formats to support research on campus is that the size of the staff to handle those increased resources has not changed. Filling at least two operating staff vacancies in the Technical Services Department is vital. These positions (Library Technical Assistant and Senior Library Technical Assistant) focus on the cataloging of materials, a necessary activity to make materials discoverable and accessible. Additionally, the loss of two positions in the TISS division has directly and adversely impacted our ability to appropriately manage and preserve our digital collections; the most cost-efficient method to appropriately manage these materials at this point may be using an outside vendor.

- Resources required/released

- We must build into the budget process a mechanism that accounts for the annual inflation rate of serials (peer reviewed scholarly journals) to prevent further erosion of the materials budget. The cost of serials (the electronic and print, peer reviewed research articles that our faculty, staff, and students rely upon directly for their cutting-edge research) has had an annual inflation rate of about 6% for the last decade. These consume more than 80% of the library’s materials budget. The libraries have covered this inflation over the past decade by cutting the portion of the budget designated for books (print and electronic). This adversely affects our humanities and social science scholars and our distinctive collections disproportionately. Accounting for serials inflation in the budget would protect those disciplines that rely on serials from periodic cuts (e.g. the sciences) and those disciplines that rely on monographs (e.g. the humanities and social sciences) from the steady erosion that occurs between serials cuts. We believe that a restoration to FY15
funding levels with a 6% annual increase for inflation would allow the libraries to purchase the materials necessary to support teaching and research.

- **In addition, we need funds to purchase materials to support new interdisciplinary initiatives and programs.** Currently the only way to allocate funds for new peer reviewed journals is to cut from other programs that still require them.

- **Appropriate offsite storage space** to house older materials in order to make room for the new resources we need to acquire. Our 1977 building can no longer hold sufficient physical collections for research needs.

- **Fully staffing the Technical Services Department.** Materials acquired must be made available or it may as well not exist. The information in the library's catalogs and databases that make library materials findable by faculty, staff, and students is largely created and entered by employees.

- **The addition of a Catalog Maintenance Librarian.** The online catalog currently contains over three million records. The addition of more resources for users will result in the addition of more catalog records so that users can locate those expanded resources. It is vital to have a librarian to develop automated processes for catalog maintenance projects and to coordinate these projects. For example, maintaining URL links in records is very important, but something we currently have little time to do. There are also opportunities to obtain free, or in some cases purchase, vendor generated bibliographic records, thus increasing the efficiency of the program. These records, however, must be evaluated and edited to meet local and state consortia (CARLI) standards for our shared catalog. Because we lack the personnel with the requisite skills, we cannot take advantage of these opportunities.

- **Travel funds to support the acquisition of materials for distinctive collections.** Travel allows subject specialists and curators of distinctive collections to procure new and unique materials unavailable through global publishing houses and distributors to enhance the Libraries' research collection.

**Anticipated outcomes**

- Additional resources to purchase and provide access to materials begins to restore our ability to appropriately support the teaching and research mission of the university and contribute to student success.

- The hiring of a Catalog Maintenance Librarian will allow us to automate a higher percentage of maintenance work that is currently done by hand, freeing up other staff time for adding new materials to the catalog.

- Fully staffing the Technical Services Department will also allow us to provide access to materials in a timely manner.

- Developing an appropriate plan for preserving digital materials collected in the library ensures that as we collect and/or digitize, organize, and create access to these
materials we can also guarantee their long-term survival and ongoing access. This both keeps us in compliance with state laws (OARAA) and ensures that the scholarship, research, and artistry produced and collected on campus will remain available to future generations of users, a continuing demonstration of the value of public higher education.

7. **Are there opportunities that collaborate with other units? If yes, please list the units and outline the possibilities.**

Collaboration with other units (within and outside the libraries) is already an integral part of our program. In addition to collaborating with all of the other colleges through our consistently excellent and efficient services:

- The Reference and Research program (along with Distinctive Collections faculty), in consultation with the teaching faculty across campus, will continue to determine the materials that our program acquires.
- As a member of the state library consortium, we will continue to pool resources to purchase materials as economically as possible.
- We will continue to work closely with the Law Library to seek out and implement any possibly synergies across our units, which we have done and will continue to do.
- Distinctive Collections will continue to collaborate with the Digital Initiatives Unit and Technical Services to provide access to digital copies of materials in their collections, and long-term preservation for their ongoing care.
- Distinctive Collections will continue to collaborate with faculty and staff across campus to enhance unique educational experiences and research opportunities for our students. (e.g. Center for Southeast Asia Studies, Research Rookies, individual classes from ENGL, HIST, MUSC, etc.)

8. **Summary of actions proposed in the Action Plan from this division:**

- Acquire additional resources for the library collection in consultation with Distinctive Collections faculty, the Reference and Research division of Public Services, and teaching faculty.
- Hire Catalog Maintenance Librarian to develop automated processes to increase the efficiency of maintaining the online catalog, thus making new resources discoverable in a timely manner.
- Fill at least two vacant operating staff positions in the Technical Services Department.
- Acquire funds for travel to support the acquisition of materials unavailable through normal publisher channels.
- Collaborate with Digital Initiatives and Support Services to ensure that digital special collections materials are appropriately preserved.

- More collaboration with the Law Library to ensure that our collective processes for acquiring, documenting, and making materials available is appropriately streamlined.
University Libraries Program Prioritization Response and Action Template

Program Name: Universities Libraries Administration and Office of the Dean
Director: Chalermsee Olson
Dean: Chalermsee Olson

Program Description: University Libraries select, describe, provide access to, and teach information literacy concepts regarding the use of scholarly resources. Such resources are central to the mission of all academic programs and are used by many administrative programs, as well.

Libraries Administration guides major initiatives, sets policy, provides Human Resources and financial services, and manages operations among all other Libraries units.

Each Libraries unit has a unique role in overall Libraries’ operations with little overlap; these roles are described in greater detail in their own program reports.

1. **Recommended action per the Task Force Report(s):** *University Libraries Administration and Office of the Dean* (SUSTAIN): “This program has lost some personnel, but does not appear to be understaffed. The task force recommends that the university consider updating physical spaces within the library to make it a more inviting place to do research and study.”

2. **Program(s) associated with this recommendation:**

   Collections and Technical Services (ENHANCE): “The services provided by this program are the lifeblood of a university. The ability of faculty and students to conduct research is threatened because the library’s collections budget has been reduced substantially. As a result, the program cannot support research appropriately without more resources. The task force strongly recommends that the library receive additional resources to provide research materials to support the needs of its patrons.”

   Public Services (SUSTAIN): Some traditional key performance indicators have declined slightly, such as the number of questions answered at the reference desk and the number of books checked out, which reflects a shift to online services and requires emphasizing different working methods. However, it is imperative that a research university has the functions provided by this program (e.g., inter-library loan, reference desk, subject experts). Demand is steady with University 105. No further reductions should be made if service is to be maintained.

   (Academic Program) Vice Provost, First & Second Year Experience UNIV 101/201 and UNIV 105 (TRANSFORM): “Program is very valuable and needs consistent financial support. Transformation should consider relocating program to a college/department. AcTF impressed that top faculty teach in program. Recommends that the program be required of all new students.”

   Technology Initiatives and Support Services (TRANSFORM): “It is important that faculty, staff, and students have access to highly functioning computing resources. However, maintaining independent technology support units is creating unnecessary redundancies and increased costs. The task force calls for a systematic evaluation of all distributed IT support functions, including both personal/desktop support and classroom/computer lab support. The current organization and cost of a distributed model due to lack of central funding creates an inconsistent allocation of IT
resources and support across the university. The task force does not have sufficient information or expertise to specify what configuration the university’s IT support should have, but it recognizes that a transformation is required. In particular to this program is the need for a campus-wide system, policies, and resources for long-term access to, and digital preservation for, research produced by the university, as required by current and future federal grant agency data management plans (e.g. NSF) and the IL Open Access to Research Articles Act. This system should also incorporate electronic records created through the running of the university, as required through the Illinois State Records Act and NIU's Records Management Policy.”

*Regional History Center/University Archives (REDUCE)*: “While the task force recognizes the importance of documenting the university’s history and the regional outreach provided through this unit, it does not find the productivity data provided to be clear. Closer collaboration and coordination with the University Libraries overall may help this program improve their assessment practices and find budget efficiencies.”

*Law Library (transform)* “This program is important to the mission of the university. The task force recommends transformation that may include consolidating with the main library to increase administration and operational efficiencies. The law library could remain a stand-alone facility, but the reporting lines may be adjusted in the transformation.”

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

No gaps were indicated.

4. **Do you consider the action recommended to be reasonable?**

   Yes/No (if no, why not)

   A. No, the recommendation indicated that “the university consider updating physical spaces within the library to make it a more inviting place to do research and study” at the “sustain” level. In order to update any spaces, the Libraries needs to be at “enhance” level. More resources are needed. Founders Memorial Library is nearly 50 years old. In that time, cosmetic improvements have been made to the physical facility and routine maintenance has taken place. Serious issues now face us because of the age of building’s infrastructure.

   1. **WATER DAMAGE:**

   a. Although the roof has had patch repair over time, the roof itself is simply old. For that reason, patch repair is no longer effective. The leaks provide specific threats to the Rare Books/Special Collections, Regional History, and South East Asia collection. We understand that roof replacement or significant repair is among the capital improvements planned for NIU and it is our sincere hope that this repair or replacement is high on the list. The problems posed to the above named collections are currently mitigated by the strategic placement of plastic sheeting and tarps where appropriate.

   b. In addition to the roofing issue, wind-driven rain comes into the building in various locations, including Special Collections and Regional History. Although library and building service workers move quickly to dry this carpeting, the moisture does pose the threat of mold and mildew.
c. Rain also enters ductwork where sensors are housed. This has resulted in multiple erroneous fire alarms. The result of these fire alarms, and the time it takes to determine if the building can be safely occupied, often leads to the closing of the library which disrupts the study and research needs of the students.

2. FURNISHINGS
   a. SERVICE DESK FURNITURE: Service desks in Founders Library and other units of University Libraries do not meet ADA standards. The processes used to help answer research inquiries and student expectations are different than when the building was built and the furnishings were installed. Additionally, the Founders Circulation Desk and the Music Circulation/Service Desk may both contain asbestos which complicates the process from a simple upgrade in furnishing to a significant project. The service desk in Faraday is conglomeration of standard desk furniture. In their current configurations, the service desks make it difficult to meet the research needs of the students, who are seeking more in-depth, consultative assistance from the Libraries faculty. The Libraries administration is aware that funding to address the service desk furniture is not readily available to the central administration. However, it is the hope of the Libraries administration that implementation of appropriate solutions to the issue of meeting ADA requirements and, if necessary, asbestos remediation will be carried out in the next two or three fiscal years.

   b. STUDENT FURNITURE: As educational technology has advanced, students are expected to use much more highly sophisticated technologies to collaborate and present their projects and research. University Libraries, particularly Founders Memorial Library, needs to replace and upgrade student-use furniture to help meet the demands made on students by their programs and future employers. Lighted desks, shared monitors, smart tables and chairs, collaboration space, mobile tables, presentation alcoves, and 3-D and large-format printers are some of the furniture and technologies that would better support student endeavors.

3. HVAC: Founders Library was designed to efficiently heat and cool a building with few, if any, interior walls. The creation of offices has had a negative impact on heating and cooling of the building consistently. The height of the stacks also restricts airflow and disrupts effective heating and cooling. This leads to uncomfortable study areas as well as offices where space heaters are used to warm cold offices throughout the year. The Physical Plant has attempted over the years to resolve these issues by used of available intake/outtake controls but it is a design flaw that should be addressed at a deeper level.

B. No, the recommendation that the Law Library be consolidated with University Libraries is unrealistic, given accreditation, fiscal, and administrative requirements. The Director of the Law Library does not have a Law Librarian rank, but rather is a member of the Law School faculty. All the public services law librarians are required to have both a Master of Library/Information Science degree and a law degree, which is distinctly different from University Libraries’ public services Library faculty requirements (the MLIS and a second subject Master’s degree of their choosing). The Law Library faculty will not be part of the faculty union that is being formed while University Libraries’ faculty will, which would probably require separate governing documents. Because the Law Library and University Libraries routinely negotiate shared...
contracts for resources when appropriate and divide areas of collecting, no appreciable savings in materials costs would be realized. Further, since neither library has extensive enough staffing to absorb the acquisitions, processing, cataloging, interlibrary loan, reserve, or other technical functions of librarianship for the other library, no personnel savings would be realized.

5. **What type of response to that recommendation do you propose?**

   - No Action
   - Routine Action
   - Significant New Action

   “Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

6. **If a Significant New Action is proposed, provide the following:**

   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

7. **Are there opportunities that collaborate with other units? If yes, please list the units and outline the possibilities.**

   We are now engaged in regular meetings with the Law Library administrators to share information and explore areas of further collaboration, such as shared storage space in an off-site annex (SEE 8B).

   Consultation with OVPR and Provost regarding allocating travel and professional development funds for employees.

8. **Summary of actions proposed in the Action Plan from this division:**

   **ROUTINE**

   A. Routine: Monitor requests for roof repair and heat sensor replacement on Founders Memorial Library, and update Facilities Management and Provost regarding roof condition, leaks, loss of materials, mold, etc.
SIGNIFICANT NEW

B. Significant New Action: Facilities Management and NIU Foundation on means of fundraising and planning for a climate-controlled annex facility that could be used by all University Libraries and the Law Library, which also has space issues.

   Timeline: Consultation 2016
             Fundraising 2017
             Project Implementation 2018

   Individuals Impacted: Dean of University Libraries (project leader and fundraising participant); Associate Dean for Public Services (unit coordinator and member of project team); Foundation representative (Fundraising consultation and involvement); Head of Reference & Research unit (member of project team); Angela Bollinger (space planner); Facilities Management (consultation); Technical Services unit (preparation of materials for relocations to annex); Public Services unit (would retrieve stored items)

   Resources Required:
   Personnel time, as listed above
   Additional funding for Libraries’ annex
   Means of retrieving materials from storage (golf cart-sized vehicle if on main campus; other if off campus)

   Anticipated outcomes: Greatly improved stacks navigation in main collection areas by students and faculty; Increased space for student and faculty use within all Libraries.

C. Significant New Action: Consult with Public Services, Facilities Management, and NIU Foundation on means of fundraising and planning for renovation of 1st floor Reference & Research unit public areas.

   Timeline: Consultation 2016
             Fundraising 2017
             Project Implementation 2018

   Individuals Impacted: Dean of University Libraries (project leader and fundraising participant); Associate Dean for Public Services (unit coordinator and member of project team); Foundation representative (Fundraising consultation and involvement); Head of Reference & Research unit (member of project team); Angela Bollinger (space planner); Facilities Management (renovation, consultation); Reference & Research library faculty (will be consulted on design decisions & will need temporary relocation of Desk operations)

   Resources Required:
   Personnel time, as listed above
   University Libraries’ 41 funds release for furniture purchases
   Additional funding for Libraries’ renovation
Anticipated outcomes: Greatly increased satisfaction with and use of Founders Memorial Libraries by students and faculty, engaging a wide variety of 21st century educational technologies; significant public relations value in attracting new students and donors to NIU; enhanced status among academic libraries and research universities appropriate to our Carnegie designation.
University Libraries Program Prioritization Response and Action Template

Program: Public Services
Director: Rosanne Cordell
Dean: Chalermsee Olson

Program Description:
Public Services provide the assistance and direct services to Libraries users to access materials and information in any format. These units include Reference & Research, Circulation, Reserve, Information Delivery Services, Billing, Collection Maintenance, and the Mailroom. Their functions include assisting individuals with research, instructing classes in library research, teaching a one-credit information literacy course, selecting library materials in consultation with teaching faculty, placing materials on electronic reserve in Blackboard or physical reserve at the Circulation Desk, checking materials in and out, returning materials to library shelves and shifting collections as needed, retrieving requested materials not owned by NIU from other libraries, tracking overdue or lost materials and billing appropriately, and managing incoming and outgoing materials.

The University Task Force Report/Recommendation(s):

1. **Recommended action per the Task Force Report(s):**

   *Public Services* (SUSTAIN): Some traditional key performance indicators have declined slightly, such as the number of questions answered at the reference desk and the number of books checked out, which reflects a shift to online services and requires emphasizing different working methods. However, it is imperative that a research university has the functions provided by this program (e.g., inter-library loan, reference desk, subject experts). Demand is steady with University 105. No further reductions should be made if service is to be maintained.

2. **Program(s) associated with this recommendation:**

   *Collections and Technical Services* (ENHANCE): “The services provided by this program are the lifeblood of a university. The ability of faculty and students to conduct research is threatened because the library’s collections budget has been reduced substantially. As a result, the program cannot support research appropriately without more resources. The task force strongly recommends that the library receive additional resources to provide research materials to support the needs of its patrons.”

   *University Libraries Administration and Office of the Dean* (SUSTAIN): “This program has lost some personnel, but does not appear to be understaffed. The task force recommends that the university consider updating physical spaces within the library to make it a more inviting place to do research and study.”

   *(Academic Program)* *Vice Provost, First & Second Year Experience UNIV 101/201 and UNIV 105* (TRANSFORM): “Program is very valuable and needs consistent financial support. Transformation should consider relocating program to a college/department. AcTF impressed that top faculty teach in program. Recommends that the program be required of all new students.”
Technology Initiatives and Support Services (TRANSFORM):
“It is important that faculty, staff, and students have access to highly functioning computing resources. However, maintaining independent technology support units is creating unnecessary redundancies and increased costs. The task force calls for a systematic evaluation of all distributed IT support functions, including both personal/desktop support and classroom/computer lab support. The current organization and cost of a distributed model due to lack of central funding creates an inconsistent allocation of IT resources and support across the university. The task force does not have sufficient information or expertise to specify what configuration the university’s IT support should have, but it recognizes that a transformation is required. In particular to this program is the need for a campus-wide system, policies, and resources for long-term access to, and digital preservation for, research produced by the university, as required by current and future federal grant agency data management plans (e.g. NSF) and the IL Open Access to Research Articles Act. This system should also incorporate electronic records created through the running of the university, as required through the Illinois State Records Act and NIU's Records Management Policy.”

Regional History Center/University Archives (REDUCE):
“While the task force recognizes the importance of documenting the university’s history and the regional outreach provided through this unit, it does not find the productivity data provided to be clear. Closer collaboration and coordination with the University Libraries overall may help this program improve their assessment practices and find budget efficiencies.”

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

No gaps were indicated.

4. **Do you consider the action recommended to be reasonable?**

   *Yes/No (if no, why not)*

The recommendation that “No further reductions should be made” does not provide the unit with appropriate resources to address the recommendations made by the Task Forces while maintaining quality services. Further, the manner in which University Libraries programs were divided for review ignores the highly integrative nature of academic librarianship. Cuts or expansions in any one unit can greatly affect the others; faculty responsibilities cross unit lines; resources are acquired, created, and used across unit lines; and units are specifically assigned support to other units. In such an environment, units realistically cannot be reviewed nor assessed in isolation.

   A. A significant increase in the Libraries materials budget (See **Collections and Technical Services**) would also require a review of subject assignments and workloads in the Public Services unit as most of the subject librarians are in Public Services. This may result in the need for additional library faculty positions. It would also require a review of staffing needs in the Circulation and Stacks Maintenance units which may result in requests for additional positions in those units. Information Delivery Services has already absorbed an increase in interlibrary loan costs for reciprocal borrowing due to changes in the materials budget and cutting serials subscriptions.
While a significant increase in the materials budget would be greatly appreciated, it could also exacerbate an already serious collection space problem and require the Libraries’ adding climate-controlled annex space to house less-used materials.

B. Public Services included information about the need for updated and student-centered remodeling in Founders Memorial Library. The Administrative Task Force recommends “updating physical spaces within the library to make it a more inviting place to do research and study” (See University Libraries Administration and Office of the Dean) but placed neither Public Services nor Libraries Administration in the category for receiving enhanced resources. Additionally, University administrators continue to request Founders Memorial Library space for non-library and non-academic purposes, which cannot continue to be accommodated and still meet the needs of library users. Updating would require Libraries’ annex space (see above), as well as a replacement for the outdated Reference Desk, which currently does not allow users in wheel chairs to approach the desk, does not provide any consultation space, and does not accommodate the variety of configurations needed for the many employees that are assigned to work at the desk; and significant investment in smart furniture to allow students and faculty to engage with 21st century educational technologies.

C. UNIV 105 is taught by Public Services library faculty. If the First & Second Year Experience courses were made a requirement (See (Academic Program) Vice Provost, First & Second Year Experience UNIV 101/201 and UNIV 105) and UNIV 105 were made an option to fulfill the requirement (which is being proposed), Public Services would need additional full- and part-time faculty and more classroom and office space to meet the demand.

D. Public Services depends heavily on the support provided by the Technology Initiatives and Support Services unit for current hardware and applications required for reference and research assistance, interlibrary loan and I-Share transactions, and circulation and reserves functions. We have already deferred the acquisition of an upgraded scanner in the reserve unit because of budget cuts and our self-checkout system (necessary for circulation functionality after the Circulation Desk has closed) is significantly outdated and in need of replacement. We rely on the Technology Initiatives and Support Services unit to create and maintain our large and complex web site, and numerous Libraries-specific applications. DoIT cannot provide adequate support for all these functions and services.

E. Regional History Center/University Archives responds to 1,300 requests and provides over forty presentation/instruction sessions to classes per year. If their budget and staff were reduced, Public Services would need additional faculty positions to provide these same services (they require highly specialized knowledge), which would not result in a cost savings to the University. Indeed, since these are currently SPS positions, adding library faculty positions might cost more. Any reduction in their materials budget might result in a reduction in the promotional materials they currently provide to Public Services for exhibits and internal signage. Such materials would cost more if we were required to go outside the Libraries.
5. **What type of response to that recommendation do you propose?**
   
   - No Action
   - Routine Action
   - Significant New Action

   "Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

6. **If a Significant New Action is proposed, provide the following:**
   
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

7. **Are there opportunities that collaborate with other units? If yes, please list the units and outline the possibilities.**

   A. A proposal to include UNIV 105 as an option to fulfill the proposed First & Second Year Experience (F&SYE) requirement of NIU PLUS was accepted and included in the final report submitted to the Provost’s Office. Although this F&SYE requirement has not passed, the course has been revised and other changes are being considered to potentially fulfill such a requirement at the University in the future. We will initiate discussions with the Vice Provost to explore further collaborations.

   B. University Libraries has agreed to have the Writing Center use a large room in Founders Memorial Library as one of their campus locations. When they are open at this location, we will initiate discussions about the best way to provide appropriate research assistance to students coming to the Writing Center.

   C. Public Services and Collections & Technical Services will consult with any new or reconfigured academic departments to adjust our librarian liaison assignments to meet collection, Library instruction, and research support needs.

8. **Summary of actions proposed in the Action Plan from this division:**

   ROUTINE ACTIONS:
A. Routine: Add assessment methods for standard services such as outreach to the departments and colleges and office or phone research consultations for students and faculty, to better document the activities of the Research & Reference unit.

B. Routine: If the University Libraries materials budget is increased, requests to the Associate Dean for Collections Technical Services will be made for digital reference collections such as Credo and Gale, to increase support for remote users and online students.

C. Routine: Requests will continue to be made to fill existing open positions occurring in staff lines, and new positions will be requested to respond to any new needs presented by increases in the materials budget in Stacks Maintenance, Circulation, Reserves, Information Delivery Services, and Library Faculty subject special positions.

D. Routine: Reviewing methods of collaboration between Reference & Research and Regional History/University Archives to ensure seamless and efficient support for academic units.

E. Routine: Request additional travel funding for support of library faculty research and professional activities.

SIGNIFICANT NEW ACTIONS

F. Significant New Action: Consult with University Libraries Administration, Facilities Management, and NIU Foundation on means of fundraising and planning for a climate-controlled annex facility and renovated 1st floor Reference & Research unit public areas. (SEE Universities Libraries Administration and Office of the Dean Action Plan, 8D.)

G. Significant New Action: Initiate discussions with Vice Provost office regarding integrating UNIV 105 as an option to fulfill the possible UNIV 101/201 requirement.

Timeline: Discussions 2016
Implementation after UNIV 101/201 is approved as a requirement

Individuals Impacted: Vice Provost for First & Second Year Experience; Associate Dean for Public Services; Head of Reference & Research unit; Information Literacy Librarian; Reference & Research library faculty (teachers for UNIV 105)

Resources Required:
For discussion: no resources required.
If F&SYE becomes a requirement, with UNIV 105 as an option: some increase in sections offered can be accommodated with current resources. If UNIV 105 sections increase significantly: Funding to hire instructors and add classroom space and associated technology.

Anticipated Outcomes: Increased numbers of sections of UNIV 105; Increased ability of students to create and use scholarly information effectively; increased recognition of NIU as supplying a well-prepared workforce.

H. Significant New Action: A request for a new Digital Content Librarian position will be made to fill a long-standing need for a Public Services faculty member to design and maintain the presentation of resources on the Libraries’ web site, and to create digital content and learning objects.

Timeline: FY2016-17

Individuals Impacted: Libraries faculty and staff will serve on a search committee, conducting a national search.

Resources Required: Search support ($1,500-3,000), plus ongoing salary and benefits for the Digital Content Librarian.

Anticipated Outcomes: A more current appearing and functioning presentation and continued maintenance of digital resources for students and faculty; creation of digital learning objects for the use of reference & research library faculty in tutorials, classroom presentations, and information literacy courses; and greater offerings of workshops for students and faculty in the identification, use, and of and management of the digital resources provided by University Libraries.
University Libraries Program Prioritization and Action Plan Template

**Program Name:** Regional History Center and University Archives  
**Director:** Cindy Ditzler  
**Dean:** Chalermsee Olson

**Program Description:** The Regional History Center’s purpose is to acquire, preserve, and make available to NIU, the NIU community, and the general public the most significant historical records of the 18 northernmost counties of Illinois excluding Cook. Located in Founders Memorial Library, the Center contains three related sets of historical records available to researchers: University Archives, Regional Collections, and Local Government Records. The University Archives serves as the repository for all official records of the university that have permanent historical or administrative value. The Regional Collections include original manuscripts generated by private individuals, institutions, and organizations from throughout the region. The Center’s local government records are part of the Illinois Regional Archives Depository system (IRAD) administered by the Illinois State Archives and consists of records generated by the county officials.

**The University Task Force Report/Recommendation(s):**

1. **Recommended action per the Task Force Report(s):**  
   Continue with reduced resources (Reduce)  
   While the task force recognizes the importance of documenting the university’s history and the regional outreach provided through this unit, it does not find the productivity data provided to be clear. Closer collaboration and coordination with the University Libraries overall may help this program improve their assessment practices and find budget efficiencies.

2. **Program(s) associated with this recommendation:**  
   University Libraries:  
   - Collections and Technical Services  
   - Technology Initiatives and Support Services  
   - Public Services  
   - Regional History Center  
   - Administration and Office of the Dean

   Academic Departments and Administrative Offices such as the Alumni Office, Anthropology Museum, Art Museum, History Department, Sociology Department, Gift Planning in NIU Foundation, various disciplines in the College of Education, Creative Services, NIU Today, University Marketing, Art Department, Center for Latino Studies, Northern Star, and University Council/Faculty Senate

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**  
   Clarification of the Center’s productivity data is best explained through the use of a table. The data used for our chart supplied in the productivity section of the Program Write-Up Report has been transformed into Table 1, which is a comparison of the Center’s productivity data, including collection size, staff, and use statistics, to those of other regional archives. The six peer institutions, as defined by having University Archives, Regional Collections, and an Illinois Regional Archives Depository (IRAD), are Eastern Illinois University, Illinois State University, Northeastern Illinois University, Southern Illinois University-Carbondale, University of Illinois-Springfield, and Western Illinois University.
Compared with peer institutions the Center ranks:
- Second largest in collection size.
- Third highest researchers per year.
- Third lowest number of full-time equivalent staff.

Table 1 illustrates that the Center is understaffed for the number of total linear feet of materials we preserve and make accessible and the number of researchers we serve when compared to our peers.

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Collection Size (in linear feet)</th>
<th>Researchers per year</th>
<th>Average number of research questions per FTE</th>
<th>Average amount of material (in linear feet) per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHC</td>
<td>3.4</td>
<td>13,240</td>
<td>1,300</td>
<td>382</td>
<td>3,894</td>
</tr>
<tr>
<td>ISU</td>
<td>4</td>
<td>11,000</td>
<td>400</td>
<td>100</td>
<td>2,750</td>
</tr>
<tr>
<td>NEIU</td>
<td>3</td>
<td>1,328</td>
<td>54</td>
<td>18</td>
<td>443</td>
</tr>
<tr>
<td>SIU</td>
<td>11</td>
<td>27,500</td>
<td>4,000</td>
<td>164</td>
<td>2,500</td>
</tr>
<tr>
<td>UIS</td>
<td>2</td>
<td>3,325</td>
<td>1,412</td>
<td>706</td>
<td>1,663</td>
</tr>
<tr>
<td>WIU</td>
<td>4</td>
<td>2,697</td>
<td>840</td>
<td>210</td>
<td>674</td>
</tr>
</tbody>
</table>

Note: EIU did not reply to the survey.

Despite being understaffed, we provide excellent and efficient reference services to our researchers, both on- and off-campus as illustrated in Table 2. This is in addition to the other diverse duties each Center staff must adequately perform in order to serve the University’s mission including:

- Establishing and maintaining relationships with donors.
- Teaching bibliographic instruction and archival orientation classes.
- Committee work.
- Performing outreach including participating in NIU and community events, conducting archival preservation workshops, giving presentations and consultations to local historical societies and museums.
- Maintaining digital collections and record databases.
- Exhibit planning and installation.
- Professional development.
- Updating policies and procedures.
- Records management for the University Archives – including archiving communications and records that hold an enduring cultural, historical, and administrative value for NIU. This includes both paper and digital records.
• Preserving the history of Northern Illinois University from its charter in 1895 to the present.
• Managing and training graduate assistants, student workers, interns, and volunteers.
• Organizing and preserving historical collections and writing inventories.

<table>
<thead>
<tr>
<th>Table 2. Research statistics for FY 13 through FY 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Requests</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>FY 13</td>
</tr>
<tr>
<td>FY 14</td>
</tr>
<tr>
<td>FY 15</td>
</tr>
</tbody>
</table>

Table 3 illustrates the growing demand for instruction and outreach services provided by the Center.

<table>
<thead>
<tr>
<th>Table 3. Instruction and outreach statistics for FY 13 through FY 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>FY 13</td>
</tr>
<tr>
<td>FY 14</td>
</tr>
<tr>
<td>FY 15</td>
</tr>
</tbody>
</table>

The Center’s purpose is to acquire, preserve, and make available to NIU, the NIU community, and the general public the most significant historical records of the 18 northernmost counties of Illinois excluding Cook. Before a collection can be made available to the public it needs to be processed. Each collection is unique and the time and resources it takes to process a collection varies greatly depending on the volume, condition, arrangement, and types of materials. Aside from these variables, each collection must be:
• Cleaned using archival methods.
• Removed of corrosive materials such as staples, paper clips, tape, rubber bands.
• Organized.
• Placed in archival safe folders and boxes.
• Inventoried by means of a written guide.
• Made accessible through the creation of finding aids that are added to our website and Archon, an archival management database accessible online.
According to Greene and Meissner most donated collections have “an average number of problems”\(^1\) and can be processed at a rate of 14-20 hours per linear foot. Collections with little or no arrangement and order take upwards of 30 hours per linear foot to process.\(^2\) Time spent processing collections with no organization quickly adds up since an archivist must arrange every sheet of paper into a systematic and organized way so researchers can understand what material is available in the collection. This is in addition to removing hardware, refolding, and proper labeling each uniquely identifiable set of materials within their folders.

| Table 2 - Total linear feet of collections acquired and processed for FY12 through FY15 |
|----------------------------------------|---|---|---|
| Linear Feet Acquired                   | FY12 | FY13 | FY14 |
|                                       | 269.35 | 156.7 | 145.85 | 156 |
| Linear Feet Processed                  | 91.65 | 160.2 | 243.55 | 72 |

*Curator position was unfilled from February 2015 to July 13, 2015

Additional staffing is required as demand for services continues to grow, especially those concerning digital collections. Our ability to respond to campus, community, and researchers needs will diminish if budgetary constraints continue. If the Center staff were to be reduced other library programs such as the Library’s Reference and Research Department would need to hire additional faculty or increase the workload of the existing faculty in order to meet the demand in services the Center provided to academic programs and the NIU community.

4. **Do you consider the action recommended to be reasonable?**

*Yes/No (if no, why not)*

No because collaboration with the Center and the University Libraries is already being performed in the areas of assessment and budget. The director of the Center serves on the University Libraries’ assessment committee and works closely with the University Libraries’ business administrator on the Center’s budget. The recommendation of closer collaboration and coordination within the University Libraries is being met as the Center’s director meets monthly with all department heads. The Center routinely works with the Associate Deans who oversee the other three units within the Library—Collections and Technical Service, Public Services, and Technology Innovation & Support Services and the Center’s director meets monthly with the Dean of the University Libraries.

The recent Library Assessment Review helped the staff, including those in the Center, identify assessment tools such as a post-bibliographic instruction survey and an exit interview for researchers. With these recommendations to improve the Library’s assessment practices, Center staff have already begun the process of creating instruction surveys and researcher exit interviews and incorporating them into the Center’s normal operating procedures.

Collaboration within departments is a must in order for the Library to run efficiently. The best way to describe the Centers efforts is by a direct quote from a letter of support written by the Reference and Research department librarians.

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\(^2\) Ibid., 208-63.
The RHC collaborates with Libraries’ Reference and Research department in two of its major functions – reference and outreach. The Reference and Research Department refers patrons of three principal categories to the RHC more than any other affiliated department. First, we regularly refer students writing research papers on the history of NIU—on subjects such as women’s rights, the treatment of LGBTQ students, minority issues, and the history of student organizations and Greek life – to the RHC. Second, we also refer NIU faculty and outside scholars who are conducting research on the NIU or the region to the RHC. Thirdly, we receive numerous questions from community patrons on the history of the region on issues including the social, business, and government history of our locale. Given the print-based nature of many of the RHC’s historical documents and the lack of digitization, it takes specialized librarians, archivists, and well-trained staff to guide patrons in their research and provide access to this type of information. And while the R&R faculty librarians do an excellent job of assisting patrons in their subject areas, we simply do not have the time or deep collection knowledge necessary to provide that access.

The Center collaborates with other departments on campus and in the Library to limit external costs. We work with Creative Services, the Technical Services Department, and the Digitization Lab rather than working with outside vendors. Staff have taken on additional responsibilities to avoid the costs of contracting non-university services for the Center and the University Libraries. The Center’s 40% FTE staff member is shared with Rare Books and Special Collections and the Library. She is responsible for the Library’s graphics design, color and large format printing, and sign and poster mounting, and exhibit requests. She averages 481 requests a year and 10 requests per week. Avoiding proprietary software when possible is also a strategy taken to keep costs low.

Other collaborative efforts within the library include:

- History Harvest – Dr. Drew VandeCreek (Director, Digital Humanities Projects), Matt Short (Metadata Librarian, University Libraries), and Technology Initiatives and Support Services, University Libraries – this project is a collaborative effort with Dr. Stanley Arnold, Associate Professor in the History Department. History Harvest is a digital archive exhibit displaying historical artifacts gathered from the community. Oral history interviews also are conducted with community members and made available through an online exhibit. Center staff will help teach course classes, aid in the creation of an online exhibit using Omeka software, provide guidance in the creation of legal documents, and work with the students and the community members on the day of the Harvest.
- Coordinate with the library during Welcome Week and other outreach activities
- Share information with others through LibGuides which is a content management system that the University Librarians and Center’s staff uses to create online subject guides, exhibits, and Common Core lesson plans.
- One of the lead Partner on a federally-funded grant project spanning over five years and receiving $770,000 for efforts related to digital preservation solutions within archives and libraries. The project, Digital POWRR (Preserving digital Objects With Restricted Resources) has won multiple awards and is internationally recognized for its leadership in digital preservation training and outreach.
- Digital Projects with the Technology Initiatives and Support Services and Technical Services Departments in the Library.
- Provided cross training opportunities to faculty and staff in Library departments
- Serve on Library Committees such Preservation, Exhibit, and Security and Emergency Planning.
- Act as Library representative on University Task Forces and Committees such as Supportive Professional Staff Council and search committees.
• Served as Library representative for the Chicago Collections Consortium (CCC). The CCC is a consortium of libraries, museums, and other institutions with archives that collaborate to preserve and share the rich history and culture of the Chicago region.

The Center works collaboratively within the library and across campus with academic departments and programs (e.g. History; Anthropology; Art; Leadership, Educational Psychology and Foundations) that serve current and prospective students, staff and faculty as well as campus departments (e.g. Creative Services, Northern Star, University Council/Faculty Senate). The Center also serves researchers, professionals, organizations, and enthusiasts from around the world with its more than 700 collections.

The Center holds unique University and regional history primary source materials. These primary sources are used by researchers, both on- and off-campus, as sources for instruction and for training students to think critically. The Center works closely with many disciplines by teaching bibliographic and archival instruction to their students often giving in-depth tours of our facilities. This helps increase students understanding of what resources we have available that may help them throughout their educational and future careers. We also collaborate with professors to design assignments centered on the use of our collections. Our collections are not only used for coursework (e.g. Research Rookies projects, capstone papers, theses, and dissertations) but also as tools to teach students about the importance of preserving and understanding the past. Our collections complement a wide spectrum of disciplines offered at NIU by providing primary source materials that are vital to conducting research. Staff aids faculty and students in research and artistry by providing them the opportunity to create, transmit, expand, and apply knowledge through original interpretation of primary sources available in the Center’s collections, and thus adding value through education, learning, and research. Other collaborative efforts on campus and off campus include:

**Campus**

• Provide research and photographs to colleges and departments when celebrating their anniversaries and other events such as the presidential inauguration.
• History Harvest – Dr. Stanley Arnold, Associate Professor, History Department.
• Creative Services – preserve their archives and make available when needed.
• NIU Today – provide research/photographs for press releases and publications.
• Northern Star – provided research/photographs for news articles.
• Alumni Relations – provide research/photographs for newsletters plus do research for alumni upon Alumni Office’s request.
• Foundations – Gift Planning – help with donor relation and research.
• University Marketing – Social Media/Facebook research for Throwback Thursdays.
• Instruction to undergraduate and graduate level classes – Anthropology, Art, Museum Studies, History, Sociology, and various disciplines in the College of Education. See Table 3 for statistics.
• Serve on University Committees such as Supportive Professional Staff Council
• Serve on the NIU Record Retention Task Force – the charge is to update NIU’s Records Retention Schedule in accordance to the State Records Act and to educate the campus staff and faculty on the new Schedule and its policies and procedures and to avoid legal ramifications.
• Collaborative oral history projects with the History Department, Center for Latino Studies, and the Anthropology Museum.
• Collaboration with Art Museum, Anthropology Museum, and Museum Studies classes on exhibits and the loaning of primary source material and artifacts

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Since 2007, have worked with fifteen student interns for course credit. Ten were from NIU and the other five were from Beloit College, Dominican University, University of Wisconsin in Madison, University of Wisconsin in Milwaukee, and Wright State University.

Community
- Workshops – presented on preservation and archival practices.
- Presentations on local history, archives, and genealogy to local and regional conferences.
- Attend DeKalb County Association of Historical Societies and Museums (DCAHSM) and the Casual Collections Consortium as representatives of the Center. These two groups consist of staff and volunteers from historical societies and museums in the DeKalb County, northern Illinois and southern Wisconsin region. Both groups meet quarterly at member societies or museums. The meetings may consist of speakers or workshops on relevant topics, tours of the facilities, and have proven to be a great source for networking. The Center has hosted a meeting and given a hands on paper preservation workshop.
- Served as DeKalb Area Agricultural Heritage Association (DAAHA) and Glidden Homestead board members.
- Archival consultations for local historical societies and museums.
- Work closely with the Illinois State Archives in Springfield, Illinois on the administration of the Illinois Regional Archives Depository (IRAD) office located in the Center.
- Give tours of the Center including reading room, graphics lab, and closed stacks.

Budget
- Work done by the Center staff requires specialized skills and training. A great deal of collaboration and consolidation was done and is expected to continue.
- Archival collections incur particular costs related to preservation and storage. Like all archive collections, the Center’s items need to be stored in a secure location with humidity and temperature control. The cost of archival safe supplies are also much higher than normal office supplies. For example, archival letter size folders cost $41.75 for a box of 100 whereas normal letter size office folders cost $7.99 for a box of 100. Cubic foot boxes (12x12x12 inches) for general office use are $3.33 for 1, whereas archival boxes of the same size are $10.25 each. Special storage needs requiring non-standard size boxes, oversize folders, polyester sleeves for encapsulation, and other preservation measures drives the cost of preserving collections even higher.
- As with the nature of any archives, the volume of material and the processing needs for each collection vary greatly. The Center saves a percentage of its budget until the end of the fiscal year as papers of great significance to the local area may be donated in the last months of the fiscal year. Meaning, we operate with funds in reserve because it is uncertain to know what collections we will accession and the level of needs each will require.
- The Center operates with extremely limited personnel and financial resources. Personnel has been cross-trained to fill any gaps, including the duties of the vacant digital curator position. Further streamlining will be difficult without additional resources for training and automation tools. Filling the digital curator position is necessary for current staff members to focus on their defined job responsibilities.
- Awareness of best practices and trends require special training and continuing education for the unit’s members.
5. What type of response to that recommendation do you propose?
   o No Action
   o Routine Action
   o Significant New Action

   “Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

6. If a Significant New Action is proposed, provide the following:
   o Description of action steps (w/ timeline)
   o Individuals impacted and how
   o Resources required/released
   o Anticipated outcomes

7. Are there collaboration opportunities with other units? If so, briefly outline possibilities.

   The Regional History Center and University Archives may seem like a stand-alone unit but we closely collaborate and cooperate with all the departments within the Library. As the University Archives we work closely with the offices on campus to preserve their historical and administrative records through the Records Retention Schedule.

8. Summary of actions proposed in the Action Plan from this division:

   If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

   PROJECTS FOR FY17:
   - Continue to work on setting up the digital archives with established workflow.
   - Work with Technology Initiatives and Support Services on short term digital projects.
   - Expand our outreach initiatives by participating in on- and off-campus events.
   - Team up with the Chicago Area Archivists on the Chicago Open Archives Event in October 2016. This event is a three-day opportunity for Chicagoans and people living in the suburbs interested in history and cultural heritage to connect with archives. The public can visit archives to see collections and learn about the services and programs the institutions provide.
   - Inventory and perform quality control checks on collections by double-checking original processing and finding aids.
   - History Harvest.
   - Social Media: Begin a WordPress blog and post to it once a month. The entries will be focused on a particular item and the history behind it and how it is important to the Northern Illinois or NIU. The posts will be more researcher based and longer than what is acceptable on Facebook. This will increase the access points to our collections and also cater to a different audience than our Facebook and Flickr pages.
   - Professional Development: Have the Center’s curator of manuscripts obtain her Society of American Archivists Digital Archives Specialist Certificate. She can help with responsibilities related to digital collections that were passed to the Center when the Digital Curator left her position, which is still vacant and will most likely not be filled in the next few FYs.
   - Technology: Learn Omeka software as this will be the platform for the History Harvest project and future online exhibits.
Fix preservation issues with the Center’s artifact collections

LONG TERM PROJECTS:

- Reduce backlog - The Society of American Archivist defines backlog as “materials received by a repository, but not yet processed.” The reason for the existence of a backlog in the Center is that collections have to be acquired when they become available or we lose them to other institutions or through the permanent disposal of materials by the creator/donor. Backlog also exists due to several other factors related to the nature of our work at the Center:
  - Increase in workload of staff due to budget cuts
  - Committee work
  - Outreach
  - Unforeseen events such as February 14, 2008 shootings and the responsibility of collecting and preserving the documents, photograph, audio and visual, and artifacts
  - Loss of personnel, including the digital curator who assisted the Center with its digital collections and with this vacancy Center staff have been required to get specialized education and training
  - Center’s Curator position being vacant for almost six months in FY15;
  - Training of staff including the new Curator and two Graduate Assistants who are prominent staff the Center relies on for normal operations

As noted above, it takes anywhere from 14 to 30 hours to process archival collections, which includes arranging, describing, and housing records in order to make them accessible to the public. Properly processed collections enhance reference services by making access to the records more efficient and enabling staff and researchers to easily identify records of interest. Unprocessed collections are not accessible to researchers due to security risks with materials. The items in the collections are unique or rare and are at a greater risk of being lost or stolen. If lost or stolen it is difficult or impossible to legally prove ownership if recover if the items are not documented. Another concern with unprocessed collection is that some materials maybe need to be restricted or properly disposed of due to sensitive or private information contained in the documents. The reduction of backlog will not only improve access to materials and reference services, but relieve some space constraints as our high density shelving units are only for the storage of processed collections that can be readily retrieved.

- When the Chicago Open Archives event proves successful in FY17, the Center would like to continue into FY18 and include other departments to expand the (FREE!) promotion and outreach opportunities for the entire University Library. The ultimate goal is to have multiple offices on-campus (Library along with the Anthropology Museum, the Art Museum, the Learning Center and the Blackwell Center) as well as off campus institutions in DeKalb (Glidden Homestead and Ellwood Museum) participate in a daylong event in the future.

- Make History Harvest an annual event to strengthen our collections and our ties to the community: Each event would have a different subject in order to strengthen our collections. It provides great partnership opportunities with those in the library and in academic units such as the History Department. It also serves as an outreach tool to get those in the community involved with and interested in what we do at the Center.

- While the Center is collecting and preserving born digital archival documents we need to find a solution to the access of these records to the public. The Center was collaborating with Rare Books and Special Collections and Technology Initiatives and Support Services on project but the digital curator position is now vacant.

- Find a solution to the Center’s space problem. The Center, along with other departments within the Library, are experiencing a lack of space issue in the building to house additional books, periodicals, and archival collections. The space that has been made available for materials takes
away study space for the students. In order for the Library and its departments to grow and serve the students and general public we must have room to expand.

- The Center would like to collaborate more with Technology Initiatives and Support Services in growing our digital collections.
- Long term preservation of digital objects – The Center’s February 14, 2008 Memorial website has more than 850 digital objects preserved. These objects are from two sources: the spontaneous memorials that sprung up on campus after the February 14, 2008 shooting and Images of Hope, a public art project organized by Dr. Rhonda Robinson and the Office of Support and Advocacy for display during the one year anniversary of the shootings. Each object is preserved on the University Libraries server and made available in an exhibit created through Omeka software. The Center’s staff created this website to help others find comfort in the condolences sent to the University and to somehow learn from this tragedy. The website provides access to the Memorial items without causing damage from regular physical handling. Visitors interested in looking at the memorial items may do so at any time, from any location world-wide. This includes the MLK Commons panels and Virginia Tech boards, which are viewable with high zooming capabilities. Included in the resources section are bibliographies on such relevant topics as campus violence and mental illness and lesson plans for different age groups and on various topics. These lesson plans help teachers use the sources and images available on the website. The website also provides the opportunity for people to tell their own stories to aid in healing as well as adding to the first person accounts in the archives. The University Libraries’ Technology Initiatives and Support Services Department is helping the Center create a plan for long term migration for permanent preservation.
- Rethink the way the Center does reference work to match changing technologies. Previously requests were sent through regular mail. Presently more requests are sent via email and are requesting scanned documents instead of photocopies.
- Work on the Centers assessment practices including a researcher survey
University Libraries Program Prioritization Response and Action Template

Program: Libraries Technology Initiatives and Support Services
Director: TJ Lusher
Dean: Chalermsee Olson

Program Description:
Through its use of technology, Technology Initiatives and Support Services (TISS) facilitates access to web-based research resources, oversees the curation and preservation of locally created and acquired digital objects, and assists librarians and staff to accomplish necessary tasks and services. TISS provides technology support for library faculty and staff; maintains a digital library development environment, and related digital preservation systems; provides the technology necessary for teaching, learning, and collaboration and maintains the Libraries website infrastructure. TISS is one of three Libraries divisions that work together to support and preserve the teaching, learning, intellectual and creative endeavors of the University’s faculty, staff, and students.

The University Task Force Report/Recommendation(s):

1. **Recommended action per the Task Force Report(s):**

   Technology Initiatives and Support Services (pg. 65 of Administrative Taskforce Report)

   It is important that faculty, staff, and students have access to highly functioning computing resources. However, maintaining independent technology support units is creating unnecessary redundancies and increased costs. The task force calls for a systematic evaluation of all distributed IT support functions, including both personal/desktop support and classroom/computer lab support. The current organization and cost of a distributed model due to lack of central funding creates an inconsistent allocation of IT resources and support across the university. The task force does not have sufficient information or expertise to specify what configuration the University’s IT support should have, but it recognizes that a transformation is required. Particular to this program is the need for a campus-wide system, policies, and resources for long-term access to and digital preservation for research produced by the University as required by current and future federal grant agency data management plans (e.g. NSF) and the IL Open Access to Research Articles Act. This system should also incorporate electronic records created through the running of the University, as required through the Illinois State Records Act and NIU's Records Management Policy.

2. **Program(s) associated with this recommendation:**

   - *Digital Initiatives* (Huskie Commons – Institutional Repository; Digital Special Collections, Scholarly Communications/Open Access unit, Digitization/Scanning unit)
   - *Support Services* (Desktop/laptop support; classroom support; server support (Omeka, Drupal/Islandora/Fedora, Open Journal Systems, D-Space); library-centric software support e.g. cataloging related software: OCLC Connexion – facilitates creation of cataloging records and authorities, which then uploaded and made available to all OCLC member libraries; Library of Congress Cataloger’s Desktop and Classification– authority reference tool for catalogers provides access to cataloging rules, subject headings, classification scheme and much more; reference related software: Library H3LP – facilitates text, web chat, and email reference services, Springshare LibGuides – research and resource bibliographies; Information Delivery Services related software: OCLC Illiad – facilitates book and article requests, delivers articles electronically; for all divisions: Ex Libris Voyager – library management system, administrated in conjunction with the state-wide Consortium of Research Libraries in Illinois (CARLI), provides
modules for cataloging, circulation, resource-sharing among the member libraries, billing for overdue materials, acquisition fund management online catalog (both local holdings and member library holdings)

- Collections and Technical Services
- Public Services
- Regional History Center/University Archives
- University Libraries Administration and Office of the Dean

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   N/A

4. **Do you consider the action recommended to be reasonable?**

   *Yes/No (if no, why not)*

   Yes, and no. The Libraries acknowledge the efficiencies in de-duplication of services. In particular, the Libraries recognize the cost benefit to the University by moving to a centralized server hub. Moving to an IT management system, which will automate the distribution of software updates, new software and new operating system images will also streamline the workflow of all distributed IT on-campus.

   However, similar to other colleges, departments and administrative units, the Libraries has library-centric software that support staff have developed expertise to manage over the years. Non-TISS library faculty/staff have expressed concerns related to the level of support DoIT will be able to provide for the library-centric software. Library faculty in the Reference and Research unit are also concerned about the inability to change the standard classroom/lab image based on their past FY’16 experience with it on public desktops. It is understood that Support Services ability to manage the Libraries’ desktops and laptops separate from the standard image used by DoIT will address this concern.

   The Regional History Center and University Archives (RHC & UA) have been charged with the retention of the University's historical record in keeping with the state law, charging TISS to carry out this function would be repetitive; rather, TISS will play a supporting role in this effort.

5. **What type of response to that recommendation do you propose?**

   o No Action
   o Routine Action
   o **Significant New Action**

6. **If a Significant New Action is proposed, provide the following:**

   o Description of action steps (w/ timeline)
   o Individuals impacted and how
   o Resources required/released
   o Anticipated outcomes

The TISS Local Action Plan focuses on providing access, curation and preservation of the research and artistry of the University's faculty, researchers and students. Key to the division's success will be continued efforts to expand Huskie Commons, Digital Collections, and Scholarly Communication.
1. Expansion of access to affordable, high quality research and learning tools through Open Access initiatives and Open Educational Resources.
   - Work to prepare the Libraries digital collection metadata for inclusion in the Digital Public Library of America (FY’18 and continuing forward)
     - Impact: Staff in Digital Initiatives and faculty in Technical Services
     - Resources: Faculty and staff time to incorporate changes to workflow
     - Outcome: Participating in the Digital Public Library of America will increase access to the University’s unique Illinois-related historical collections
   - Initiate the effort to identify discipline-specific existing Open Education Resources and work with teaching faculty to create new Open Educational Resources (FY’17 and continuing forward; review of the program will be annual)
     - Impact: Library faculty, teaching/research faculty participating in identifying and vetting Open Education Resources
     - Impact: Teaching/research faculty interested in creating Open Educational Resources
     - Resources: As the project becomes successful, financial resources to pay for server and the need for additional storage will need to be identified
     - Resources: New staff position to coordinate the Open Educational Resources projects
     - Outcome: Lower cost of providing learning materials for students; flexibility for faculty to create textbooks or learning resources for use by other faculty/students at NIU and other universities; fulfilment of federal grants requiring open access to learning resources created as a part of or as a result of grant-based research
   - Develop policies and contract template, and implement best practices for the Open Journal System (OJS) to expand the number of open access journals hosted by the library. (FY’17 and continuing forward; review of the program will be annual)
     - Impact: Scholarly Communication unit; Support Services staff
     - Impact: Research faculty wanting to publish discipline-specific, digital, open scholarly journals
     - Resources: Additional funding to cover server and storage cost
     - Outcome: Logical expansion of the Libraries’ Open Access initiatives; supports efforts to dismantle pay/subscription barriers for a broader distribution of research. NIU would be one of four universities in the state that offers Open Journal Systems (ISU, UI system, and SIUe).

2. Digitization and preservation of physical collections unique to NIU and the region, and long-term preservation of the digital scholarly output of the University’s faculty, researchers, and students.
   - Establish and maintain a gold level of long-term digital preservation through policies and procedures based on best practices and the recommended technologies within the fields of libraries archives. An example of such activities is implementing a module within DSpace (Huskie Commons application platform), that automatically bundle digital objects and send to DuraCloud, cloud-based preservation service (FY’17 and continuing forward)
     - Impact: Staff time to install module, test and bring online
- Resources: Will require additional funding to pay for additional storage with DuraCloud to meet the needs of preserving the growing size of digital collections
- Outcomes: Implementing a gold-level standard for preserving digital objects not only in Huskie Commons but also the Libraries’ Digital Special Collections will ensure that digital objects are recoverable in the event of a catastrophic disaster.

- Investigate in partnership with Regional History Center and University Archives methods to collect and preserve digital communications of various University committees and offices as outlined by the State Records Retention act (includes email, committee minutes, etc.)
  - Impact: Staff time (Regional History and University Archives, Director of Scholarly Communication, Support Services) to identify, review/evaluate and recommend appropriate software
  - Impact: Staff time (Support Services) to install, test and bring online the new software platform. Ongoing maintenance.
  - Resources: Funding to cover DoIT’s server and storage charges; funding to help the Libraries’ cover DuraCloud preservation charges; if software platform recommended is not open source, financial assistance maybe needed to cover annual subscription charges
  - Outcome: Essential for the University to meet state mandated records retention regulations; preserve the historical record of the University

- Explore the viability of establishing POWRR (Preserving digital Objects with Restricted Resources), currently an award-winning, federal grant-funded ($770,000) initiative in its 5th year, as a permanent program within Scholarly Communication unit to continue NIU’s key international role in providing training for libraries and other cultural heritage institutions. (FY’18 and continuing forward; review of the program will be annual)
  - Impact: Staff time (Director of Scholarly Communication, Support Services) to identify and review/evaluate emerging digital preservation tools/services.
  - Impact: Staff time (Director of Scholarly Communication) to update training curriculum as needed.
  - Resources: New staff position or GA to assist Director with developing curriculum and managing training events.
  - Outcome: NIU’s continued status as a leader in the field of digital preservation education and outreach.

- Provide additional professional development opportunities for Support Staff in areas of digitization best practices and standards, preservation tools and software best practices and standards; standards for acceptable levels of Quality of Scanning access (FY’17 and continuing forward)
  - Impact: All Support Services staff and the Internal Digitization Scanning Coordinator
  - Resources: Funding for registration and if needed travel
  - Outcome: Support Services staff will learn practical skills needed to improve the practice of scanning, preservation procedures in the unit;

3. Undertake activities within the Support Services unit to protect the long-term viability of the Libraries digital projects.
• Develop and implement digital disaster and recovery policy and processes specifically aimed at digital objects and networked computing devices (natural disaster, cyber-attacks) (Begin – FY’17)
  – Impact: Support Services staff, Libraries Preservation Committee, Libraries Digital Project Committee
  – Resources: N/A, may change as the policy is written and processes are identified that require purchase of additional software/hardware
  – Outcome: The policy would identify specific steps Support Services would take in the event of a natural disaster or a cyber-attack to secure digital objects and databases

• Investigate and identify long-term solutions to sustain the Libraries current application platform Drupal/Islandora/Fedora. (Begin – FY’17)
  – Impact: Library faculty in Technical Services, Digital Initiative staff, Director of Scholarly Communication, Support Services staff
  – Impact: Above faculty and staff time to identify, evaluate and recommend solution
  – Impact: If the above faculty and staff recommend changing software application, time to convert/export digital objects and data contained in current software application to new software platform
  – Resources: N/A, may change as the policy is written and processes are identified that require purchase of additional software/hardware
  – Outcome: Current Drupal/Islandora/Fedora software installation requires additional programming staff with specific programming language skill sets (Ruby, Drupal, Islandora), which current staff do not have; since the current software was selected in the late 2000s much has happen in the field of digital content management systems, it would be good for the Libraries to undertake an evaluation/assessment of the existing solutions

7. Are there opportunities that collaborate with other units? If yes, please list the units and outline the possibilities.
1. Expansion of collaboration and partnerships with faculty and students to develop affordable access to high quality research through Open Access initiatives and Open Educational Resources.
   • Collaborate with University Council/Faculty, University Counsel to create a statement regarding the use of open educational resources
   • Partner with Libraries' faculty and teaching/research faculty to identify and/or create quality open educational resources
   • Develop partnerships between the Libraries, Graduate School, RIPS and Provost's Office to co-fund, in the amount of $6,000 per unit, the Open Access Publishing Fund to ensure the long-term viability of this program that provides the necessary funds for faculty and graduate students whose scholarly articles have been accepted for publication in quality open access journals. Administration and vetting processes will remain with the library.
   • Collaborating with RIPS and DoIT to provide template for Data Management Plans included in grant narratives, and the platform to make grant project outputs, like datasets, learning tools, etc. openly available as per granting agency mandates.

2. Digitization and preservation of physical collections unique to NIU and the region.
• Investigate in partnership with Regional History Center and University Archives methods to collect and preserve digital communications of various University committees, offices as outlined by the State Records Retention act (includes email, committee minutes, etc.)
• In partnership with the Department of History, Regional History and University Archives, provide technical support to History Harvest - maintain server software, which supports the public-facing platform, provide scanning software/hardware, and develop a long-term preservation plan.
• In partnership with technical services, support the creation of robust metadata for the digitized materials, particularly for those materials that will be harvested by the Digital Public Library of America, along with materials from dozens of other Illinois institutions.

3. Collaborate with DoIT and other distributed IT groups to identify IT duplicated services. Examples within the Libraries to de-duplicate services within the Support Services unit include:

• Merge Libraries Support Services HelpDesk with DoIT’s new Service Desk application platform, Cherwell (Knowledge Management System).
• Move servers to DoIT server hub under the assumption there is drastic reductions to or removal of chargebacks from DoIT for these services.
• Move data/digital objects storage to DoIT storage hub under the assumption there is drastic reductions to or removal of chargebacks from DoIT for these services.
• Participate in standardized PC purchase plan.
• Participate in standardized replacement cycles.
• Work with DoIT to complete the implementation Shibboleth and EZProxy hybrid model for authentication.
• Meet the Libraries staffing obligation of the Technology Support Desk (2 FTE and 1 GA) (will require 2 new staff positions and 1 new GA position).
  – explore with DoIT possibility of creating internships for computer science and/or OMIS students.
• Adopt a remote desktop/laptop management system.
• Move Libraries faculty to wireless connections as a part of the wired to wireless project.
• In collaboration with DoIT and other distributed IT units, investigate and implement a new Radio Frequency Identification (RFID) inventory and lifecycle tracking system.

8. Summary of actions proposed in the Action Plan from this division:
Appendix A: Routine Action

1. Expansion of access to affordable, high quality research and learning tools through Open Access initiatives and Open Educational Resources.
   - Broaden the ongoing effort to support University faculty and staff as they comply with local, state, and federal Open Access and grant mandates.
   - Continue efforts to provide the institutional platform and guidance necessary to showcase and make available the scholarly output of the students, faculty, and organizations within the NIU community.

2. Digitization and preservation of physical collections unique to NIU and the region.
   - Continue to streamline the workflow of identifying, digitizing and creating accessible digital collections in both the Rare Books area and Regional History and University Archives. Investigate and identify long-term solution to sustain the Libraries current application platform Drupal/Islandora/Fedora.

3. Support for Library-centric technologies and software. Local Support Staff have developed technical expertise necessary to support and maintain software and technology unique to libraries that allow the broadest dissemination of Library resources as possible.
   - Provide ongoing support for Libraries' faculty usage of Springshare LibGuides and the Libraries' Cascade-based website.
   - Plan with the Libraries faculty the evolution of the Libraries’ wired classrooms (FO 293 and FO 297) in advance of the rooms’ FY’22 computing devices replacement. (Begin - FY’20)
As part of a broader conversation about non-credit programming, we anticipate that ITO will become the agent for facilitating and performing non-credit programming for international visitors.
Action Plans:
Degree Granting Colleges
College of Business
OVERVIEW AND CONTEXT

NIU College of Business Overview

The NIU College of Business has built a national reputation by embracing four themes - an entrepreneurial spirit, a deep commitment to engaging industry, global outlook and a value system that emphasizes professional and social responsibility. With this as the foundation, the college has forged collaborative partnerships among students, faculty, staff, alumni and the business community to design and execute innovative and distinctive academic and business experiences for students. The success of the college in executing the experiences is evident in the recognition it has received in many fora. The coveted accreditation from AACSB as among the elite 5% of business schools worldwide to hold accreditation in both accounting and business, recognition by Bloomberg's Businessweek in 2016 for its undergraduate business program as among the top 100 in the country, and a ranking among the top 20 for graduate and top 30 for undergraduate accounting by Accounting degree review, are testimonials to the impact that the academic and business experiences have on student success.

The College of Business delivers these exceptional learning experiences to approximately 17 percent of NIU students according to the data from Fall 2015. The college offers an undergraduate degree in business with six majors, a Master of Business Administration (MBA) in five different formats targeting different audiences, a Master of Accounting Science (MAS), a Master of Science in Taxation (MST), a Master of Science in Management Information Systems (MS MIS) and a Master of Science in Financial Risk Management (MS FRM) to its nearly 3,500 students. The college also offers five undergraduate minors, six certificates of graduate study and seven certificates of undergraduate study. All degree programs engage students, faculty, staff and professionals in periodic reviews and revisions. The College of Business and its Department of Accountancy have achieved continuous AACSB accreditation since 1969 and 1983, respectively. The quality and success of College of Business programs have also been affirmed by a number of noteworthy bodies, including: Businessweek, Public Accounting Report, Accounting Degree Review and the Sales Education Foundation.

The College of Business faculty are at the core of delivering these high quality programs. They are active researchers and truly embody the spirit of the scholar-teacher model and have been recognized for being among the best at NIU and beyond. Since 2006, eight faculty members have been recognized through NIU Board of Trustee Professorships, as Presidential Teaching Professors or through the Excellence in Undergraduate Teaching/Instruction award programs. Faculty quality and impact are demonstrated not only by publications (347 in the last five years) but also by national and global recognition for scholarship. A few examples from 2015-2016 include 15 faculty holding privately funded professorships, including two endowed professorships and one endowed chair, one faculty member appointed Editor-in-Chief of a top global education journal; and one faculty member designated a Fulbright Specialist.

Keys to differentiation
Innovation, engagement and social responsibility have long been key elements of NIU College of Business strategy to building differentiation in a very competitive marketplace. This long-term focus has allowed the college to build distinctive academic programs, such as the social entrepreneurship certificate and minor, and conduct research that connects management theory and professional practice, pedagogical approaches, to benefit its stakeholders and the business disciplines. The college has been a leader in bringing the collaboration among different entities to build innovative programs that enhance student success. Some impactful ways the College engages stakeholders academically and professionally include participation in 29 active Business student organizations; the mandatory engagement through Career Compass and Business Passport Programs; hosting of close to 500 professional visitors annually; short term study abroad opportunities; the Experiential Learning Center that provides students a platform to solve real business problems; internship and career preparation course and events; nine active advisory boards; Business Careers House; and sponsored trips in support of student learning (e.g. Professional Selling students make a visit to Silicon Valley and Social Entrepreneurship students travel to Central America).

The cumulative impact of these innovations in the College of Business in the areas of career preparation and social responsibility have differentiated the school and provided its graduates an edge in the marketplace. The Passport Program, the Career Compass Program, the BELIEF Program, and the certificate and minor in Social Entrepreneurship provide a solid foundation for student professional development and career success.

The key differentiators are only as valuable as the impact they have on student success. And the metrics tell a story of transformational impact. The College of Business measures its impact at each intersection of the NIU Triangle Offense. Noteworthy measures include 67% placement of spring 2016 graduates in new positions, starting new companies or in graduate school with a median salary of $50,000; 66% of spring 2016 graduates having one or more internship; 77% student completion of upper-division courses in four to six semesters; 21 Best Paper/Manuscript/Dissertation awards; seven Outstanding Reviewer awards in the last five years; and $685,914 in scholarships disbursed in 2014-2015.

A culture of continuous improvement and agility

With a culture of continuous improvement embedded in the college’s culture (a point to note – the accreditation agency AACSBS requires a continuous improvement process be institutionalized) and an understanding of the imperatives of agility critical to maintaining healthy enrollments in programs, the key elements of the Program Prioritization process were already a part of the college’s strategic review cycle. The oversight of this process is conducted by the College Strategic Planning Council which has always taken this task very seriously. Hence, it is no surprise that there is significant alignment between many of the key ideas that had already emerged from the internal analysis with the Program Prioritization review. Throughout the design of the action plans, college leaders identified areas needing improvement and began steps to review and refine programs and operations. This includes reviews of UBUS 310/311, the Rockford Bachelor of Science in Business Administration degree completion program and a handful of certificate programs.
With the information they had, the Program Prioritization Task Force did an outstanding job of providing valuable insights. Their analysis suggests that the college several strong programs, has the potential to grow in some areas and would benefit from re-evaluation of a few. The College of Business is committed to diligently following through with the action plans and maintaining its focus on continuous improvement. With a national reputation for its programs and world-class faculty, the college of business is poised for continued growth in both reputation and enrollment. The college is also in a unique position to add significant value to majors in all areas of the university; value that will directly result in impacting student professional success. There is great excitement about the future of the college and a firm belief that the best years are ahead.
Category 1: Enhanced Resources
# Program Prioritization Action Plan
## Department of Accountancy

### Bachelor of Science in Accountancy

<table>
<thead>
<tr>
<th>Recommended action per the Task Force Report</th>
<th>Enhancement</th>
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</thead>
<tbody>
<tr>
<td>Program(s) associated with this recommendation</td>
<td>B.S. in Accountancy</td>
</tr>
<tr>
<td>Gaps in narratives</td>
<td>None noted</td>
</tr>
<tr>
<td>Do you consider the action recommended to be reasonable?</td>
<td>Yes. This program is a nationally ranked, strong program and could be enlarged/enhanced with additional resources.</td>
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<tr>
<td>What type of response to that recommendation do you propose?</td>
<td>Recommend that program be supported with significant new actions including: additional marketing efforts to increase enrollments, additional part-time undergraduate advisor, additional faculty lines to cover growth of program, additional space.</td>
</tr>
<tr>
<td>If a significant new action is proposed, provide the following:</td>
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### Description of action steps (w/ timeline)

**Additional seats in high-demand courses:** A specific recommendation for the program was to open more seats in high-demand courses. The program will start offering an on-line version of ACCY 288, a high-demand course for non-business majors, in the fall of 2016. Originally, 80 spots were provided for the on-line version; it was full as of May 18 so additional spots were opened. As of May 18, the face-to-face course had 67 students enrolled.

**Additional marketing efforts to increase enrollments:** The B.S. in Accountancy is an accredited, nationally recognized program. When Steve Ballmer was the CEO of Microsoft, he interviewed one of our alums for the VP of Internal Audit. Mr. Ballmer mentioned the candidate was from “that accounting school.” Despite this strong recommendation, many students and parents in Illinois and surrounding states are not aware of the strength of the program. Possible marketing efforts could come from the centralized marketing team or by allowing the Department to hire a part-time marketing staff member. If centralized support, a campaign could be developed and launched during 2016-2017.

**Additional part-time advisor:** The program is currently supported by one full-time advisor. She is responsible for advising approximately 400 undergraduate students, including 130-150 transfer students per year. The department hosts Accountancy Department events at university open houses, a kick-off event in the fall and winter for all juniors in the program, two career fairs per year, and
several other student focused events. An additional advisor could help support the growth of the program. It would be ideal to fill this part-time position in the fall of 2016.

**Additional faculty lines:** We are in the process of increasing from 17 – 19 tenure-track lines. However, this will not be enough if the B.S. and MAS programs grow. Assuming we are able to fill two lines by the start of the Fall 2017 semester, we would still need an additional line by Fall 2018 to accomplish our goals.

**Additional space:** Beginning in the fall of 2016, every office in the Department will be occupied. In fact, we have two faculty located in other sections of Barsema Hall. When 2 additional faculty lines are filled, we will have no offices available. We have a donor who has expressed interest in supporting a resource center for undergraduate students. Support would include funding to transform a space in Barsema. This donor would continue to sponsor an existing professorship. This could be accomplished during the spring/summer of 2017.

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
<th>Current staff would increase, would allow program to expand and potentially reduce overloads of current faculty.</th>
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<tbody>
<tr>
<td>Resources required/released.</td>
<td>A budget for all of the above can be developed over the summer/fall of 2016. A part-time advisor would require about $25,0000 in resources, each faculty line is approximately $180,000 including summer support. Additional space would likely be paid for by an outside donor.</td>
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<tr>
<td>Anticipated outcome</td>
<td>Marketing/advisor/faculty line/space could increase enrollment in the COB and the Department by a significant number. Would need to do a marketing study to determine good estimate.</td>
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</table>
| Summary of actions proposed in the action plan from this division. | Actions requested:  
  - Additional marketing support  
  - Additional part-time advisor  
  - Additional faculty lines  
  - Additional space. |
<table>
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<tr>
<th>Master of Accounting Science</th>
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<tr>
<td><strong>Recommended action</strong></td>
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<td>per the Task Force Report</td>
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<td><strong>Program(s) associated</strong></td>
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<td>with this recommendation</td>
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<td><strong>Gaps in narratives</strong></td>
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<td><strong>Do you consider the</strong></td>
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<td>action recommended to be</td>
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<td><strong>If a significant new</strong></td>
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<td>action is proposed, provide</td>
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<td>the following:**</td>
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<td><strong>Description of action</strong></td>
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<tr>
<td>steps (w/ timeline)**</td>
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support this opportunity. If an off-campus cohort program were offered, it would be necessary (after year 1) to support 11-12 additional courses each year. This would require approximately 3 extra faculty lines.

**Additional compensation for MAS Advisor:** The program is currently supported by a fabulous full-time advisor. She is responsible for advising approximately 150 MAS students each year and completing multiple administrative tasks for the department chair including accreditation reporting and class scheduling. With additional compensation of $15-$20,000 her responsibilities could be expanded to include development/advising/marketing for an off-campus program. This may also require the addition of a part-time support staff or utilization of the requested part-time undergraduate advisor.

**Additional compensation/title change for Professional Development Director:** The MAS program previously utilized two directors in the Ernst & Young Leadership and Professional Development Center; a Director of Leadership and a Director of Professional Development. The Director of Leadership is no longer with NIU. Thus, the current responsibilities of the Director of Professional Development have been expanded to include both roles via extra compensation. The title of the position should be changed to Director of Leadership and Professional Development and the base pay should be increased from $90,000 to $100,000. The entire salary is paid with differential tuition from the MAS program. The time-line for this change is fall of 2016.

**Additional space:** Beginning in the fall of 2016, every office in the Department will be occupied. In fact, we have two faculty located in other sections of Barsema Hall. When 2 additional faculty lines are filled, we will have no offices available.

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
<th>Current staff count would grow, allowing the program to expand, and potentially overloads of current faculty could be reduced.</th>
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<tbody>
<tr>
<td>Resources required/released.</td>
<td>A budget for all of the above can be developed over the summer/fall of 2016. A base pay increase for the current MAS advisor is approximately $20,000 in resources, each faculty line is approximately $180,000 including summer support, the change in responsibilities/pay adjustment for the Director of Professional Development ($10,000) will be paid from differential tuition. Additional space would likely be paid for by an outside donor.</td>
</tr>
<tr>
<td>Anticipated outcome</td>
<td>Marketing/advisor/faculty line/space could increase enrollment in the COB and the Department by a significant number. Would need to do a marketing study to determine an estimate of potential student growth with the off-campus program.</td>
</tr>
<tr>
<td>Summary of actions proposed in the action plan from this division</td>
<td>Actions requested: Additional marketing support, Modification to current approved off-campus program, Additional faculty lines, Additional compensation for MAS advisor with new responsibilities, Additional comp/title change for Dir of Professional Development, Additional space.</td>
</tr>
</tbody>
</table>
NIU Program Prioritization Action Plan

1. **Recommended action per the Task Force Report(s):**
   Category 1 – A nationally ranked program with good interdisciplinary efforts, international partnerships, study abroad opportunities, and service to other programs. Strong job demand has supported steady enrollments and consistent degree conferral in time of overall declining enrollments. Narrative reflected thoughtful diversity actions including good scholarship opportunities for underrepresented groups. Positive graduation rates for minority students. AcTF encourages NIU to enhance support for faculty research.

2. **Program(s) associated with this recommendation:**
   B.S. in Operations and Information Management

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   N/A.

4. **Do you consider the action recommended to be reasonable?**
   Yes.

5. **What type of response to that recommendation do you propose?**
   Significant New Action.

6. **If a Significant New Action is proposed, provide the following:**
   
   **Description of action steps (w/timeline)**
   
   - Request one additional Operation Management (OM) faculty line to enhance and explore further growth opportunity for student enrollments. This new faculty would start at NIU in August 2017.
   - Offer additional GA support for the research productive faculty.
   - Explore a new opportunity of offering an online Health Information Management degree program with CHHS. Meetings with CHHS could start in Fall 2016.
   - Promote the new Business Analytics minor to attract more students to study in OM&IS. The new minor has been approved by NIU and will start in Fall 2016.
   - Address the salary inversion and compression issues to award productive faculty in the department. The job market has grown much stronger for the OM&IS faculty candidates during the past five years. Providing a salary supplemental adjustment will be an excellent way for the retention of excellent professors and research active faculty in the Department. The chair will continue to work with the dean of the COB in Fall 2016 to explore how to fix the salary inversion and compression issues in the Department.

   **Individuals impacted and how**
All OM&IS faculty would be impacted by the proposed new actions. These actions would help the enrollment growth. We could significantly enhance our contributions to the COB undergraduate programs and explore an interdisciplinary opportunity for our department for collaborations with other Colleges at NIU. Our actions would also lead to an increased faculty research productivity.

**Resources required/released**

- The resource for the faculty line would come from the Provost Office.
- The promotion cost for the Business Analytics minor (brochure and marketing related) would come from the MIS DT.
- Cost of additional GA support for research productive faculty could come from the MIS DT.
- The MIS DT would be used to address salary inversion and compression issues in the Department.

**Anticipated outcomes**

- Strong NIU OM&IS undergraduate program in the Midwest region.
- Enhanced faculty research productivity.

7. **Summary of actions proposed in the Action Plan from this division:**
   - Add a new Operations Management faculty position in the Department
   - Explore an online Health Information Management degree opportunity
   - Promote Business Analytics minor to increase enrollments
   - Support faculty for high quality academic research.
1. **Recommended action per the Task Force Report(s):**
   Category 1 - Strong program experiencing impressive growth that might explain modest indicators of scholarly productivity. Proactive program revisions from assessment evidence produced updated curriculum to reflect the current technology environment and enhance quality of program. AcTF suggests the program might explore further collaborations with CSCI and STAT and enhance scholarly productivity.

2. **Program(s) associated with this recommendation:**
   M.S. in Management Information Systems

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   N/A.

4. **Do you consider the action recommended to be reasonable?**
   Yes.

5. **What type of response to that recommendation do you propose?**
   Significant New Action.

6. **If a Significant New Action is proposed, provide the following:**

   **Description of action steps (w/timeline)**

   - Request one additional MIS faculty line to enhance and explore further growth opportunity for student enrollments. This new faculty would start at NIU in August 2017.
   - Offer a new Big Data and Business Analytics Specialization for the students to solve complex decision problems in a business environment with a combination of quantitative skills, modeling techniques, and hands-on expertise using current software applications for data driven decision making. The OM&IS will work with CSCI and STAT to seek approvals of new proposed courses in this specialization. This specialization could start at NIU in Fall 2017.
   - Offer a new SAP and Business Enterprise Computing Specialization. SAP is the market leader in business enterprise computing software and Business Enterprise Computing is a broad category of technologies, applications, and practices for gathering, storing, accessing, and analyzing enterprise data to support effective business operations. The SAP and Business Enterprise Computing Specialization will allow the students to understand how to run organizations more effectively by improving various business processes and using SAP technology. This specialization could start at NIU in Fall 2017.
   - Request an approval for four OM&IS Engagement Professorships for the OM&IS full professors. We are building an increasingly large faculty, many younger. With the
uncertainty of the state budget for higher education and the department faculty receiving no salary adjustments for the past five years, they would see that there is hope for a career where someone is engaged with the students, alumni, and businesses. It would serve as an example of a long-term career path for a faculty member who stays productive and continues to contribute to the student career success. It would encourage OM&IS faculty to engage high quality academic teaching, research, and service in the OM&IS fields. We’d like to implement the OM&IS Engagement Professorships in Fall 2016.

*Individuals impacted and how*

- All OM&IS faculty would be impacted by the proposed new actions. These actions would be good for the Department morale and retention. We could significantly enhance our contributions to the MBA program and explore an interdisciplinary opportunity for our department for collaborations with CSCI and STAT in a Ph.D. program in Data Science.

*Resources required/released*

- The resource for the faculty line would come from the Provost Office.
- The new proposed specialization program cost (hardware, software, and training related) would come from the MIS DT.
- The MIS DT would be used to support the proposed OM&IS Engagement Professorships.

*Anticipated outcomes*

- Strong NIU MIS program with unique specializations to attract more domestic and international students.
- Enhanced faculty scholarly productivity with interdisciplinary collaborations.

7. **Summary of actions proposed in the Action Plan from this division:**

- Add a new MIS faculty position in the Department
- Offer two new program specializations to increase program enrollment
- Award faculty for high quality academic teaching, research, and service in the OM&IS fields
Category 2: Sustain Resources
Master of Science in Taxation

<table>
<thead>
<tr>
<th>Recommended action per the Task Force Report</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program(s) associated with this recommendation</td>
<td>Master of Science in Taxation</td>
</tr>
<tr>
<td>Gaps in narratives</td>
<td>Report did not clearly identify who teaches in the program and important information for assessing faculty quality.</td>
</tr>
<tr>
<td>Do you consider the action recommended to be reasonable?</td>
<td>Yes, Report could have provided more details about instructional staff and qualifications of those individuals given that many are working professionals, not full-time NIU employees.</td>
</tr>
<tr>
<td>What type of response to that recommendation do you propose?</td>
<td>Improve documentation of faculty, Consider hybrid program, Evaluate new enrollment opportunities.</td>
</tr>
</tbody>
</table>

If a significant new action is proposed, provide the following:

| Description of action steps (w/ timeline) | Documentation of faculty: The Department can easily document faculty and qualifications of those teaching in the program in future reports. Consider hybrid program: The program should consider moving to a hybrid format: face-to-face with on-line sessions. This movement might allow additional enrollments for students who cannot attend weekly classes. Evaluate during fall 2016-spring 2017. Evaluate new enrollment opportunities: Program currently requires students to be enrolled in the MST program to take courses. Recently, we have had several request to enroll in courses from prior graduates or just for continuing professional education. The program should consider alternate forms of enrollment to accommodate needs of potential students. Plan to evaluate in summer of 2016. |

| Individuals impacted and how | Some increase in responsibilities for MST Director and Advisor. |
| Resources required/released. | Currently no estimate of resources required, changes likely to result in increased enrollment which would offset additional resources. |
| Anticipated outcome | Increased enrollments in MST courses. |
| Summary of actions proposed in the action plan from this division. | Consider hybrid program, Evaluate new enrollment opportunities. |

ACTION PLAN CBUS College Office
1. **Recommended action per the Task Force Report(s):**

“CBUS College Office - This program appears to be functioning effectively with adequate resources.”

2. **Program(s) associated with this recommendation:**

   College of Business interface to university and community; Curricula and course scheduling; Disciplinary accreditation; Assessment of student learning; Strategic planning; Faculty development; Oversight of all-college programs

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

4. **Do you consider the action recommended to be reasonable?**
   
   Yes/No (if no, why not) Yes

5. **What type of response to that recommendation do you propose?**
   
   - No Action **
   - Routine Action
   - Significant New Action

   “Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement, that involves a larger scale of planning and resource allocation.

6. **If a Significant New Action is proposed, provide the following:**
   
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

7. **Summary of actions proposed in the Action Plan from this division:**
Department of Marketing Action Plan
B.S. in Marketing

1. Recommended action per the Task Force Report(s): Candidate for unchanged resources: B.S. in Marketing. Program has good outreach and service. Number of minors has increased significantly but major enrollments declining. Online classes appear to be very popular. AcTF expresses concern about lowering the minimum GPA for admission to grow enrollments.

2. Program(s) associated with this recommendation: B.S. in Marketing.

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Decision to lower the GPA is a college-wide decision.

4. Do you consider the action recommended to be reasonable? Yes.

5. What type of response to that recommendation do you propose?

Routine Action: Proceed with varied plans to grow the major. Emphasis will be placed on continuing to grow the number of minors awarded, as well as grow the number of majors through the offering of an online degree option and other actions.

6. If a Significant New Action is proposed, provide the following: N/A for this program.
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

7. Summary of actions proposed in the Action Plan from this division:

Proceed with varied plans to grow the major. Major emphasis will be placed on continuing to grow the number of minors awarded, as well as grow the number of majors through the offering of an online degree option.
Department of Marketing Action Plan
Certificate in Professional Selling

1. Recommended action per the Task Force Report(s): **Candidate for unchanged resources: Certificate in Professional Selling.** Program is offered by highly productive faculty and is sought out by students. Organizations on campus seek input from the program’s students and faculty. Fundraising efforts are impressive. Program is innovative and reflects well on the university. Expansion is limited by university resources and threatened by competition from ISU.

2. Program(s) associated with this recommendation: **Certificate in Professional Selling.**

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? **N/A**

4. Do you consider the action recommended to be reasonable? **Yes.**

5. What type of response to that recommendation do you propose?

   **Routine Action:** Proceed with varied strategies to grow the certificate as resources allow. Emphasis will be placed on continuing to gradually grow: the number of certificates awarded, financial support from alumni and sponsors, and the number of faculty/instructors utilized.

6. If a Significant New Action is proposed, provide the following: **N/A for this program.**
   
   o Description of action steps (w/ timeline)
   o Individuals impacted and how
   o Resources required/released
   o Anticipated outcomes

7. Summary of actions proposed in the Action Plan from this division:

   **Proceed with varied strategies to grow the certificate as resources allow.** Emphasis will be placed on continuing to gradually grow: the number of certificates awarded, financial support from alumni and sponsors, and the number of faculty/instructors utilized.
MBA Program

Guidelines for responding to these recommendations are as follows:

1. **Recommended action per the Task Force Report(s):**
2. **Program(s) associated with this recommendation:**
3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
4. **Do you consider the action recommended to be reasonable?**
   - Yes/No (if no, why not)
5. **What type of response to that recommendation do you propose?**
   - No Action
   - Routine Action
   - Significant New Action

   “Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement, that involves a larger scale of planning and resource allocation.

6. **If a Significant New Action is proposed, provide the following:**
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

7. **Summary of actions proposed in the Action Plan from this division:**
Management
Action Plan

1. **Recommended action per the Task Force Report(s):** Category 2 (Candidate for Unchanged Resources)

   From AcTF report: Overall the program is doing well. Applications are up, enrollments are up slightly. External demand for occupations in this area is lower.

2. **Program(s) associated with this recommendation:** B.S. in Management

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   No gaps indicated.

4. **Do you consider the action recommended to be reasonable?**
   Yes/No (if no, why not)

   Yes. However, the department has suffered a reduction in personnel since the data was produced for the narrative. Personnel losses include the following:
   1) Retirement of full-time instructor effective May 30, 2016
   2) Retirement of one full-time administrative support person, which has been reduced to one part-time staff member with “extra help” status who has since resigned
   3) Reduction from two advisors to one advisor to serve 360 upper-division departmental majors and 65 departmental minors.

   Additional teaching, advisor and administrative staff are necessary to get us back to where we were when the data for the report was generated.

5. **What type of response to that recommendation do you propose?**

   **Routine Actions**
   1) Hire visiting professor for 2016-17 academic year to replace instructor
   2) Hire full-time office support specialist
   3) Hire part-time advisor to assist with advising
   4) Implement delivery of departmental courses in new GenEd pathway (Creativity, Innovation & Change)
   5) Implement/deliver the new emphasis
   6) Continue to do business development for the Center for Human Capital and Leadership
   7) Continue with ongoing continuous improvement activities, as outlined in the narrative

   **Summary of actions proposed in the Action Plan from this division:**

   This action plan proposes hiring a visiting professor, full-time office support specialist, and part-time advisor to get to previous staffing levels. Other continuous improvement actions relate to new General Education courses, a new emphasis, and the Center for Human Capital and Leadership.
Action Plan Template Experiential Learning Center (ELC)

Guidelines for responding to these recommendations are as follows:

1. **Recommended action per the Task Force Report(s):** Candidate for Unchanged Resources

2. **Program(s) associated with this recommendation:** Experiential Learning Center, College of Business

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   The narrative gaps are addressed below. The italicized gap precedes the discussion.

   - **How Students are chosen for teams:** Students participating in the ELC recruit students for the next semester’s projects by presenting the benefits of the program in their classes. Upcoming project descriptions are distributed to department advisors, announcements are displayed on the COB monitors, and announcements are made in classes.

     The upcoming project descriptions and meeting times are posted to the ELC’s website where students may follow a link to complete the application along with a cover letter and resume. The faculty coach for each team reviews the applications for his/her specific project and selects 15-25 students to interview for 6-7 positions. Students are selected based on their desire to be challenged, willingness to deal with ambiguity, demonstrated work ethic, ability to communicate and work well on a team, and their academic background and technical skills.

   - **Specifics related to sponsoring agencies/demand:** As depicted in the chart below, total demand for projects over the last three fiscal years has remained stable. A positive trend is the number of new sponsoring agencies has increased. Most companies sponsoring an ELC project have a desire to connect with NIU and are often alumni. The non-profit organizations listed below were funded through the ELC Foundation and did not pay a sponsor fee.

     | New/Returning/Non-Profit Organization | FY14 | FY15 | FY16 |
     |---------------------------------------|------|------|------|
     | New                                  | 2    | 5    | 7    |
     | Returning                             | 7    | 6    | 3    |
     | Non-Profit                            | 1    |      | 2    |
     | Total                                 | 10   | 11   | 12   |

     Some sponsoring organizations are interested in recruiting NIU students. During FY2016, 6 students were offered positions for employment or summer internships. Only one received a position during FY2015 and two were hired during FY2014. This positive trend may indicate increasing demand for the program for recruiting purposes.

4. **Do you consider the action recommended to be reasonable?**
   - Yes

5. **What type of response to that recommendation do you propose?**
o Routine Action: The ELC will continue to reach out to the COB’s network of alumni and the community to secure projects that provide value to organizations and unique opportunities for students to experience learning by doing while working on a real-world business issue.

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

6. If a Significant New Action is proposed, provide the following: N/A

   o Description of action steps (w/ timeline)
   o Individuals impacted and how
   o Resources required/released
   o Anticipated outcomes

7. Summary of actions proposed in the Action Plan from this division:
Category 3: Reduction in Resources
1. **Recommended action per the Task Force Report(s):** Category 3 (Candidate for Reduced Resources)

   From AcTF report: “Narrative admits that program is not meeting needs of some students but makes no suggestion as to how this can be accomplished. Student transfer enrollment was discussed but no explanation why students leave major at larger rates than other majors in CBUS.”

2. **Program(s) associated with this recommendation:** B.S. in Business Administration and Minor in Business Administration

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   *Comment #1. Narrative admits that program is not meeting needs of some students but makes no suggestion as to how this can be accomplished.*

   The narrative contradicts this comment, as follows:

   “Both alumni surveys and exit surveys of all BA students demonstrate high satisfaction with their educational experience. Over the last five years, on average:
   • 96% of BA alumni feel positive toward NIU (93% NIU)
   All BA students complete an exit survey just prior to graduation. These data indicated very high levels of satisfaction with courses and the major. On average:
   • 96% are very satisfied or satisfied with the quality of courses in the major
   • 91% are very satisfied or satisfied with their overall educational experience
   • 89% strongly agree or agree that they would recommend the major to their friends
   • 93% strongly agree or agree that the major has prepared them for professional success”

   *Comment #2. Student transfer enrollment was discussed but no explanation why students leave major at larger rates than other majors in CBUS.*

   Narrative actually shows that “new freshman [BA majors] tend to leave NIU at a higher rate than the NIU average.” Recommendation contradicts narrative statistics that show that transfer students actually leave NIU at lower rates than the NIU transfer student average. There was no data about other majors in CBUS in the narrative.

4. **Do you consider the action recommended to be reasonable?**

   Yes/No (if no, why not)

   Given the data above and strong student enrollments, the best opportunity for decrease resources/increase efficiency is to discontinue delivery of courses in Rockford. In 2015-16, only 8 students graduated who had enrolled in in Rockford courses. The total faculty instructional
cost of delivering courses in Rockford is $135,625, including overload and on-load salary costs. This means that the university is spending nearly $17,000 in salary per graduate to deliver extremely small classes that are already delivered in DeKalb. Eliminating delivery of courses in Rockford will have minimal impacts on enrollment and quality, but will release a considerable amount of university and college resources once current students have completed their degrees.

In order to teach out currently enrolled students, financial support for this program will be necessary until all students complete their degrees in Spring 2018.

Future place-bound students in Rockford will be able to enroll in an on-line marketing degree that is being delivered effective Fall 2016. Other students will travel to DeKalb to complete their Business Administration degree. We have no evidence that current students are place-bound students, therefore, there may be no impact on enrollment in the major after eliminating the delivery of courses in Rockford.

5. **What type of response to that recommendation do you propose?**

   **Routine Actions.** Given the low number of students impacted, the proposed actions are routine actions, (not significant).

   1) Finalize the financial and community implications of discontinuing delivery of BA courses at Rockford campus. Necessary steps are:
      a. terminate the marketing of the program (immediately)
      b. plan and communicate the decision to students (August 2016)
      c. develop plans for teaching out the currently enrolled students to complete their degrees (August 2016)

   2) Work with Institutional Research to investigate why Freshman BA majors leave the university at higher rates than the NIU average. (Fall 2016)

   3) Continuing on-going continuous improvement actions as outlined in narrative.

6. **Summary of actions proposed in the Action Plan from this division:**

   This action plan outlines a specific set of actions to implement the task force’s recommendation to reduce resources for this program. While the on-campus BA program is strong, considerable resources are devoted to delivering BA courses at the Rockford campus for a small and decreasing group of students. The action plan suggests that a significant reduction in expenses can occur with minimal or no impact on enrollment or quality.
Department of Finance Response to Program Prioritization’s Recommended Action (i.e., Reduction in Resources)

Program Prioritization comments: “Narrative provided insufficient data on the program. Program costs are higher than peers despite statement regarding low salaries. Mission statement does not refer to students. Data on attracting a diverse student population is good. Efforts should be made to stabilize declining enrollments and degrees.”

The reviewers are correct in that, according to the university-provided data, our undergraduate program does appear expensive relative to its peers. However, not only is the data referenced in the report old (i.e., stopping at 2014) and there have subsequently been many changes that were not reflected in the numbers, a comparison of the university-provided numbers to IPEDS institutions would not be a comparison of apples to apples (for reasons outlined below). This response will address recent changes in the department’s financial landscape, enrollment numbers, culture, and curriculum.

**Financial Changes**

- **Cost per FTE Student.** According to the Delaware Study definitions, the department’s cost/FTE (full-time equivalent) student is lower than it is reflected in the data. To produce the cost/FTE student of $7,928 in the provided table below, it appears that the department’s operating budget was divided by the number of upperclassmen.

  However, the Delaware Study definition of a FTE student is not limited to upperclassmen but instead is “equivalent to 15 undergraduate student credit hours or 9 graduate student credit hours” ([http://www.udel.edu/IR/cost/CAR/](http://www.udel.edu/IR/cost/CAR/)). If all finance majors are considered (i.e., upper and lower classmen) then our $7,928 cost drops to $5,580. Thus, the department’s cost per FTE student is significantly below our IPEDS (Integrated Postsecondary Education Data System) peers, whom we assume adhere to the Delaware Study definition and consider all FTE students and not just upperclassmen. This cost would drop even further if graduate students were additionally considered.

- **Cost per Student Credit Hour.** A more appropriate method would be to consider cost per SCH (student credit hour). While the report attempts to do this (i.e., divide departmental cost by SCH) only SCH in FINA-coded courses and not the SCH that are taught by FINA faculty.
While most faculty only teach FINA courses, a glaring exception is UBUS 310/311. During the time period in question, NIU utilized a different model than most schools such as its IPEDS peers. Specifically, because of NIU’s UBUS 310/311 structure in which the principles courses of 4 functional business areas are co-taught in massive UBUS sections as opposed to separate FINA/MKTG/MGMT/OMIS sections, the finance portion of UBUS 310 SCH was ignored when calculating the department’s SCH. Once these overlooked SCH are factored in, the department’s cost/SCH dramatically drops and is aligned with our IPEDS peers (who do not have the UBUS structure to adjust for).

**SCH/FTE Faculty.** When calculating the annual SCH/FTE faculty (not something the report considered) an increase in the productivity of the department’s faculty is evident over the last 4 years.
• **Cost Savings.**
  - The department’s TT/T faculty have switched from a 2-2 load to a 3-2 load.
  - Within the past 3 years, 2 tenured professors and 1 tenure-track professor have left. Cost savings have been achieved because these lines have been replaced with 1 tenure track hire, 1 tenure track position approved for hire this fall, and 1 professor of practice.
  - Meanwhile, we have expanded our curriculum (more later) and thus our faculty has become more efficient with respect to SCH production.
  - Salaries are not keeping pace with the market; i.e., the average salary of our teaching faculty falls significantly below the median salary of new Finance faculty hires at public accredited institutions at all ranks (e.g., full-time instructor salaries lag by 21%, associate professor salaries lag by 28%, and full professor salaries lag by 14%; we currently have no assistant professors on staff).

• **External Contributions / Scholarship Growth.**
  - Departmental scholarships grew 63.6% from 2013-2014 and 69.4% from 2014-2015, most of which has come from increases in or creations of three scholarships (i.e., Savant Capital Management, Martin Oosterbaan, and Matt Gerdes).
  - Within the past several months, in conjunction with the College of Liberal Arts and Sciences, the College of Business has secured a $500,000 scholarship from the Chicago Mercantile Exchange (CME). The scholarship, which will be awarded over a three year period and will be shared between Finance and 2 other departments, is aimed at supporting diversity in our student body.
  - Within the past six months the Department of Finance has raised over $50,000 in private donations to support student career success via the purchase of a Bloomberg terminal.
ENROLLMENT TRENDS

- Yes, after the financial crisis there was a knee-jerk reaction and enrollment in Finance programs nationwide temporarily decreased.
- However, the trend has reverted as the department has seen large growth in majors over recent years (i.e., 9.7% from 2013-2014 and 13.4% from 2014-2015; 2016 data is not yet available).
- The department is actively involved in the recruitment process. Examples include (i) having students man all welcome days/open houses, (ii) this semester launching social media and email campaigns, (iii) last semester initiating periodical newsletters to alumni that are also available to prospective students, and (iv) next semester we have planned outings to community high schools that fit our target student profiles.
- We have increased our service classes, helping support other College of Business programs. The proportion of undergraduate SCH in FINA-coded courses that come from service courses (i.e., FINA courses that support other degree programs and exclude FINA majors such as FINA 320 and FINA 410) has increased from 22% in 2011 to 31% in 2015.
- We have attracted more minors and certificate students. The proportion of undergraduate SCH earned in FINA-coded courses that support our program (e.g., non-service classes) by non-FINA majors (i.e., FINA minors & certificate students) increased from 9% in 2011 to 14% in 2015. The reach of the minors and certificates is also reaching beyond the College of Business. Drilling down further, the proportion of undergraduate SCH earned in these courses by non-COB majors increased from 2.7% in 2011 to 5.6% in 2015.

CULTURE & FOCUS SHIFTS

- Over the past few years, the department has increasingly shifted its focus onto its students.
- The department has upped its involvement with its student organizations, including the creation of a third organization (i.e., Financial Student Advisory Board, FSAB). The FSAB has aided in attracting new students (e.g., helping host a departmental open house) and promoting integration across departments (i.e., organizing an intracollegiate softball game).
- The department has increased extracurricular offerings of student experiential learning opportunities. These include (i) the Lunch and Learn series launched Spring 2015; (ii) the Excel Workshop series launched in Fall 2015; (iii) student attendance in annual conferences such as FMA International, Windy City Summit, Redefining Investment Strategy Education (RISE), Global Asset Management Education (GAME), and Student Managed Investment Fund (SMIF) Consortium (the latter of which was added in 2015); and (iv) the resumption of the annual Chicago exchange and financial institutions tours.
- The department has placed increased emphasis on career preparation and success. In addition to the already existing support for the Chartered Financial Analyst (CFA) and Certified Treasury Professional Associate (CTPA) programs (the latter of which produces 40% of all CTP graduates nationwide), this semester we have launched certifications in Bloomberg Market Concepts, Bloomberg Essentials, and Microsoft Office Specialist Excel.
Finally, while the reviewers mentioned the Department’s mission statement, department members are unaware of any such statement. If made aware of its location, we would gladly update it such that it better reflects our current focus on the student learner.

**BROADENING OF OUR CURRICULUM**

- This Fall the department is launching a new graduate program in downtown Chicago, created with the help of financial regulators (e.g., Commodity Futures Trading Commission, Federal Reserve, National Futures Association), on the topic of financial risk management.
- With the support of alumni and NIU Foundation board members, the department is investigating becoming a Certified Financial Planner (CFP) Board Registered Program.
- In response to the nationwide need for personal finance training (especially in light of the burgeoning student loan and auto loan crisis and in the wake of the mortgage debt crisis), the department is pursuing inclusion of a personal finance course in the general education curriculum.
The Task Force Report recommended that advising be done through the departments similar to other colleges. It is also recommended that Undergraduate Studies reduce resources as it seems to be overstaffed compared to other college advising offices.

The action suggested is unreasonable and just plain wrong. There are only two colleges that do not have college advising offices - the College of Visual & Performing Arts and College of Education and both colleges have less students than the College of Business. All other colleges have college advisors and departmental advisors. Undergraduate Studies is responsible for advising all students not admitted into our upper-level business programs which includes all freshmen, sophomores, majority of juniors, and some transfer seniors. The college advisors are responsible for working with students in deciding which major is the best fit for them. Many students choose business majors but are not sure if it is the right path for them. Many students have difficulty in our professional business courses and it is the responsibility of the college advisors to work with these students and help them discover the path that is right for them. The college advisors use a developmental advising model and develop a relationship with the students early on. The Career Compass program that is taught by the college advisors is also another avenue that assists students in discovering their business skills strengths, likes, and motivators. Since our initial program prioritization report – I have been contacted by two other colleges asking for more information about our Career Compass program as they now have an interest in something similar for their college.

As indicated in the Undergraduate Catalog, college advising offices are responsible for decision-making regarding a variety of academic policies including the course and university withdrawal process – not departments. There are a variety of forms that require approval (or denial) from the college advising office.

In regards to being overstaffed – as indicated in part VI of the Task Force Report – advising is critical and the ratio of students per advisor is higher in Undergraduate Studies than what NACADA recommends. In a face to face conversation with the NACADA advising assessment team during spring 2015 – they were astonished that we do so much in the college advising office with only 3 full-time advisors and 1 director. A reduction in advisors would increase that ratio even higher.

I would propose no action be taken and allow Undergraduate Studies to continue advising, nurturing, and assisting students in discovering their skills and the degree path that is right for them. Department advisors can continue their focus on advising students in the upper-level programs, internships, career courses, and getting our business students ready for their employment upon graduation.
Social Entrepreneurship Area
Action Plan

1. **Recommended action per the Task Force Report(s):** Category 3 (Candidate for Reduction in Resources)

   From AcTF report: “Narrative lacked assessment data for student learning outcomes as well as faculty data. Also lacked information on student work in creation of businesses that deal with socially responsible issues. Accy 288 roadblock needs to be resolved. Insufficient data regarding external demand. Data charts did not match narrative.”

2. **Program(s) associated with this recommendation:** Certificate of Undergraduate Study in Social Entrepreneurship and Minor in Social Entrepreneurship

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   **Comment #1: Narrative lacked assessment data for student learning outcomes as well as faculty data**

   Regarding learning outcome data, as reported in the narrative, assessments of learning outcomes show “that students meet or exceed expectations 85% of the time, on average on the following learning outcomes:
   - Identify and assess social needs in the global community
   - Recognize social innovation opportunities
   - Effectively communicate in oral and written format

   Student performance on the fourth learning outcome (“Identify value, differentiate, and establish competitive advantage for social enterprise”) has shown an average 75% achievement rate…”

   The faculty data was reported in the narrative, and it is as follows:
   Until Fall 2015, we had only 1 tenured/tenure-track faculty member and 1 instructor who contributed to this program. Their total annual salary costs of this program were $36,000.

   **Comment #2: Also lacked information on student work in creation of businesses that deal with socially responsible issues.**

   - While there are courses that provide students experience in creating a social business, it is not the main goal or focus on the program. The main focus is to:
     - Expose students the concept of social impact and its many forms
     - Teach students the skills to have a social impact, whether within a start-up or an established organization (through CSR)
     - Help them secure internships and jobs within the social space, including in start-ups, non-profits, and large, established organizations
   - Our program helps individuals (of all majors) build skill sets that will help them have a greater impact in their respective functional areas.
This is critical given the move in the market by companies to have a greater social and environmental impact.

Comment #3: ACCY 288 roadblock needs to be resolved.

This issue has been resolved because the Accountancy department has offered additional sections of this course starting in Fall 2016.

Comment #4: Insufficient data regarding external demand.

In the last 3 years, 60 students have earned the undergraduate certificate in social entrepreneurship. The social entrepreneurship minor was initiated in Fall 2014, and in 2 academic years, 17 students have completed the minor. Demand has increased dramatically. There are currently 29 declared minors.

4. Do you consider the action recommended to be reasonable?
   Yes/No (if no, why not)

No. It is hard to see how we can reduce the funds associated with this program, given the already low level of university resources devoted to this program. We have “bootstrapped” this program to get it off the ground and demonstrate student demand (as shown above); it is difficult to reconcile the task force’s recommendation to reduce resources for a program that is distinctive in the educational marketplace, popular with NIU students, and which has had such low salary costs.

Specifically, with existing faculty resources, we have offered 950 seats (2,850 credit hours) for the undergraduate certificate and minor over the last five years in an area of increasing interest to students. This is a $12 per credit hour faculty cost.

In addition, our social entrepreneurship program has been named a finalist for the International Council of Small Business Global Award in Entrepreneurship Education Excellence. In June, we will be competing for the Outstanding International Specialty Entrepreneurship Program Award for our program’s innovation, quality, sustainability, comprehensiveness, and impact.

Since Fall 2014, we were able to commit an additional 0.5 FTE tenure-track faculty member to the program to meet student demand, bringing annual costs to $48,000.

In addition, we have devoted considerable effort to generating private support (approximately $56,000 annually) and writing grants to provide the funds necessary to deliver the program. This support has enabled 116 students to study abroad to learn about social entrepreneurship.

- Private donors (~$50,000 annually)
- Sponsorships (~$6,000 annually) – raised in its entirety by students
- Grant (Venture Well) support for the launch of the I-Lab, Social Impact Accelerator ($12,000)

Over the last two years, we have worked to build on our strengths in Social Entrepreneurship and to leverage them in the entrepreneurship education area. It is well documented that this
current generation of students values the ability to contribute to making the world a better place even more than previous ones, so it seems counter to the university’s interests to reduce support for a program that appeals to the values of prospective students.

The new I-Lab (to be launched in Fall 2016) is an interdisciplinary program (with CEET) to support the launch of social impact businesses from any NIU students across campus. This aligns with the goals of the University (to support student career success and faculty engagement through teaching and research) and with the recommendations of the academic task force.

5. What type of response to that recommendation do you propose?

6. Significant New Action. Make a targeted hire to teach in social entrepreneurship/non-profit management. Because this is an emerging field, there are a limited number of faculty candidates with experience and scholarship in the area, so a highly effective recruiting plan will be necessary. Currently, we are dependent on one volunteer instructor who teaches 4 – 5 sections of social entrepreneurship each year, thereby limiting the capacity of the program. In addition, such dependence makes it difficult to sustain the program over the longer-term nor does it contribute to the scholarship mission in social entrepreneurship that is critical to long-term health of the area.

Timeline
   a. June 2016: Submit paperwork to get formal approval to fill this position
   b. July 2016: Outreach to potential faculty candidates
   c. August 2016: Attend Academy of Management and schedule meetings with potential candidates
   d. Fall 2016: Initiate interviews and visits, if qualified candidates are identified.
   e. Fall 2017: New hire starts

Resources required
   $5,000 for search costs in FY17
   $130,000 - $150,000 salary for tenure-track faculty member beginning FY18

Individuals impacted
   Department faculty and Department Chair to recruit and select faculty candidates

Anticipated outcomes
   Increased capacity to teach social entrepreneurship/non-profit management courses
   Increased research in social entrepreneurship
   Increased outreach to university and community around social entrepreneurship

7. Summary of actions proposed in the Action Plan from this division:

This action plan outlines the plan to increase the human resources supporting the social entrepreneurship program. The social entrepreneurship minor is growing in enrollment, and social entrepreneurship courses will become an integral part of the new Management emphasis in Entrepreneurship and Social Responsibility and help advance its distinct identity in the marketplace for prospective students. A targeted new hire will bring the teaching capacity, research, and student engagement necessary to move the program forward.
NIU Program Prioritization Action Plan

1. **Recommended action per the Task Force Report(s):**
   Category 3 – There seems to be low demand for certificate. Narrative does not clarify whether certificate is enough to obtain high demand positions. AcTF found that program potential section was not well developed. Like most certificates, narrative states that this is a no-cost enhancement.

2. **Program(s) associated with this recommendation:**
   Certificate in Information Systems

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   In spring 2016, the program awarded certificates to 12 MBA students and 14 non-OM&IS undergraduate students. It has provided value and enhancement to the current degree programs offered in the College of Business. The certificate itself is not enough to obtain high demand positions. It is offered as a supplement to the degree programs.

4. **Do you consider the action recommended to be reasonable?**
   Yes.

5. **What type of response to that recommendation do you propose?**
   Routine Action.

6. **If a Significant New Action is proposed, provide the following:**
   N/A.

7. **Summary of actions proposed in the Action Plan from this division:**
   Continue to promote this certification program.
NIU Program Prioritization Action Plan

1. **Recommended action per the Task Force Report(s):**
   Category 3 – AcTF was impressed that there was no similar certificate program in Midwest. Narrative is unclear regarding data on faculty performance. No data on external demand or diversity within the program.

2. **Program(s) associated with this recommendation:**
   Certificate in Business Analytics Using SAP Software (undergraduate, graduate)

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   The certificate program is quite new and it just started in 2013. But, the program has already awarded 114 certificates in 3 years. External demand is strong and students were happy for the faculty performance based on the exit survey.

4. **Do you consider the action recommended to be reasonable?**
   No. We should provide a strong support for this certificate program.

5. **What type of response to that recommendation do you propose?**
   Routine Action.

6. **If a Significant New Action is proposed, provide the following:**
   N/A.

7. **Summary of actions proposed in the Action Plan from this division:**
   Continue to promote this certification program.
Category 4: Transformation
ACTION PLAN DRAFT – BELIEF, COMPASS, Passport

1. **Recommended action per the Task Force Report(s):**

“Program is impressive. Changes in diversity are very positive. Narrative needed more information on faculty participation. Perhaps programs could be transformed into academic programs to further enhance positive values in business education.”

2. **Program(s) associated with this recommendation:**

There were three COB programs associated with this report: BELIEF, Career Compass and Passport. All three have significant funding sources, have advisory committees and involve broad participation of faculty across all areas of the college.

**BELIEF** - a systematic approach to integrating ethics into the curriculum. BELIEF includes the following components: an ethics handbook, assessment of ethical awareness and decision-making, corporate partners, a faculty team, a student organization and activities in-and-out of the classroom. Corporate sponsors fund a significant portion of this program.

**Passport** - a required, fee-based, co-curricular program. Business students are required to participate in an out-of-classroom activity in each of seven areas: business communications, career development, ethics, experiential learning, global, leadership and service.

**Career Compass** - a required, fee-based workshop in the freshman year designed to help students become familiar with the College. The program helps students: discover more about themselves, pick an academic path and prepare for a business career.

**Criterion:**

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

**Narrative needed more information on faculty participation.**

BELIEF involves a faculty created handbook and approach. Ethical principles espoused in the BELIEF handbook are reinforced in all upper division business classes in the college so all faculty members are involved in the delivery of this prestigious program. Faculty are involved in many other aspects of the program including judging at case competitions, serving on the faculty for ethics committee, serving on the BELIEF advisory board, hosting ethics events and speakers, and publishing research articles related to business ethics.

Each section of the eight-week Compass workshop will now include five lectures by faculty members, one from each department of the college. Students take this workshop in the freshman year to help them with career planning.

The Passport program involves faculty members in a variety of ways. Faculty sponsors for the thirty-three student organization in the college plan and attend events that students use to satisfy Passport requirements around one of seven themes (business communication, leadership, global awareness, career development, ethics, service and experiential learning). Faculty also serve as speakers in the program or hosts for external speakers. Faculty members from each department...
serve on the Passport advisory board. The College Curriculum Committee (CCC) approved catalog copy for this zero-credit course and keeps it current.

**Perhaps programs could be transformed into academic programs**

All three programs involve academic activities in and out of the classroom.

The BELIEF handbook is presented in a business class required of all students (UBUS310) and the principles promoted in the handbook are reinforced in all upper division business classes. Many guest speakers provide seminars and lectures on ethics topics throughout the year. Annually, during BELIEF week, a large number of corporate speakers from various aspects of business speak in business classes on topics related to ethical business practices. One of the college’s seven undergraduate student learning outcomes (SLO’s) is related to business ethics and we assess this SLO in the student’s final semester.

Passport involves two classroom workshops required for all business students as well as attendance at no less than seven out-of-class additional events which are academic in nature. Students establish professional goals at the beginning of the program and reflect on how the program helped them achieve those goals in the final workshop.

Career Compass is also an academic program. The College recently gained approval to change this class from zero credits to a one-semester credit class. Contact hours have been doubled to allow for faculty members from each department to talk about career planning in each of their fields. All freshmen business students will now attend this class twice a week for eight weeks.

4. **Do you consider the action recommended to be reasonable?**
   
   **Yes/No (if no, why not)** Yes.

5. **What type of response to that recommendation do you propose?**
   
   o No Action
   o Routine Action
   o Significant New Action

   “**Routine Action**” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “**Significant New Action**” would indicate a major restructuring, merger of programs, elimination or major enhancement, that involves a larger scale of planning and resource allocation.

   **Routine Action** - Each of the three programs’ staff members meet with advisory boards and they gather student, staff and faculty input regularly. Strategic planning is continuous and ongoing in each of the programs. After the new dean for the college of business comes on board in July 2016, we expect to review the overall administration and support structures for college level programs. It is unlikely that resources could be released, in fact more resources will be needed if these programs are expanded. Further definition of the action plan awaits new leadership.

   **If a Significant New Action is proposed, provide the following:**
   
   o Description of action steps (w/ timeline)
   o Individuals impacted and how
6. **Summary of actions proposed in the Action Plan from this division:**

Review the overall administration and support structures for college level programs with the new dean (second half of 2016).
Department of Marketing Action Plan
Certificate in Interactive Marketing

1. Recommended action per the Task Force Report(s): Candidate for transformation: Certificate in Interactive Marketing. Narrative provided little data for assessment of faculty or students. Program is under-resourced, with no TTF, despite high internal demand. Certificate should be transformed to better align with demand. Additional resources will promote transformation via certificate growth and new interdisciplinary ties.

2. Program(s) associated with this recommendation: Certificate in Interactive Marketing.

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? No real assessment of TTF was included due to the fact there are no full-time TTF assigned to the program. Good student career success was noted with 84% of Interactive Marketing Certificate graduates having a job offer within 3 months of graduation. Program shows growth with an average of 39-plus Certificates in Interactive Marketing being awarded yearly.

4. Do you consider the action recommended to be reasonable? Yes.

5. What type of response to that recommendation do you propose?

Routine Action: A Director (Professor of Practice) for the program has been hired. More online and elective courses and sections of courses are to be offered. Emphasis will be placed on continuing to gradually grow: the number of certificates awarded, financial support from alumni and sponsors, employment opportunities, and the number of faculty/instructors utilized.

6. If a Significant New Action is proposed, provide the following: N/A for this program.

   o Description of action steps (w/ timeline)
   o Individuals impacted and how
   o Resources required/released
   o Anticipated outcomes

7. Summary of actions proposed in the Action Plan from this division:

Proceed with varied strategies to grow the certificate as resources allow. Emphasis will be placed on continuing to gradually grow: the number of certificates awarded, financial support from alumni and sponsors, and the number of faculty/instructors utilized.
Category 5: Review/Candidate for Phase-Out
Action Plan for Office of Graduate Academic Affairs

College of Business

1. **Recommended action per the Task Force Report(s):**

   Subject to additional review/candidate for review/phase out

2. **Program(s) associated with this recommendation:**

   While the narrative may have given the impression that all graduate programs are a part of the office, it is important to recognize that the evolution of the office of graduate academic affairs in the college over the years has led to a decentralized model with little oversight required of these programs. As it stands, the Fast Trak MBA is the only one that has ties to the office of graduate academic affairs as it benefits from our global partners.

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   The office of graduate academic affairs primarily pertains to one senior leadership position which at one point in time had oversight of delivery of graduate programs in the college. Originally, the model was premised on a senior leadership role for managing graduate programs, research, and global activities. Over the years, however, the mandate for the senior leadership role had little to do with graduate programs and research and almost all to do with global partnerships. To the extent that the global initiatives intersected with graduate programs, there is a tie to it. For example, the partnerships with universities in China has led to student recruitment in the Fast Trak MBA program. The data on FTE included in the narrative is inclusive of several individuals across departments that support a range of activities, not necessarily all directly tied to graduate affairs.

4. **Do you consider the action recommended to be reasonable?**

   Yes/No (if no, why not):

   Yes, we do find the action recommended for additional review appropriate. To be clear, we do not agree that the office of graduate affairs is a candidate for elimination or phase out but one that is in need of significant transformation and better alignment with the strategic needs of the college.

5. **What type of response to that recommendation do you propose?**

   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**

   - **Description of action steps (w/ timeline)**

     Dean will lead the execution of the action steps:

     - A comprehensive review of office of graduate academic affairs – Fall 2016
     - Propose a plan for transformation to Executive VP and Provost – Spring 2017
     - Implementation of Approved Plan – Summer/Fall 2017
o **Individuals impacted and how**

Associate Dean for Graduate Programs and Global Affairs and other individuals working in various roles associated with graduate programs.

o **Resources required/released**

Unknown at this time.

o **Anticipated outcomes**

An alignment of responsibilities with the needs of the college and an accurate reflection of duties being carried out.

7. **Summary of actions proposed in the Action Plan from this division:**

- Comprehensive review of the office of graduate academic affairs
- Redesign of responsibilities to align with needs of the college
Certificate in Entrepreneurship
Certificate in Managerial Leadership
Certificate in Strategic Marketing

Guidelines for responding to these recommendations are as follows:

1. **Recommended action per the Task Force Report(s):**
2. **Program(s) associated with this recommendation:**
3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
4. **Do you consider the action recommended to be reasonable?**
   - Yes/No (if no, why not)
5. **What type of response to that recommendation do you propose?**
   - No Action
   - Routine Action
   - Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices. “Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement, that involves a larger scale of planning and resource allocation.

6. **If a Significant New Action is proposed, provide the following:**
   - Description of action steps (w/ timeline)

**Action plan for all 3 certificates to be implemented**
1. Contact MBA graduates who pursued Certificate to determine if direct impact with career as a result of pursuing specific Certificate (June 2016)
2. Survey current MBA students to gain feedback regarding interest in Certificate offerings
3. Summarize data (July 1 – 15, 2016)
5. Maintain tracking of MBA students who pursue a Certificate, with appropriate follow-up after Certificate completion to determine what impact Certificate contributed to student’s career (Ongoing)
   - Individuals impacted and how
     1. MBA Administration impacted; better understanding regarding (1) motivation for MBA students to pursue a Certificate and (2) what impact Certificate completion contributed to student’s career
   - Resources required/released
     1. No new resources are required to implement Action plan
   - Anticipated outcomes
     1. Better marketing of Certificate options
     2. Better tracking of student’s career path as result of completing specific certificate

7. **Summary of actions proposed in the Action Plan from this division:**
ACTION PLAN UBUS310/UBUS311

1. **Recommended action per the Task Force Report(s):**
   
   “Narrative makes it difficult to assess, absent contextualization. No attempt to respond regarding external demand. These are single courses and should not be evaluated as programs. UBUS 310 and 311 may have value, but need to be embedded in a program.”

2. **Program(s) associated with this recommendation:**
   
   UBUS310/311 are courses in the upper division business core.

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   
   “**UBUS 310 and 311 may have value, but need to be embedded in a program.**”

   Students in all business majors take the 12 credit sequence UBUS310/311. The sequence is embedded in six different majors.

   “**No attempt to respond regarding external demand.**”

   The combination of the principles courses in the sequence UBUS310/311 was created in response to our disciplinary accrediting body AACSB, which stresses integration, and industry encouragement.

4. **Do you consider the action recommended to be reasonable?**
   
   *Yes/No (if no, why not)* Yes

5. **What type of response to that recommendation do you propose?**
   
   - No Action
   - Routine Action
   - **Significant New Action**

6. **Significant New Action is proposed, provide the following:**
   
   This 12 credit sequence (UBUS310/311), required of all NIU business majors, replaced four individual principles courses about 20 years ago. These four introductory courses are widely recognized as central to a business degree - Marketing, Operations, Finance and Management. The replacement of the four separate courses with an integrated nine credit course plus a three credit application course was considered innovative at that time. The three credit course, UBUS311, can be taken at the same time as UBUS310 or the following semester. Other business schools have attempted similar integration but there are difficulties with this structure. Some of these difficulties involve:

   - transfer credit for these courses (in and out) is difficult;
• the need to repeat the nine credit course (students must pass with C or better) is expensive and can delay graduation;
• the nine-credit requirement is difficult for part time students;
• there are issues with scheduling course modules among the four instructors of record in the nine-credit class;
• there are issues with some majors who have upper division sequences that are delayed while students take all of the principles content in the first semester of the junior year;
• students tend to focus on academic areas where they are most comfortable (it is possible to do very poorly in one area of UBUS310 such as finance but still pass the class overall)
• online delivery planned for one degree program requiring the principles sequence would be difficult for a 9+3 configuration

Based on nearly a year of review, it is the intention of the College Curriculum Committee (CCC) members to revert to the four individual principles courses starting fall 2017.

a. Description of action steps (w/ timeline)
   i. Curricular dean leads consolidation of necessary catalog changes (June-August 2016)
   ii. CCC members review, revise and approve catalog content for change back to four individual principles courses. (September 2016)
   iii. CCC forwards changes to the Baccalaureate Council for desired inclusion in 2017 catalog (October 2016)
   iv. Evaluate effects of changes to determine new course mapping to college level student learning outcomes (Fall 2016)
   v. Evaluate the loss of the three credit applications course to determine where embedded skills (particularly soft skills such as teamwork and oral presentation as well as integration across the business disciplines) will be best implemented in the future (Fall 2016)
   vi. Implement replacement of UBUS310/311 with four individual principles courses (Fall 2017)

b. Individuals impacted and how

All COB departments and students (beginning catalog year 2017) will be impacted by this change in structure of courses. Collaboration across departments, with regards to integration and soft skills, will change but will not disappear. Oversight of the business core will remain with CCC.

c. Resources required/released

There is no anticipated resource impact

d. Anticipated outcomes

Students will need to repeat only the subject matter in which they do poorly (likely three credits instead of nine).
Students will need to take each of the four subject areas seriously and will need a passing grade in each.

Students will be able to take the four courses over two semesters (6CH + 6CH) instead of taking one nine-credit course in the first semester which will help with sequencing in some majors.

Principles courses will be easier to deliver online.

7. **Summary of actions proposed in the Action Plan from this division:**

   Evaluate effects of changes to determine new course mapping to college level student learning outcomes (Fall 2016).

   Evaluate the loss of the three credit applications course to determine where those skills will be best implemented in the future (Fall 2016).

   Eliminate UBUS310/311 and revert to the four individual principles courses (Fall 2017).
NIU Program Prioritization Action Plan

1. **Recommended action per the Task Force Report(s):**

   Category 5 – Narratives written for business certificates did not sufficiently address each certificate’s individual value to NIU or students. In terms of potential, an identical narrative was provided for all certificates. The program awarded 36 certificates in 5 years and only one in the last year.

2. **Program(s) associated with this recommendation:**
   Certificate in Service Management

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   N/A.

4. **Do you consider the action recommended to be reasonable?**
   Yes.

5. **What type of response to that recommendation do you propose?**
   Significant New Action.

6. **If a Significant New Action is proposed, provide the following:**

   **Description of action steps (w/timeline)**
   - Propose at the OM&IS and COB curriculum committees this fall to discontinue this certificate program in service management.

   **Individuals impacted and how**
   - No impact on the faculty resource since this certificate did not add any additional cost in the department and the college.

   **Resources required/released**
   - None

   **Anticipated outcomes**
   - Students may explore other certificate programs offered in the Department.

7. **Summary of actions proposed in the Action Plan from this division:**
   - Discontinue the Certificate in Service Management.
College of Education

Division of Academic Affairs
Program Prioritization Action Plan

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Program Prioritization Action Plan

Summary of Submitted Programs:
- 45 Total Programs Submitted
- Rating Agreement on 36 Programs (80%)
- Rating Disagreement on 9 Programs (20%)
- 5 are moving forward via the Curricular Process to be Eliminated (11%)
- 25 are in the “Significant New Action” Response Category and/or are Requesting New Resources (56%)
- 15 are in the “Routine Action” Response Category without additional Resources Requested (33%)

College of Education Next Steps
1. Establish Process to Review Program Health & Viability (June)
2. Assemble Resource Request Documentation (July)
3. Determine Accountability & Ownership of Top Priorities (July)
4. Engage External Facilitation for Strategic Planning (August)

Key Metrics to Determine Program Health & Viability:
1. Accreditation
2. Faculty Research
3. Credit Hour Generation
4. Major Enrollments
5. Program Prioritization Report Ranking

Resource Request Documentation Requirements:
1. Request Supports Program Prioritization Report Ranking
2. Request Improves Program Health & Viability via Key Metrics
3. Request Cannot be Accomplished with other Department/College Resources

Top College Priorities across all Programs:
1. Undergraduate Student Recruitment
2. Graduate Student Recruitment
3. Program Marketing
4. Undergraduate Retention
5. Online Course Development
6. Graduate Retention

Strategic Planning Goals:
1. Develop College of Education Vision/Mission
2. Identify College of Education Strategic Priorities
3. Create Program Alignment to Strategic Priorities
4. Create Dashboard to Track and Measure Success

*individual program action plans follow this summary page
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<tr>
<th>DEPT</th>
<th>Academic Program Name</th>
<th>Category Ranking</th>
<th>Response</th>
<th>Faculty/Instructor Resources Mentioned</th>
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<tr>
<td>1</td>
<td>CAHE Ph.D. in Counseling</td>
<td>A 1</td>
<td>Significant New Action</td>
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<td>CAHE Ed.D. in Adult and Higher Education</td>
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<td>LEED M.S.Ed. in Literacy Education</td>
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<td></td>
<td>Research Evaluation and Policy Studies</td>
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<td>Significant New Action</td>
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</table>

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Program: MSEd in Adult and Higher Education

Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   
   Yes

2. What type of response to that recommendation do you propose?
   
   Routine Action & Significant New Action

Spring 2016

- The curricular changes that the AcTF mentioned as needed in their report have been in the works over the past several months as the program faculty have actively responded to the decline in enrollment and the changes in the career goals expressed by incoming students.
- Two new specializations were created that will better meet the interests of potential students. One specialization was is Adult Education and the other is Higher Education. This transformation was set in place due to the changing nature of student interests. As an increasing number of students come to our program interested in learning how to be higher education and student affairs professionals, we have been actively refining and enhancing relevant course offerings for these students. Some of the department’s existing courses have had name changes and content updates and several new courses have been developed.
- New curricular changes have set in place CAHA 586: Internship in AHE as a mandatory course for students who have no professional experience in the field. This will provide students with the opportunity to get on-the-job experience in their areas of interest and enhance their preparation and our program’s reputation as a quality institution for preparing new student affairs professionals.
- A new capstone project, an electronic portfolio, is being integrated into the program to ensure that students who reach their final semester of coursework are better prepared to successfully complete their capstone experience and graduate in a timely manner.

Summer 2016

- New course electives that better reflect student interests are being added to the course schedule to provide current students and potential students the opportunity to learn about topics that are more closely related to their professional goals.
- Admitted students will participate in mandatory meetings with the Academic Counselor to ensure that their needs and career interests are known to the department and mandatory meetings will provide each student with a one-on-one opportunity to engage with department personnel from the earliest stages of their program.

Fall 2016
A targeted, calendar-based recruitment plan is currently under development and will be set in place and activated in August, 2016.

Incoming students will select their preferred specializations and begin new and revamped courses designed to better fit student career goals.

Leverage our involvement with NIU’s Division of Student Affairs and Enrollment Management through stronger recruitment through the Graduate Student Assistantship Recruitment Program (GSARP) and develop additional initiatives to meet the needs of students who are enrolled in our program and filling Graduate Assistantship roles across campus and in the residence halls.

**Groups/Individuals Involved**
- Faculty and Academic Counselor

**Resources Required**
- Resources to develop new marketing materials and recruit students will be needed.
- No substantial additional personnel needed.

**Anticipated Outcomes**
- Student enrollment will increase as the focus of the program is aligned more closely with contemporary student career goals and interests.
- Student recruitment will be more effective in reaching out-of-state potential recruits and our recruitment efforts will be more systematic and, ideally, more effective.
- The diversity of our enrolled and graduated students has consistently been robust and the program’s focus on diversity across the curriculum will enhance these efforts as a programmatic focus on diversity and social justice become major hallmarks of the program.

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
- Continued and strengthened involvement with the Division of Student Affairs and Enrollment Management for recruitment and programming efforts.
Program: EdD in Adult and Higher Education

Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine & Significant New Action

A. Significant New Actions

Spring, 2016

- Responding to the AcTF’s concern regarding dependence on adjuncts, it is important to note that two new faculty members joined the department in Fall 2015 and a formerly quarter-time faculty member moved up to full-time status, as well. These developments have strengthened the capacity of the faculty and only a very few courses (approximately 1 per semester) are now being delivered by adjuncts. However, with the development of a Community College Leadership focused EDD program, a faculty member with expertise in Community College Administration is a much needed resource for the program’s overall robustness.

- To address the AcTF’s expressed concern regarding “right-sizing” the program, the department has continued to limit new student admissions to only Fall semester each year (this action was taken in 2014 to better manage the number of active doctoral students in response to a wave of faculty departures/retirements).

- Developed a new required research course sequence for incoming doctoral students to ensure that they are better prepared for completing the dissertation.

Summer 2016

- Develop and deliver a new “Dissertation Bootcamp” course that will provide students who are not making consistent progress on their dissertations the opportunity to get focused writing time and constructive feedback and stimulus to get back on track. This course is being offered for the first time in Summer, 2016.

Fall 2016

- Request approval for a search for a faculty member with expertise in Community College Leadership.

- A more effective tracking system for dissertating students is being put in place that will include regular reviews at the end of each semester in which faculty report on the progress being made by their students. Standard notification letters regarding adequacy of progress will then be sent to students at the close of each semester.
Students who have timed out of the 9-year time limit will be sent letters notifying them of this information along with provisions and options regarding their studies.

A new “Certificate of Completion of Study in Adult and Higher Education” will be created that can be awarded to students who are unable to complete their dissertations. This certificate will provide a form of concrete acknowledgement of their academic achievement in the event that the completion of a dissertation is a task that cannot be completed.

Groups/Individuals Involved

- Faculty and Academic Counselor

Resources Required

- Addition of a faculty line for a specialist in Community College Leadership

Anticipated Outcomes

- The program will be able to help to meet the growing need for doctoral degree holding professionals in the discipline of Community College Leadership
- Students who are committed to completing dissertations will be given greater motivation and focus by faculty
- Students who are not capable of successfully completing a dissertation will be identified and removed from the program
- Student numbers will reflect the actual capacity of the program faculty to serve as dissertations committee chairs/members
- Students who reach the dissertation stage will be better prepared for conducting a research study through the mandatory research course sequence
Program: MS.Ed. in Counseling
Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Both “yes” and “no.”
   Due to recent faculty departures, the program’s accreditation status has been put into a vulnerable position. Thus, we agree that “transformation” is currently required to bring it back into compliance with accreditation standards.
   However, the PhD program was categorized as “Enhance” and the two programs are intricately linked and served by the exact same faculty and other resources. Thus, it was felt that the MS degree program should also have fallen into the “Enhance” category as both programs are served by the same personnel and resources.

2. What type of response to that recommendation do you propose?
   Significant New Action

A. If a Significant New Action is proposed, provide the following:

Summer 2016
   Hire a Visiting Assistant Professor to cover the courses that will be left uncovered with the departure of a full-time associate professor

Fall 2016
   • Begin a two-phase plan for enhancing faculty Research and Scholarship by providing each full-time faculty member with half-time (10 hours/week) Graduate Assistants.
   • Conduct a search for a tenure-track Assistant Professor (with two additional position requests to be submitted for Fall 2017 searches.
   • Increase the number of Graduate Assistants for supervision, research, and teaching.
   • Increase GA stipends to be competitive in recruitment with comparable institutions.

Spring 2017
   • Reconfigure the adjunct assignment process to assign recruited adjuncts to more of the clinical instruction/supervision courses to free up faculty time for mentoring and scholarship
   • Develop a strategic plan for assigning incoming doctoral Graduate Assistants to faculty based on alignment of interests and potential for productive research collaborations

Fall 2017
   • Conduct a search for an Associate Professor
   • Conduct a search for an Assistant Professor

Groups / individuals impacted and how:
   Faculty, Staff, and Students will all positively benefit from these actions.
Resources Required

- Three additional faculty over the next 2 years; one Assistant Professor position to be filled for a Fall 2017 start date. Two additional search for Fall 2018 start dates; one Assistant Professor and one Associate Professor. At the current student enrollment level, three additional faculty are necessary to correct CACREP standard violations. To be back in compliance, three additional full-time faculty are essential.
- Reduce faculty load to 3/2 or 2/3 to provide addition time for scholarship.
- Updated recording technology for adequate training.

Anticipated outcomes:

- CACREP standard violations will be corrected for the upcoming year and subsequent years
- Enrollment upswing can continue at its strong pace and there will be diminished likelihood of the faculty/adjunct course delivery ratio being in violation of CACREP standards
- Enhanced and increased productivity by faculty in terms of research and scholarship

B. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

There could potentially be benefits gained from greater partnership/alliance with the Rehabilitation Counseling program at NIU that is housed in the College of Health and Human Services. This program was previously accredited by CORE, but with the recent CORE/CACREP merger, there may be advantages to looking into sharing resources and synchronizing accreditation studies. Currently, the Rehab Counseling program admits only 6-7 students each fall (and half that each Spring), while our Counseling program currently admits 20-30 each fall. Benefits/drawbacks to this possible action have not been assessed, nor has anyone beyond the Counselor Ed faculty discussed this potential alliance.
Program: PhD in Counseling
Ranking: 1 – Candidate for Enhancement

1. Do you consider the action recommended to be reasonable?
   Yes
2. What type of response to that recommendation do you propose?
   Significant New Action

A. If a Significant New Action is proposed, provide the following:

Summer 2016
- Hire a Visiting Assistant Professor to cover the courses that will be left uncovered with the departure of a full-time associate professor

Fall 2016
- Begin a two-phase plan for enhancing faculty Research and Scholarship by providing each full-time faculty member with half-time (10 hours/week) Graduate Assistants.
- Conduct a search for a tenure-track Assistant Professor (with two additional position requests to be submitted for Fall 2017 searches.
- Increase the number of Graduate Assistants for supervision, research, and teaching.
- Increase GA stipends to be competitive in recruitment with comparable institutions.

Spring 2017
- Reconfigure the adjunct assignment process to assign recruited adjuncts to more of the clinical instruction/supervision courses to free up faculty time for mentoring and scholarship
- Develop a strategic plan for assigning incoming doctoral Graduate Assistants to faculty based on alignment of interests and potential for productive research collaborations

Fall 2017
- Conduct a search for an Associate Professor
- Conduct a search for an Assistant Professor

Groups / individuals impacted and how:
Faculty, Staff, and Students will all positively benefit from these actions.

Resources Required
- Three additional faculty over the next 2 years; one Assistant Professor position to be filled for a Fall 2017 start date. Two additional search for Fall 2018 start dates; one Assistant Professor and one Associate Professor. At the current student enrollment level, three additional faculty are necessary to correct CACREP standard violations. To be back in compliance, three additional full-time faculty are essential.
- Reduce faculty load to 3/2 or 2/3 to provide addition time for scholarship.
• Updated recording technology for adequate clinical training in the program’s Community Counseling and Training Center

**Anticipated outcomes:**
• CACREP standard violations will be corrected for the upcoming year and subsequent years
• Enrollment upswing can continue at its strong pace and there will be diminished likelihood of the faculty/adjunct course delivery ratio being in violation of CACREP standards
• Enhanced and increased productivity by faculty in terms of research and scholarship
• Successful recruitment of high quality doctoral students through enhanced graduate assistantships and research opportunities

B. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

There could potentially be benefits gained from greater partnership/alliance with the Rehabilitation Counseling program at NIU that is housed in the College of Health and Human Services. This program was previously accredited by CORE, but with the recent CORE/CACREP merger, there may be advantages to looking into sharing resources and synchronizing accreditation studies. Currently, the Rehab Counseling program admits only 6-7 students each fall (and half that each Spring), while our Counseling program currently admits 20-30 each fall. Benefits/drawbacks to this possible action have not been assessed, nor has anyone beyond the Counselor Ed faculty discussed this potential alliance.
ETRA
College of Education Program Prioritization Response and Action Planning Template

Program: MSED & PHD in Instructional Technology
Ranking: 1 – Candidate for Enhancement

1. Do you consider the action recommended to be reasonable?
   Yes
2. What type of response to that recommendation do you propose?
   Routine Action + Significant New Action

Routine Action
The following routine actions are proposed to adhere to AcTF’s recommendations on additional faculty lines and online resources support:

- Add one tenure-track faculty at either assistant or associate level to enhance research and scholarship and reduce the reliance on temporary adjunct instructors.
- Add one clinical faculty to address increased enrollment and credit hours production, and reduce the reliance on temporary adjunct instructors.
- Continuing support of temporary instructor/TA cost (approximately 70k)
- Support of 3 Research Assistants for faculty research work and online teaching development.
- Approval of an online teaching and usability lab to support teaching and research excellence. This lab will strongly focus on meeting ETRA’s growing demands in the area of online enrollment and prepare the launch of our newly approved Bachelor of Science in Applied Management emphasis in Instructional Technology, Training, and Evaluation (BSAM-ITTE). The integrated online teaching and usability lab will be funded through ETRA’s student course fees (for lab equipment) and differential tuition (for faculty/staff equipment). This budget has been prepared knowing that our online cohorts have risen steadily and that most of our faculty are already in the position to begin converting their courses online.

Significant New Action
Action: In collaboration with the College of Education External Programming office, IT requests a shared marketing/retention specialist to support graduate programming and marketing. This marketing/retention specialist may also be shared among the college graduate programs.

Action Steps:
1. [May 2016] Discussion between the External Programing office and IT programs already have taken place (early May) and will continue. The External Programing Director and IT Faculty have expressed optimism about the potential benefits of a marketing/retention specialist.
2. [August 2016] Establish a search committee to develop the job description as well as to work on the hiring process.
3. [December 2016] Complete the hiring.

Groups/individuals impacted:
Both External Programming director and ETRA chair will be impacted by this new hire. Portion of their time will be allocated to management and supervision of this newly created position.

Resources required or released:
It is expected that a cost-sharing approach in the first year will be utilized. ETRA will use its differential tuition to support 20-30% of the cost for the position. After the first year, both units then will assess any need for realignment in subsequent years.

**Anticipated outcomes:**

- Contribute significantly to program recruitment and retention efforts.
- Enhance marketing capacity and outreach beyond the northern Illinois region.
- Provide high quality marketing and promotional materials for programs

3. Are there opportunities that involve other units?
   Yes, other graduate programs may participate in this cost sharing approach.
ETRA
College of Education Program Prioritization Response and Action Planning Template

Program: MS Educational Research and Evaluation

Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

1.1 If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

   The Task force suggested the possibility that the heavy doctoral committee service load of program area faculty was harming program quality. The program faculty feel that doctoral committee load does not hurt program quality, and in fact may enhance the quality of the program by exposing doctoral students to the possibilities of earning an M.S. in ERE degree in tandem with the doctorate. That being said, however, the M.S. in ERE program would benefit greatly from an individual hired to help recruit and market the degree.

2. What type of response to that recommendation do you propose?
   Routine Action & Significant New Action

Routine Action:

   Offer online option for the MS-ERE degree. Faculty will gradually convert the program required and elective courses online in the next two years. Faculty will also teach at least two online courses per year to make ready for the degree’s online option.

Significant New Action:

   Action: Combine or streamline MSED-EdPsy and MS-ERE to take better advantage of complementarities across programs.

Action Steps:

4. [May 2016] Synergistic activities between Ed Psy and R/A programs already have taken place (early May) and will continue. All faculty members from both programs have been involved in discussion of the merging process, where faculty explored a vision for the future and potential program changes. Faculty have expressed optimism about the potential benefits of a merger.

5. [August 2016] Establish a Harmonization committee to bring align programs with similar titles, curriculum, learning objectives, and learning outcomes

6. [December 2016] Redesign the curricula to emphasize learning science and cognition, measurement/assessment, research methodology, program evaluation, and educational training.

7. [May 2017] Combine or streamline MSED-EdPsy and MS-ERE.

Groups/individuals impacted:
Faculty, UPI, staff, and students from both Ed Psy and R/A programs – if programs are merged, some challenges such as differences in expected workloads, and differences in appointment may need to be addressed.

Resources required or released:
It is expected that a budget neutral approach in the first year will be utilized; both programs then will assess any need for realignment in subsequent years. In addition, it is requested that a 30%-50% time of marketing specialist be provided to support marketing and advertisement of the new program.

**Anticipated outcomes:**
- Serve the people of the State of Illinois more effectively and efficiently.
- Enhance the capacity and resources to participate in inter-educational training and practice, and providing high quality of instruction and research to contribute significantly to learning science.
- Provide a strong foundation for students who are pursuing PhD in either Educational Psychology or Instructional Technology

B. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
  - Educational Psychology
    - (as outlined above)
  - Instructional Technology
    - Curriculum enhancement such as addition of core requirement in learning theories
    - Additional emphases in Applied Learning Sciences, Inquiry, Teaching and Learning
    - Sharing of IT faculty online development expertise and department technology resources
1. Do you consider the action recommended to be reasonable?

No. The task force feedback focused on a need to increase enrollment in this program. As this major has one of the largest and fastest-growing enrollments on campus, we challenge the data focused on by the task force in this regard. Please see the table below displaying university 10-day count enrollment data. At the time of the task force’s work, KNPE possessed just five tenure-line faculty in this program of nearly 300 students. With two recent faculty losses, we now have just three tenure-line faculty in kinesiology and need additional resources to sustain this rapid growth and deliver the program.

<table>
<thead>
<tr>
<th>Kinesiology B.S. Enrollment by Semester</th>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>293</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>278</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>246</td>
</tr>
<tr>
<td>Fall 2014</td>
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<tr>
<td>Spring 2014</td>
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<tr>
<td>Fall 2013</td>
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</tr>
<tr>
<td>Spring 2013</td>
<td>203</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>195</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>97</td>
</tr>
</tbody>
</table>

*Source: NIU 10-Day Enrollment Data*

2. What type of response to that recommendation do you propose?

**Routine Action**

- Our focus in this program is on hiring new faculty in order to rebuild our student-to-faculty ratio from its present 98:1 to a more appropriate level for effective instruction and student mentoring.
- We view this transitional time of faculty losses and replacements as an opportunity to rebuild this program as one with not only strong enrollments and instruction, but also high-quality scholarship, including pursuit of external funding, and a more cohesive program vision aligned with the university’s focus on student career success.
Program: M.S. in Sport Management
Ranking: 2 – Candidate for Unchanged Resources

1. Do you consider the action recommended to be reasonable?
   Yes, as suggested by the task force, we are pursuing the hire of an additional faculty member in the sport management discipline.

2. What type of response to that recommendation do you propose?
   Routine Action

   • The program is focused on updating its curriculum and exploring new industry partnerships under the leadership of a new program director.
   • Enrollments are robust in this graduate program, but the program is working to improve its admissions and recruiting efforts in order to improve both the quality and quantity of admissions applications and student profile.
1. Do you consider the action recommended to be reasonable?

Yes. As noted in the task force’s feedback, this program will be phased out over the next few years, admitting no new students after 2018 and then being subsequently eliminated once those students have completed their degrees. Per mandate by the accrediting body in athletic training, the bachelor’s degree will no longer be considered the entry-level credential for entry into the field, but rather, a pre-professional master’s degree will become that requirement. A curricular proposal for a new pre-professional master’s degree in athletic training was recently approved by the Board of Trustees, and we will begin admitting students into that new program in 2018, coinciding with the phase out of the undergraduate degree.

2. What type of response to that recommendation do you propose?

Routine Action

- As discussed above, this program will be phased out over the next few years, and we will launch a master’s degree program in athletic training. Successfully navigating this transition is the focus of our program moving forward, including the delivery of the bachelor’s degree to our last cohorts of undergraduates and recruitment of students to our new master’s degree program. As presented to the Board of Trustees, no new resources are required as part of this transition.
1. Do you consider the action recommended to be reasonable?

   Yes. As noted in the task force’s report, enrollment in the physical education program has declined, consistent with comparable programs at peer institutions. We note that while enrollment numbers are only one-half of what they once were in this program, we have “right-sized” resources by also reducing the number of tenure-line faculty in physical education from 11 to five over the past several years. While we do not anticipate asking for additional resources or faculty lines in this program, we believe the data supports that our current funding level is appropriate.

2. What type of response to that recommendation do you propose?

   Routine Action

   • While this program is thriving in terms of scholarship and community engagement, our focus in physical education is on student recruitment in order to grow enrollment in this program.
Program: M.S.Ed. in Kinesiology and Physical Education
Ranking: 3 – Candidate for Reduction in Resources

1. Do you consider the action recommended to be reasonable?
   Yes. While enrollments could be stronger, we note that 58 students enrolled in this master’s degree program is still a robust figure. We also must work to improve the scholarship output related to this program.

2. What type of response to that recommendation do you propose?
   Routine Action
   - As noted above, our enrollments are solid in this M.S.Ed. program, but we must work to improve both the quantity and quality of our master’s students.
   - This program, particularly the emphasis on exercise physiology, has the potential for strong scholarship and grant activity. Our aim is to replace recent faculty defections and revitalize this program with a more focused vision, increased collaboration both internally and with peers in HHS, and by better capitalizing on student mentorship to help facilitate scholarship efforts.
1. Do you consider the action recommended to be reasonable?

No. While the task force provided appropriate feedback regarding the ability to deliver this program, particularly as it relates to job placement and student career success, our faculty in this program have been working through addressing these same issues over the six months since this original proposal was submitted through Program Prioritization. Instead of proposing a broad-based sport management program, of which there are approximately 20 in Illinois and 300 in North America, faculty have developed a proposal for a focused program in the area of sport sales and promotion. There is just one sport sales program currently in existence, located at Baylor University, which is unlikely to be a direct competitor to NIU for geographic and demographic reasons. Leveraging faculty expertise and industry connections in sport sales, this program has the opportunity to be innovative and to be among the strongest programs in the country in sport industry job placement as sales employees are the most desired in the industry marketplace. The proposal developed by our faculty will be transfer-friendly to accommodate both two- and four-year plans of study, and will potentially capitalize on campus collaborations with both the College of Business and Athletics.

2. What type of response to that recommendation do you propose?

Significant New Action

- Action Steps:
  - Program faculty are currently developing curricular proposals for this program to be submitted in Fall 2016.
  - Collaborative relationships with Business and Athletics are being fostered at present and over the coming months.
  - One tenure-line has been secured to support this program, with a Fall 2017 start date. Executing that search will be a focus in Fall 2016.

- Groups Impacted:
  - None significantly. This proposed program will fit cohesively in KNPE and share resources with the M.S. in Sport Management as well as the sport industry track of the B.S. in Kinesiology. Additionally, coursework in this program could lead to a certificate opportunity for students in the Marketing program within the College of Business.

- Resources Required:
  - One additional faculty line will be needed to deliver this program. A second line may be needed pending the unresolved status of an existing faculty member in this area.
• Anticipated Outcomes:
  o As discussed in the program proposal, this program has the opportunity to generate new enrollment of approximately 150 students once fully launched. Sport-related programs are often highly desired among potential student applicants, and the faculty in this program’s ability to leverage industry connections for student career opportunities will be a strong component of our value proposition in student recruiting.

• Opportunities for Collaboration:
  o As discussed above, we are cultivating potential collaborations on campus with the College of Business as well as Athletics. The Marketing Department of the COB has a focus and strength in the sales area, providing opportunities for students in this program to take coursework in COB as well as for COB students to take sport-specific coursework towards an accompanying certificate in sport sales. Discussions between our two units have been ongoing for several months. We also aspire to collaborate with Athletics as they possess experiential opportunities for students in learning to sell corporate sponsorships and tickets, hopefully assisting Athletics in generating additional revenue.
Program: Certificate of Graduate Studies in Postsecondary Developmental Literacy and Language Instruction (CGS in PSDLLI)

Ranking: 3 – Candidate for Reduced Resources

1. Do you consider the action recommended to be reasonable?
   No

   The recommendation was for reduction in resources. The feedback received stated: “There is little demand for this certificate though it seems to provide a service to community colleges. Additional benchmarking data would have been helpful. It may simply need more time to develop.”

   The CGS has not received any resources to operate, recruit, or retain students. The two faculty members that run the certificate teach one course per semester in the CGS, and they do all of the recruitment, advertise, and retention work for free. They have not received monetary or resource support to do those duties. The CGS has been self-sustaining.

   However, we do acknowledge and agree with the feedback that stated that the CGS “may simply need more time to develop.” The CGS is in its infancy and already has a very high number of students in the certificate that most other certificates across NIU’s campus.

   Therefore, I think it is more appropriate to maintain current status of operations. However, in the nature of program prioritization, any program has the potential to be stronger, and because of that, the program will work to collect data and document evidence of its success to support its future growth and development.

2. What type of response to that recommendation do you propose?
   Routine Action

   Although the CGS wasn’t recommended for major restructuring or enhancement, the program needs more time to develop and grow. To maintain operations and support development and growth of the CGS, we will:

   a) Create doctoral level courses to match the master’s level courses for all certificate level courses. We will begin submitting these through the curricular process beginning in Fall 2016.
   b) Explore possibilities of expanding the CGS into a degree-seeking program (M.A.), or investigate possibilities of creating a specialization focus in a current degree-seeking program. These explorations will begin Fall 2016.
   c) The CGS has served as an additional credential for students in the C&I EdD, in Law, and in CAHE. Thus, the CGS will aim to continue partnerships and explore new possibilities to recruit students from other focus areas.
d) The CGS began in 2013 and it already has had 17 completers in the 3 years since its development. These numbers will continue to rise with time to grow.

2. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
   - Several CGS students have become interested in the C&I EdD program and have pursued it. Thus, the CGS will work on improving the advertising and recruitment of students into EdD programs.
   - CGS has been in demand by faculty in other states. The CGS will work with the Outreach office and director to initiate cohorts of students from out-of-state.
   - Because the CGS has multiple community college faculty members as students in these courses, the community colleges in the local areas could become great partnerships for recruitment.
1. Do you consider the action recommended to be reasonable?

No

The AcTF feedback was based on an incorrect understanding of the program. The feedback stated: “This program seems more related to tutoring than to undergraduate education.” The CLEP is NOT a tutoring service, but it is a required and mandatory literacy program with actual courses that serves students admitted to NIU through their alternative admissions program, CHANCE. CHANCE is a Provost Initiative, bringing in about 500 students each year, thus CLEP is not an option, but rather a fundamental part of NIU and of the CHANCE program. Just as math and writing are critical components to success for CHANCE students, so is literacy being taught in the CLEP courses. The only difference is that our program is a specific unit. The feedback also stated: “Because of its value to some students, it should become an academic program. AcTF recommends that it be re-conceptualized.” The CLEP is its own unit housed already in an academic department. Literacy might not be conceptualized as a prerequisite disciplinary course, but it is a fundamental ability that supports the success of ALL students in any course, program, department, or degree. And, due to its subject area, it makes more sense to maintain the literacy CLEP program in the literacy department, such like developmental math is in the math department, and developmental writing is in the English department.

The CLEP not only serves the CHANCE students. In fact, it serves several other populations and areas.

- **LTCY 100**
  - A workshop structured course to support students preparing for the TAP (assessment), which is a requirement for their admission into education licensure programs.
- **LTRE 100**
  - An academic literacy course that CHANCE students place into.
  - Also offered as a TLC course in partnership with ENGL 103.
- **LTRE 190**
  - A disciplinary literacy, learning, and self-regulation courses that CHANCE students place into.
  - Also offered as a general elective course for general admit students.
  - Recommended and often required by the Athletics department for their summer athletes (taken in the summer) before beginning their first year at NIU.
- **LTRE 201**
  - A paired course with PSYCH 102 to support the specific literacy, learning, and study practices in psychology.
Because the CLEP program serves multiple student populations, it cannot be separated into its CHANCE and non-CHANCE courses/opportunities. Thus, it really ought to maintain its position within the LEED in the COE.

2. What type of response to that recommendation do you propose?

**Significant New Action**

A caveat to these recommended changes are that they are not within our (the CLEP’s) purview to change without upper administrative support and approval. Thus, a timeline isn’t appropriate.

1) The CLEP courses are largely taught by teaching assistants who are trained, observed, and guided by the director. We need additional resources to support professional development for GTAs, providing them opportunities to attend conferences, attend workshops, and participate in curriculum development. Our instruction affects the success of the CHANCE office as well as the retention of students; thus, resources to regain a stronger training program would be critical to the improvement.

2) In order to offer more services (such as additional LTRE 201 courses to other programs and units), we need more credentialed and dedicated instructors if we are aiming for growth in courses and programs, essentially expanding services across the institution.

3) With additional resources and support, the director would have more opportunities to provide stronger curriculum and opportunities for LTCY 100 and LTRE 201 to make them as critical and useful as service courses to our student populations. Most of all, the director could work on passing LTRE 201 through the curricular process to make it a general elective course.

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

- As mentioned earlier, other disciplines are requesting (i.e., history, COE, biology, math) their versions of LTRE 201 courses to support their field’s literacy practices. This would be useful because the disciplines requesting support have high fail rates. Thus, there are opportunities to do so if we had instructors to teach these courses.
- Renew partnership with the academic advising office and create a TLC for the COE students.
- Renew partnership with nursing to support their students’ literacy practices.
- Continue offering a TLC with the English department. We pair a section of LTRE 100 with a section of ENGL 103. These have been wildly successful, so we will continue to partner with English.
- Continue to partner with Athletics to offer LTRE 190 to their incoming summer athletes each summer semester.
LEED
College of Education Program Prioritization Response and Action Planning Template

Program: B.S.Ed. in Elementary Education
Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Significant New Action

A. Description of new action

- Timeline-
  - September 2015- ELED program area began investigating possibilities for program. The impetus was a desire by some to include bilingual/ESL coursework for candidates. Working groups were formed.
  - November 2015—revision of the field experiences to be piloted with TLEE 383 (first semester of senior year) in spring 2016
  - December 2015- bilingual/ESL working group made proposal to whole group for review—initiated conversation on possibly including of multiple endorsement areas…this proposal was made to group in January 2016.
  - January-February 2016—proposal refined and approved. ELED proposal includes candidate’s abilities to pursue additional licensure in bilingual/ESL, Reading teacher, and LBSI, also includes possibility of pursuing Elementary Education Math minor since that doesn’t currently have an additional licensure option. Program change also includes a direct admission process so that connections and relationships can be formed with early candidates. Piloting of changes to field experience in TLEE 383.
  - March-May 2016—curriculum change and approval processes: program area approval, LEED departmental approval, college level approval. Refined and revised field experiences for entire program and communicated these changes to partnership schools.
  - June-August 2016—field guides created and vetted for field experiences. The purpose of these guides are to provide a level of consistency of experience, to better communicate expectations to schools, candidates, and supervisors, etc.
  - August 2016- ELED program approval at university level
  - September 2016- board of trustee ELED program approval; notification of state regarding changes made to currently approved ELED program
  - October 2016—January 2017—refine admission, retention and recruitment efforts for the new program. Simultaneously, create a marketing plan for the ELED program.

- Roles
  - ELED program coordinator (currently chair of LEED) is responsible for setting the meeting schedule of the program area, determining with input from the program group members, the goals for the year.
• ELED program area is a cross-unit committee with membership from LEED, SEED, LEPF, ETRA, MATH). This committee will continue to operate in working groups to achieve the goals for the year.

• Resources required
  • LEED, in particular, has experienced a loss of faculty members in the elementary education program area. Additional faculty members will be needed in the specialization area of reading (minimally 2), as well as one elementary generalist to supervise and integrate field experiences within the program.

• Anticipated outcomes
  • A program of study for elementary education that is unique within the state of Illinois
  • Increased enrollment
  • Increased opportunity for collaboration between departments and faculty interested in teacher education
  • Increased opportunity for scholarly activity to occur with partner schools

B. Opportunities

• Incorporate SEED in the LEED/ELED program area—create pathways for Early Childhood endorsement areas; creation of unique areas of specialization (e.g., bilingual special educators, etc.)

• Incorporate Curriculum and Instruction into LEED—opportunity to have a master’s program that is aligned/receptive to graduates from the B.S.Ed. ELED program; affords opportunity to collaborate and improve instruction and curriculum within the program; provides opportunities for doctoral study and research within elementary education
M.S.Ed. in Literacy

2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   **Routine Action

** While we are proposing “Routine Action” in response to the Categorization 2 “Unchanged Resources,” we want to denote that through retirements, regular job resignations, shifts to leadership roles (deanship), and a recent death, we have lost six teaching faculty, almost one-half of the faculty identified in the “Tenured and Tenure-Track Faculty- Institutions, Specializations, and K-12 Experience” table. While recent hires in the ESL/ Bilingual unit has positioned this component of the M.S.Ed. in Literacy program to meet current demand, there is an insufficient number of faculty to meet such demand in the reading unit. At this moment, the program has no tenured/tenure track faculty that specializes in early or elementary reading, which is central to this program’s greater mission at both the undergraduate and graduate levels. Thus, we have significant need to replace these faculty members as part of operationalizing our routine action.
Program: Ed.S. in Educational Administration
Ranking: 2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
LEPF
College of Education Program Prioritization Response and Action Planning Template

Program: Ed.D. in Educational Administration
Ranking: 2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
Program: MS.Ed in School Business Management
Ranking: 2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
<table>
<thead>
<tr>
<th>Program</th>
<th>MS.Ed in Educational Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>2 – Candidate for Sustained Resources</td>
</tr>
</tbody>
</table>

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
Program:    PhD. in Educational Psychology
Ranking:    2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
1. Do you consider the action recommended to be reasonable?
   Yes, the faculty in the program area believe the recommendation a reasonable one.

2. What type of response to that recommendation do you propose?
   Significant New Action

Suggestions for Transformations at the Undergraduate-level

- Faculty in the program area discussed a number of possibilities for restructuring the program area. We noted that our EPFE courses at the undergraduate level are incredibly popular among students and consistently have robust enrollments. At the moment these courses are service courses, either requirements by other program areas or taken for general education credit. The courses are not connected to a degree program. There may be value in discussing the possibility of housing an undergraduate-level degree in Educational Studies (or something similar) in the EPFE program area. Such a degree would not be associated with state certification and/or licensure requirements. This degree could include courses from other departments across the college and university. We believe that a degree like this would be an attractive option for individuals who are interested in education broadly defined but not necessarily formal classroom practice. This possibility of this suggestion could be further discussed by working group of faculty from across the college.

- We believe there may be value in renaming and/or revamping the content of some of our courses at the graduate and undergraduate level. For example, a number of faculty have heard students mention that they were hesitant to sign up for a course because they were unsure what exactly they would be studying. EPFE 400, *Foundations of Education* is a good example of this. We also have a number of courses listed in the catalogue that may be of interest to students but are rarely or have not been offered (i.e., EPFE 300 – *Ethics, the Law and Educational Policy*, EPFE 302 – *Advocacy, Justice and Leadership in a Diverse Society* and/or EPFE 415 – *Policy Analysis in Educational Contexts*, to name a few).

- As the university continues to be interested in international issues and global education, there may be value in developing an international and comparative education course at the undergraduate level.

- A number of EPFE courses at the undergraduate level would be ideal for inclusion in a new general education pathway on the subject of leadership. Patrick Roberts, faculty member in the foundations program area has indicated a willingness to work on the development of a pathway proposal for submission to the General Education Committee in the fall.
Suggestions for Transformations at the Graduate-level

- Create better connections with faculty and advisors across the college and university to inform them about upcoming graduate courses that are offered by the program area in an effort to recruit and build a greater student audience for these courses.
- Given the sustained low enrollment in the M.S.Ed. faculty recommend phasing out this degree program. Graduate-level courses will still be offered on a regular basis as they are needed for other program areas. Students currently in the program would finish their degree requirements, but no new students would be admitted to the degree. Faculty will also explore alternative configurations of this degree and/or different kind of graduate degree emphasis (i.e., policy studies, international education, cultural studies etc.).

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

- The possible development of an “Educational Studies” degree would invariably involve other units in the college. The Curricular Dean would be best to advise on the composition of a working group to explore this idea.
Program: M.S. Ed. – Curriculum and Instruction

Ranking: 5 – Candidate for Review

1. **Do you consider the action recommended to be reasonable?**
   Yes, especially since this program was recently transformed to include the “Teacher Leadership” endorsement as approved by the state in June 2015 as part of the C&I master’s option. In the past year, enrollments have increased by 183%.

2. **What type of response to that recommendation do you propose?**
   Significant New Action

   **Description of Action Steps**

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 May 9-23</td>
<td>Hold preliminary discussions with college dean, LEPF and LEED department chairs about all C&amp;I faculty to be merged into one department. Allowing the C&amp;I MSEd to be moved into LEED would allow the “Teacher Leadership” focus to be more robust by being untethered from the Principal Prep program and working more closely with those in leadership areas related to instructional coaching in reading/literacy, leading induction/mentoring programs for new teachers in induction/mentoring programs, and distributed leadership as a curriculum specialist in such content areas as ESL/Bilingual, social studies, and post-secondary developmental education.</td>
</tr>
<tr>
<td>Step 2 May 23-30</td>
<td>Make final determination to merge the program and move two C&amp;I faculty from LEPF into LEED effective July 1, 2016.</td>
</tr>
</tbody>
</table>
   | Step 3 May 30-June 30 | Create a Task Force comprised of selected administrators, faculty, and staff and meet weekly to make the merger transparent. For example:  
   ✓ Communicate change to current master’s students  
   ✓ Begin process to change the LEED department name  
   ✓ Identify anomalies with December graduations and name of department from which individuals will be graduating (e.g., a secondary person not wanting to graduate from the Department of Literacy and Elementary Education)  
   ✓ Facilitate needed changes in paperwork with HR related to faculty appointments for those moving from LEPF to LEED  
   ✓ Identify new offices for faculty who need to move  
   ✓ Submit work orders to transfer phones/computers for faculty needing to move |
   | Step 4 July 1-August 15 | Agreement with the college dean, LEPF and LEED department chairs to communicate with students about the rationale for the merger, seek student input about the change, and assist the Task Force as needed to make the transition as smooth as possible. |
### Step 5
**August 15-December 16**

Select a new name for the LEED Department and begin to move that change through proper NIU channels in order to finalize within the academic year.

Create a “C&I Faculty Task Force” to begin Significant New Action in transforming the program:

1. Continue to identify anomalies with December graduations and name of department from which individuals will be graduating (e.g., a secondary person not wanting to graduate from the Department of Literacy and Elementary Education)
2. Revise the C&I MSEd program by writing new program outcomes that better align the synergies of the teacher leadership specialties represented: Curriculum Leadership, ESL/Bilingual, reading/literacy, Social Studies, and post-secondary developmental education.
3. Create a new marketing strategy for the merged C&I program, similar to the successful one used by the Curriculum Leadership specialization. Target August 2017 as a deadline for starting a new MSEd cohort.

### Step 6
**January 9-May 12**

Get final approval to rename the LEED Department that honors all merged program areas.

Have the “C&I Faculty Task Force” continue to meet regularly to transform the program in a significant way:

1. Finalize revised C&I Teacher Leadership MSEd program by developing new brochures, websites, marketing videos, etc.
2. Plan and host marketing events (both face-to-face and online) to solicit student interest in another new Teacher Leadership cohort to begin in Fall 2017.

*This Action Plan purposely focuses on the 2016-2017 academic year. Additional action planning will be developed in spring 2017 for the subsequent academic year.

### Groups/Individuals Impacted and How (identify individuals by role or title not by name)

<table>
<thead>
<tr>
<th>GROUPS/INDIVIDUALS IMPACTED</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I Faculty within the Curriculum Leadership Specialization</td>
<td>Two faculty will need to be moved from LEPF to LEED.</td>
</tr>
<tr>
<td>All C&amp;I Faculty</td>
<td>Merging C&amp;I into one department will create the need for discourse about how to re-design and create new and more aligned teacher leadership synergies.</td>
</tr>
<tr>
<td>Department Chairs of LEPF and LEED</td>
<td>There will be three department chairs who will be involved in assisting with this merger: Two from LEPF (outgoing and incoming chair) and the current chair of LEED. Their assistance to support faculty in making these changes will be essential as well as their communication with students in C&amp;I will be critical.</td>
</tr>
</tbody>
</table>
Resources required or released

The following resources will be needed in making this merger/transformation possible:

1. The resource of “time” to meet weekly and biweekly as Task and Faculty Committees to make the merger and transformation both transparent and successful.

2. The resource of “time” to prepare and communicate with students in multiple formats to explain and reassure them of the change and the rationale for doing so.

3. The resource of “time” to assist administrative staff to assist with new responsibilities associated with the C&I MSEd degree program, including revision of documents, addressing student inquiries about programs, assisting with advising, helping collect data, etc.

4. The resource of “monies” to hire a new Graduate Advisor for LEED is absolutely critical. At the time of writing this document, no such approval has been granted yet by the Provost’s office.

5. The resource of faculty/department chair “time” to re-work the Teacher Leadership endorsement that does not include the Principal Prep component and send curriculum changes to the state.

6. The resource of “time” and “monies” to begin and carry out a new marketing plan in order to begin a new C&I teacher leadership cohort in Fall 2017 (e.g., creating new brochures, marketing videos, website pages).

7. The resource of “monies” to relocate faculty offices and potential purchase of office equipment/materials.

Anticipated Outcomes

We believe the synergies created by placing all C&I faculty within the same department and renaming the department to include words such as “Curriculum and Instruction” in the title will allow this MSEd program to be reviewed more fairly and favorably when compared against data generated by entities such as the Delaware Study. Transformation already began a year ago. That is, over the last 12 months, there has been an increase in student enrollment to the MSEd in C&I of 183% (moving from 6 to 17 students). We anticipate another 12-15 students to enroll by Fall 2016 as part of the new Naperville cohort, which would nearly double our enrollment once again. With a goal of starting yet another new cohort in Fall 2017, that would raise the numbers again in a consistent way.

2B. Are there opportunities that involve other units? If so, list the units and outline the possibilities.

The opportunities created by our merger including moving all faculty within the C&I program area into one department. Such a merger does not include other units.
LEPF
College of Education Program Prioritization Response and Action Planning Template

Program:   EdD – Curriculum and Instruction
Ranking:   4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes, especially since this program has been cut across two departments for almost 20 years and merging this program back into one department is not only pragmatic but also timely.

2. What type of response to that recommendation do you propose?
   Significant New Action

Description of Action Steps*

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<td>Step 1</td>
<td>Hold preliminary discussions with college dean, LEPF and LEED department chairs about all C&amp;I faculty to be merged into one department. Currently, the doctoral program cuts across two departments: LEPF and LEED. The students pursuing the Curriculum Leadership specialization are housed within LEPF, whereas students in Reading, Bilingual/ELL, and SSEEI specializations are in LEED.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Make final determination to merge the program and move two C&amp;I faculty from LEPF into LEED effective July 1, 2016.</td>
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<td>Create a Task Force comprised of selected administrators, faculty, and staff and meet weekly to make the merger transparent. For example:</td>
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Step 5
August 15-December 16

Select a new name for the LEED Department and begin to move that change through proper NIU channels in order to finalize within the academic year.

Create a “C&I Faculty Task Force” to begin Significant New Action in transforming the program:

1. Revise the C&I program by writing new program outcomes that better align the synergies of the specialties represented: Curriculum Leadership, ESL/Bilingual, Reading/Literacy, Social Studies.
2. Gather information from the state to offer a Ph.D. in Curriculum and Instruction
3. Continue to identify anomalies with December graduations and name of department from which individuals will be graduating (e.g., a secondary person not wanting to graduate from the Department of Literacy and Elementary Education)
4. Create a new marketing strategy for the merged C&I program, similar to the successful one used by the Curriculum Leadership specialization. Target August 2017 as a deadline for starting a new doctoral cohort.

Step 6
January 9-May 12

Get final approval to rename the LEED Department that honors all merged program areas.

Have the “C&I Faculty Task Force” continue to meet regularly to transform the program in a significant way:

1. Submit application to the state to offer a Ph.D. in Curriculum and Instruction
2. Plan and host marketing events (both face-to-face and online) to solicit student interest in a new Ph.D. doctoral cohort to begin in Fall 2017.

*This Action Plan purposely focuses on the 2016-2017 academic year. Additional action planning will be developed in spring 2017 for the subsequent academic year.

Groups/Individuals Impacted and How (identify individuals by role or title not by name)

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</table>
There will be three department chairs who will be involved in assisting with this merger: Two from LEPF (outgoing and incoming chair) and the current chair of LEED. Their assistance to support faculty in making these changes will be essential as well as their communication with students in the C&I Specializations will be critical.

**Resources required or released**

The following resources will be needed in making this merger/transformation possible:

1. The resource of time to meet weekly and biweekly as Task and Faculty Committees to make the merger and transformation both transparent and successful.
2. The resource of time to prepare and communicate with students in multiple formats to explain and reassure them of the change and the rationale for doing so.
3. The resource of time to assist administrative staff to assist with new responsibilities associated with a combined C&I doctoral degree program, including revision of documents, addressing student inquiries about programs, assisting with advising, helping collect data, etc.
4. The resource of monies to hire a new Graduate Advisor for LEED is absolutely critical. At the time of writing this document, no such approval has been granted yet by the Provost’s office.
5. The resource of faculty/department chair “time” to pursue information about a Ph.D. in Curriculum and Instruction, including formal submission of said application to the state for approval.
6. The resource of time and monies to begin and carry out a new marketing plan in order to begin a new C&I redesigned cohort in Fall 2017 (e.g., creating new brochures, marketing videos, website pages).
7. The resource of monies to relocate faculty offices and potential purchase of office equipment/materials.

**Anticipated Outcomes**

Over the past five years, the C&I doctoral specializations have collectively produced the 3rd largest graduation rate across the entire university (3rd out of 21 EdD and PhD programs)! With this new merger and a more streamlined marketing plan, the program area feels they have a strong chance of moving into the #1 or #2 producer of doctoral students at NIU. We believe the synergies created by placing all C&I faculty within the same department and renaming the department to include words such as “Curriculum and Instruction” in the title will allow this doctoral program to be reviewed more fairly and favorably when compared against data generated by entities such as the Delaware Study. We also believe moving to a Ph.D. program will make our programs even more attractive to potential students.

**2B. Are there opportunities that involve other units? If so, list the units and outline the possibilities.**

The opportunities created by our merger including moving all faculty within the C&I program area into one department rather than two. Such a merger does not include other units.
LEPF
College of Education Program Prioritization Response and Action Planning Template

Program: M.S. Ed. – Educational Psychology

Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Significant New Action

3. If a Significant New Action is proposed, provide the following:
   - [May 2016] Synergistic activities between Ed Psy and R/A programs already have taken place (early May) and will continue. All faculty members from both programs have been involved in discussion of the merging process, where faculty explored a vision for the future and potential program changes. Faculty have expressed optimism about the potential benefits of a merger.
   - [August 2016] Establish a Harmonization committee to bring align programs with similar titles, curriculum, learning objectives, and learning outcomes
   - [December 2016] Redesign the curricula to emphasize learning science and cognition, measurement/assessment, research methodology, program evaluation, and educational training.
   - [May 2017] Combine or streamline MSED-EdPsy and MS-ERE.

Groups/individuals impacted:
- Faculty, UPI, staff, and students from both Ed Psy and R/A programs – if programs are merged, some challenges such as differences in expected workloads, and differences in appointment may need to be addressed.

Resources required or released:
- It is expected that a budget-neutral approach in the first year will be utilized; both programs then will assess any need for realignment in subsequent years. In addition, it is requested that a 30%-50% time marketing specialist be provided to support marketing and advertisement of the new program.

Anticipated outcomes:
- Serve the people of the State of Illinois more effectively and efficiently.
- Enhance the capacity and resources to participate in inter-educational training and practice, and provide high quality instruction and research to contribute significantly to the field of learning science and assessment / research methodology.
- Provide a strong foundation for students who are pursuing PhD in either Educational Psychology or Instructional Technology

Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
- Educational Psychology
- (as outlined above)
- Instructional Technology
- Curriculum enhancement such as addition of core requirement in learning theories
- Additional emphases in Applied Learning Sciences, Inquiry, Teaching and Learning
- Sharing of IT faculty online development expertise and department
No gaps were noted. However, as a response to the Task Force feedback, we would like to emphasize that slightly over a year ago, we temporarily stopped accepting applications to the Director program in order to update syllabi and develop the new state-required Finance course. Then we resumed accepting applications. The Task Force suggested we again conclude accepting applications to review and/or revise the program. Perhaps Task Force members did not understand that we just concluded this process, so it does not seem wise to complete this process again at this time.

1. Do you consider the action recommended to be reasonable?

Yes

2. What type of response to that recommendation do you propose?

**Routine Action** (but see table below)

<table>
<thead>
<tr>
<th>Action</th>
<th>Groups</th>
<th>Resources</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop all courses as hybrid or on-line (Summer, 2017) Training for the two main instructors has begun (Summer, 2016)</td>
<td>All instructors who teach in the Director program Candidates would need to be informed of any technology requirements necessary to participate in on-line courses College of Education trainers to provide training</td>
<td>Training for Instructors Software for Instructors On-going support, as needed, for maintaining and upgrading skills for instructors</td>
<td>Greater convenience for instructors and candidates Wider market applicability Increase in enrollment if we can also market the program more widely (see below) Possible differential tuition income from on-line delivery model</td>
</tr>
<tr>
<td>2. Increase advertising and marketing of Director program (Summer, 2017)</td>
<td>Faculty in special education can offer ideas for marketing sources (schools, journals, on-line arenas, school districts) Determine who does advertising</td>
<td>Funds for advertising Names of sources for greatest potential for marketing Consider possibility of</td>
<td>Greater exposure of the program to the region, state, and beyond Illinois Increase in enrollment</td>
</tr>
</tbody>
</table>
3. As recommended by the program prioritization task force, hire a tenure/tenure track faculty member with related expertise associated with the Director program. Currently, we have no tenure/tenure-track faculty member with expertise in this area (Fall, 2017)

| Dean of College of Education Provost SEED Department chair SEED Faculty and others as search committee members | Funds for position approval Note: To make a full-time position, this position could be paired with another SEED position or another position within the College of Education | Increase program stability Greater leadership for program Less reliance on those without expertise in this area Meet accreditation standards regarding qualified faculty |

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

Yes- see above. The Director of Special Education certificate is a seven-course sequence. It would be unlikely that one person would (or should) teach all courses in the program. Therefore, a tenure/tenure-track position associated with the Director program could be shared with another SEED position or another position within a related program, such as LEPF. Someone with a background in educational administration and special education administration could teach and support programs in both SEED and LEPF.
Program: M. S. Special Education

Ranking: 2 – Candidate for Sustained Resources

No gaps were noted. The reviewers noted that the program is expensive. As a reminder, accreditation rules mandate that certain courses within the Vision program maintain a small faculty: student ratio; thus increasing costs.

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   **Significant New Action**

<table>
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<tr>
<th>Action</th>
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<th>Resources</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement new certificate in Assistive Technology and Vision (Implementation start date: Summer, 2016) This is significant and is one of the only such programs in the United States at this time.</td>
<td>Vision faculty SEED Chair Grants Office College of Ed Budget Experts</td>
<td>Received 1.25 million dollar federal grant for implementation of new certificate: Certified Assistive Technology Specialist for people with Vision Impairments At least one faculty member to receive specialized AT-Vision certification training Additional AT student lab hours for student workers</td>
<td>Increased enrollment National attention to vision program Prepare highly qualified specialists with state-of-the-art technology skills</td>
</tr>
<tr>
<td>Investigate offering on-line workshop course to national audience for needed vision course to upgrade and maintain skills of those in the vision field (Initial discussions: Summer, 2016)</td>
<td>Vision faculty National vision Professional organization Outreach (Terry Borg) Dean of Education SEED Chair</td>
<td>Collaborate with Outreach</td>
<td>Revenues for SEED National reputation of SEED Vision program Meeting a need in the vision field</td>
</tr>
<tr>
<td>Develop all courses in LBS-1 program as hybrid or on-line (Summer, 2017)</td>
<td>All instructors who teach in the LBS1-MS program Candidates would need to be informed of any technology requirements necessary to participate in on-line courses</td>
<td>Training for Instructors Software for Instructors On-going support, as needed for maintaining and upgrading skills for instructors</td>
<td>Greater convenience for instructors and candidates Increase in enrollment if we can also market the program more widely (see below)</td>
</tr>
<tr>
<td><strong>College of Education trainers to provide training</strong></td>
<td><strong>Enhance advertising of MS program and especially Board Certified Behavior Analyst (BCBA) program (Fall, 2016)</strong></td>
<td><strong>Funds for advertising in journals, conferences, and with relevant professional organizations. Consider differential tuition or course fees as sources of revenue when programs become on-line.</strong></td>
<td><strong>Increased enrollment and public awareness of NIU’s programs.</strong></td>
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</tbody>
</table>

| **Implement recent significant LBS-1 curricular revisions (early clinical virtual supervision, new courses, field-experiences connected to methods courses, new edTPA course, virtual supervision of some student teaching, etc) (Fall, 2015 was the start date)** | **SEED faculty**<br>SEED graduate advisor and undergraduate advisor<br>Some support from CoE on-line training personnel to advance on-line efforts | **None needed**<br>Assess through surveys and candidate outcomes | **Better-prepared candidates. Continued high pass rates on state tests and edTPA assessment.** |

| **Investigate use of NIU Literacy Clinic to serve as clinical or practicum site for LBS-1 candidates (Fall, 2016)** | **SEED faculty**<br>LEED faculty | **Stipend for clinical or student teaching supervisors** | **Increased collaboration among SEED and LEED faculty and students.** |

| **Investigate development of on-line Learning Behavior Specialist (LBS)-2 program in Transition (2016-2017 school year)** | **SEED faculty**<br>SEED and College of Education Curriculum Committee<br>State Board of Education | **Some additional courses need to be developed**<br>Some additional instructors | **Meet regional/state/national need for highly qualified transition specialists. Increased recognition as exemplary program.** |

| **Hire person with terminal degree for Blind Rehabilitation program. Note: While completing our Vision accreditation reports, we realized that we are not meeting personnel accreditation standards for the Blind Rehabilitation Program which require a person with the terminal degree as a faculty member (2016-2017 school year)** | **Dean of College of Education**<br>Provost<br>SEED Department chair<br>SEED Faculty and others as search committee members | **Funds for position approval. Note: To make a full-time position, this position could be paired with another SEED position or another position within the College of Education.** | **Greater stability of program. Meet accreditation standards.** |

<p>| <strong>Investigate developing graduate “emphasis” or concentration or certificate in graduate studies in Autism (2016-2017 school year)</strong> | <strong>SEED faculty</strong>&lt;br&gt;SEED and College of Ed Curriculum Committee | <strong>May need additional instructors to teach some classes.</strong> | <strong>Meet need of service area and beyond.</strong> |</p>
<table>
<thead>
<tr>
<th>Possible collaboration with those in Counseling, Nursing, other fields</th>
<th>None</th>
<th>Greater cost efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate LBS-2 certificates of graduate study in Curriculum Adaptations, Behavior Interventions, and Multiple Disabilities (Completed Spring, 2016)</td>
<td>SEED faculty SEED and College of Ed Curriculum Committee</td>
<td>None</td>
</tr>
<tr>
<td>Changes in vision curriculum- 1) Length of popular &quot;dual&quot; certification/licensure TVI/O&amp;M graduate program reduced from 24 months back to 22 months (i.e., 1 entire summer semester eliminated) as it was prior to fall 2014 semester for efficiency that benefits everyone involved. 2) Length of popular &quot;dual&quot; certification/licensure VRT/O&amp;M graduate program reduced from 24 months back to 22 months (i.e., 1 entire summer semester eliminated) as it was prior to the fall 2014 semester for efficiency that benefits everyone involved. 3) VRT and O&amp;M practicum courses not required by accreditation bodies reduced but still available as coursework or independent study for individualized programs that we create for many of graduate level candidates. Curricular changes forwarded through committees (2016 school year- completed)</td>
<td>SEED faculty SEED curriculum committee College of Ed curriculum committee</td>
<td>None</td>
</tr>
</tbody>
</table>

B. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
We would like to explore opportunities with the NIU Reading Clinic for serving as a clinical site for our Masters candidates and for research for SEED faculty and candidates in our research class.

To make a full position, the position in Blind Rehabilitation could be combined with another position in SEED (i.e., Director of Special Education or in another department).

Our new vision certificate in Assistive technology proves a great opportunity to collaborate with those from Educational Technology.

Developing a cluster of courses (i.e., Graduate Certification) on supporting students with Autism creates opportunities to collaborate with those from Counseling, Educational Psychology, Nursing, and other related fields.
SEED
College of Education Program Prioritization Response and Action Planning Template

Program: M. S. Early Childhood

Ranking: 3 – Candidate for Reduced Resources

No gaps were noted in program narrative or data. However, reviewers noted that we did not make a clear rationale regarding the reasons for obtaining a MS in Early Childhood. Many early childhood educators wish to advance their skills, desire to be considered for advanced positions, want to increase their earning power, or desire to operate their own Day Care Center, which are some reasons for obtaining a graduate degree in Early Childhood.

1. Do you consider the action recommended to be reasonable?
   No
   The Task Force recommendation was to reduce resources. However, the B. S. degree in Early Childhood is linked, in many ways, with the M. S. in that many courses are taught as combined courses, resources are easily and naturally shared between the B. S. and M. S. Early Childhood programs, and the same faculty teach in both programs. Therefore, a reduction in resources in the MS program also significantly and negatively effects the BS program.

2. What type of response to that recommendation do you propose?
   Significant New Action

<table>
<thead>
<tr>
<th>Action</th>
<th>Groups</th>
<th>Resources</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue hiring process of two new Early Childhood faculty (Spring, 2016)</td>
<td>SEED chair Human resources</td>
<td>Funds have been approved and allocated</td>
<td>Fewer instructors&lt;br&gt;Courses taught by qualified faculty&lt;br&gt;Accreditation standards in personnel met&lt;br&gt;Greater opportunities for increased scholarship, grants, and program stability</td>
</tr>
<tr>
<td>Submit new Early Childhood licensure program for approval (Fall, 2016)</td>
<td>SEED faculty Deans Curriculum Committee Illinois State Board of Education</td>
<td>Stipend for those creating new program</td>
<td>New program will meet new state licensure requirements&lt;br&gt;Obtain necessary state accreditation</td>
</tr>
</tbody>
</table>
| licensure program and make necessary adaptations to course syllabi | Implement new Early Childhood licensure program (Fall, 2018) | SEED faculty | None | See above  
Some of the changes in the program include:  
Change in student teaching credit hours  
Addition of new math/science method course (SEEC 533)  
Modification of three courses (SEEC 532, SEEC 510, SEEC 511).  
Increases time in clinicals for candidates  
Virtual supervision of early clinical experience  
Adjustments to most courses to align with new standards  
Infusion of edTPA tasks and components |

A. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
- Both the Campus Child Care and the Child Development Lab at NIU offer clinical experience for SEEC 586 (Internship), allowing teacher candidates to complete their 30 hour observations in infant/toddler classrooms. Collaboration with staff in both units can provide early childhood faculty with opportunities for conducting research and writing grants.
Program: B. S. Early Childhood

Ranking: 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Significant New Action

<table>
<thead>
<tr>
<th>Action</th>
<th>Groups</th>
<th>Resources</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue hiring process of two new Early Childhood faculty (Spring, 2016)</td>
<td>SEED chair Human Resources College of Education Budget Expert SEED Office Manager</td>
<td>Funds have been approved and allocated</td>
<td>Fewer part-time instructors in Early Childhood program Courses taught by qualified faculty with terminal degree Accreditation standards in personnel met Greater opportunities for increased scholarship, grants, and program stability</td>
</tr>
<tr>
<td>Submit new Early Childhood licensure program for state approval (Fall, 2016) This is a significant process as we are making changes in almost all courses</td>
<td>Deans Curriculum Committee State Board of Education</td>
<td>Stipend for those writing new program</td>
<td>New program meets new state licensure requirements Obtain necessary accreditation</td>
</tr>
<tr>
<td>Implement new Early Childhood licensure program (Fall, 2018)</td>
<td>SEED faculty</td>
<td></td>
<td>See above New program: Increases time in clinicals for candidates Increases number of courses in English language learners; making it possible to graduate with ELL endorsement with summer school coursework Infuses subject-matter content (i.e., science) within early childhood methods courses Virtual supervision of early clinical experience</td>
</tr>
</tbody>
</table>
A. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

Both the Campus Child Care and the Child Development Lab at NIU offer early childhood teacher candidates sites for observation that is required for course assignments (e.g., play observation). Other collaboration opportunities include:

- Research/grant activities for early childhood faculty
- Student research (e.g., Research Rookies, USOAR)
- Teaching experiences: Some of our undergraduate students have been hired as teaching assistants.
### SEED
College of Education Program Prioritization Response and Action Planning Template

**Program:** B. S. Special Education  
**Ranking:** 4 – Candidate for Transformation

1. Do you consider the action recommended to be reasonable?  
   Yes
2. What type of response to that recommendation do you propose?  
   **Significant New Action**

<table>
<thead>
<tr>
<th>Action</th>
<th>Groups</th>
<th>Resources</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Investigate possibility of developing 2+2 program (2 years at community college + 2 years at NIU leads to graduation) (Fall, 2016) | SEED faculty  
SEED advisors  
SEED and College of Education Curriculum committee | None | Greater articulation/matriculation for students transferring from community colleges  
Streamlined process for transfer students |
| Investigate possibility of infusing more English language learner (ELL) courses into program (Fall, 2016) | SEED faculty  
LEED faculty  
SEED and LEED Advisors | None | Higher employability of program graduates  
Greater competence and skill of teacher candidates |
| Develop special education endorsement for Elementary Education majors (Spring, 2016)  
Completed and sent to LEED | SEED faculty  
LEED faculty  
SEED and College of Education Curriculum committee | None needed unless additional course sections are needed | Additional enrollment  
Greater competence and skill of teacher candidates |
| Develop special education endorsement/minor for Middle School majors (Spring, 2016)  
Completed and sent to LEED | SEED faculty  
LEED faculty  
SEED and College of Education Curriculum committee | None needed unless additional course sections are needed | Additional enrollment  
Greater competence and skill of teacher candidates |
| Develop special education endorsement/minor for Secondary Education majors (Fall, 2016) | SEED faculty  
SEED and College of Education Curriculum committee  
Other teacher licensure programs | None needed unless additional course sections are needed | Additional enrollment  
Greater competence and skill of teacher candidates |
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Responsible Party</th>
<th>Additional Details</th>
<th>Possible Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop undergraduate Orientation and Mobility program</td>
<td>SEED faculty, SEED and College of Education Curriculum committee</td>
<td>Additional instructor as needed if additional course section mandates</td>
<td>Additional enrollment Greater competence and skill of teacher candidates</td>
</tr>
<tr>
<td>Investigate service learning component/theme in program</td>
<td>SEED faculty, SEED curriculum committee</td>
<td>One faculty member is receiving Service Learning training this summer at NIU</td>
<td>Theme-based program Opportunities for greater collaboration with community and schools in a different way Opportunities for research and grant-writing possibilities Service learning stamped on student transcript, perhaps</td>
</tr>
<tr>
<td>Implement new Assistive technology/Vision program</td>
<td>Vision faculty, SEED Chair, Grants Office College of Ed Budget Experts</td>
<td>Received 1.25 million dollar federal grant for implementation of new certificate: Certified Assistive Technology Specialist for people with Vision Impairments At least one faculty member to receive specialized AT- Vision certification training Additional AT student lab hours for student workers</td>
<td>Increased enrollment National attention to vision program Highly qualified specialists with state-of-the-art technology skills</td>
</tr>
<tr>
<td>Investigate possibility of developing B S degree that does not lead to teacher licensure</td>
<td>SEED faculty, Curriculum Committee State Board of Education Involve LEED and KNPE</td>
<td>Some additional new courses likely</td>
<td>Possible Options: Non-teaching licensure BS in Board Certified Behavior Analyst (BCBA), transition, and special education fine arts or para professional</td>
</tr>
<tr>
<td>Investigate co-teaching opportunities via a shared clinical of special education majors and middle school majors (2016-2017 school year)</td>
<td>LEED and SEED faculty and Chairs Clinical coordinators Those in partnership schools</td>
<td>Increased skill for candidates in both majors to learn collaboration skills and have a co-teaching experience</td>
<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>Investigate possibility of using College Learning Enhancement Program as site for special education clinical in only some situations (2016-2017 school year)</td>
<td>SEED and LEED Chairs Faculty in Enhance-ment program</td>
<td>None Additional choices for clinical sites Support to NIU students in program who need study skills and literacy support</td>
<td></td>
</tr>
<tr>
<td>Develop BS LBS-1/Vision program (candidates would be dually licensed in Vision and LBS-1) (2016-2017 school year)</td>
<td>SEED faculty SEED Advisors</td>
<td>Additional instructors if additional sections are needed Additional enrollment Greater competence and skill of teacher candidates</td>
<td></td>
</tr>
<tr>
<td>Changes in vision program: 1. Length of popular &quot;dual&quot; certification/licensure TVI/O&amp;M graduate program reduced from 24 months back to 22 months (i.e., 1 entire summer semester eliminated) as it was prior to fall 2014 semester for efficiency that benefits everyone involved. 2. Length of popular &quot;dual&quot; certification/licensure VRT/O&amp;M graduate program reduced from 24 months back to 22 months (i.e., 1 entire summer semester eliminated) as it was prior to the fall 2014 semester for efficiency that benefits everyone involved. 3. VRT and O&amp;M practicum courses not required by accreditation bodies reduced but still available as coursework/independent study for individualized programs that we create for many of graduate level candidates. 4. Undergraduate vision program coursework further aligned with special education program for efficiency that benefits everyone involved. (Completed 2016 school year)</td>
<td>SEED faculty SEED committee members College of Education committee members</td>
<td>None More efficient program Easier to obtain grants with shorter program Reduced costs to program as practicum courses omitted from program; thus no instructors needed to teach those courses Undergraduates better prepared to teach students with vision as well as learning issues</td>
<td></td>
</tr>
</tbody>
</table>
A. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

- As noted above, many opportunities exist for collaborating with other units, especially LEED. We have already developed a special education endorsement for elementary education majors and are working toward the same for other education majors. We are also interested in working with those in the College Enhancement Program as our candidates need opportunities to teach literacy-based strategies and study skills to an older population, and often we do not have appropriate placements.
- We have developed a special education endorsement for secondary education majors.
Program: CEDU College Office
Ranking: 2 – Candidate for Sustained Resources

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Routine Action
1. Do you consider the action recommended to be reasonable?  
   Yes

2. What type of response to that recommendation do you propose?  
   Routine Action
1. Do you consider the action recommended to be reasonable?

Yes

2. What type of response to that recommendation do you propose?

Routine Action

It is important to note that the transformation of Technology Services requires campus wide discussions and coordination. Discussions with the CIO and his leadership team, along with other IT units on campus have begun. I have been asked by the CIO to chair the sub-committee charged with developing a plan for this transformation. It is likely that these recommendations will have an impact on the recommendations made in this document.

We have already instituted several initiatives that will positively impact the performance of the office. Among these are:

- Increased use of student previously dedicated to the Learning Center. These students have been tasked with routine computer maintenance and data entry tasks, freeing up staff for more complex tasks.
- Leveraging TechOasis staff to address technical issues in the Learning Center, especially during events and event set-up. This has led to improved satisfaction with events and user perception of fewer technical problems during events.
- Reviewing all procedures related to inventory control internal to the Technology Services office.
- Performing a general clean-up of the TrackIt inventory database. This ongoing project will provide a much better picture of the CoE technology assets.
- Participating in DoIT sponsored ITIL Service Management training. This training allowed us to learn some best practices related to service management. In addition to the skills learned, successful completion of the training allowed CoE Technology Services to be given a “seat at the table” as DoIT looks to reengineer their internal processes.

Moving forward, we will take the following steps to improve efficiency

Summer 2016

Complete training and R&D related to the implementation of SCCM and begin production use of the sytem. This will ultimately reduce time to build/roll out new equipment, reduce the time
required for installation of new software, and provide automated software updates for both PC and Mac systems.

Hardware standardization will begin on campus and will provide a simpler method for requesting equipment. This standardization will also allow for efficiencies related to the imaging and distribution of new computer equipment.

Continue to decommission unnecessary server and move mission critical services to DoIT hosted virtual equipment.

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
   Yes.
   • DoIT and other distributed IT leaders. They will provide continued input and collaboration related to the transformation of IT.
Program: Learning Center / Blackwell History of Education Museum
Ranking: 4 – Requires Transformation

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   **Routine Action**
   The major recommendation made through the Program Prioritization process was that the museum curatorial oversight be established. Currently, Rich Casey is functioning in this role but lacks some of the subject matter expertise to allow the program to move forward. To address this, we propose to establish Blackwell History of Education/One Room School Executive Committee. This committee will be comprised of approximately 5 members and will meet on a regular basis, no less than quarterly, to provide guidance to the curator. We will establish the committee membership during the Summer of 2016 and anticipate holding the first meeting of the Executive Committee in Fall 2016.

With regard to the Learning Center operations, we will review usage and event data from Spring ’16 to assist in optimizing staffing and service levels as a part of on-going program improvement. We will also continue to evaluate the “mixing” of staff between among offices in TILS allows for efficiencies especially during peak demand times.

We have also completely changed the event management function of the Learning Center. There is now a single point of contact for all events, regular event staff meetings and established procedures for event management. This has led to improved efficiency in the facility use and a high level of satisfaction being reported by users of the facility.

3. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
   Yes
   - The LEPF department will be asked to provide names of potential participants for the committee.
   - Other museum / library organizations on campus and potentially off campus will be asked to provide names of potential participants for the committee.
   - We also plan to reach out to the local historical groups and community members to solicit their involvement as well.
1. Do you consider the action recommended to be reasonable?

   **No**
   
   The recommendations are reasonable, however not sustainable if the College wishes to improve and/or enhance the efforts in recruitment and retention.

2. What type of response to that recommendation do you propose?

   **Routine Action**
   
   - Development of Coordinator of Community position
   - Development of graduate recruitment position to coordinate efforts for graduate programs
   - Data consultant to develop assessment plan
   - Resources to address updates in retention programming
   - Increased resources for Creative Services to create professional, updated materials
   - Creation of on-line training platform for retention
   - Increased student events for retention/community building
   - Creation of college mentoring program
   - Professional development funds to keep staff current with research and best practice

A. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

   - Collaboration with Reps to create data collection and assessment plan.
   - Coordination with COE departments regarding marketing and recruitment materials.
   - Coordination with COE departments regarding retention activities.
   - Collaboration with support units across campus (ie: ACCESS, Financial Cents, etc)
   - Collaboration with COE Communications team and NIU Creative Services for the development of marketing and retention materials
   - Coordination with COE Graduate Advisors in the areas of recruitment, retention, and advising.
   - Coordination with the Graduate School regarding graduate recruitment
   - Collaboration with Alumni Relations to develop Alumni Mentoring program
3. Do you consider the action recommended to be reasonable?

**No.** the team will be best served by maintaining resources based on internal needs to increase focused efforts on marketing and communication efforts to support recruitment and retention initiatives.

4. What type of response to that recommendation do you propose?

**Routine Action**

- Fall 2013 FTE = 7
- Fall 2015 FTE = 3.5
- Spring 2016 FTE = 1.2
- Fall 2017 FTE = 3.5 (Share 1 FTE Writer/Coordinator, Hire 2 (.5FTE) Student Interns, Change Strategic Leadership from .2 to .5)

- The team will change from a robust College Relations team to a focused Marketing and Communications team

- Future efforts will focus on:
  - creating and implementing program level marketing and communication plans for the programs that are identified as strategic priorities for the college
  - creating internal and external college communications
  - creating presentations for college wide communication events

5. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.

- The team will partner with media services and DoIT for videography and photography support moving forward instead of offering as an internal service

- The team will partner with creative services for design support moving forward instead of having a full time dedicated resource with this skill set

- The team will no longer include Alumni Relations and Event Planning
CEDU
College of Education Program Prioritization Response and Action Planning Template

Program: External & Global Programs
Ranking: 5 – Candidate for Review

1. Do you consider the action recommended to be reasonable? 
   No

   The elimination of External & Global Programs or its re-designation to a NIU central organization, creates service gaps within the College which include:

   - Off-campus graduate recruitment.
   - Off-campus credit course scheduling requires careful attention to varied schedules to meet the needs of professional educators.
   - Attention to university policy, knowledge of market availability, and efficiency, in the coordination of events.
   - Leveraging and marketing of non-credit events into credit enrollments.
   - Diminishment of College recognition and faculty reputation with the loss of non-credit events.
   - Coordination of College global initiatives and student global opportunities.

2. What type of response to that recommendation do you propose? 
   Significant New Action

3. Description of action steps (with timeline)
   - Creation of Graduate Education Programs & Success Office

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Functions</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop College comprehensive graduate</td>
<td>• Identify marketing approach</td>
<td>Summer 2016/Fall</td>
</tr>
<tr>
<td>marketing/recruitment strategy</td>
<td>• Identify/prioritize College-wide recruitment events</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>• Identify department needs for recruitment facilitation</td>
<td></td>
</tr>
<tr>
<td>Identify contracting opportunities</td>
<td>• Meet with potential contract agencies to identify needs and offer proposals</td>
<td>Fall 2016/Spring 2017</td>
</tr>
<tr>
<td>Coordination of College events</td>
<td>• Provide logistical support for recruitment, academic department and College events</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Coordinate off-campus credit scheduling</td>
<td>• Identify and facilitate the scheduling of off-campus credit programs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Promote and facilitate College credit and</td>
<td>• Communicate global credit and professional development opportunities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>professional development global programming</td>
<td>• Assist faculty and students in international education opportunities</td>
<td></td>
</tr>
</tbody>
</table>
• Groups / individuals impacted and how (identify individuals by role or title not by name)
  o College faculty, staff, and students, would not experience a void in services with the loss of External & Global Programs
  o Department Graduate Advisers/Recruiters would utilize this office for coordinated support, and communication

• Resources required or released
  o Once graduate marketing/recruitment strategy is in place, an additional College level recruiter may be required.

• Anticipated outcomes
  o Increased recognition of CoE programs and NIU presence in the northern Illinois region by potential learners and employers
  o Increased number of graduate students
  o Increased number of course offerings and off-campus cohorts
  o Global initiatives focused on credit programs, practitioner professional development, faculty support, and student international education (Educate Global)
  o Continuing CoE and department event/non-credit support
  o Continuing off-campus credit course coordination and schedule processing

4. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
   • CoE academic departments: strategic/tactical marketing and recruitment planning/implementation
   • CoE College Relations (status pending)/Division of Marketing and Communications/NIU Outreach/: reliance on web site enhancement/development, marketing materials and market studies
Program: Research Evaluation and Policy Studies
Ranking: 5 – Candidate for Review

1. Do you consider the action recommended to be reasonable?
   Yes

2. What type of response to that recommendation do you propose?
   Significant New Action

The College of Education (COE) is in the process of transforming the REPS functions and is taking action to remove REPS as an official office within the college and has re-envisioned the roles of the personnel (one associate director, and one office support staff) associated with REPS. The personnel, one researcher and one office manager, have been moved to the Dean’s office staff, and discussions are taking place with the Division of Research and Innovation Partnerships.

3. If a Significant New Action is proposed, provide the following:
   • Description of action steps (with timeline):
     i. Meet with staff from REPS to discuss proposal; gather input (June)
     ii. Meet with staff from External and Global Programs; gather input (June)
   • Groups / individuals impacted and how (identify individuals by role or title not by name)
     i. SPS Researcher
     ii. Office Manager
   • Resources required or released
     i. 2 FTE (listed above) will be done with their only remaining grant in September. At that time, they will be able to take on their new responsibilities.
   • Anticipated outcomes
     i. Increased completion rates for dissertations, shorter time to graduation for Ed.D. and Ph.D. students, and greater student satisfaction due to the increased level of support for dissertation completion.

4. Are there opportunities that involve other units? If so, please list the units and outline the possibilities.
   • External and Global Programs (if plan is implemented, the office would likely need to be renamed)
   • REPS will also work collaboratively with academic departments that have Ed.D. and Ph.D. programs (CAHE, ETRA, LEED, LEPF)
College of Engineering and Engineering Technology
College of Engineering and Engineering Technology

Program Prioritization Action Plan

CEET is the youngest of the seven colleges at NIU. The position statement of the college, “Bridging Theory with Practice” is well aligned with the university’s mission and the needs of our stakeholders ensuring student career success. All of the programs offered by the college are current, relevant, and have enjoyed continued accreditation by ABET and ATMAE. The college has a substantial network for engaged stakeholders who play a critical role in maintaining the high quality of graduates. The stakeholders include employers, alumni, high schools, community colleges. The college emphasizes the journey of students at CEET from recruitment to placement and a near perfect placement rate for its undergraduate students. Despite a heavy teaching load (5-6 courses,) the faculty have an active research portfolio and funding portfolio from industries and federal/state agencies. CEET utilizes different measures to monitor the effectiveness of its strategies and services. Some of these measures are qualitative and some are quantitative. Due to the engaged nature of the different programs’ industrial advisory boards, Alumni of the college, and Engineering and Technology Alumni Board are tapped for assessment and feedback about the quality and strategic initiatives. Some of the quantitative measures include:
  - ABET/ATME accreditation
  - Size of incoming class
  - Enrollment trends
  - Credit hours generated
  - Cost per credit
  - Faculty scholarly productivity
  - Placement
  - Partnerships trend
  - Active student organizations
  - Annual evaluation of staff/administrators

Overarching CEET Action Plan

- Currently, faculty members are teaching 5 courses per academic year on the engineering side and 6 courses per year on the Technology side. However, in order to increase research intensity for faculty members, CEET will work with the Provost Office to secure funds to release 1-2 courses for scholarly active faculty members. We estimate up to 8 faculty members to fall in this category.
- Enrollment in the College of Engineering and Engineering Technology has been increasing for the past few years. We are working hard to continue the positive trend. However, student to faculty ratio is higher than the national average across all the programs. Also, 4 of the 8 major academic programs have been recommended as candidates for enhancement. Therefore, CEET would recommend the following:
  - Add one faculty member in ISYE with strong expertise in sustainable engineering and high external funding potential.
  - Add 1-2 faculty members in Mechanical Engineering to further improve their research portfolio as well as leverage the high student to faculty ratio.
o Add one faculty member and one full-time instructor in Technology to bring the teaching load in the department to the same level as other departments. It is important to mention that faculty members in Technology are held to the same expectations in terms of scholarly productivity despite the higher teaching load.

• Long term research goals and strategy for CEET should be driven by investment in two strategic research areas of concentration: Advanced Manufacturing and Bio-Medical Systems. CEET has demonstrated traction in these two research areas as judged by its external funding portfolio, and recent faculty hires whose research areas are within the confines of these two areas. In addition, these areas lend themselves to interdisciplinary collaborations with science departments inside and outside NIU. These collaborations are critical in terms of stretching and leveraging our resources as efficiently as possible.

In order to increase research intensity for faculty members within the two areas of concentration, we need to provide the following level of support:

a) Funds for laboratory research equipment ($150K per year)
b) Funds for Research Assistant Support ($50K per year)
c) Funds for external funding related travel support ($10K per year)

Course Release

a) Funds to provide 2+1 teaching model for 8 faculty per year ($50K)

New Faculty Start-up Package

a) $240K, assuming 3 new faculty hires, and on average $80K per faculty for establishing research labs, providing travel support, RA support and one month summer salary.

CEET Academic Programs

The Academic Task Force (AcTF) categorized CEET academic programs as follow: Category 1: Candidates for enhancement

- B.S. in Industrial and Systems Engineering
- M.S. in Industrial and Systems Engineering
- B.S. in Mechanical Engineering
- M.S. in Mechanical Engineering

➢ CEET agrees with the task force feedback as these program have more potential to realize. Student enrollment has steadily increased over the past 5 years. Current efforts to recruit students to the undergraduate program will continue, which includes – participation in open houses, visitations to high schools, attending career fairs at high schools, etc. CEET is working with many feeder community colleges to formalize the 2+2 pathways by signing MOUs.
Student retention efforts will also be continued. The Chairs advise all at-risk students in the program. Faculty and Chair are engaged with undergraduate and graduate students to answer questions on career, classes, student organizations, etc.

Continue the strong record in scholarly productivity through sponsored research activities and publications. However, help is needed to lower the teaching load of tenure track faculty from 4 or 5 courses per academic year to 3 courses. This teaching load reduction is extended only for research active tenure track faculty. The department’s external funding activity has steadily improved over the years. However, tenured and tenure-track faculty have 5 courses per academic year as their teaching load. By reducing the teaching load for tenure-track faculty, the department expects to grow its external funding activity. The Northern Illinois region has many industries which we can explore for external funding, in addition to state and federal agencies.

Current efforts to recruit students to the graduate program will continue, which includes – Developing partnership with international academic institutions, email campaigns to reach out to students from all over the world, working with our own BS students, improving funding opportunities to attract more students, etc.

External funding activity has steadily improved over the years. However, tenured and tenure-track faculty have 5 courses per academic year as their teaching load. By reducing the teaching load for tenure-track faculty, the department expects to grow its external funding activity more. The Northern Illinois region has many industries which we can explore for external funding, in addition to state and federal agencies.

Category 2: Candidates for Unchanged Resources

- B.S. in Technology

While CEET agrees with the AcTF that this program provides impressive service to students in other programs in the university, CEET believes that some major facts have been overlooked.

Over the past ten years, the Department of Technology has grown in total student numbers from 352 (2006) undergraduate students to 455 (2016) or a 25% increase. During this ten year time-frame, each of the Departmental programs has grown by the following amounts,

- Industrial Management and Technology - 24%
- Electrical Engineering Technology - 4%
- Manufacturing Engineering Technology - 47%

The Department has also added two new programs in Applied Manufacturing Technology (AMT) and Energy and Environment Technology over the past three years. After three years, these two programs have expanded to 25 students each, and are expected to increase to higher levels in the coming years. The AMT program is a valuable “3+1” program which allows the department and NIU to work well with all of the Illinois Community colleges. Once this program is in full implementation and marketing is going strong, this program should grow substantially in numbers. In addition, TECH is a very diverse program serving a student population which is,

- Hispanic – 14%
- African American – 27%
Using the financial data provided in PP, TECH (undergraduate) costs approximately $202 per student credit hour and the average from State research peer institutions is $401 per student credit hour. Thus, TECH is less than half of the cost of similar programs across the state. The following list details our in- and out-of-state peer institutions in technology,

- NIU - 417 students/14 faculty (30:1 ratio)
- SIU - 180 students/7 faculty (25:1)
- Western Illinois - 350 students/18 faculty (19:1)
- Bradley - 180 students/9 faculty (20:1)
- Wisconsin Platteville – 400 students/15 faculty (26:1)
- Minnesota State - 850 students/33 faculty (26:1)
- Eastern Michigan - 1796 students/65 faculty (28:1)
- Purdue University – 3897 students/162 faculty (24:1)
- Oregon Institute of Technology - 980 students/54 faculty (18:1)

The TECH curriculum ties theory and applications together using engaged learning, and nearly all students have an internship experience prior to graduation, and nearly all have full-time employment either prior to graduation or at graduation.

The Department of Technology also gauges success in terms of national accreditation. The Department has maintained full-term (6-year) accreditation (ABET/ATMAE) for over 12 consecutive years for our Industrial Management and Technology, Electrical Engineering Technology, and Manufacturing Engineering Technology programs. Each accreditation visit was deficiency free with many superlatives provided by the visiting teams.

At a time when our programs are growing and could show continued growth, the number of faculty is constant to where it was ten years ago. In addition, faculty members in this Department are teaching three courses each semester. Faculty in this program (as was pointed out in the Departmental PP narrative) have very good success in obtaining federal, state, and industry grants over the past ten years. The Department works very well with the regional industry and receive much assistance from many companies. This support needs to grow and can grow with proper input from the department.

Specific Action Items:

- The Department will be eliminating the following emphases due to lack of student enrollment,
  - Nuclear Engineering Technology
  - Aviation Management Technology
- The Department will work with NIU Outreach to expand the marketing of our off-campus program is Applied Manufacturing Technology. In this program, the Department has already signed MOU’s with about 8 community colleges in the promotion of the programs. The Department is currently working with many of
the remaining 30+ community colleges to sign agreements for this program and assist in the growth potential.

- The Department will work with the Dean’s Office to increase enrollment in our on-campus programs. However, due to laboratory and current high student enrollment in the courses, additional faculty positions will be needed to increase our program enrollments.

**Category 3: Candidates for Reduction in Resources**

- M.S. in Industrial Management

CEET believes that the purpose of this program was misunderstood by the AcTF. MSIM program was developed to cater to the students who are specifically place-bound, working individuals. Nearly all of the graduate students are working in industry full-time, and virtually none are on-campus. To address this population need, the MSIM program has been developed for on-line delivery. Student research is not typically part of the MSIM program and they only take 10 courses to satisfy the program requirements. Due to the number of faculty in the department, much of the coursework in the MSIM program is comprised of grad/ugrad courses; each of which has over 40 students each semester. The 4 solely graduate courses required of the MSIM students have over 20 students are offered once each year.

No – The Department feels that the full understanding of this program was not understood by the committee. This type of graduate program is much more in-line with the MBA-type of program than a MS in Physics. However, the marketing for the MSIM program was severely lacking and is a contributor to the low enrollment numbers in the overall program. In addition, this is a unique educational program (like the MBA program) where students are involved in course and group project work. As such they are not tied to a research agenda (like in Mechanical Engineering). Over the past four years, the Departmental faculty have developed a program to cater to the students which the MSIM draws, specifically place-bound, working individuals. Due to the intertwined nature of the graduate and undergraduate curriculum in the Department, it is difficult to separate the two areas and discuss as one. In addition, it is very difficult to associate the production of scholarship with the MSIM program due to the nature of the place-bound, fully employed students in this program. In addition, all of the courses within the Departmental graduate program have 40+ students enrolled and are all delivered on-line. The MSIM program typically has about 40 students in the program with an additional handful of students that are student-at-large (SAL) and thus, do not get applied to the Departmental Graduate student numbers. During the summer of 2016, the Department will be working with outreach to increase the marketing visibility for this program. This program is of value to working individuals who possess undergraduate technical and engineering degrees and are working. Through a greater on-line presence, the Department can attract additional students into the program.

- Certificates in Lean Six Sigma (Undergraduate and Graduate)
The gap identified by the ACTF was with the lack of data. The figure below summarizes the number of undergraduate and graduate students who completed their lean six sigma certificates successfully. In the program prioritization report prepared by the department some data was provided but we believe that it was not easy for the task force members to decipher them. With the help of a query in MyNIU, we are now able to generate the figure below (which is simple and easy to follow). Comparing these numbers with the number of degrees awarded annually, we can conclude that nearly 20% of our graduates successfully complete this certificate.

Number of students who successfully completed lean six sigma certificate

Lean Six Sigma certificates (referred to as yellow, green and black belts in industry) are in high demand. A cursory search on lean six sigma would bring up hundreds of jobs in industrial engineering requiring these credentials. Approximately 20% of our graduates earn lean six sigma certificate. The department was able to attract some graduate students (initially they start as student-at-large) to join the program as a result of their interest in the certificate. Offering this certificate helps us to allure industry practitioners to earn the certificate and/or join the M.S. degree program. We also had a few post baccalaureates from other majors pursuing the certificate to improve their marketability.

In order for our undergraduate students to earn the certificate, they will have to successfully complete four courses. Three out of the four courses are required courses and the fourth one is an elective. ISYE majors are required to take five elective courses to successfully complete the B.S. degree. Consequently, if they plan well they can earn the certificate with no additional cost or time. The department offers the electives needed for the certificate on a regular basis. There is no dedicated faculty to teach only the courses needed for the certificate. Consequently, it does not cost the department extra to offer the certificate. Only regular full time faculty teach all the courses needed for the certificate as part of their regular teaching load.
In order for our graduate students to earn the certificate, they will also have to successfully complete four courses. All the four courses are electives. In our graduate program (31 or 32 credit hours), only the graduate seminar (1 credit hour) is a required course. Consequently, the students can easily complete this certificate with no additional cost or time. Some graduate students would have earned the undergraduate certificate are not eligible to earn the graduate certificate. There are some graduate students with some work experience, these students might have earned this certificate while working for their employers. Again, the department does not dedicate a faculty or take any additional measures to offer these courses. All the courses are taught by regular full time faculty as part of their teaching load.

ISYE Certificates in Logistics (Undergraduate and Graduate)

The undergraduate and graduate certificates in logistics is very important for our graduates as Chicago is a major intermodal hub. We have over 300 distribution centers within 45 min drive from DeKalb. DeKalb alone has some of the largest distribution centers in the mid-west (e.g. Target, 3M, Nestle, and Panduit). All along I-55 and I-88, there are several distribution centers which employ industrial engineers to improve their operational efficiency. The department is working with 3M, Nestle, and a couple of other smaller companies in the region on research projects in the area of logistics. These interactions have helped our students to understand how after graduation they can find a full time employment in distribution centers and apply the tools and techniques taught. Traditionally, it is not easy to understand how an industrial engineering can play a major role at a distribution center.

In order for our undergraduate students to earn the certificate, they will have to successfully complete four courses. Three out of the four courses are required courses and the fourth one is an elective. ISYE majors are required to take five elective courses to successfully complete the B.S. degree. Consequently, if they plan well they can earn the certificate with no additional cost or time. The department offers the electives needed for the certificate on a regular basis. There is no dedicated faculty to teach only the courses needed for the certificate. Consequently, it does not cost the department extra to offer the certificate. Only regular full time faculty teach all the courses needed for the certificate as part of their regular teaching load.

In order for our graduate students to earn the certificate, they will also have to successfully complete four courses. All the four courses are electives. In our graduate program (31 or 32 credit hours), only the graduate seminar (1 credit hour) is a required course. Consequently, the students can easily complete this certificate with no additional cost or time. Some graduate students would have earned the undergraduate certificate are not eligible to earn the graduate certificate. Again, the department does not dedicate a faculty or take any additional measures to offer these courses. All the courses are taught by regular full time faculty as part of their teaching load.

The figure below summarizes the number of undergraduate and graduate students who completed their logistics certificates successfully. In the program prioritization report prepared by the department some data was provided but we believe that it was not easy
for the task force members to decipher them. With the help of a query in MyNIU, we are now able to generate the figure below (which is simple and easy to follow).

**Integrated Manufacturing Systems Certificates (Undergraduate and Graduate)**

AcTF felt that the narrative was not well written, but acknowledged the usefulness of the certificate. The figure below summarizes the number of graduate students who completed their Integrated Manufacturing Systems certificates successfully. In the program prioritization report prepared by the department some data was provided but we believe that it was not easy for the task force members to decipher them. With the help of a query in MyNIU, we are now able to generate the figure below (which is simple and easy to follow). In fall 2015, more than 70 new graduate students joined the department and several of them are pursuing this certificate. In 2017, there will be a large number of graduate students who will earn this certificate.
Number of students who successfully completed Integrated Manufacturing Systems certificate

Manufacturing companies such as Caterpillar, John Deere, Woodward, etc. in the Northern Illinois region and around the country expect our students to be trained on the tools and techniques taught through this certificate. In general, the certificates in the ISYE program help our students to specialize in a narrow set of skills to demonstrate their expertise in a niche area.

There are over 6000 manufacturing companies in the State of Illinois, with a majority of them in Cook county and Rockford. This certificate is a good marketing tool for the department to attract practitioners from industry. With the recent addition of online courses to the MS program in Industrial and Systems Engineering, we believe the certificate and the MS degree program is more marketable.

In order for our graduate students to earn the certificate, they will also have to successfully complete four courses. All the four courses are electives. In our graduate program (31 or 32 credit hours), only the graduate seminar (1 credit hour) is a required course. Consequently, the students can easily complete this certificate with no additional cost or time. Some graduate students would have earned the undergraduate certificate are not eligible to earn the graduate certificate. Again, the department does not dedicate a faculty or take any additional measures to offer these courses. All the courses are taught by regular full time faculty as part of their teaching load.

- Department Chair will work with Outreach and other entities on-campus to promote this and other certificates offered in the department to local manufacturers.
- Requirements to earn the certificate will be discussed with the graduate students during the orientation and advising sessions. Department Chair conducts the orientation sessions. Department Chair and/or faculty members advise each student individually once a semester. Certificate requirements will be permanently posted in the student folder.
Category 4: Candidates for Transformation

The Academic Task Force Report recommends that three programs within the Department of Electrical Engineering fall under *Category 4: Requires Transformation (Transform).*

- B.S. in Electrical Engineering
- M.S. in Electrical Engineering
- Minor in Biomedical Engineering

B.S. in Electrical Engineering: Growing program with good student outcomes, but low faculty scholarship and modest student excellence for its size. Narrative needed to address right-sizing which is an issue for this program. An important major delivered at cost much lower than peers. Many narrative inconsistencies suggest program needs internal review to focus efforts for future direction. More faculty needed to meet aspirational goals. Diversity issues need to be taken more seriously.

M.S. in Electrical Engineering: Faculty scholarly productivity a concern, particularly in regards to effect on training graduate students. Alignment to university mission and outreach to community should be more clearly articulated and pursued. AcTF concerned about the faculty’s ability to manage large numbers of students. Transforming program should consider rightsizing, either by hiring faculty with an emphasis on improving scholarship or by limiting admissions.

Minor in Biomedical Engineering: Narrative did not provide data on student outcomes nor differentiate between major (B.S. in Electrical Engineering) and minor in many criteria. There may be high potential for growth but no data provided regarding internal demand. Job growth is high warranting transformation for this program. Program needs to accurately track students in the minor.

The Department of Electrical Engineering has an ABET accredited undergraduate program that was highly praised at its last accreditation. The Department is a growing program with high quality students. Total enrollment in the department grew 9.2% over the period 2011-2015 as illustrated in figure 1 and figure 2. As presented in Table 1, enrollment in the Department grows at a higher rate than the national average. The Department offers MS degree program as well as BS program with two emphases; biomedical and computer engineering.

Currently, there are 9 FT faculty members including the acting chair. The teaching load for faculty members is 2+3 or 3+2 courses per academic year. In addition to the teaching assignment, faculty members serve as academic advisors to undergraduate students as well as research advisors for graduate students. CEET shares the AcTF’s concern about the faculty’s ability to manage the increasing number of students at the same time focus on their scholarship productivity.
Overall response to the AcTF Recommendation to Transform the Department of Electrical Engineering:

1. Fill the two vacant positions in the Department. One position in the area of computer engineering and the second position in the area of control and artificial intelligence. It is critical to fill both positions as; otherwise, it affects ABET accreditation. All new EE faculty searches will be initiated in close dialog with RIPS in order to be responsive to addressing the research and external funding needs of CEET in Advanced Manufacturing and Biomedical Systems.
2. This department has great potential to be realized. CEET doesn’t agree with the AcTF to limit admission as there is high demand for engineering; including electrical engineers. Actually, there is potential to grow the enrollment in the department which meets the growing demand for biomedical and computer engineers. Therefore, CEET proposes the followings:

a. Develop a baccalaureate degree program in Biomedical Engineering in collaboration with LA&S (biology, biochemistry, kinesiology, etc.) Biomedical engineering is a growing branch of engineering. Engineers in this field develop equipment and devices used in the healthcare industry. According to the Bureau of labor statistics, this field is expected to grow by 23.1% in the next 10 years. This rate is much higher than the 7% rate expected for all occupations and the 4% rate for engineers overall (BLS).

The expected rate is reflected in the enrollment of undergraduate students in biomedical programs. The biomedical programs has shown an average growth of 11% over the past 5 years. The national trend in enrollment in biomedical programs has shown a similar growth (fig. 3). Nationally, the average growth over the past five was around 7%.

Fig. 3. National enrollment trends for biomedical engineering programs.

An important factor in this area is the large representation of women in the field. Of the students that graduated with a biomedical degree in 2015, 40.9% were women. This compares to women being 19.9% of all engineering graduates. This such a program would have the potential to draw in student from a highly under represented group in engineering.

Currently, the Department has 77 students who are enrolled in the Biomedical Engineering emphasis. However, if a baccalaureate degree is offered, the
enrollment is expected to increase significantly. Table 1 below presents the enrollment in Biomedical engineering programs offered by other schools within the state.

### Table 1. Bioengineering & Biomedical engineering - UG

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>UofI, C</td>
<td>231</td>
<td>240</td>
<td>274</td>
<td>269</td>
</tr>
<tr>
<td>UofI, UC</td>
<td>178</td>
<td>187</td>
<td>246</td>
<td>249</td>
</tr>
<tr>
<td>IIT</td>
<td>127</td>
<td>123</td>
<td>157</td>
<td>162</td>
</tr>
<tr>
<td>Loyola</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Northwestern</td>
<td>287</td>
<td>280</td>
<td>242</td>
<td>237</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>823</strong></td>
<td><strong>830</strong></td>
<td><strong>919</strong></td>
<td><strong>939</strong></td>
</tr>
</tbody>
</table>

b. Develop a baccalaureate degree program in Computer Engineering in collaboration with LA&S (Computer Science.) Table 3 below reveals the contrast between the growth rates of the demand for electrical engineers versus computer engineers.

### 3. growth rates

<table>
<thead>
<tr>
<th>Area/Program</th>
<th>Nationwide growth</th>
<th>Illinois growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer hardware engineering</td>
<td>3%</td>
<td>17%</td>
</tr>
<tr>
<td>Computer system analysts</td>
<td>20.90%</td>
<td>24.50%</td>
</tr>
<tr>
<td>Computer information &amp; research scientists</td>
<td>10.50%</td>
<td>14.80%</td>
</tr>
<tr>
<td>Electrical engineering</td>
<td>1%</td>
<td>2.30%</td>
</tr>
</tbody>
</table>
Enrollment in computer engineering programs across the state (Table 3) confirms the necessity of offering such a program here at NIU. High enrollment in these programs confirms that such a program will attract students to NIU who would not join otherwise.

### Table 3. Computer engineering, General - UG

<table>
<thead>
<tr>
<th>Institution</th>
<th>2011</th>
<th>2012</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>UofI, C</td>
<td>166</td>
<td>144</td>
<td>181</td>
<td>211</td>
</tr>
<tr>
<td>UofI, UC</td>
<td>609</td>
<td>698</td>
<td>905</td>
<td>1062</td>
</tr>
<tr>
<td>IIT</td>
<td>116</td>
<td>114</td>
<td>140</td>
<td>132</td>
</tr>
<tr>
<td>SIU, C</td>
<td>89</td>
<td>86</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td>SIU, E</td>
<td>64</td>
<td>70</td>
<td>65</td>
<td>49</td>
</tr>
<tr>
<td>Bradley</td>
<td>38</td>
<td>37</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>Loyola</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Lewis</td>
<td></td>
<td>7</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Olivet Nazarene</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Northwestern</td>
<td>41</td>
<td>58</td>
<td>81</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1123</strong></td>
<td><strong>1207</strong></td>
<td><strong>1544</strong></td>
<td><strong>1711</strong></td>
</tr>
</tbody>
</table>

3. The EE department currently has half of its faculty members who are actively engaged in external grants. Senior Associate Dean will work with the EE research-active faculty to further enhance their research productivity through: (a) joint proposal submissions with the existing CEET research clusters of excellence; (b) interdisciplinary proposal submissions with other departments within and outside of NIU; (c) through increased outreach with industry, Dean’s Office will work closely with the EE department chair to secure industry-based research projects.
Category 5: Candidates for Review

- **Certificate in Nanotechnology**

  It is recommended to continue offering the program in independent study/undergraduate research format to interested students on demand from engineering and sciences. The program presently is offered with no compensation to faculty in an independent study format (undergraduate research) to few interested students on demand from engineering and sciences. As such, it is recommended that the program offering will be continued in independent study/undergraduate research format on demand to interested students from engineering and sciences. To date, we have awarded the Nano-technology certificate to a total of 45 undergraduate students.

- **Certificates in Homeland Security**

  **At this point in time, the Department of Technology recommends that this certificate be deleted.** After the tragedy of 9/11, there was a large demand for the certificate at both the graduate and undergraduate levels. However, in the years following, students found less need for the certificates, and currently, there are very few students that are enrolled in the certificate programs. The certificate itself is comprised of course work which is only developed for on-campus students and the pathway to completion is very confusing and awkward. The certificate was developed by many departments working together and is very disjointed. In the time since these certificates were developed many of the area leaders have left the university. In addition, much of the work accomplished by the certificates were brought into specific departmental programs, like computer science and Technology.

- **Tech Certificates**

  At the start of the 2016/2017 academic year, the Department of Technology will be reviewing all of the graduate certificates that we offer. At the present time, we offer the following certificates,

  - Environmental Health and Safety
  - Facilities Management
  - Industrial Project Management
  - Industrial Workplace Design Systems
  - Systems Management
  - Technical Logistics

  At this time, the number of students in the certificates is minimal. Over the past three years, many of the courses contained within the certificates were developed for on-line delivery. During the summer, the Department will be working with outreach marketing to form a valid plan for marketing. With this said, the Department anticipates the deletion of many of the above certificates, due to the lack of interest in receiving individual certification as opposed to a complete graduate degree. At this point, the Department foresees putting time and marketing effort into two certificates, Facilities Management and Systems Management.
These two certificates have been developed over the past four years at the request of industry groups. However, very little effort was put into the marketing of the certificates and the recruiting of students. At the start of the coming academic year, the Departmental faculty will modify the Systems Management certificate to combine project management coursework and systems management courses, and then both certificates will have new marketing behind them to assist in attracting new students. The Department will also work with our industrial advisory boards and industry contacts to both redevelop the certificates and to generate interest in the manufacturing sector for the certificates. The Department will also work with the Facilities Management Association to promote the Facilities management certificate. It is envisioned that the remaining four graduate certificates will be deleted in the next year.

- Tech minors

At the start of the 2016/2017 academic year, the Department of Technology will be reviewing all of the undergraduate minors that we offer. At the present time, we offer the following minors,

- Minor in Electrical Technology – (20 credits)
- Minor in Energy Technology – (24 credits)
- Minor in Environmental Management Systems – (24 credits)
- Minor in Manufacturing Technology – (24 credits)
- Minor in Productivity – (21 credits)
- Minor in Safety – (24 credits)

The Program Prioritization process has started the Departmental process of closely examining our program offerings. At the start of the 2016/2017 academic year, the Department faculty will look at the need for the above majors in the curriculum. Based upon the current (and past) enrollment numbers, it is foreseeable that the department will remove all of the minors with the exception of the Manufacturing Technology Minor. During the same time, the Department will hold conversations with our industrial stake holders and partners to look at the credentials which are needed by our industry partners. It is anticipated that the results of the discussion will include one additional minor in the technology area which is comprised of coursework that is needed in industry and requested by the students.

- Certificate in Quality Control of Manufacturing Processes

ISYE recommends to keep this certificate. One faculty member from the department retired in 2013 as a result three courses in the area of quality and design of experiments was not offered on a regular basis. Although the faculty line was filled in 2014, the newly hired faculty was assigned to teach other required courses in the undergraduate program. Consequently, the number of students earning this certificate is very low. In fall 2016, a new faculty member will join the department who is expected to teach courses which will count towards this certificate. It was very difficult to balance offering required courses (for undergraduate students) and electives (for undergraduate and graduate students) with four full time faculty. This problem will be solved as soon as the vacant faculty lines are filled by the new hires in fall 2016. This should help the department to reverse the trends.
In order for our graduate students to earn the certificate, they will also have to successfully complete four courses. All the four courses are electives. In our graduate program (31 or 32 credit hours), only the graduate seminar (1 credit hour) is a required course. Consequently, the students can easily complete this certificate with no additional cost or time.

- Certificate in Applied Mechanics
- Certificate in CAD/CAM
- Certificate in Thermal, Fluid, and Energy Systems
- Certificate in Vibration, Robots, and Control Systems

At this point in time, the Department of Mechanical Engineering recommends that all certificates be deleted.

CEET College Advising

The Administrative Task Force Report recommends that CEET College Advising fall under Category 4: Requires Transformation (Transform).

The College of Engineering and Engineering Technology is in harmony with the decision to charge a committee to evaluate the overall advising model at NIU and make recommendations. However, here is CEET’s response to the recommendations made by the PP Task Force.

Overall Response to Recommendations:
CEET has enjoyed an increase in enrollment and retention since the implementation of its current, hybrid advising structure and the creation of its Central Advising Office. This is no accident. As the Administrative Task Force Report acknowledged on Page 18, “[a]cademic advising is important in fulfilling the mission of the university and an essential element of student retention.” CEET’s hybrid advising structure was created to directly address CEET and NIU retention concerns, and to help mitigate the unique attrition risks STEM majors face in general.

A key factor in increasing retention is making sure students are engaged with their major college early. Because of the nature of CEET’s degree programs, most students spend the first few semesters completing rigorous coursework that, for the most part, takes place outside of the college (i.e. math, physics and chemistry courses). Because most of these students are housed in the Central Advising Office during this time, the CAO provides a key connection to the college for a large group of students (roughly 1/3 of the total CEET undergraduate population at any given time).

That said, CEET is committed to continuing to improve and grow its advising and student support. CEET students’ math success rates, especially in Calculus I and II, need to be addressed. On average, roughly 40% of CEET students who attempt those courses do not achieve the required minimum grade. CEET plans to continue to address these issues and find alternative resources and support for students to ensure their success in these foundational courses. CEET also wants to strengthen its partnership with the Academic Advising Center (as mentioned in the
Task Force suggestion and addressed below). This partnership would ensure our most academically-vulnerable students get the support they need. It is important that CEET college advising have the institutional support needed to address those goals above, and to continue to serve a growing student population and to support the college and university’s retention goals.

One of the unique aspects of the College of Engineering & Engineering Technology is its barrier-free admissions criteria and its commitment to preparing a diverse population of students for the engineering profession. CEET believes that students who meet NIU’s admissions criteria should be given a chance to succeed in its college, rather than be shut out from those majors all together. However, those students’ success depends heavily on those students having the appropriate resources and support.

CEET’s advising, and its Central Advising Office in particular, plays a key role in supporting this sub-population of students. The developmental advising the CEET Central Advising Office provides is critical for these students in particular, as CAO advisors are able to spend time with each student discussing their academic goals and the path it would take it to reach those goals. The CAO also nurtures partnerships with other resources on campus, and can make the important referrals and connections for students that encourage retention.

Further, increasing admissions requirements would negatively impact CEET’s enrollment at a time when increasing enrollment is crucial for ensuring NIU’s future.

CEET welcomes a strong partnership with the Academic Advising Center, and currently works with the Academic Advising Center in an unofficial partnership for CHANCE students in MATH 108 and MATH 109, remedial algebra courses. If CEET advisors see that these students are struggling in these math courses, they refer the student to the Academic Advising Center for major exploration, to ensure they are in the proper major for their goals and academic preparation. However, these students only make up a small sub-population of total CEET undergraduates – CEET only had 41 new CHANCE students come through Summer/Fall 2015 Orientation.

CEET students who are beyond those remedial math courses are closer to or already enrolled in major courses. Further, they are ready to truly engage in student organizations and design teams, and are also ready to seek out internships. It is important that these students receive the developmental advising the Central Advising Office provides, as the CAO is able to provide the CEET-specific academic and extracurricular information to ensure those students are engaged. CEET is committed strengthening its partnership with the AAC to serve CHANCE students in remedial math courses, and understands that the AAC has a rich variety of support services that many CEET students could benefit from; however, the AAC should be supplement to, and not a replacement for, high-quality, developmental advising from CEET advisors.

**CEET Tutoring Center:**

The CEET Tutoring Center benefits CEET students in ways that compliment other tutoring offices (like ACCESS):
- The CEET Tutoring Center provides free tutoring in all required math, science and computer science courses. Though there are other resources on campus that also tutor in these subjects, only the CEET Tutoring Center tutors can make crucial connections between theory and application. This application is required for CEET students, who are asked to not only understand difficult concepts of Calculus II, for example, but also how those concepts apply to their major courses.

- The CEET Tutoring Center is also the only tutoring center on campus that offers help with CEET students’ gateway major courses. These gateway courses must be successfully completed before a student can move forward in his or her major, and failure to pass these courses means students often run out of classes to take, and add additional time on to their degree, negatively affecting retention and graduation rates. For example, Mechanical Engineering students must pass MEE 210: Engineering Mechanics I before moving forward in their MEE courses. Similarly, Electrical Engineering majors must pass ELE 210: Engineering Circuit Analysis before moving forward in their ELE courses. These are traditionally very demanding and difficult courses for students. Not surprisingly, MEE 210 and ELE 210 were the two most frequently tutored courses in Spring 2016. Further, of the 438 student visits to the CEET Tutoring Center through April 1, 2016, 80% of those students were seeking help in ELE and MEE courses.

- The EB Tutor Center provides a chance for students to spend time in the building, taking advantage of CEET’s resources and getting to know their fellow students. It offers students more individualized attention than what they might get in their early courses, which are often taught in large lecture halls.

As mentioned above, CEET curriculum is such that many students don’t take major courses their first couple semesters, and therefore don’t have as many direct ties to their college early on. The EB Tutor Center is one of the few places newer CEET students can get high-quality, major-specific academic help early in their careers, and building early connections to their major is widely acknowledged as a key factor in student retention.

The data confirms that the CEET Tutoring Center is a great way to get students tied into the college, as CEET students who take advantage of the CEET Tutoring Center return. As of Spring 2016 data updated on April 1, 2016, 47% of students who visited the CEET Tutoring Center returned again, many several times a week.

The tutors themselves are rigorously screened, and are asked to demonstrate both academic ability and communication/tutoring skills before they are hired. These tutors have the engineering knowledge necessary to tutor undergraduate students, and they are valuable mentors to encourage students who are at the beginning of their studies.
CEET Computer Operations

The Administrative Task Force Report recommends that CEET College Advising fall under Category 4: Requires Transformation (Transform).

“CEET Computer Operations

It is important that faculty, staff, and students have access to highly-functioning computing resources. However, maintaining independent technology support units is creating unnecessary redundancies and increased costs. The task force calls for a systematic evaluation of all distributed IT support functions, including both personal/desktop support and classroom/computer lab support. The current organization and cost of a distributed model due to lack of central funding creates an inconsistent allocation of IT resources and support across the university. The task force does not have sufficient information or expertise to specify what configuration the university’s IT support should have, but it recognizes that a transformation is required.”

CEET totally agrees with the Task force assessment and echoes that a comprehensive assessment of the IT support model is needed. CEET is looking forward to learning more about the action plan of the IT. However, moving forward, it is important to consider the following items before making final recommendations:

- CEET Computer Operations supplies local support for the CEET’s exclusive software packages, which are not used by anyone else at NIU. Programs such as Ansys, Creo, Solidworks, FeatureCAM, Seimens NX, FactoryCAD, CD-Adapco, NI LabView and Xilinx are unique to CEET. Prior attempts at putting some of these programs on NIU’s AnywhereApps servers failed spectacularly. When students tried to access these programs, massive amounts of memory, disk space, and processing power were required, crashing the university-wide AnywhereApps servers to the detriment of the entire campus. However, when maintained locally by CEET no such issues have occurred. Simply put, in the Task Force’s own words, “Support for highly specialized hardware and software is more appropriate to deliver locally.”

- CEET Computer Operations is lean and able to address problems directly. It supports over 700 desktop/laptop computers and over 40 servers with only 2 full-time staff and a director. With printing costs between 4-5 cents-sheet. CEET Computer Operations manages 2000 user accounts. Moreover, with local support, CEET Computer Operations can provide immediate response to any classroom issues, without additional cost. Emergency installation of programs in CEET computer labs takes 1-2 days. This efficiency is only possible with a highly specialized group of core staff trained on specific needs from CEET.

CEET External Programming
The Administrative Task Force recommends CEET External Programming as *Subject to Review/Candidate for Phase Out.*

The External Programming Office in CEET is likely not what the task force understands as a "typical" external programming office. The office is in a consortium with two partners and five host training organizations, all of which are under contracts. The office is authorized by the Department of Labor OSHA and part of the contract is being housed in the College of Engineering. These distinctive aspects of the office are important and must be considered in any conversation going forward as part of the program prioritization implementation process. However, CEET is open to determining where there might be opportunities for collaboration and synergy with OERD and other divisions to enhance the marketing, promotion and delivery of CEET external programs, for the good of the College and NIU.
College of Health and Human Sciences
<table>
<thead>
<tr>
<th>Program (category)</th>
<th>Task Force Recommendation</th>
<th>Summary</th>
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<tbody>
<tr>
<td>B.S. in Medical Laboratory Sciences (1)</td>
<td>Faculty are stretched in this strong program. Dedication to undergraduate program has produced high pass rates and outreach to the community is very good. New resources should go to adding faculty lines.</td>
<td>Acquire 1FTE additional instructional support, teaching equipment, and research space to allow for continued program growth.</td>
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<tr>
<td>Doctor of Audiology (1)</td>
<td>Excellent student outcomes, laudable collaboration with other departments, impressive humanitarian work abroad. Program has had an impact outside of the department. Impressive efforts in diversity, especially teaching cultural competencies. AcTF supports more faculty lines to increase students in program.</td>
<td>Continue quality didactic and clinical learning, collaboration, and humanitarian experiences and recruitment efforts to grow the study body including seeking scholarship funding. Revisit adding a TT faculty position in 2 to 3 years, along with preparation for accrediting body site visit.</td>
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<tr>
<td>Doctor of Physical Therapy (1)</td>
<td>Program is in high demand and has excellent student outcomes in graduation rate, licensure rate, and employment success. Its faculty and students have a very good level of engagement in the university and regional community. It has made impressive efforts to foster a diverse faculty and student body. New resources should go to more competitive faculty salaries.</td>
<td>With an additional faculty line and increased salaries the program will continue to be able to meet high student demand and quality outcomes. This support is critical to retain faculty with diverse areas of expertise and backgrounds to meet accreditation standards and student needs.</td>
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<tr>
<td>M.A. in Communicative Disorders (1)</td>
<td>A strong program with good engagement and 100% placement of graduates. It has the potential to offer continuing education credits but cannot due to resource constraints. This is an area of potential growth. New resources should be committed to faculty hires.</td>
<td>Two new positions to increase faculty research, outreach to the community, and student success</td>
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<tr>
<td>B.S. in Health Sciences (1)</td>
<td>Laudable curricular changes to improve graduation rates. This program needs faculty in order to be successful with only 2.1 FTE for 700 students. Enhancements could include resources to provide career counseling that will benefit students.</td>
<td>Update curriculum and increase 2 instructional faculty and add 1 SPS to achieve student career success, reduce student/faculty ratio, and improve retention and satisfactory progress to degree.</td>
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<tr>
<td>AcTF strongly recommends additional faculty hires to enhance scholarly productivity and reduce student/faculty ratio.</td>
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<tr>
<td>B.S. in Nutrition, Dietetics, and Hospitality Management, Comprehensive Major (1)</td>
<td>Impressive hands-on program that heeded recommendations of their external review. Admirable awarding of degrees and minors. Program needs to focus on increasing degrees conferred to minority students. AcTF agrees that hospitality should be a separate program. AcTF also strongly recommends additional faculty hires to enhance scholarly productivity and reduce student/faculty ratio.</td>
<td>Hire 2 TT faculty and 1 SPS internship coordinator for the NDW program and upgrade food learning laboratories to enhance student learning environments and student success</td>
</tr>
<tr>
<td>B.S. in Nursing (1)</td>
<td>An important programs at NIU that is very short-staffed. Number of students exceeds capacity, which will hurt the potential of program. Size has had a negative effect on scholarly productivity; scholarship infuses their teaching. There is a need for restructuring the program, advising and right-sizing the program to better align numbers of faculty and students.</td>
<td>Enhancement of the nursing program includes increased hiring of 4 faculty and 1 SPS, expansion of lab and office space, and increased faculty compensation. These will help to address capacity concerns and to improve student success, faculty scholarship, faculty retention, and reputation of the program.</td>
</tr>
<tr>
<td>M.S. in Nursing (1)</td>
<td>A strong program with high graduation rates and excellent performance on licensure exams. It appears to be cost efficient, but this may be at the expense of attracting high caliber faculty. Effective response to faculty shortage, particularly the online offerings as a way to manage student numbers. AcTF recommends that resources be committed to additional faculty hires to lighten teaching loads and enhance scholarly productivity.</td>
<td>Enhancement of the graduate nursing program includes additional faculty, staff, salary, and space resources to meet market demand, achieve student career success, and promote student and faculty scholarship.</td>
</tr>
<tr>
<td>B.S. in Communicative Disorders (2)</td>
<td>AcTF notes program has reached saturation and suggests right-sizing.</td>
<td>Continue excellent program with emphasis on increasing engagement activities for students and faculty</td>
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<td>Report made it difficult to differentiate the graduate verses B.S. program. Alignment to the university mission unclear. Consideration needs to be given to program’s future potential and increasing faculty scholarship.</td>
<td></td>
<td>Routine evaluation processes including achievement of program outcomes, costs and revenues, degree completion rates, and employment after degree and placement of program within a CHHS School.</td>
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<tr>
<td>Ph.D. in Health Sciences (2)</td>
<td>AcTF notes that Ph.D. in Health Sciences is a new program to the CHHS. AcTF is concerned about the future viability of the program with only 5 faculty but realizes the significant amount of interdisciplinary faculty in the college. Report indicated need for graduate students to enhance faculty research. This is a degree for NIU employees, which AcTF found to be and which may be a narrow focus for a PhD.</td>
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<tr>
<td>B.S. in Family and Child Studies, Comprehensive Major (2)</td>
<td>The program does an excellent job graduating a diverse student population. Commendable efforts on increasing minority faculty and staff. Better data on external demand and degrees conferred are needed. Encourage program to continue recruiting male students into the program.</td>
<td>Routine action will support continued recruitment from college colleges and student success and faculty research activity.</td>
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<tr>
<td>M.S. in Applied Family and Child Studies (2)</td>
<td>Program with impressive service provided to those in need. AcTF notes diversity of students is good and encourages recruitment of males. Concern raised over the low minority graduation rate.</td>
<td>Continue curricular development, recruitment and retention efforts, to improve student success and faculty scholarship.</td>
</tr>
<tr>
<td>M.S. in Nutrition and Dietetics (2)</td>
<td>Excellent student pass rates on professional credential exam, and strong external demand for its graduates. Faculty scholarship data was missing. Program is at capacity and seeks ways to generate new revenues. AcTF encourages increasing grant funding, diversifying their student body and One TT faculty to be hired to replace a recent resignation (noted in the BS action plan also) to support content areas essential for the graduate curriculum, growth of research and scholarship productivity, and upcoming changes to accrediting body standards and to seek growth opportunities for the graduate program.</td>
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<tr>
<td>General Minor in Family, Consumer, and Nutrition Sciences (3)</td>
<td>increasing availability of internships to expand.</td>
<td>Routine action will include curricular modifications for the minor in line with the CHHS reorganization.</td>
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<tr>
<td>B.S. in Fashion Merchandising (previously B.S. in Textiles, Apparel and Merchandising) (3)</td>
<td>Minor might have potential but narrative doesn't demonstrate it. Demand looks promising. AcTF found program difficult to assess without student data but appears to be growing and should continue.</td>
<td>Hiring a Clinical Assistant Professor instead of a TT faculty to fill the open position with reduced resources. Reassess in 2018-2019 student growth and recruitment, faculty artistry and research activity.</td>
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<tr>
<td>Minor in Military Science (3)</td>
<td>Narrative lacked data on financial efficiency. Also needed to provide evidence of faculty artistry or scholarship. Although the number of students enrolled declined, the degrees conferred were stable.</td>
<td>It is unfortunate that this program has fallen short of goal of officers commissioned. Program funding does not rely on institutional support and thus was ranked accordingly so as not to compete with scarce resources. Continue operational budget and activities because the minor contributes to student success and links to the NIU mission. For example, as part of the curriculum, Military Science students are exposed to instructions on gender and race equality and inclusion as well as the regulatory and legal requirements that govern military members.</td>
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<tr>
<td>Gerontology Area (4)</td>
<td>Program is important but seriously underfunded. Narrative says there are other gerontology programs in state but does not clarify where this one fits. AcTF is concerned that there are no faculty to support this program. Despite potential external demand, this program is not succeeding. Program would benefit from transformation.</td>
<td>Program is important but seriously underfunded. Narrative says there are other gerontology programs in state but does not clarify where this one fits. AcTF is concerned that there are no faculty to support this program. Despite potential external demand, this program is not succeeding. Program would benefit from transformation. Develop a new major with 2 added positions to increase academic program to support this undergraduate course offerings in this field and to meet unmet job demand and labor projections.</td>
</tr>
<tr>
<td>B.S. in Public Health (4)</td>
<td>Program has impressive engaged learning practicum and good student outcomes. Narrative has clearly articulated plans to improve program’s potential. AcTF recommends that program receive additional resources to</td>
<td>Reorganize program resources with specification of an undergraduate faculty coordinator, developing student academic success resources, and developing a 5-year BS-MPH program.</td>
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<td>pursue those plans, including eliminating degree-completion option and pursuing accreditation. Enhanced resources for student academic success needed as well.                                                                 2016-17.</td>
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<tr>
<td>Master of Public Health (4)</td>
<td>Excellent teaching and engagement, but difficulties recruiting admitted students. AcTF recognizes attempts made to improve program by collaboration and recommends program continue eliminating face-to-face delivery. Program needs marketing, outreach and full transition to on-line delivery. With the actions outlined in this report, the program will be transformed through resizing the program (increased enrollment), developing new recruitment streams, and using outcome data when making program-related decisions.</td>
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<tr>
<td>Minor in Health Education (4)</td>
<td>Program taught almost entirely by instructors and needs more TT faculty involved. Necessary for coaches and PE teachers; in demand by KNPE. Transformation might consider moving program to another department or college.</td>
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<tr>
<td>Minor in Deafness Rehabilitation (5)</td>
<td>Data provided is insufficient. Narrative does not make a case for program continuation.</td>
<td>The minor enhances students’ major coursework and supports the university mission related to student diversity and student success. The collaboration between two separate colleges indicates the broad appeal of the minor which currently has unmet internal demand. Given that NIU is the only public university in the Northern Illinois region that offers a 4 course ASL sequence, marketing of the minor has the potential of increasing new student recruitment, especially if NIU is able to satisfy the demand for students wanting ASL to count as their foreign language requirement. However, marketing can only be done if additional sections of the ASL sequence can be offered. Continued discussion and collaboration between Allied Health and Communicative Disorders and Foreign Languages and Literatures will ensure a quality curriculum that includes language, culture, and medical topics related to individuals.</td>
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<tr>
<td>Certificate in Healthcare Policy and Management (5)</td>
<td>Requests elimination</td>
<td>NO ACTION PLAN SUBMITTED</td>
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<tr>
<td>M.S. in Family and Consumer Sciences (5)</td>
<td>Requests elimination</td>
<td>NO ACTION PLAN SUBMITTED</td>
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<tr>
<td>B.S.Ed. in Health Education (5)</td>
<td>Requests elimination</td>
<td>NO ACTION PLAN SUBMITTED</td>
</tr>
<tr>
<td>Certificate in Health Education (5)</td>
<td>Requests elimination</td>
<td>Due to CHHS reorganization in progress, review program in one year.</td>
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<tr>
<td>Bachelor’s in Health Information Management (7)</td>
<td>Proposed partnership with COB in Information Management is good. Online aspect is a plus. Impressed by the work they have already done to get the pieces in order. A question: do the jobs mentioned in 2.1 require a bachelor’s? Will OMIS be able to support this degree? Like other interdisciplinary programs, connections and viability are in question. Could Computer Science also be brought in as a partner? Proposal doesn’t address how the curriculum is going to be similar to or different from what already exists. AcTF worried about the statement that they are working with the Foundation to get funding. Does the Foundation get involved in ongoing funding of program? Program could be a significant revenue generator for the university. AcTF supports this program if there are sufficient resources for new programs.</td>
<td>Routine response for program proposal development if administrative approval is indicated in collaboration with CHHS, COB, and Computer Sciences.</td>
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<tr>
<td>Doctor of Nursing Practice (7)</td>
<td>AcTF recognizes high quality of the faculty and high regard in which the nursing program is held. There is obviously a problem in comparison of faculty salaries with those available outside the university. This program has</td>
<td>Hiring necessary faculty and staff with sufficient work space, operationalizing curriculum, marketing to potential students, and improving the simulation learning space.</td>
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<td>ADMINISTRATIVE</td>
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<td>The action plan calls for investigating additional collaboration with Campus Child Care. Plans also include expansion of the CDL with one additional preschool classroom. This classroom would support 18 new NIU students in the child development emphasis of the BS in FCS and also provides services for 20 additional children from the surrounding community.</td>
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<tr>
<td>Child Development Lab (1. Enhance)</td>
<td>This program provides high-quality childcare to the community and excellent educational experiences for students interested in early childhood development. It is an important program to attract and retain students, faculty, and staff. The program has the potential to grow as demand for childcare is great. Although the task force does not necessarily recommend merging this program with Campus Childcare Services because their missions are different, the two entities should consider opportunities for synergies. The university should consider housing both in the same facility. The task force recommends enhancing the program by investigating the ability to expand the capacity of the facility and improving the physical space in which it is housed.</td>
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<tr>
<td>CHHS College Advising (2. Sustain)</td>
<td>This program identified several cost savings opportunities and the task force recommends that the unit implement those measures. Doing so will allow the program to efficiently spend its current resources. Cost-saving measures include utilization of the new SSC CAMPUS for note-taking, appointment scheduling, and tracking of students not likely to be successful in their major. This program should also consider collaboration with the Academic Advising Center for targeted advising of pre-major students who are not competitive for admission to CHHS College Advising to continue provide academic advisement to CHHS freshman and sophomore students (including pre-majors) and transitioning to include juniors and seniors as departments request. CHHS director and advisors will continue to collaborate with faculty in curricular redesign of the Health Sciences major and to be involved in the development of SSC-campus and utilize the system as it becomes available.</td>
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<td>their programs. These changes will ease</td>
<td>These changes will ease the demand for advisors and allow faculty advisors to focus more on career mentoring and advising.</td>
<td>Routine action includes expanded referrals to the CFTC for student clients and local residents and increased service to NIU students. The action plan will also support additional opportunities for students in the marriage and family therapy specialization of the Applied Family and Child Studies MS degree to work with individuals from diverse backgrounds and increased student/faculty research activity.</td>
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<td>the demand for advisors and allow faculty</td>
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<td>advisors to focus more on career</td>
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<td>mentoring and advising.</td>
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<td>Couple and Family Clinic (2. Sustain)</td>
<td>This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate as it is performing at a high level.</td>
<td>In continued collaboration with the DPT academic program offer high quality learning experiences for students and clinical services for the community.</td>
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<tr>
<td>Physical Therapy Clinic (2. Sustain)</td>
<td>This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate and it is performing at a high level.</td>
<td>In continued collaboration with the Audiology and Speech-Language Pathology academic programs, offer high quality learning experiences for students and clinical services for the community.</td>
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<tr>
<td>Speech-Language-Hearing Clinic (2.</td>
<td>This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate and it is performing at a high level.</td>
<td>In continued collaboration with the Audiology and Speech-Language Pathology academic programs, offer high quality learning experiences for students and clinical services for the community.</td>
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<td>Sustain)</td>
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<td>CHHS College Office (4. Transform)</td>
<td>The program narrative states that the CHHS College Office's “current structure leads to inefficiencies.” As a result, the program is in the process of being reorganized. The task force believes that this transformation should continue and be re-assessed at a future date.</td>
<td>Transformation of the CHHS College Office not needed. Continuation of college level functions including operationalization of reorganization.</td>
</tr>
</tbody>
</table>
1. **Recommended action per the Task Force Report(s):** Category 1 Enhancement
   Faculty are stretched in this strong program. Dedication to undergraduate program has produced high pass rates and outreach to the community is very good. New resources should go to adding faculty lines.

2. **Program(s) associated with this recommendation:** B.S. in Medical Laboratory Sciences

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** NA

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   - **Description of action steps (w/ timeline)**
     
     Fill vacant TT position with expertise that is complimentary to current faculty and instructional staff and allocate research space as required (Fall 2016)
     Utilize equipment donated by affiliates, allowing us to provide cost effective training to students (2016-2017)
     Secure funds for annual contracts of full preventive maintenance (PM) for donated equipment.
     Subscribe to MediaLab inc. This offers topic specific modules and an exam simulator to help students prepare for their licensing exam (2016-2017)
     Increase faculty/instructional support
     Receive permission to search for an additional tenure track faculty or full-time instructor (2016-2017)
     Hire additional instructional support (Spring 2017).

   - **Individuals impacted and how**
     
     Given additional instructional support and resources, enrollment capacity can be increased, and current faculty will be able to focus on improving research productivity. This will positively impact faculty, students, and the program.

   - **Resources required/released**
     
     Additional funding for an additional tenure-track or full time instructor, equipment maintenance contracts (costing approximately $4000/year), and learning resources for students ($2000 per year).

   - **Anticipated outcomes**
     
     Increased student enrollment.
     Improved faculty retention and research productivity.
7. **Summary of actions proposed in the Action Plan from this division:**
   Acquire 1 FTE additional instructional support, teaching equipment, and research space to allow for continued program growth.
1. **Recommended action per the Task Force Report(s):** Category 1 – Candidate for enhanced resources. Excellent student outcomes, laudable collaboration with other departments, impressive humanitarian work abroad. Program has had an impact outside of the department. Impressive efforts in diversity, especially teaching cultural competencies. AcTF supports more faculty lines to increase students in program.

2. **Program(s) associated with this recommendation:** Doctor of Audiology

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Not applicable.

4. **Do you consider the action recommended to be reasonable?** No, at this time the growth of the program would require more than the addition of one TT faculty line.

5. **What type of response to that recommendation do you propose?** Routine

6. If a Significant New Action is proposed, provide the following:

7. **Summary of actions proposed in the Action Plan from this division:**

   Continue quality didactic and clinical learning, collaboration, and humanitarian experiences and recruitment efforts to grow the study body including seeking scholarship funding. Revisit adding a TT faculty position in 2 to 3 years, along with preparation for accrediting body site visit.
1. **Recommended action per the Task Force Report(s):** Category 1 – Enhancement - Program is in high demand and has excellent student outcomes in graduation rate, licensure rate, and employment success. Its faculty and students have a very good level of engagement in the university and regional community. It has made impressive efforts to foster a diverse faculty and student body. New resources should go to more competitive faculty salaries.

2. **Program(s) associated with this recommendation:** Doctor of Physical Therapy

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   No gaps noted. However, NIU faculty/student ratio is only about half the national average for accredited programs.

<table>
<thead>
<tr>
<th>Faculty/Student Ratio</th>
<th>NIU - didactic</th>
<th>National Average for didactic</th>
<th>NIU – lab (only licensed PTs can cover labs)</th>
<th>National Average for labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>1:22</td>
<td>1:12</td>
<td>1:27</td>
<td>1:13</td>
</tr>
</tbody>
</table>

4. **Do you consider the action recommended to be reasonable?**
   The action recommended is reasonable. However, additional faculty are also needed.

5. **What type of response to that recommendation do you propose?**
   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   a) Increase number of faculty (1 vacant position and 1 new TT faculty position) to make faculty/student ratio competitive with other DPT programs across the nation and to permit faculty sufficient non-teaching time to engage in research as required by accrediting agency and fundamental to university mission. Also expand needed content expertise to the academic program.

   **Timeline for increasing faculty**

<table>
<thead>
<tr>
<th>Faculty/Student Ratio</th>
<th>NIU - didactic</th>
<th>National Average for didactic</th>
<th>NIU – lab (only licensed PTs can cover labs)</th>
<th>National Average for labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>8/108 (1:13.5)</td>
<td>7/108 (1:15.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>9/108 (1:12)</td>
<td>8/108 (1:13.5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b) Increase faculty salaries to national/regional levels to maintain accreditation that requires over half of faculty to have an advanced doctoral degree. Current faculty salaries are about 80% of the

Individuals impacted and how

a) The quality of education will be improved having a positive impact on students. Faculty will be able to increase research productivity as required by accreditation agency and fundamental to the university mission.

b) The faculty and students will be impacted with increased faculty retention, productivity, and improved faculty to student ratio. Additional faculty capacity to work with students and initiate scholarship.

Resources required/released

a) Funds and space for new faculty hires

b) Improved faculty recruitment and retention and recruitment and successful progression of qualified student

Anticipated outcomes

a) Sustain the program that experienced extremely high growth during the transition to a practice doctorate.

b) Improved faculty retention by allowing faculty time to meet tenure expectations

c) Improved student outcomes in terms of passing licensure test and gaining employment

d) Having salaries competitive with national average, increasing retention
   • Improved student performance and engagement
   • Increased interdisciplinary collaboration between the three allied health programs (audiology, physical therapy, speech-language pathology)

7. Summary of Actions

With an additional faculty line and increased salaries the program will continue to be able to meet high student demand and quality outcomes. This support is critical to retain faculty with diverse areas of expertise and backgrounds to meet accreditation standards and student needs.
I. Recommended action per the Task Force Report(s): Category 1 – Enhancement. A strong program with good engagement and 100% placement of graduates. It has the potential to offer continuing education credits but cannot due to resource constraints. This is an area of potential growth. New resources should be committed to faculty hires.

2. Program(s) associated with this recommendation: M.A. in Communicative Disorders

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Although no gaps were identified, the program prioritization report that was submitted included two specializations. One was in speech-language pathology and the other was rehabilitation counseling. NIU BOT and the IBHE approved the separation of these emphases; so beginning August 2016 students in the rehabilitation counseling emphasis will be in the M.S. in Rehabilitation Counseling major. This separation will allow for more effective marketing of the growing Rehabilitation Counseling major which targets different students, has a different curriculum and accrediting body than speech-language pathology, which will remain in the M.A. in Communicative Disorders

4. Do you consider the action recommended to be reasonable? Yes. However, it should be noted that hiring and retaining faculty has historically been difficult in rehabilitation counseling and in speech-language pathology due to salary and benefit competition with school based and medical employers in the Northern Illinois region. Raising base salaries and providing professional education dollars would help faculty recruitment and retention in rehabilitation counseling and speech-language pathology.

5. What type of response to that recommendation do you propose? Significant Action

6. If a Significant New Action is proposed provide the following:
   o Action Steps with timeline
     o Hire 1 clinical assistant professor in speech-language pathology (current open search).
     o Receive permission to hire for 1 tenure track faculty (must have CRC credential) for Rehabilitation Counseling program (2016-2017). Currently, the M.S. in Rehabilitation Counseling program has three tenure-track faculty members and one clinical assistant professor. In addition to serving students in the accredited rehabilitation counseling program, this group of faculty teaches, mentors, and advises 273 undergraduate students in the BS in Health Sciences – Rehabilitation Services program.
     o Individuals impacted and how
       o The SLP clinical assistant professor will coordinate continuing education events and provide clinical teaching in the Speech-Language-Hearing Clinic. Enrollment in the graduate program in speech-language pathology is currently limited by the number of faculty available to provide required clinical experiences.
       o A new Rehabilitation Counseling tenure-track faculty member will allow for increased efforts in seeking external funding (i.e., grant writing, contracts, fee-based continuing education) and to recruit and retain more graduate students.
     o Resources required
Funding for 2 new positions and related space

Anticipated outcomes
- External funding from grants and continuing education
- Additional outreach to the Northern Illinois region
- Added experiential learning opportunities
- Increased student enrollment in both Speech-Language Pathology (add 5 more students per cohort) and Rehabilitation Counseling (add 5 more students per cohort)

7. **Summary of actions proposed in the Action Plan from this division:**
Two new faculty positions to increase faculty research, outreach to the community, student enrollment and success.
1. **Recommended action per the Task Force Report(s):** Category – 1. Candidate for Enhancement. Laudable curricular changes to improve graduation rates. This program needs faculty in order to be successful with only 2.1 FTE for 700 students. Enhancements could include resources to provide career counseling that will benefit students. AcTF strongly recommends additional faculty hires to enhance scholarly productivity and reduce student/faculty ratio.

2. **Program(s) associated with this recommendation:** B.S. in Health Sciences

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** N/A

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Significant New Action

6. **If a Significant New Action is proposed, provide the following:** We believe these steps will allow the program to reach its potential and support the mission of the university.

   o **Description of action steps (w/ timeline):**
     1. Propose a new BS Rehabilitation Services (replacing the current Rehabilitation Services Emphasis in the Health Sciences Degree). Faculty will submit curricular proposals to school curriculum committee during the fall 2016 semester for implementation Fall 2017.
     2. To address the task force recommendation to provide career counseling to students, faculty and staff will revise BS Health Sciences curriculum (i.e., remaining curriculum after rehabilitation services emphasis is removed). A CHHS Curricular workgroup will be convened by Associate Dean Henry in summer 2016. Individual academic units will submit necessary curricular changes to school curriculum committees during the fall 2016 semester.

   o **Hire 2 faculty at least one of which should TT (by Fall 2017)**

   o **Individuals impacted and how:**
     Students will be impacted positively with a curriculum tailored to their careers. Specifically, the creation of a stand-alone Rehabilitation Services major would lead to increased retention among current students, recruitment of students, employment rates, and levels of satisfaction for graduates. Additionally, a stand-alone Rehabilitation Services major will provide an increased opportunity for faculty, advisors, and NIU support staff (e.g., Career Services) to focus on career counseling for students and increasing degree related employment following graduation.

     Additionally, Pre-Physical Therapy curricular changes in the Health Sciences major will benefit students with an opportunity to identify a realistic and rewarding career plan early in their college career; especially those who are not competitive for Doctor of Physical Therapy programs. For example, nearly 100 Pre-Physical Therapy students over the past four years have changed their emphasis to Rehabilitation Services through exposure to rehabilitation services courses and faculty. Curriculum that exposes students to various career options will positively impact student career success and will be considered in the curriculum revision.

   o **Resources required/released:**
     1. The addition of (a) two faculty of which at least one being tenure-track and (b) 1 SPS to coordinate experiential learning would lower the need for adjunct instructors and add benefit to students.
2. Faculty and staff time is required to create curriculum changes and shepherd them through the curricular process.

- **Anticipated outcomes:**
  1. Given the required resources, the creation of a Rehabilitation Services stand-alone major would lead to, increased retention among current students, increase recruitment of students, increased employment rates and levels of satisfaction for graduates.
  2. With required resources, changes to the BS Health Sciences curriculum will increase student retention and alumni satisfaction with the major. Additionally, appropriate changes with adequate resources will likely increase major related employment rates among Health Sciences students.

7. **Summary of actions proposed in the Action Plan from this division:**
   Update curriculum and increase 2 instructional faculty of which at least 1 needs to be TT and add 1 SPS to achieve student career success, reduce student/faculty ratio, and improve retention and satisfactory progress to degree.
1. **Recommended action per the Task Force Report(s):** Category 1 – Enhanced. Impressive hands-on program that heeded recommendations of their external review. Admirable awarding of degrees and minors. Program needs to focus on increasing degrees conferred to minority students. AcTF agrees that hospitality should be a separate program AcTF also strongly recommends additional faculty hires to enhance scholarly productivity and reduce student/faculty ratio.

2. **Program(s) associated with this recommendation:**

   B.S. in Nutrition, Dietetics, and Hospitality Management, Comprehensive Major

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   None referenced

4. **Do you consider the action recommended to be reasonable?**

   Yes, we agree. Split into 2 majors has been approved and is being operationalized.

5. **What type of response to that recommendation do you propose?**

   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**

   a. Description of action steps (w/ timeline)
   1. For Nutrition, Dietetics, and Wellness (NDW), replace vacant faculty position and hire 1 new TT person to expand research productivity (NDW, Initiate Summer 2016 vacant position; Fall 2016 new position).
   2. For NDW, hire a Student Success/Internship Coordinator
      a. Support student experiential learning experiences
      b. Expand focus on minority student enrollment in the NDW program through engagement with related programs in area community colleges (Initiate Spring 2017)
   3. Invest in the modernization of laboratory spaces for both the Hospitality and Tourism Management (HTM) and NDW programs. These spaces include the Wirtz Foods Lab, the Chandelier Room Kitchen and Meeting Room (for purposes of a modern instruction space and compliance with public health regulations), and working with HSC in the modernization of the Ellington’s Restaurant. (Initiated in Chandelier Room Summer 2016) Investment should also include the modernization of the Nutrition Assessment Laboratory.
   b. Individuals impacted and how
   1. Faculty and students
   c. Resources required/released
   1. Hire 2 nutrition TT faculty positions and 1 SPS internship coordinator
   2. Funding for food laboratory upgrades including modernization of Wirtz 306, Chandelier Room (Adams 144), and the Nutrition Assessment Laboratory space in Wirtz Hall.
   d. Anticipated outcomes
   1. Continued success of students in programs
   2. Actively participate in CHHS strategic plan for diversity.
   3. Increased faculty scholarship productivity
   4. Increasing the number of HTM majors by about 50 per cent (to 120) by 2018-19.
7. **Summary of actions proposed in the Action Plan from this division:**

   Hire 2 TT faculty and 1 SPS internship coordinator for the NDW program and upgrade food learning laboratories to enhance student learning environments and student success.
1. **Recommended action per the Task Force Report(s):** Category 1: Candidate for Enhancement. An important program at NIU that is very short staffed. Number of students exceeds capacity, which will hurt the potential of program. Size has had a negative effect on scholarly productivity; scholarship infuses their teaching. There is a need for restructuring the program, advising and right-sizing the program to better align numbers of faculty and students.

2. **Program(s) associated with this recommendation:** B.S. in Nursing

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** No gaps identified

4. **Do you consider the action recommended to be reasonable?**
   Yes, we agree that increasing faculty/staff would help to address the capacity concerns.

5. **What type of response to that recommendation do you propose?**
   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   - Description of action steps (w/timeline)
     Incremental reorganization and enhancement of the undergraduate nursing program has been occurring since program review in spring 2015 and in anticipation of the upcoming accreditation report. Efforts to right size the program and improve the student outcomes include approval for: a stand-alone School of Nursing, increased number of faculty lines to somewhat reduce dependence on instructors, and increased administration and student support services. Additional resources were approved to grow the degree completion option because it requires limited clinical experiences, may be completed through distance learning, and is cost-efficient.

     Recruitment efforts to expand instructional support and faculty are underway (present – Fall 2017) including review of compensation.

   - Individuals impacted and how
     - Efforts to enhance the nursing program will lead to increased student success (degree completion and increased NCLEX scores and pass rate)
     - Increased enrollment in the RN-BS degree completion program,
     - Increased faculty scholarship

   - Resources required
     - Hiring of new 4 TT faculty, SPS instructional, and administrative support staff
     - Expansion of simulation labs (additional space and equipment upgrades)
     - Increased classroom and office space

   - Anticipated outcomes
     - Increased student retention in the nursing program
     - Increased faculty publications and grant monies.
     - More competitive compensation for faculty members.
     - Continued increase in student NCLEX-RN pass rates
7. **Summary of actions proposed in the Action Plan from this division:**

   Enhancement of the nursing program includes increased hiring of 4 faculty and 1 SPS, expansion of lab and office space, and increased faculty compensation. These will help to address capacity concerns and to improve student success, faculty scholarship, faculty retention, and reputation of the program.
1. **Recommended action per the Task Force report:** Category 1 – Candidate for enhancement. A strong program with high graduation rates and excellent performance on licensure exams. It appears to be cost efficient, but this may be at the expense of attracting high caliber faculty. Effective response to faculty shortage, particularly the online offerings as a way to manage student numbers. AcTF recommends that resources be committed to additional faculty hires to lighten teaching loads and enhance scholarly productivity.

2. **Program(s) associated with this recommendation:** M.S. in Nursing

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** No gaps identified. However, future market demand for the nurse practitioner track of the MS is quickly diminishing.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Significant New Action: besides needed attention to the graduate nursing program enhancement efforts must consider that market demand is increasing for doctor of nursing practice (DPN) nurse practitioner preparation rather than MS Nursing nurse practitioner preparation.

6. **If a Significant New Action is proposed, provide the following:**
   Description of action steps (w/ timeline):
   - Incremental reorganization and enhancement of the graduate nursing program has been occurring since program review in spring 2015 and in anticipation of the upcoming accreditation report. Efforts include a stand-alone School of Nursing and significant curricular revision to meet revised accreditation standards for the MS program and eventually a DNP (reviewed by the AcTF as a New Program) (2016-2017)
   - Also underway was approval for and advertisement for new faculty lines especially three nurse practitioner faculty who could also teach in the DNP program at market rates salaries (2016-2017).
   - Added support services include a full-time graduate program director and internship coordinator were hired in fall 2015.
   - Individuals impacted and how
     - Students have been impacted positively as a result of the (1) improved support for the graduate program and clinical placements, (2) program delivery online, and (3) revised courses that are better preparing student to be successful on the national certification examinations.
     - The continuing problems with salary compression for nurse practitioner faculty and recruitment of APRN faculty has had a negative effect on faculty. In addition to morale problems, faculty workloads remain heavy and interfere with their scholarly productivity.
   - Resources required/released:
     - Three additional nurse practitioner faculty positions
     - Expansion of simulation labs (additional space and equipment upgrades)
     - Increased office space
   - Anticipated outcomes
     - Improved ability to recruit and retain nurse practitioner faculty, improved scholarly productivity of faculty and students.
     - Well-coordinated transition to the DNP program for faculty and students
     - Nurse Practitioner faculty in the MS and in the DNP will participate in required professional practice.
7. **Summary of actions proposed in the Action Plan from this division:**

Enhancement of the graduate nursing program includes additional faculty, staff, salary, and space resources to meet market demand, achieve student career success, and promote student and faculty scholarship.
1. **Recommended action per the Task Force Report(s):** Category 2 – Candidate for unchanged resources. AcTF notes the B.S. in Communicative Disorders program has reached saturation and suggests right-sizing. Report made it difficult to differentiate the graduate verses B.S. program. Alignment to the university mission unclear. Consideration needs to be given to program’s future potential and increasing faculty scholarship.

2. **Program(s) associated with this recommendation:** B.S. in Communicative Disorders

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   The task force commented that it was difficult to distinguish the B.S. in Communicative Disorders program from the graduate program in Speech-Language Pathology. Both programs draw from the same pool of faculty resources and utilize the Speech-Language-Hearing Clinic as an outreach/engagement site. The purpose and student outcomes for the two programs are quite different. The undergraduate degree provides students a breadth of knowledge and critical thinking that can be applied in many contexts. The graduate degree focuses on ensuring students gain and demonstrate knowledge and skills required in clinical practice. It is true that as resources are shifted from one program, the other is impacted.

   The B.S. in Communicative Disorders program is aligned with the university mission in that it promotes excellence and engagement in teaching and learning. Students in the academic have a high rate of degree completion and employment. Students develop problem solving skills along with clinical and quantitative reasoning skills meeting baccalaureate student learning outcomes that make them competitive not just for graduate programs in a range of fields but also for satisfying employment.

4. **Do you consider the action recommended to be reasonable?**

   Yes, it is important for faculty to increase their research productivity. However, this is difficult with the number of undergraduate student engagement activities faculty offer and their simultaneous commitment with the graduate program.

   The program is working to develop additional resources for students so they understand the wide range of employment opportunities they have with the B.S. in Communicative Disorders. Such opportunities will continue to rise as medical advances improve and the age span of citizens are extended. The fact that COMD graduates have a strong understanding of normal and disordered communication (including hearing loss), disability, individual differences, along with clinical reasoning skills, make the program poised for growth.

5. **What type of response to that recommendation do you propose?**

   Routine Action

6. **If a Significant New Action is proposed, provide the following:** NA

7. **Summary of actions:** Continue excellent program with emphasis on increasing engagement activities for students and faculty.
1. **Recommended action per the Task Force Report:** Category 2 – candidate for unchanged resources. 
   AcTF notes that PhD in Health Sciences is a new program to the CHHS. AcTF is concerned about the future viability of that program with only 5 faculty but realizes the significant amount of interdisciplinary faculty in the college. Report indicated need for graduate students to enhance faculty research. This is a degree for NIU employees, which AcTF found to be and which may be a narrow focus for a PhD.

2. **Program associated with this recommendation:** PhD in Health Sciences

3. **If the Task Force indicated that there were gaps in the program narratives, what additional information can be provided here?**
   a. Regarding the low number of faculty dedicated to the PhD, faculty across the college play a key role with students as academic advisors. Upon admission, students are matched to a faculty member with a related area of research.
   b. Regarding concern about this degree being for NIU employees, please note that the program is intended to serve a much broader audience. For the Fall 2015 cohort, 10 of the 15 students admitted were fully employed elsewhere (5 out-of-state).

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?**
   Routine, while we feel that having only one dedicated faculty, a program director, is sufficient for program initiation, we recognize that with successive class enrollments the need for faculty dedicated to the program as part of their workload and placement of the PhD within an academic department may be a better option for sustainability (2017-2018).

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**
   Routine evaluation processes including achievement of program outcomes, costs and revenues, degree completion rates, and employment after degree and placement of program within a CHHS school.
1. **Recommended action per the Task Force Report(s):** Category 2 – Candidate for unchanged resources. The program does an excellent job graduating a diverse student population. Commendable efforts on increasing minority faculty and staff. Better data on external demand and degrees conferred are needed. Encourage program to continue recruiting male students into the program.

2. **Program(s) associated with this recommendation:**

   B.S. in Family and Child Studies Comprehensive Major

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

4. **Do you consider the action recommended to be reasonable?**

   Yes, we agree.

5. **What type of response to that recommendation do you propose?**

   Routine Action

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   Routine action will support continued recruitment from community colleges, student success, and faculty research activity.
1. **Recommended action per the Task Force Report(s):** Category 2 – Candidate for unchanged resources. Program with impressive service provided to those in need. AcTF notes diversity of students is good and encourages recruitment of males. Concern raised over the low minority graduation rate.

2. **Program(s) associated with this recommendation:**

   M.S. in Applied Family and Child Studies

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   Based on the FCNS data, the number of minority students enrolled in the program over the past five-year period (28-34%, mean=30%) and graduating over the five year period (50-100% mean = 84%). The AFCS faculty has placed a high priority on the recruitment of more minority students. Minority enrollment has increased from 28% in 2011 to 34% in 2014. Additional efforts are needed for the continuous growth of minority student enrollments, retention as well as to recruit more male students.

4. **Do you consider the action recommended to be reasonable?**
   Yes, we agree.

5. **What type of response to that recommendation do you propose?**

   Routine Action including development of an equity action plan for minority students and recruitment of male students.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   Continue curricular development, recruitment and retention efforts, to improve student success and faculty scholarship.
1. **Recommended action per the Task Force Report(s):** Category 2 – Candidate for unchanged resources. Excellent student pass rates on professional credential exam, and strong external demand for its graduates. Faculty scholarship data was missing. Program is at capacity and seeks ways to generate new revenues. AcTF encourages increasing grant funding, diversifying their student body and increasing availability of internships to expand.

2. **Program(s) associated with this recommendation:**
M.S. in Nutrition and Dietetics

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   Faculty was actively engaged in scholarship in the 5 years preceding the program prioritization report. 33 research articles in peer reviewed journals:

   Austin Journal of Nutrition & Food Sciences (1); British Medical Journal (1); Caribbean J. Home Economics (2); J. Family Violence (1) Patient Edu & Counseling (1); Health Expectations (1); Pub Health Nutrition (1); J Research in Childhood Ed (4); Infant, Child & Adolescent Nutrition (4); Edu Gerontology (2); J. Amer. Diet. Assoc. (2); J. Family & Consumer Sci. Res (3); J. Nutr. Edu & Behavior (3); J. Human Nutr. & Food Sciences (1); J. International Society of Sports Nutrition (2); J. Strength Conditioning Research (1); J. Food Service Business Research (1); Journal of Women's Health (1); Agro Food Industry Hi-Tech (1).

   The faculty was also been involved in many community and non-peer reviewed presentations and publications.

4. **Do you consider the action recommended to be reasonable?**

   Yes, we agree

5. **What type of response to that recommendation do you propose?**

   Routine Action to include hiring a TT faculty to replace a recent faculty resignation as mentioned BS in Nutrition, Dietetics, and Hospitality Management comprehensive major.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   One TT faculty to be hired to replace a recent resignation (noted in the BS action plan also) to support content areas essential for the graduate curriculum, growth of research and scholarship productivity, and upcoming changes to accrediting body standards and to seek growth opportunities for the graduate program.
1. **Recommended action per the Task Force Report(s):** Category 3 – Candidate for reduction in resources. Minor might have potential but narrative doesn't demonstrate it. Demand looks promising. AcTF found program difficult to assess without student data but appears to be growing and should continue.

2. **Program(s) associated with this recommendation:**

   General Minor in Family, Consumer, and Nutrition Sciences

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   Additional student related data for minors does not exist through existing sources.

4. **Do you consider the action recommended to be reasonable?**

   Yes, we agree.

5. **What type of response to that recommendation do you propose?**

   Routine Action, minor will be realigned in light of reorganization in College of Health and Human Sciences.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   Routine action will include curricular modifications for the minor in line with the CHHS reorganization.
1. **Recommended action per the Task Force Report(s):** Category 3 – Candidate for reduction in resources. Narrative lacked data on financial efficiency. Also needed to provide evidence of faculty artistry or scholarship. Although the number of student enrolled declined, the degrees conferred were stable.

2. **Program(s) associated with this recommendation:**

   B.S. in Fashion Merchandising

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   Cost effectiveness of the program was based on upper and lower division credit hour production and the cost ratio is comparable to the statewide average.

4. **Do you consider the action recommended to be reasonable?** Yes, we agree.

5. **What type of response to that recommendation do you propose?**

   - Routine - reduce by replacing the vacant TT faculty position with a Clinical Assistant Professor with industry experience to increase efforts for student recruitment and career success (2016-2017)
   - Evaluate in 2 years for increased growth in the FM major from 60 majors (2016) to 80 majors by 2018 and continue enrollments in minor.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   Hiring a Clinical Assistant Professor instead of a TT faculty to fill the open position with reduced resources. Reassess in 2018-2019 student growth and recruitment, faculty artistry and research activity.
1. **Recommended action per the Task Force Report:** Category 3 - Reduction of Resources. It is unfortunate that this program has fallen short of goal of officers commissioned. Program funding does not rely on institutional funding and thus was ranked accordingly so as not to compete with scarce resources.

2. **Program associated with this recommendation:** Military Science

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? No gaps identified by the Task Force but additional information may help with understanding of this program. With an NIU operating budget of $15,823.64 for 2014, students, who had their choice of universities to attend garnered scholarships to participate in Military Science programs, totally $296,824.54.

4. **Do you consider the action recommended to be reasonable:** No.
   
   A reduction in this very small outlay of NIU funds would make us less competitive to peer institutions in the state and region. Many of the students that participate in ROTC achieve the military science minor, with twelve students completing the upper level course, MILS 402 in Spring 16. Military science averages between 10-16 students that participate in the upper level military science minor course work each semester.

5. **What type of response to that recommendation do you propose?** Routine Action, continue operational budget and activities

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:** Continue operational budget and activities because the minor contributes to student success and links to the NIU mission. For example, as part of the curriculum, Military Science students are exposed to instructions on gender and race equality and inclusion as well as the regulatory and legal requirements that govern military members.
1. **Recommended action per the Task Force Report:** Category 4 – Candidate for transformation

   Program is important but seriously underfunded. Narrative says there are other gerontology programs in the state but does not say where this one fits. AcTF is concerned that there are no faculty to support this program. Despite potential external demand, this program is not succeeding. Program would benefit from transformation.

2. **Program associated with this recommendation:** Gerontology Area

3. **If the Task Force indicated that there were gaps in the program narratives, what additional information can be provided here?**

   RE: How this program fits in with other programs in the state - with only the minor and certificate programs we have fewer offerings than other universities with gerontology programs in the state. Most gerontology programs offer the graduate degree and/or undergraduate degree, as well as certificates. For example, Governors State has 2 undergraduate majors and a certificate; Dominican has 1 undergraduate major. Graduate degrees are available at: Eastern, Adler School of Professional Psychology; Concordia, National Lewis, and Dominican have degree programs, and the last 2 on the list have certificates as well. As noted, the labor demand highlights strong program potential if we develop a major to meet the mission of CHHS and NIU.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?**

   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**

   **Proposed actions steps:**
   - Reconvene the ad hoc advisory committee with 4 to 6 industry & 4 to 6 faculty members to review the curriculum requirements for an undergraduate major (2016)
   - Develop justification for a faculty director and full-time instructor hire to provide core didactic and experiential learning courses (fall 2016)
   - Develop a curriculum that includes existing courses in the college & NIU and new courses (2016-2017)
   - Develop new major proposal (2016-2017)

   **Individuals impacted and how:**
   - Undergraduate students will be prepared for jobs in this field through a major in gerontology/aging studies and across majors. Students’ comments in the gerontology courses state they are interested in a more comprehensive program.
   - Faculty scholarship in the areas of aging will be enhanced through collaboration when a core is established, as we weren’t able to do with the prior arrangement
   - Community agencies with increased numbers of students participating in fieldwork

   **Resources required/released**
   - We would need resources for 2 instructional staff and working space for those positions

   **Anticipated outcomes:**
   - Increased recruitment and retention of undergraduate students interested in this field as first-career or second-career options.
o Over the past 4 years, graduation rates with the minor topped at 12. We would expect at least that number with the major in the first couple of years and then double in 3 years.
o Enrichment of gerontology/aging studies related coursework for students across majors to work with aging adults expanding career readiness

7. **Summary of actions proposed in the Action Plan from this division:**
   Develop a new major with 2 added positions to increase academic program to support the undergraduate course offerings in this field and to meet unmet job demand and labor projections.
1. **Recommended action per the Task Force Report(s):** Category 4: Candidate for Transformation. Program has impressive engaged learning practicum and good student outcomes. Narrative has clearly articulated plans to improve program’s potential. AcTF recommends that program receive additional resources to pursue those plans, including eliminating degree-completion option and pursuing accreditation. Enhanced resources for student academic success needed as well.

2. **Program(s) associated with this recommendation:** BS in Public Health

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** No gaps identified

4. **Do you consider the action recommended to be reasonable?** Yes. Accreditation decision to be made after degree completion elimination, decreasing the number of emphasis, changes to the MPH, and further cost benefit analysis for accreditation.

5. **What type of response to that recommendation do you propose?**
   - Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   - Description of action steps (w/ timeline)
     - Specification of an undergraduate faculty program coordinator to work in collaboration with support staff (2016-2018).
     - Enhancement of resources for student academic success at the program and course level is desperately needed. This program accommodates many of the students who were not admitted to other programs with limited admission and need assistance with developing study skills, remediation, and developing life skills to be successful in college.
     - Development of a 5-year BS-MPH program.
   - Individuals impacted and how
     - Students would be impacted positively with these actions, improving their learning, graduation rates, and career success.
   - Resources required/released
     - Reallocation of resources from the graduate program faculty.
     - Explore options for resources to improve student academic success.
   - Anticipated outcomes
     - Improved student learning, completion rates, and career success.

7. **Summary of actions proposed in the Action Plan from this division:** Reorganize program resources with specification of an undergraduate faculty coordinator, developing student academic success resources, and developing a 5-year BS-MPH program.
1. **Recommended action per the Task Force Report(s):** Category 4: Candidate for Transformation. Excellent teaching and engagement, but difficulties recruiting admitted students. AcTF recognizes attempts made to improve program by collaboration and recommends program continue eliminating face-to-face delivery. Program needs marketing, outreach and full transition to on-line delivery.

2. **Program(s) associated with this recommendation:** Master of Public Health

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** None identified

4. **Do you consider the action recommended to be reasonable?** Yes, although development of a 5-year BS-MPH and potential collaboration with other NIU graduate programs, at this point largely F2F, will likely necessitate a strong F2F MPH track. Because the online delivery of the MPH is new, student recruitment efforts has been focused there, with less emphasis on student recruitment for students who desire F2F delivery of the MPH program. A new faculty Enrollment Committee was formed in the 2015-2016 academic year to address the decreasing enrollment in the F2F delivery of the MPH program. The faculty are working to increase F2F student enrollment for a variety of reasons. For example, the increasing faculty research efforts in CHHS requires graduate student involvement and presence on campus.

5. **What type of response to that recommendation do you propose?**
   - Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   - Continuing student recruitment efforts (face-to-face and online) (2016-2018).
   - Developing a BS to MPH 5-year program (in progress)
   - Collaborating with other graduate programs for shared coursework and/or dual degree
   - Increasing initiative to track student and program outcomes
   - **Individuals impacted and how**
     - Increased student enrollment and retention to right-size program
     - Faculty engagement with students and continued scholarship
   - **Resources required/released**
     - Unchanged
   - **Anticipated outcomes**
     - Increased enrollment by at least 10 per cent per year for the next 3 years
     - Revisit distribution of F2F track.

7. **Summary of actions proposed in the Action Plan from this division:** With the actions outlined in this report, the program will be transformed through resizing the program (increased enrollment), developing new recruitment streams, and using outcome data when making program-related decisions.
1. **Recommended action per the Task Force Report(s):** 4: Candidate for Transformation
   **AcTF Comments:** Program taught almost entirely by instructors and needs more TT faculty involved. Necessary for coaches and PE teachers; in demand by KNPE. Transformation might consider moving program to another department or college.

2. **Program(s) associated with this recommendation:** Minor in Health Education

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** None indicated.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?**
   - Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   - Description of action steps (w/ timeline)
     1. With the reorganization of CHHS, curriculum mapping and development is being pursued and will impact the minor in health education as well as other programs in the School of Health Studies. A decision about retaining the minor will be considered in the coming year.
   - Individuals impacted and how
     1. The minor in health education improves employability of students in coaches, PE teachers and students in KNPE as well as a number of CHHS majors. The decision to retain the minor or not has the potential to affect these students.
     2. The potential to impact our instructors.
   - Resources required/released
     1. Unknown at this time
   - Anticipated outcomes
     1. Unknown at this time

7. **Summary of actions proposed in the Action Plan from this division:** A decision about retaining the minor will be considered in 2016-2017.
1. **Recommended action per the Task Force Report(s): Deafness Rehabilitation:** Category 5. Candidate for Review. Data provided is insufficient. Narrative does not make a case for program continuation.

**NOTE:** action Proposed Minor in Deaf Studies: Program not currently endorsed by AcTF. AcTF applauds efforts to identify deafness in a cultural way rather than as a disability. Program is seen as a good idea, but this may not be a good time to proceed. The area is significantly understaffed in ASL and could use resources in that specific area and that may be more realistic than the minor. Is it possible to add cultural aspects to the existing AHCD minor on rehabilitation to fill the need for cultural awareness?

2. **Program(s) associated with this recommendation:**
   Minor in Deafness Rehabilitation (name changed to Minor in Deafness in the 2016-2017 catalog)

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   Since information about stand-alone minors is routinely sparse, it may be helpful to consider adding a question about minors to the alumni survey.

   CHHS faculty endorse this minor as a strong complement to our academic majors. Currently 106 students are declared minors (61 percent are CHHS majors).

   Students are committed to their education as demonstrated by an average GPA of 3.2 for all 2015 declared minors. Students maintain a B average throughout their time at NIU as evidenced by the average cumulative GPA for students at each academic level. Students attend sessions at the Speech-Language-Hearing clinic and observe hearing testing. In addition, they attend community events that require them to utilize American Sign Language to communicate.

   Many students in the minor are affiliated with the student association – Deaf Pride. As part of that, students participate in Deaf Coffee Chats, Deaf Awareness Week, Silent Weekend retreats, and the Deaf Expo.

   The minor enhances students' major coursework and supports the university mission by:
   • introducing students to Deaf culture and speech, hearing, rehabilitation professionals
   • increasing student respect for individuals who are different from themselves
   • augmenting students’ skill set that can be used in future employment settings
   • informing students of current technology used by individuals with hearing loss

**Question: 2.5 Persistence and Graduation - Discuss retention and graduation trends using the data provided. Where possible comment on appropriateness of time to degree.**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
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<td>18</td>
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</tr>
<tr>
<td>CLAS</td>
<td>13</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>COE</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
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<td>37</td>
<td>39</td>
</tr>
<tr>
<td>Total # of minors</td>
<td>143</td>
<td>151</td>
<td>122</td>
</tr>
</tbody>
</table>

The number of students who maintain the minor through graduation has increased modestly since its inception.

The Deafness Rehabilitation minor adds breadth to the NIU portfolio, providing students an opportunity to augment their major coursework. Students come to NIU because of the opportunities we
provide as part of the minor. In Illinois, NIU is one of two universities (SIU is the other) that offers a four course sequence in American Sign Language that is available for all university students. University of Illinois does offer an American Sign Language track, but it is only available to Human Communication Science Majors).

Thus, we propose continuation of the minor in deafness. We are open to working with FLSL to collaborate on plans for course offerings to meet students’ needs.

4. Do you consider the action recommended to be reasonable?

No, because there is significant student demand for this minor and anecdotal evidence suggests it attracts students who otherwise might not come to NIU.

5. What type of response to that recommendation do you propose?

Significant New Action

6. If a Significant New Action is proposed, provide the following:

Description of action steps (w/ timeline):
Complete curriculum revisions to include cultural component. All coursework within the minor will be evaluated by CHHS TT faculty in collaboration FLSL faculty and instructors for appropriateness of inclusion (fall 2016)
Explore the development of a course in cultural awareness of deafness (2016-2017)
Encourage NIU to develop a tracking system to collect all university required data (fall 2016). Perhaps our new advising software will allow for this.

Individually impacted and how:
Curriculum revisions will enhance the program offered to students. The home department of the minor handles the administrative load of advising over 100 students and makes sure courses are offered so students can have a timely graduation.

Resources required/released:
Funding for coursework for the minor in addition to the resources needed to meet student demand for ASL to meet the foreign languages requirement.

Anticipated outcomes:
Given that NIU is the only public university in the Northern Illinois region that offers this type of educational opportunity to students, it could be a draw to recruit students and career success.

7. Summary of actions:
The minor enhances students' major coursework and strongly supports the university mission related to student diversity and student success. The interest by students across colleges and collaboration between CHHS and CLAS indicates the broad appeal of the minor which currently has unmet internal demand. Given that NIU is the only public university in the Northern Illinois region that offers a 4-course ASL sequence, marketing of the minor has the potential to increase new student recruitment, especially if NIU is able to satisfy the demand for students wanting ASL to count as their foreign language requirement. However, marketing can only be done if additional sections of the ASL sequence can be offered.

Continued discussion and collaboration between Allied Health and Communicative Disorders and Foreign Languages and Literatures will ensure a quality curriculum that includes language, culture, and medical topics related to individuals with hearing loss. Instructional staff in all areas of the minor are eager to utilize available data to enhance the program.
1. **Recommended action per the Task Force Report(s):** 5: Candidate for Review Requests elimination

2. **Program(s) associated with this recommendation:** Certificate in Health Education

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** None identified

4. **Do you consider the action recommended to be reasonable?**
   NA. However since submission of program narratives, changes in related programs may impact decisions about the future of this program.

5. **What type of response to that recommendation do you propose?**
   - Routine Action. Given the proposed changes on delivery of the MAT and the MST at NIU, we would like to defer a decision about eliminating this certificate until further curricular changes with the graduate programs in CHHS are designed.
     1. Any students now in the program need to be allowed to complete their certificate.
     2. The certificate has no resources attached to it beyond the provision of the minor.
     3. Revisit program viability in one year.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:** Due to CHHS reorganization in progress, review program in one year.
1. **Recommended action per the Task Force Report(s):** Category N - Proposed partnership with COB in Information Management is good. Online aspect is a plus. Impressed by the work they have already done to get the pieces in order. A question: do the jobs mentioned in 2.1 require a bachelor’s? Will OMIS be able to support this degree? Like other interdisciplinary programs, connections and viability are in question. Could Computer Science also be brought in as a partner? Proposal doesn’t address how the curriculum is going to be similar to or different from what already exists. AcTF worried about the statement that they are working with the Foundation to get funding. Does the Foundation get involved in ongoing funding of program? Program could be a significant revenue generator for the university. AcTF supports this program if there are sufficient resources for new programs.

2. **Program(s) associated with this recommendation:** Bachelor’s in Health Information Management

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**
   Bachelor’s degree preparation is often satisfactory for entry-level employment in HIM. With the additional staff requested, OMIS said they can fully participate. Yes, Computer Science can be brought as a partner. Teaching loads and curriculum development will be determined once the major is considered a good investment. The role of the foundation was to facilitate identifying potential partners from external organizations to fund program development.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Routine response for program proposal development if administrative approval is indicated.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**
   Routine response for program proposal development if administrative approval is indicated in collaboration with CHHS, COB, and Computer Sciences.
1. **Recommended action per the Task Force Report(s):** Category New
   AcTF recognizes high quality of the faculty and high regard in which the nursing program is held. There is obviously a problem in comparison of faculty salaries with those available outside the university. This program has been in planning for some time. AcTF strongly supports this program if resources are available.

2. **Program(s) associated with this recommendation:** Doctor of Nursing Practice (DNP)

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?** NA

4. **Do you consider the action recommended to be reasonable?** Yes
   There is a clear urgency to implement the program, particularly in light of the 2016 statement from the National Organization of Nurse Practitioner Faculties (NONPF), the only organization specifically devoted to promoting quality nurse practitioner (NP) education at the national and international levels. According to the NONPF website, “Post-baccalaureate to DNP pathway, without a master’s exit point, should be entry level preparation for the NP role across all NP programs (NONPF, 2015). The expectation is that the post-baccalaureate to DNP pathway has critical learning experiences integrated throughout the curriculum so that full educational preparation of the NP is achieved only upon completion of the entire DNP program. Moreover, NONPF is committed to developing resources to advance this transition to a seamless, integrated, post-baccalaureate DNP curriculum.”
   This policy requires that stand-alone master’s level NP programs, such as the one at NIU, are to be integrated into a post-baccalaureate DNP program. National nursing accreditation standards can be expected to be revised to require stand-alone master’s level NP programs to be integrated into a post-baccalaureate DNP program. This matter has taken on even greater urgency as the MS enrollment is steeply declining in the Nurse Practitioner track. Potential applicants are already shifting away from NIU as they seek a DNP program and demand for the Master’s-level practitioner degree weakens.

5. **What type of response to that recommendation do you propose?**
   Significant New Action

6. **If a Significant New Action is proposed, provide the following:**
   o Description of action steps (w/ timeline)
     2. Hiring of necessary personnel including a TT or Clinical faculty as DNP director; 1 TT or and 1 Clinical DNP faculty (Fall 2016).
     4. Hiring consultants and other experts to assure the program is implemented according to nationally recognized best practices (2016-2017).
     5. Developing and beginning implementation of a recruitment plan for DNP students need to be developed in fall 2016.
     6. Admitting students to the program in spring 2017 for a fall 2017 start.
   o Individuals impacted and how
1. NIU will have a graduate program that is attractive to students in the region, educates a large number of students, and prepares them for working in the field.
2. Faculty salaries will be market competitive to ensure recruitment and retention.
3. Faculty will be able to participate in scholarship, research, and required professional practice.

   o Resources required/released
      1. Three additional DNP faculty (including director), one administrative support specialist, and two Graduate Assistants.
      2. Expansion of simulation labs (additional space and equipment upgrades)
      3. Increased office space
      4. Resources needed to hire consultants and other experts to assure the program is implemented according to nationally recognized best practices.

   o Anticipated outcomes
      1. To maintain a graduate nursing program at NIU, a DNP program needs to be implement at NIU in fall 2017, if at all possible.
      2. Students will have a quality DNP program.
      3. Faculty will participate in scholarship, research, and practice.

7. **Summary of actions proposed in the Action Plan from this division:**

   Hiring necessary faculty and staff with sufficient work space, operationalizing curriculum, marketing to potential students, and improving the simulation learning space.
1. **Recommended action per the Task Force Report(s):** Category 1 – Candidate for enhancement. This program provides high-quality childcare to the community and excellent educational experiences for students interested in early childhood development. It is an important program to attract and retain students, faculty, and staff. The program has the potential to grow as demand for childcare is great. Although the task force does not necessarily recommend merging this program with Campus Childcare Services because their missions are different, the two entities should consider opportunities for synergies. The university should consider housing both in the same facility. The task force recommends enhancing the program by investigating the ability to expand the capacity of the facility and improving the physical space in which it is housed.

2. **Program(s) associated with this recommendation:**

Child Development Laboratory

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

None requested

4. **Do you consider the action recommended to be reasonable?**

Yes, we agree.

5. **What type of response to that recommendation do you propose?**

Significant Action include discuss potential for increased collaboration and possible shared services with Campus Child Care.

6. **If a Significant New Action is proposed, provide the following:**

   o **Description of action steps (w/ timeline)**
     1. Increase the capacity of the CDL. Currently, the CDL has the capacity to support 44 children. With the addition of a preschool classroom, the CDL would be able to support additional children from the community and allow more students completing their practicum experiences.
     2. The CDL will explore opportunities for collaboration with the Campus Child Care Center for potential use of space to support the academic mission of FCNS and the CDL (summer and fall 2016).
     3. Increased use of the CDL to support NIU faculty research in the areas of child development and professional development (i.e. simulation studies).

   o **Individuals impacted and how**
     1. The expansion of the CDL will impact students by providing increased access to the child development emphasis in FCS. This is particularly important in light of expected increases in transfer student enrollments following the development of new articulation agreements with four community colleges.
     2. Expansion of research opportunities for both NIU students and faculty.

   o **Resources required/released**
     1. Financial support for the costs associated with an additional CDL classroom (i.e. remodeling and furnishings).
     2. Financial support to purchase new equipment to support simulation activities in the CDL

   o **Anticipated outcomes**
     1. Increased growth in the child development emphasis major by 18 students
2. An additional 20 local children served through the CDL

7. **Summary of actions proposed in the Action Plan from this division:**

The action plan calls for investigating additional collaboration with Campus Child Care. Plans also include expansion of the CDL with one additional preschool classroom. This classroom would support 18 new NIU students in the child development emphasis of the BS in FCS and also provides services for 20 additional children from the surrounding community.
1. **Recommended action per the Task Force Report: Category 2. Continue with no change in resources (Sustain).**
   This program identified several cost savings opportunities and the task force recommends that the unit implement those measures. Doing so will allow the program to efficiently spend its current resources. Cost-saving measures include utilization of the new SSC CAMPUS for note-taking, appointment scheduling, and tracking of students not likely to be successful in their major. This program should also consider collaboration with the Academic Advising Center for targeted advising of pre-major students who are not competitive for admission to their programs. These changes will ease the demand for advisors and allow faculty advisors to focus more on career mentoring and advising.

2. **Program(s) associated with this recommendation:**
   CHHS College Advising

3. **If the Task Force indicated that there were gaps in the program narratives, what additional information can be provided here?** No gaps were identified.

4. **Do you consider the action recommended to be reasonable?** Yes, with the exception of the recommendation that pre-majors be advised outside the college. CHHS advisors have the expertise and skill set important for targeted advising of pre-majors. CHHS college advisors all have master’s degrees in student development, higher education, and/or counseling and have the expertise in the majors in the college to best serve the currently enrolled students as well as the prospective students seeking specific information about our programs. In working with pre-majors and prospective students, it’s critical that the advisors have a clear understanding about majors within the health and human services and have good working relationships with faculty and administrators within the schools.

5. **What type of response to that recommendation do you propose?** Routine Action including: collaborating with faculty in curricular redesign of the Health Sciences major addressing the challenges of “pre-majors” (2106-2017); incrementally moving upper level students to the college advising office to promote consistency in academic advising (having faculty involved in career advising and mentoring); and collaborating with AAC.

6. **If Significant New Action is proposed, provide the following...** not applicable

7. **Summary of actions proposed in the Action Plan:**
   CHHS College Advising to continue provide academic advisement to CHHS freshman and sophomore students (including pre-majors) and transitioning to include juniors and seniors as departments request. CHHS director and advisors will continue to collaborate with faculty in curricular redesign of the Health Sciences major and to be involved in the development of SSC-campus and utilize the system as it becomes available.
1. **Recommended action per the Task Force Report(s):** Category 2 – Continue with no change in resources. This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate as it is performing at a high level.

2. **Program(s) associated with this recommendation:**

   Couple and Family Therapy Clinic (CFTC)

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   None requested

4. **Do you consider the action recommended to be reasonable?**

   Yes, we agree.

5. **What type of response to that recommendation do you propose?**

   Routine Action including discuss possible synergies and coordination of referrals, especially student referrals, with other counseling centers on campus and further development of external referral network.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division:**

   Routine action includes expanded referrals to the CFTC for student clients and local residents and increased service to NIU students. The action plan will also support additional opportunities for students in the marriage and family therapy specialization of the Applied Family and Child Studies MS degree to work with individuals from diverse backgrounds and increased student/faculty research activity.
1. **Recommended action per the Task Force Report(s):** Category 2 – Candidate for unchanged resources. Physical Therapy Clinic This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate and it is performing at a high level.

2. **Program(s) associated with this recommendation:** Physical Therapy Clinic

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   While no gaps were identified, it is important to note the primary purpose of the clinics is to provide the lab component to our academic programs (Doctor of Physical Therapy). Here students evaluate and treat patients alongside our clinical and academic faculty.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Routine Action

   We have initiated an Electronic Health Record System to satisfy insurance billing requirements. While this will greatly benefit our students who must utilize such systems in their external clinical and future employment, it has added a large expense to the clinic by doubling our clearinghouse billing expenses each month, and adding annual EHR fees and covering with course fees/differential tuition to cover this expense. Continue to collaborate with the DPT academic program.

6. **If a Significant New Action is proposed, provide the following:** NA

7. **Need summary of actions.** In continued collaboration with the Doctor of Physical Therapy academic program, offer high quality learning experiences for students and clinical services for the community.
1. **Recommended action per the Task Force Report(s): Category 2 – Candidate for unchanged resources Speech-Language-Hearing Clinic** 
   This program provides students with an excellent experiential learning opportunity and the community with a valuable service. The resources devoted to the program appear adequate and it is performing at a high level.

2. **Program(s) associated with this recommendation:** Speech-Language-Hearing Clinic

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   While no gaps were identified, it is important to note the primary purpose of the clinics is to provide the lab component to our academic programs (Doctor of Audiology and Masters in Speech-Language Pathology). Here students evaluate and treat patients alongside our clinical and academic faculty.

4. **Do you consider the action recommended to be reasonable?** Yes

5. **What type of response to that recommendation do you propose?** Routine action

   We have initiated an Electronic Health Record System to satisfy insurance billing requirements. While this will greatly benefit our students who must utilize such systems in their external clinical and future employment, it has added a large expense to the clinic by doubling our clearinghouse billing expenses each month, and adding annual EHR fees and covering with course fees/differential tuition to cover this expense. Continue to collaborate with the SLP academic program.

6. **If a Significant New Action is proposed, provide the following:** NA

7. **Need summary of actions.** In continued collaboration with the Audiology and Speech-Language Pathology academic programs, offer high quality learning experiences for students and clinical services for the community.
1. **Recommended action per the Task Force Report**: Category 4 – Requires transformation: The program narrative states that the CHHS College Office’s “current structure leads to inefficiencies.” As a result, the program is in the process of being reorganized. The task force believes that this transformation should continue and be re-assessed at a future date.

2. **Program associated with this recommendation**: CHHS College Office

3. **If the Task Force indicated that there were gaps in the program narratives, what additional information can be provided here?** To clarify the narrative in 5.1 Opportunity Analysis, we were referring the current structure of the college which is being reorganized, not the college office.

4. **Do you consider the action recommended to be reasonable?** No, CHHS College Office will remain the primary administrative unit of CHHS is not undergoing reorganization.

5. **What type of response to that recommendation do you propose?** Routine response. Operationalization of reorganization for the college level functions.

6. **If a Significant New Action is proposed, provide the following:**

7. **Summary of actions proposed in the Action Plan from this division**: Transformation of the CHHS College Office not needed. Continuation of college level functions including operationalization of reorganization.
College of Law Academic Program

Recommended action per the Task Force Report(s):

Enhance

Program(s) associated with this recommendation:

Law

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

Not Applicable

Do you consider the action recommended to be reasonable? Yes/No (if no, why not)

Yes

What type of response to that recommendation do you propose?

Significant New Action

If a Significant New Action is proposed, provide the following:

Description of action steps (w/ timeline); Individuals impacted and how; Resources required/released; Anticipated outcomes

- The College of Law (COL) has grown since its inception in the early 1980s to become a high profile and high impact program of NIU. Alumni practice law in a variety of settings, and also hold positions of leadership throughout the State of Illinois and the region, including over 90 judges and many elected officials as well as business leaders. The College is ranked among the top 10 law schools in the country with respect to the percentage of its graduates who enter careers in public service (including government service and the non-profit sector). In recent years, the COL has been challenged by a change in the landscape of legal education that has seen diminished applicant pools and increased competition from peer schools. But despite this, the College has retained significant strength and is poised to become even stronger.

- The College of Law cannot continue to compete effectively, however, without additional teaching resources and without attention to its facilities. The Task Force recognized the former concern when it noted that “faculty have a higher credit-hour rate per T/TT” even while maintaining a “higher retention rate than state peers.” The Academic Task Force Report also noted that “student to professor ratio is higher than peers,” and that “resources may be required to hire new faculty.” The COL has lost five tenured faculty in the past two years, due to four retirements and one death, leaving it with three-fourths of the full T/TT teaching force that it has historically relied upon to offer core classes and
traditional electives as well as clinical and experiential courses. Emeriti and adjunct faculty have been used to fill some of the unmet need, but there are costs and inefficiencies associated with this practice, and it is suboptimal in terms of building meaningful student relationships and promoting effective learning outcomes. The Task Force noted the “need to improve graduating diverse students,” which is a priority for the COL, but this effort is hampered by understaffing among T/TT faculty.

- The Academic Task Force did not focus on the challenges posed by the College of Law facilities, but the inadequacies of the space are well known and have been the subject of attention from the COL’s principal accrediting entity, the American Bar Association, as well as University Administration. Among the concerns: many T/TT faculty are in basement-level interior offices with no natural light; the HVAC systems are inconsistent; cracked and lime-stained window panes are common; there is limited effective small classroom space for seminar courses; and some office space is separated from the main part of the building, leading to underutilization and a sense of isolation for those who do use the space.

- **Action steps**
  - Faculty
    - **Hire** Tenure Track faculty to return to historical strength of 20 faculty (Timeline: recruit 2-3 in fall 2016 for start in 2017-18 AY; recruit 2-3 in fall 2017 for start in 2018-19 AY.)
      - Hiring will target new faculty who can cover first year and bar-required courses and also build on existing strengths, leverage regional and national resources, and contribute in unique ways to legal scholarship.
      - A strategic priority will also be placed on new faculty who can engage the rest of the University and pursue collaborative interdisciplinary research with the potential for external funding.
        - This may include collaborating in joint appointments with relevant colleges and faculties.
  - Recruitment and retention support
    - Reassign some admissions duties to support **upstream recruitment** from a stronger applicant pool as well as transition into law school, academic success, and **retention** (Timeline: fall 2016).
      - Particular attention will be paid to student recruitment functions and to the retention of a diverse and capable class with a high probability of passing the bar exam.
    - Hire a staff person to develop and manage **co-curricular and academic support initiatives** that directly complement COL academic programs and promote the retention and career success of a diverse and engaged student body (Timeline: fall 2016).
  - Academic programs
    - Expand academic programs within the College of Law with a new 28-credit (one year if full time) **Masters in Jurisprudence** (M.J.) which will be initiated as a stackable certificate (Timeline: draft proposal fall 2016;
COL faculty review fall/winter 2016/17; University and additional review (including Higher Learning Commission, Illinois State Board of Education, and American Bar Association) spring/fall 2017; anticipate offering stackable certificate courses commencing by spring 2018 with M.J. in place by fall 2018, possibly sooner).

- **Expand clinical offerings** with some external grant/gift support: up to three possible new clinics: (1) immigration and/or policy; (2) “low bono” incubator for middle income clients; and/or (3) environmental law and policy (Timeline: draft proposal in fall/winter 2016; COL faculty review spring 2017; University and further review fall/winter 2017/18; external fundraising to commence as soon as draft proposal(s) are ready; anticipate offering new clinical placements and course by 2018/19 AY).

- Establish an **academic presence in Chicago** to better serve students working in that market over summer as well as alumni practicing there, and to strengthen student recruitment. (Timeline: offer a pre-degree preparatory course for prospective students in spring 2017; offer summer courses from existing curriculum by summer 2017).

- **Add online course offerings.** (Timeline: draft proposal fall 2016; COL faculty review fall/winter 2016/17; University and further review spring/fall 2017; anticipate offering courses commencing spring 2018, possibly sooner).

- **Expand and strengthen existing “3+3” programs** with undergraduate schools and departments within the University as a means to strengthen undergraduate programming and build a stronger pipeline for law school recruitment. (Timeline: the process has already begun and will continue through 2016/17 AY).

  - Scholarships (Tuition waiver)
    - **Reassess and increase the number of tuition waivers** available to the entering class in order to attract stronger students and increase class size to historically-recognized optimum levels. (Timeline: The process has already begun, and a request to increase the number of tuition waivers available is being considered for the fall 2016 entering class).

  - Facilities
    - **Adapt the College of Law space within Swen Parson Hall to connect offices** that are separated from each other by relocating three library stacks, adding a wall to enclose the library space, and opening a corridor from the main law building to the north wing, which houses COL offices as well as the Bursar’s office and other University offices (Timeline: late 2016 or early 2017).
    - **Identify additional space** that can be used for small classrooms and seminar rooms and for faculty (Timeline: uncertain because it will require other users to identify alternate space and relocate).
    - **Interface with Facilities Management and Campus Services** to seek repairs on a timely basis.
• **Individuals impacted and how**

  o Students will be impacted most immediately by having additional full-time instructional support, more access to T/TT scholars as teachers, advisors, and mentors, and more effective instructional space.
  
  o Faculty will be impacted by having additional colleagues who are active scholars and teachers, who can offer courses not otherwise available which address topics of concern relating to diversity issues and which will support stronger bar passage rates, and who can support efforts to “improve graduating diverse students” as called for by the Task Force.
  
  o Faculty and staff will be impacted by having improved teaching space and workspace, and by having more efficient access to each other to coordinate administrative other matters and more efficient access to students.
  
  o Prospective students will be impacted by the stronger range of programs available for study, by the improved physical space, and by better access to the Chicago market.

• **Resources required/released**

  o Faculty
    ▪ $85-95,000 per line, average (plus benefits), for a relatively junior hire.
  
  o Recruitment and Retention
    ▪ No additional funding to reassign admissions functions to recruitment officer.
    ▪ $50-60,000 per year, estimated, for staff person to develop and manage co-curricular and academic support initiatives.
  
  o Academic Programs
    ▪ To be determined; grants and gifts will be sought to make the programs self-sustaining where possible.
  
  o Scholarships (tuition waivers)
    ▪ It is likely that this program will result in a net increase in resources available to the COL and the University because tuition waivers used to attract students who would otherwise not matriculate will result in net revenue rather than expense. Data are being gathered to support a careful analysis which will be presented with a tuition waiver increase proposal.
  
  o Facilities
    ▪ To be determined; a request to estimate the cost of initial work to adapt existing space has been made to the Vice Provost for Resource Planning.

• **Anticipated outcomes**

  o Attract, recruit, and retain a stronger incoming class, with a goal of an entering median LSAT at 149-152 or higher within 4-6 years.
  
  o Increase enrollment to size that the COL faculty has identified as optimal for the College, between 110-120 students within 4-6 years (in the past few academic years, enrollment has fallen below 90).
Create legal education opportunities for students who do not wish to practice law and therefore do not need a three-year professional JD degree (it would be premature to identify a target enrollment size).

Create additional experiential learning opportunities through legal clinics (in compliance with ABA standards) in a manner that also serves the community through the provision of legal services to low income, modest income, and marginalized populations.
College of Law – Law College Office

Recommended action per the Task Force Report(s):

Reduce

Program(s) associated with this recommendation:

Law

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

Not Applicable

Do you consider the action recommended to be reasonable? Yes/No (if no, why not)

No

What type of response to that recommendation do you propose?

Routine Action

Basis for Response and Plan of Action (Routine – “Plus”):

- The recommendation to “reduce” the College of Law – Law College Office might appear consistent with key goals of the Program Prioritization process (to manage intentionally, to collaborate, and to eliminate excess capacity and realize economies of scale). But the recommendation to reduce resources reflects a misunderstanding of the role of the Law College Office in assuring the effective operation of a complex graduate academic program, and fails to account for the critical function of the College Office during a time when existential challenges within legal education eclipse even the fundamental and systemic challenges facing higher education more generally.

- The Law College Office directly advances the COL’s mission by providing essential support and leadership for the College of Law Academic program. It is comprised of the office of the Dean and the two associate deans, records and registration, budget, alumni affairs, public relations, website maintenance, IT support, faculty support services, and support services for the College’s four legal clinics. The office ensures the day-to-day operation of the school in all its forms, and also provides leadership and vision for the school through the deans and directors.

- Paradoxically, the College of Law Office is identified for “reduced” resources by the Administrative Task Force Report even as the College of Law itself is identified for “enhanced” resources by the Academic Task Force. These two recommendations are incompatible, and taking conflicting paths with respect to functions that are inextricably linked would reverse gains that can be realized from an enhanced academic program, if not imperil the sustainability of the academic program altogether.
The Task Force may have compared the Law College Office to other College Offices and concluded that because the Law College Office serves a smaller number of students, its costs should accordingly be lower. To the extent that this was the reasoning, it is important to realize that there is no way to meaningfully “scale down” the functions or costs of a College Office. In addition, many of the duties (and costs) that the Law College Office assumes are typically found at the department level in other Colleges, so the Law College Office is essentially serving the combined functions of departmental offices as well as College Offices.

Although the recommendation that the Law College Office “reduce” in size is not reasonable, the COL recognizes the important program prioritization goals of intentional management, collaboration, elimination of excess capacity, and realizing economies of scale. The COL has formulated – and is already implementing – a plan of “routine action plus” that will realign and strengthen functions and realize efficiencies to assure that the personnel and resources of the College Office are deployed to maximum effect. These measures include:

- Reassigning some admissions duties to support transition into law school, academic success, and retention (Timeline: fall 2016)
  - Particular attention will be paid to student recruitment functions and to the retention of a diverse and capable class with a high probability of passing the bar exam.
  - This will mean attention to co-curricular and academic success programs as well as equity and diversity initiatives
- Segregating internet-based communications strategies (essential for recruiting prospective students and communicating with existing students, alums, and other constituencies).
- Creating rational management groups within the Law College Office to better identify and manage for goals and impact.
- Encouraging greater integration among all functions that provide student services to assure a continuum of services from the moment a prospective student is identified to the time a graduate becomes an alumni – through recruitment, matriculation, academic advising, career counseling, and alumni relations.
- Promoting greater individual responsibility, creativity, and ownership of results among all College Office directors, managers, and staff (from senior staff to custodial staff) so that they may better function as members of a dynamic and collaborative team.
Recommended action per the Task Force Report(s):
Review

Program(s) associated with this recommendation:
Law

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
Not Applicable

Do you consider the action recommended to be reasonable? Yes/No (if no, why not)
No

What type of response to that recommendation do you propose?
Routine Action

Basis for Response and Plan of Action (Routine – “Plus”):

- The Administrative Task Force recommendation that the COL Admissions and Financial Aid functions “be considered for possible absorption by the Graduate School’s admissions office and the central Financial Aid and Scholarship offices” might appear to advance the program prioritization goal of consolidation and non-duplication of services, but the recommendation ignores the following very basic facts regarding law school recruitment:
  - The COL draws from a different candidate pool than the Graduate School.
  - Law admissions candidates take an entirely different entry exam (the LSAT, not the GRE).
  - Law admissions are managed through an agency unique to the law school recruitment process, the Law School Admission Council (LSAC).
  - The LSAC – again, the only pathway to law admissions – manages proprietary software as a portal for applicant transcripts, letters of recommendation, and other data, including a standardized statistical analysis for the evaluation by law school admission officers.
  - The basic Constituent/Customer Resource Management (CRM) software for law applicants is a proprietary system established and maintained by LSAC called ACES2, and the software requires specialized training and is a component of the COL’s membership in LSAC.
  - COL accreditation entities (the American Bar Association (ABA) and the Association of American Law Schools (AALS)) – which have specific and
detailed regulations regarding recruitment and admissions practices – are entirely different entities which have no relationship with the Graduate School.

- The COL recruitment cycle and season are distinct from the Graduate School.
- COL faculty are actively involved in recruitment because they have unique perspectives that strengthen the connections COL seeks to establish with prospective students.
- Because the COL operates through faculty governance, a majority of JD applications go through a holistic review by a law faculty admissions committee.
- The COL conducts legal-education-specific evaluative interviews with an increasing percentage of the applicant pool, both to assess suitability for the study of law and to improve recruitment results.
- The financial aid function, though primarily acting as a liaison with the university financial aid office, also serves as an important contact point for students during recruitment and helps the COL to manage the use of scholarship funds critical to attracting the best students.

- Although the Task Force recommendation that the COL Admissions and Financial Aid transform and that its functions “be considered for possible absorption” is unreasonable, COL recognizes the important program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale. The COL is formulating a plan of “routine action plus” that may offer resource savings and opportunities for collaboration. These measures include:
  - Expanding 3+3 programs that serve, in essence, as joint recruitment opportunities for undergraduate programs and the COL.
  - Exploring opportunities to share prospect information with the Graduate School, particularly with respect to inter-disciplinary programs.
  - Exploring the possibility of identifying COL candidates through the Graduate School’s CRM database.
  - Offering the Graduate School the ability to query prospects from the COL CRM, ACES2.
  - Collaborating, and possibly sharing personnel, to attend additional graduate and professional school fairs.
  - Exploring with the Graduate School the possibility of supplementing the COL’s use of the ACES2 CRM software with the University standard, Hobsons, through training, license sharing, or personnel support.
College of Law Career Opportunities and Professional Development

Recommended action per the Task Force Report(s):

Review

Program(s) associated with this recommendation:

Law

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

Not Applicable

Do you consider the action recommended to be reasonable? Yes/No (if no, why not)

No

What type of response to that recommendation do you propose?

Routine Action

Basis for Response and Plan of Action (Routine – “Plus”)

• The Administrative Task Force recommendation rests on the premise that “this career service function in the College of Law duplicates the efforts of the Career Services office in Student Affairs and Enrollment Management,” and on this basis suggests that “the program could benefit from merging with the central office to allow for expanded resources for their students and their staff.” But the premise is incorrect.

• The COL Career Opportunities and Professional Development (Career Office) fulfills its mission through entirely different means than those of Campus Career Services (CSS):
  o COL Career Opportunities supports the placement of graduates who hold professional degrees in unique positions that require those professional degrees, and in most cases also require state licensure. In short, COL Career Opportunities supports the placement of licensed attorneys CCS does not.
  o The graduates supported by COL Career Opportunities must, by law, possess the Juris Doctor (JD) degree awarded by COL. The graduates supported by Career Services (CSS) do not.
  o The model used by the COL Career Opportunities relies on building long-term relationships within the legal community – licensed members of the bar, judges, public officials, and others who hire attorneys. Much of the professional effort of the COL Career Opportunities personnel is focused on building and maintaining these relationships. By contrast, CSS is primarily informative in nature (e.g., postings/job fairs). The COL Career Opportunities personnel operate in a market that is bound by tradition and restricted by law and strict licensure requirements –
a market that is limited in unique and often nuanced ways. CCS, by contrast, operates in a job market that is unbounded and potentially limitless in the range of placement alternatives.

- Because of the nature of the legal job market, COL Career Opportunities relies on the practice of engaging and counseling law students from almost the moment they matriculate – helping them with curricular and co-curricular choices that will ultimately influence and support career choices. COL Career Opportunities averages over 230 individual counseling sessions per year for a student population of approximately 250. This practice is standard in every law school in the country. It relies upon a presence in the COL and a constant interaction with students, faculty, and other professional staff.

- Career development within law schools is also supported by a unique national association dedicated to law placement, the National Association of Law Placement (NALP). The COL contacted NALP with respect to the recommendation in the Task Force Report, and was informed that NALP is not aware of any law school which offers career services through the greater university’s career services office. NALP staff surveyed law school career services directors regarding their reporting lines. All responded that they report to a law school dean or associate dean. None report to other units within the university.

- Contrary to advancing the goals of Program Prioritization, the recommendation that COL Career Opportunities merge with CSS would create unintended costs and inefficiencies. Although the Task Force posited that a merger could “allow for expanded resources for” students and staff, it would simply distract COL staff and degrade the high level of specialized services available to COL students – services that sustain a strong placement rate for graduates and the availability of which help to recruit prospective students.

- Although the merger recommendation is unreasonable, the COL recognizes the important program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale:
  - COL Career Opportunities already cooperates with CCS by sharing job posting wherever relevant. If CCS receives postings for attorney positions, they forward them to COL and COL sends to CSS non-attorney postings that we receive.
  - COL students are informed of the services (postings/job fairs) provided by CSS – which are especially helpful for students seeking non-legal career options.

- In order to strengthen its plan of routine action (routine “plus”), COL will explore any opportunities for collaboration and resource sharing that would be feasible in the context of the unique needs of professional student career development.
College of Law - Law Library

Recommended action per the Task Force Report(s):

Transform

Program(s) associated with this recommendation:

Law

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

Not Applicable

Do you consider the action recommended to be reasonable? Yes/No (if no, why not)

No

What type of response to that recommendation do you propose?

Routine Action

Basis for Response and Plan of Action (Routine – “Plus”)

- The Administrative Task Force recognizes that the Law Library is “is important to the mission of the university” but “recommends transformation that may include consolidating with the main library to increase administration and operational efficiencies. The law library could remain a stand-alone facility, but the reporting lines may be adjusted in the transformation.” This recommendation elides the fact that the substantial majority of the Law Library collection consists of unique resources dedicated to the needs of the students at the COL, that the professional staff at the Law Library have specialized training to manage this resource, and that many of the Law Library staff also teach core research courses within the COL curriculum, support research of T/TT faculty, and conduct and publish their own original legal research. Among the many reasons for a dedicated Law Library, separately administered, within the College of Law:
  - COL’s principal accrediting entity, the ABA, has specific Accreditation Standards for Law Libraries (Standard 600, et. seq.) as well as law librarian tenure standards that cannot be met with a consolidated operation.
  - The law library director holds a tenure-track position within the College of Law.
  - The law library’s budget must be a separate and consistent budget allocation made with the input of the College of Law Dean and Director of the Law Library according to the ABA Standards for Accreditation.
  - Law librarians teach a two-term required Basic Legal Research course (Law 511 and Law 512) as part of their full-time work obligations, which requires specialty expertise and joint degrees.
• COL law librarians in public services have Master’s degrees in library science as well as law degrees, and these dual degrees are essential to properly assist faculty and students with legal research questions.

• Law librarians assist students with legal research (in both a teaching and reference support role) and also support student moot court and the student-edited law review research.

• Law librarians also actively serve on law school committees each year and provide numerous reports/research to bolster the academic life of the law school. Creating a separate reporting/structure/consolidation with the Founders library would take law librarians away from that vital work within the law school and, effectively, create more work for law librarians who already teach, manage law library resources, provide reference work, and coordinate a research assistance program for law faculty.

• A key program prioritization goal – realizing economies of scale – could be impeded rather than advanced by consolidating and adjusting library reporting lines:
  
  o Some COL Law Library databases and licensing agreements would become more expensive if the University library is included because the law school negotiates for access to those databases on a per-student (FTE) basis.
  
  o Some current law library consortia agreements must be maintained with peer law libraries to achieve savings and efficiencies for Law Library operations (e.g., interlibrary loan collaboration with peer law libraries).

• Although the consolidation and adjusted reporting-lines recommendation is unreasonable, COL recognizes the important program prioritization goals of collaboration, elimination of excess capacity, and realizing economies of scale. In order to strengthen its plan of routine action (routine “plus”) the Law Library is already working with the Founders Memorial Library in conjunction with COL budget cuts to maximize our efficiencies and to work toward economizing our shared purchases in print (Oxford/Cambridge University Press titles and shared special collections plus interdisciplinary titles) and when considering current and future purchases for online databases of shared interest.

• COL will continue to explore synergies with the Founders Memorial Library and work to cement efficiencies in place while energizing new/existing cooperative initiatives during the next five years and into the foreseeable future. These possible synergies include:
  
  o Monthly Administrative Meetings with Management Teams (Law Library/Founders).
  
  o Collection Development (Interdisciplinary Titles/Oxford + Cambridge University Press).
  
  o Institutional Repository Development (Huskie Commons).
  
  o LibGuides Research Guide Expansion and Coordination for Better Marketing of Shared Resources.
  
  o Shared Lexis E-book Collections and LexisNexis Academic for undergraduates and alumni to support current and recent NIU graduates.
  
  o Interdisciplinary Resource-Sharing and Collaborative Collection Building (e.g., environmental law, health law, business law, etc.).
  
  o Referral of Tours and Instructional Sessions (when appropriate).
  
  o Collaborative Discussions about Offsite Storage or Onsite Storage.
- Innovation in Cataloging and Resource Discovery (for electronic resources and developing links/access points to resources within our shared catalog).
- SEO/Search Engine Optimization for shared pages within the law library/Founders.
- Projecting our law library/Founders resources into new spaces (shared/virtual).
- Regular auditing of collection and analysis to see which resources are highly used and facilitating use of those resources in nooks or alcoves for faculty use/student use.
- Shared law library/Founders facility space planning to increase and expand the footprint of the libraries beyond the current borders throughout the campus and also at the clinics in Aurora/Rockford (virtual + physical library resource expansion).
- Exploration of service platforms and facilitating collaborative decision-making with purchases that will be used by both libraries (e.g., virtual reference services or shared request forms for ILL, etc.).
- Working groups for joint special collections and marketing displays of shared interest.
- Referral of gift books to Founders library (when they will be more highly used elsewhere).
- Regular evaluation of shared databases/negotiation of pricing to save overall cost(s).
- Communication by management teams on a biannual basis about new databases and cancellations to ensure the best allocation of resources and optimal collaboration.
- Creating a library communications team to enable effective marketing of resources throughout the campus and at the offsite clinics/University programming.
- Meeting and troubleshooting regularly with IT/libraries (“Information team”) to ensure that all of our databases are accessible and functional (and to facilitate resolution of off-campus/on-campus access issues).
- Collaborative gathering of Voyager and other database statistics and annual group analysis to evaluate which databases are most cost-effective for budget planning.
College of Liberal Arts and Sciences
I. Introduction and Context

The College of Liberal Arts and Sciences (CLAS) is central to the university’s mission, leading the university in research/artistry and in doctoral education; providing a wide array of masters and undergraduate programs; and touching virtually every undergraduate student through general education, core competency and service courses. CLAS is also by far the largest entity in the university, with 18 departments spanning the humanities, social sciences and natural sciences. The college provides 60% of all of the undergraduate instruction, conferring 40% of all undergraduate degrees, and 25% of all graduate degrees. This impact is a direct result of the efforts of the 640 faculty and staff that make up the College of Liberal Arts and Sciences.

Our role in educating students is unique – we provide students with both degrees and a solid foundation in the liberal arts. Regardless of the area of study, a liberal arts foundation provides students with strong communication, critical thinking, emotional intelligence, cultural competence, creativity and collaboration skills. These are skills that employers value. In a 2013 survey of employers by AAC&U, 80% of employers surveyed think students should have broad knowledge in the liberal arts. According to that same survey, one third of Fortune 1000 CEOs have an arts and sciences undergraduate degree.

Given our depth and breadth, the College is central to the University’s mission to research & artistry. In Fiscal Year 2015, the College of Liberal Arts and Sciences received nearly $14 million in external funding, with nearly $8 million earmarked for research. This accounted for approximately 46% of the external funding NIU received. CLAS faculty consistently distinguish themselves as BoT and Presidential Professors, and our students are among the most represented participants in programs administered by OSEEL targeting research, artistry and engagement. Our commitment to research and engagement is further evident in our investment and partnership with OSEEL to create the Student Engagement Fund.

The College doesn’t just support; it also leads. Many of the efficiencies and best practices now in place across the university originated within CLAS. We have the ability to organize and implement efforts such as student engagement and student professional development, diversity and inclusion; recruiting and retention. We have continually refined the instructional staffing process, to provide more autonomy to units in managing their schedules, while protecting student needs and practicing fiscal responsibility.

With more than 100 programs to review, the task forces did an admirable job in understanding the intricacies and the diversity found within the College of Liberal Arts and Sciences, our connections to programs across campus, as well as the significant role we play in the University’s mission. Even before the task force reports were released, we knew we still had work to do in order to better serve the University’s mission and to continue being good stewards of precious resources.

The task force recommendations were broadly positive, and indicate that the college’s programs have both significant alignment with the mission of the university and operate with high (sometimes too high) levels of efficiency. At the same time, the task force reports have helped to identify areas of improvement. We welcome this opportunity to better ensure alignment of college resources to mission. People such as Katherina Barbe, John Bentley, Steve Estes and Jim Schmidt have shown strong leadership, taking this opportunity to re-envision their units for today’s educational environment.
In our action plan, we have articulated our response to the varied ways in which we activate the mission (delivering curriculum, conducting research, ...) as well as the functional issues that can determine success (personnel issues, organizational issues, space and facilities, ...). At the same time, we have sought to relate all of our proposed action steps back to their impact on the mission of the university, either directly (educating students and guiding them to success, generating new knowledge, promoting diversity and engagement) or indirectly (being efficient stewards of resources, ensuring quality).

Many of the action steps addressing task force recommendations can be considered as routine actions that can be accomplished within the college through the normal course of business. This report presents the college action plan in three stages (with a fourth accompanying):

I. An executive summary that highlights the most significant action steps proposed;

II. The body of the report, that, while still limited to significant actions, gives a complete survey of proposed actions, grouped into areas such as curricular changes, research plan, diversity plan, etc. In addition, the action plan provides the college response to other issues raised in the task force reports: the academic task force recurring themes; the administrative task force functional areas; and commentary on programs outside of the college where the action steps are of particular interest to us.

III. An appendix that includes compete action plan proposals for all of the college programs. Note that these are the action plans submitted to the college by the units, and may include proposals that are not supported by the college.

IV. Accompanying this document is a spreadsheet that provides, in a searchable, filterable chart, a complete listing of all of the action steps proposed for all programs. This includes all of the action steps agreed upon by the college and units, and indicates where possible the resources required and the impacts expected.

Investments in the College of Liberal Arts and Sciences benefits NIU as a whole. We provide students with a solid educational foundation and enable them to develop the soft skills employers are looking for while continuing to serve as a major contributor to the University's research and engagement mission.
II. Executive Summary
The college is proposing significant action in the following areas:

Curricular Changes
The most significant curricular changes endorsed by the college are:

- Reformulating the degree programs in French, German and Spanish into a single degree in World Languages and Cultures;
- Reducing the master’s degree in French to a graduate certificate;
- Overhauling the degree programs in Economics, including the creation of a master’s degree in financial engineering;
- Establishing Statistics as an independent unit and creating a bachelor’s degree in statistics;
- Participating in a pan-Academic Affairs investigation of an interdisciplinary graduate program in data science;
- Exploring the viability of a degree program in Women, Gender & Sexuality;
- Exploring the viability of Computer Engineering as a joint degree between Computer Science and Electrical Engineering;
- Reimagining the undergraduate laboratory experience in Biology, Chemistry, Geology and Physics;
- Exploring the viability of future Ph.D. programs in Computer Science and Public Affairs;
- Revising the MA in Sociology, modernizing the curriculum in Communications.

Research Plan
In parallel with program prioritization, the college is developing a research strategic plan. Key action steps in that plan include:

- Faculty research support, including cluster hires; startup funds and seed money for collaboration, that targets research foci in climate & environment, data sciences, diversity, biochemistry, material science and the study of violence.
- Targeted hiring to leverage our relationship with Argonne National Laboratory, and to address succession planning in key research groups.
- Enhancing grant writing and faculty/student research engagement beyond campus.

Diversity Plan
Similarly, the college is developing a diversity strategic plan in parallel with program prioritization. Key elements of this plan include:

- Active efforts to increase the diversity of our faculty, including long-term strategies to raise our profile with URM graduate students and early-career faculty.
- Focused attention to close the attainment gap for under-represented minorities;
- Strengthening the college’s Center for the Study of Women, Gender & Sexuality, Center for Latino & Latin-American Studies, Center for Southeast Asian Studies, and our broader profile of diversity-related research. This will include efforts to involve URM students in this research.

Marketing Plan
The college, particularly the college communications office, will work with Marketing & Communications, Admissions and the Graduate School to focus marketing efforts on those programs that show the greatest promise for enrollment growth, including Communications/Journalism, Computer Science, Statistics, Geography/Meteorology. Other elements of this plan include:

- Continuing the conversion and updating of websites into the new templates;
• Developing print/electronic collateral for Advising and Student Professional Development Program to assist in student retention efforts;
• Continuing and expanding on-going education about the college’s programs and services to admissions counselors, CLAS Advising Staff and AAC Staff.

Personnel Changes
• Providing professional development programs for chairs, advisors and office managers;
• Exploring succession planning to fill leadership and research needs;
• Redeploying faculty to interdisciplinary programs where their expertise would enhance the curriculum and program’s profile.

Organizational Changes
• In light of the task force's endorsement, the college will move forward with the transition of Statistics to department status.
• Together with the College of Education and College of Engineering & Engineering Technology, the college is exploring the restructuring of the existing Center for Secondary Science & Mathematics Education into a STEM Education Center. With an expanded membership and redefined focus, the STEM Education Center would be located at a higher level in the organization chart than CLAS. The precise location of such a new center has not yet been determined.
• The college supports the task force recommendations to eliminate the Plant Molecular Biology Center, and supports the recommendation of RIPS to eliminate the Institute for Nano-Science, Engineering & Technology.

Space/Improvement of Facilities
• Update classroom space in DuSable and Reavis and teaching laboratories in the sciences;
• Expand the Mathematics Emporium to handle students enrolled in all pre-calculus courses;
• Explore the possibility of creating a Media Convergence Center to house Northern Television Center, Northern Star and WNIU/WNIJ to enable students to become multi-platform communications professionals.

Other Key Responses:
The college broadly agrees with the task force recommendations, but disagrees with the categorizations of academic programs in computer science and communication/journalism. We believe that both computer science and communication/journalism represent major opportunities for enrollment growth that would provide the university with a significant return on the investment.

The college fully supports wide-ranging examinations of opportunities to improve effectiveness and efficiency in all of the functional areas where the college has a presence. These include Advising, Retention, and Tutoring & Academic Support; Diversity & Inclusion; IT Customer Support; Marketing & Communications; External Programming/Conferencing; Online and Off-Campus Course Delivery; Teacher Licensure/School Partnerships. We have either initiated conversations, or responded positively to invitations to join conversations, in virtually all of these areas. In others, we are working to determine the structure of the conversation, but are committed to participating fully in all of them.

The college agrees with the importance of the recurring themes identified by the Academic Task Force. Some of those themes align with the functional areas identified above. Among the remaining items, the
issues that resonate most strongly with CLAS are the need to enhance graduate stipends and to ensure the viability of interdisciplinary programs.

- Graduate stipends are dangerously uncompetitive. The college has already taken measures to limit the number of assistantships, and has very little capacity left to increase stipends by internal reallocation. A meaningful increase in graduate stipends will require an investment of funds from outside of the college, on the order of $750,000.
- The college remains committed to supporting interdisciplinary research and academic programs, and to providing the support networks necessary to sustain interdisciplinary activities. We are eager to participate in an evaluation of interdisciplinary support strategies.

III. Significant CLAS Action Steps
As noted in the introduction, a complete catalog of all action steps proposed by the college is provided in the accompanying chart. In this section, we present those action steps that are deemed “significant” — actions that will produce significant impact; actions requiring the commitment of significant resources in time and effort; or actions that require commitments of time and effort outside of the normal routine.

A. Curricular Changes
While there are substantial curricular elements included in the action plans for individual departments, many of them are routine (new courses, revision of courses, revision of degree or minor requirements). Several proposed actions are more significant in nature; those that are strongly supported by the College are highlighted here, along with comments about required resources. A complete listing of curricular actions proposed by individual units, and anticipated outcomes, can be found in the appended spreadsheet.

1. New Programs (degrees/majors, minors, certificates)
- **Foreign Languages and Literature.** Complete restructuring of majors, minors, and certificates. Creation of a B.A. in World Languages with emphases to replace French, German and Spanish. Similar actions for minors/certificate programs. This does not require additional hires.
- **Women, Gender & Sexuality.** Possible transformation of SWGS into highly flexible undergraduate major, with courses from other units supplementing offerings from SWGS. There is strong potential for collaborations with FAMV, SEAS, SOCI and Black Studies. The ability to deliver sustainable curriculum would require at least one new/joint hire.
- **Statistics.** Advancing transformation of STAT to department status, and creation of separate BS in Statistics, with multiple emphases. This would require hire of new Director/Chair, as well as at least one new faculty member in actuarial sciences to support new degree.
- **Computer Science.** The strong enrollment growth in graduate enrollments, the development of a more research-active faculty and the involvement of CSCI in various research and graduate programs justifies further investigation of a Ph.D. in CSCI. The enrollment growth in the existing BS and MS programs will require hiring of 4-5 tenure track faculty (either NIU or joint appointments). That additional capacity would also suffice to launch a Ph.D. program. The revenue generated by the growth of CSCI graduate programs would offset the associated costs.
- **Data Sciences.** The Graduate School is now investigating models for data science programs across the country and in the region, as well as gathering what information is available on regional student demand. In the fall, the college and graduate school will lead a pan-collegiate investigation of faculty interests and aptitudes in the arena of data science. From a triangulation of the competition, student demand and available faculty resources, we will then shape a plan for an interdisciplinary program. From that disciplinary focus we will then derive the appropriate
organizational structure. The creation of the graduate program will require staff and administrative time and resources, and will eventually require at least some graduate stipends. At least initially, it is not expected to require additional faculty resources.

- **Computer Engineering.** Another opportunity for Computer Science is the possibility of collaborating with Electrical Engineering to offer a joint degree in Computer Engineering. This has been identified by CEET as an opportunity for significant enrollment growth. Preliminary work is underway to identify the outlines of a curriculum and determine the extent to which existing resources in CSCI and ELE could be combined to staff the program.

2. **Significant Revisions/Transformations**
   - **Economics.** Creation of new courses to increase interest and enrollments. Transform ECON bachelors degree to enhance/expand emphases. We propose adding new M.S. program in Financial Engineering (in collaboration with CSCI and STAT, and in coordination with FINA).
   - **NGO Leadership & Development.** Name change and curricular modifications to make program more accessible/flexible. The program is seeking to hire new Director; this may require new joint hires to ensure sustainable curricular offerings in support of program.
   - **Geography.** The department seeks a name change to promote awareness of Meteorology program.
   - **Quantitative Reasoning Pathways.** The college office, MATH and STAT will work together to explore pathways that better serve students, with particular attention to the ways in which developmental mathematics is structured. This may result in new course delivery models (such as expansion of the mathematics emporium model); proposals for restructuring course sequences; or proposals to revise the PLUS requirements and/or Bachelor of Science degree requirements.

3. **Routine/Sustaining Actions with Significant Outcomes**
   - **Communication and Journalism.** The department is the largest producer of undergraduate degrees in the university, with important contributions to the university's diversity. Enrollments have been impacted by the ability to adequately staff classes, and to offer areas of student demand. With new hires, the department can strengthen two areas of student demand: public relations and new media. This will modernize the curriculum, attract students to areas of high interest, and improve coherence between its two undergraduate degrees. Potential to strengthen existing certificates (or addition of new certificates) and contribute to several interdisciplinary programs. Sustaining existing programs and promoting JOUR will require significant long-range hiring plan. (see also section IV.A).
   - **Sociology.** Accelerated (4+1) BA/MA; new graduate certificates (criminology and social inequality) that align with faculty expertise and student demand. Would not require additional resources.
   - **History.** Development of more on-line courses to expand offerings, potentially leading to largely on-line degree that would attract new students. This would require market research to validate demand, and then would require resources for course development.

4. **Reduction/Elimination**
   - Elimination of MA in French (replace with graduate certificate).
   - Elimination of some minors/certificates (Religious Studies, Public Administration)
   - Several minors/certificates marked for reduce/review are being evaluated and/or revised (all FLAL minors, Comparative Literature).
B. Research Plan

The College of Liberal Arts and Sciences is central to the research mission of the university and aims to foster faculty, graduate, and undergraduate research. The college has been working with RIPS to develop a research strategic plan, and will align that plan with the recommendations of the Task Forces.

1. Faculty Hires and Start-Up Funds: Departments and research centers targeted for enhancement will need to engage in significant faculty hiring, supported by competitive salaries and start-up packages (developed in collaboration with RIPS). Other departments and centers will engage in routine hiring to sustain or transform their academic programs. Opportunity hires and competitive offers will be important in improving faculty diversity. CLAS recognizes the potential for cluster hires to improve interdisciplinary research centers and clusters. Looking to the future, we estimate that startup packages and retention offers will require an average of $1,250,000 per year. CLAS currently has resources to fund only $250,000 of these expected start-up commitments per year, however, so the College will need expanded resources in order to engage in faculty hiring.

2. Faculty Retention and Professional Development: In conjunction with RIPS, CLAS will enhance efforts to retain faculty and promote their professional development. The College will work to enhance junior faculty support and encourage their research programs. CLAS will develop mid-career faculty support to encourage continuing faculty research, scholarship, and artistry. Service leaves will be established to provide course releases for faculty who have engaged in substantial institutional service. Resources will need to be allocated to buy out faculty teaching and to provide faculty with professional development support. Ideally, we would seek to provide these resources out of increased college F&A.

3. Research Funding: CLAS aims to increase external research funding by stimulating grant-writing activity by faculty members, departments, and research centers. F&A funds from RIPS and CLAS will provide seed money to faculty and graduate researchers in order to foster preliminary research and grant development. In collaboration with RIPS, CLAS will organize grant proposal workshops and grant-writing support to stimulate grant submissions and increase awards. CLAS will work closely with departments and research centers targeted for enhancement or transformation to incentivize grant-writing and research activities.

4. Research Clusters: Seed money is needed to promote faculty research collaboration within and across departments, interdisciplinary centers, and working groups. CLAS aims to work with RIPS and others across the university to develop and expand research foci and clusters in Climate and Environment, Data Science & Computing, Diversity Studies, Violence Studies. Fostering the development of research clusters should increase grant submissions and awards to support interdisciplinary research. Some areas of research will require significant investment of resources (faculty hiring, staff hiring, seed money, research

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1 This is based on the long-term average that, even in steady-state, there’s a 5% turn-over per year. There’s considerable historical data to support that number. Given the distribution of high cost (ave. 250K), medium cost (100K) and low cost (10K) departments is roughly 20%, 20%, 60%, if we assume turn-over is uniformly distributed, then the average startup need is 3 x 250 + 3 x 100 + 9 x 10 = 1140K. That doesn’t include retention offers. Allowing for a couple of those every year gets very close to 1.25M. While any one startup/retention package will be spent out over several years, the long-term steady-state average works out the same as if you assume that everyone spends their package in one year.
support, GA support, space allocation) in order to exploit opportunities for research growth. CLAS will collaborate with RIPS, Academic Affairs and other colleges to develop policies and incentives to foster the creation of dynamic research clusters that can stimulate interdisciplinary research without becoming ossified.

5. **Succession Planning**: Succession planning is exceedingly difficult in an environment of declining and uncertain resources, but to the extent possible, we should seek to plan against anticipated retirements of key faculty, particularly those whose scholarly eminence has been particularly impactful to the university’s research profile. Some key areas for succession planning include: algebra, physical anthropology, family violence studies, polar studies, professional writing, and media studies. CLAS will need assistance from RIPS in order to do targeted hiring (including some senior hires) in these areas to maintain and/or rebuild programs.

6. **Research Partnerships**: CLAS will strengthen partnerships and collaborations with external research institutions in local, regional, state, national, and international contexts. The College recognizes that institutional partnerships have the potential to stimulate research activity and leverage grant funding. Building and developing partnerships in conjunction with RIPS will sometimes require financial investments, but will often rely more on initiative, organization, and negotiation by faculty members and administrators. For example, aligning NIU’s research aims with Argonne National Laboratory could encourage joint hiring of research scientists. The growing NIU partnership with Rosalind Franklin Medical School could greatly enhance the CBBS’s research impact. NIU is already a Newberry Library Consortium member, but strengthening the involvement of humanities faculty and graduate students could yield additional research support and scholarship.

7. **GA Stipends**: GA stipends need to be raised across the CLAS in order to recruit graduate students and to compete more effectively with peer universities. The recruitment of high quality graduate students should generate more original research and bolster faculty research activity. Department-level comparisons to the OSU Stipend Survey indicate that raising college-funded GA stipends to 90% of the average stipends of peers will require a commitment of approximately $750,000. CLAS does not have funding to reallocate for this purpose, and has already taken advantage of opportunities to reduce the numbers of GA lines in order to enhance stipends. An adjustment of this magnitude will thus require additional resources to increase GA stipends. CLAS is working with RIPS to create additional research assistantships (RAs) that can help improve graduate recruitment, and to give PI’s greater flexibility to enhance RA stipends.

8. **Research Engagement**: CLAS aims to promote undergraduate and graduate student research opportunities in order to train student researchers. Research seminars, laboratory experiences, and field work opportunities will expand student engagement in research activities beyond the classroom. The Student Engagement Fund already provides competitive research support for undergraduate students, but the College will seek to provide additional support using its share of F&A funds. CLAS will develop additional research internships, externships, study abroad programs, and collaborations in order to enhance faculty and student research engagement in communities beyond campus.
9. **Research Facilities**: Some research labs and facilities need to be renovated or improved to enhance undergraduate, graduate, and faculty research activities. CLAS will work with Facilities Management and Campus Services to ensure that sensitive research facilities such as animal facilities, instrument labs, high performance computing servers, and the Anthropology Museum are maintained to meet compliance and professional standards.

C. **Diversity Plan**

In parallel with program prioritization, the college is participating in the development of college-level diversity strategic plans. We agree with the Chief Diversity Officer that there is strong alignment between these two efforts. The initiatives proposed below will greatly contribute to the university’s efforts to create an inclusive excellence framework, one that responds to the need to enact diversity in intentional ways that enhance faculty, staff and students’ intercultural competency, cognitive complexity and ability to work in diverse groups; to address and promote equity in the academic achievement for all students with particular attention paid to groups historically under-represented in higher education; and to engage the entire university in acknowledging and appreciating the value of diversity in all of our intentions and interactions in preparing our students to meet the challenges of the workforce and in becoming productive citizens impacting society in positive ways.

1. **Recruiting and Retaining Diverse Faculty**: The college will continue its efforts to improve the diversity of applicant pools, especially for faculty searches, and will work with the Provost’s Office and units to pursue target of opportunity hires. Attracting diverse candidates will require active efforts, such as travel to meetings, campus visits, and hosting speakers and events such as the state-wide DFI Fellows seminar. A budget of $25,000 per year would greatly facilitate these efforts.

2. **Diversity Fellowship Program**: One specific tactic to actively create opportunities for diversity hiring is to create a graduate/junior faculty fellowship program. Funding is requested for one diversity fellow position in the college for which all units could compete, along with some research support funds. The successful diversity fellow would be Ph.D. candidate or recent graduate of color. If successful, the fellow could be considered for a faculty position. The program would cost approximately $75,000 per year, with some of that offset by the instructional effort provided by the fellow. If one in three fellowships results in a tenure track offer, this will be a powerful tool for diversifying the faculty.

3. **Attainment Gap**: The college has a task force that is exploring the dimensions of the gap in graduation rates for students of color, and will propose action steps by the end of the Fall Semester. With 6-year graduation rates only half that of white students (30% vs. 60% for recent cohorts) and graduation rates for Hispanic students only somewhat better (40%), closing the attainment gap is one of the most powerful ways for the university to rebuild enrollments and recruit new students. There will certainly be costs associated with these efforts, but the magnitude of those expenses, and the extent to which they align with other efforts, will depend on the attainment gap task force recommendations. Upon completion of this specific task, this task force will remain intact to become the diversity advisory committee. This committee will be instrumental in advising the college’s Director of Diversity, Equity and Inclusion, assist with the creation of a diversity strategic plan and other diversity initiatives (i.e. identification and acknowledgment of specific units’ successful diversity accomplishments).

4. **Diversity Research**: We anticipate that an important element of the college plan for closing the attainment gap will be to involve students of color more actively in research and engagement activities.
That involvement needs to span the breadth of the college, but an added synergy will come from involvement in research related to diversity issues. This anticipated benefit, together with the college’s existing research and engagement strengths in areas related to diversity, is one of the reasons the college research plan prioritizes diversity research. The costs of these efforts are reflected above in I.B.

5. **Cultural Competency and Inclusive Pedagogy Initiatives:** We also anticipate that an important element of a plan to address the attainment gap will be addressing issues of cultural competency and inclusive pedagogy among faculty and staff. The costs of such a program would be fairly modest, consisting of the time and effort to organize seminars and speakers, and (ideally) funding to bring in outside experts. If the college operating budget can be restored to previous levels, these activities can probably be funded out of existing resources.

**D. Personnel Changes**
The greatest personnel issue facing the college is the imbalance in staffing. Enrollment declines mean that we still have a few units that are over-staffed. But two significant waves of SURS-driven departures, coupled with normal attrition and very minimal hiring, mean that on balance, we have many more units that are under-staffed than over-staffed. While this is our largest issue, it is not our only personnel issue. We are developing a separate hiring plan, strongly informed by program prioritization, but to be presented separately. Here, we note our other proposed personnel-related action steps.

1. **Professional Development:** As a college, we have not done enough to ensure systematic professional development for our faculty and staff. Among the many opportunities for improvement in this arena, we have identified three:

   - **Advancement Opportunities for Mid-Career Faculty:** The college has 60 long-term associate professors (e.g. faculty who have been in rank as an associate professor for more than eight years), and 20 of those individuals hold some significant administrative responsibility. This is a cadre that merits attention, to provide them with opportunities either for leadership training, research support, or both. A fully-developed program would include leadership shadowing, research mentoring and professional development funds, somewhat in the model of the PI Academy. The per-person cost of the PI Academy would probably be a good estimate of the resources required. The return on investment would be the increased engagement and career satisfaction of an important element of the college community.

   - **Professional Development for Advisors:** As described below, Steve Estes has a valuable plan to reduce the “Huskie shuffle” by consolidating departmental and college-level advising. Integral to this plan is the provision of appropriate training and professional development for advisors. This includes currency in university policy, use of technology, and best practices in the field.

   - **Onboarding for Office Managers:** Office managers are the key individual in the functioning of a successful office. Motivated by the fact that over the course of the past year and a half the college has seen a change in 10 of its 18 departmental office manager positions, we propose to provide on-site training to new office managers. To do so, we will draw on a pool of experienced former employees to return on an as-needed basis to offer guidance to units within the college in times of transition. Bringing key retirees back as extra help to guide new office managers on NIU procedures, documents and personnel processes is an efficient and effective way to both provide new staff with a temporary resource during the transition of staff, and to provide training to the new office managers that will ensure current procedures, methods and policy are consistently
and effectively relayed to the units. This approach will cost less than the college now spends on extra help for office staff transitions.

We would welcome collaboration with, or leadership from, central offices on these efforts such as RIPS for research support, Academic Affairs for advisors and/or HRS for office managers.

2. **Staffing Innovation:** Changing roles and personnel structures is not easy, and we applaud the leaders across the college who have come forward with plans to reimagine the ways to best use the talents of our faculty and staff.

   - Unless the larger exploration of advising makes the point moot, Steve Estes has put forward a student-centered plan to merge college-level and unit-level advising. This involves training advisors in both college-level and discipline-specific issues, and grouping majors into clusters (more or less meta-majors) based not just on the intellectual affinity of the majors, but also on the students’ transfer rates between majors. The goal of this clustering is to maximize the likelihood that a student can keep the same advisor, even if they change majors. This approach would bring together the college advising staff and professional advisors distributed in the units. To achieve real success, this would require an investment in four (ideally, 5.5) new advisors, as well as ongoing professional development training, at an estimated cost of approximately $300,000 per year. This would include “hybrid” advisors who between the college office and units, with ENVS, NGOLD and PSYC targeted as partners. The impact of this change on retention cannot be easily quantified, but a crude order of magnitude estimate is that the initiative would pay for itself if it retained an additional 60 students per year.

   - We have a few disciplines such as ENGL and HIST that are over-staffed in professorial faculty, given their current student enrollments. We are exploring options for redeploying faculty, to contribute to interdisciplinary programs that are under-staffed, such as NGOLD and SWGS.

3. **Leadership Needs & Succession Planning:** While the full hiring plan will be submitted separately, we believe it is important to highlight the key needs of supplying strong leadership. This includes both meeting current needs and planning for future needs. Succession planning is discussed in III.B, focusing there on key research faculty. We note here that, in addition to research succession planning, there are individuals in key roles whose departures have/will significantly impact the mission of the college. We have urgent immediate needs for BIOS, LATS, NGOLD and STAT. All of these units have been targeted for enhancement, and all three have great growth potential. LATS, NGOLD and STAT require external searches for their director/chair, and independent of that need, all three need to build their faculty in order to capitalize on their growth potential. We can expect that, as with the recent successful search just concluded in CHEM, one of the keys to successful searches will be a clear institutional commitment to support growth for their unit, and a clear opportunity for the new leader to help shape that growth. Successful leadership searches will therefore require multi-year commitments both to the individual and to the unit. The situation in BIOS is different. The impending retirement of Ken Gasser will mean the loss not only of an individual who has shouldered a tremendous advising and service load, but who has served as the key individual in our pre-professional programs. CBBS and BIOS have an innovative plan to include pre-professional advising in the health sciences as part of the mission of CBBS.

E. **Organizational Changes**
The college recommends the transformation of one unit (STAT), the participation in several cross-college or cross-divisional examinations of support services, and the elimination of one unit (PMBC). In addition, the college can contribute substantially to the recommended evaluation of the means by which the university supports interdisciplinary programs.

1. **Unit Transformation:** The college fully supports the movement of Statistics from its current status as a division within the Department of Mathematical Sciences to independent departmental status. This is naturally coupled to the development of a separate undergraduate degree (see III.A). As noted there and in the discussion of leadership needs (III.D, Succession Planning), the degree will require new leadership and additional faculty. On the other hand, the change in departmental status, in and of itself, is cost-neutral, as STAT already functions on a day-to-day basis as an independent unit, with its own budget, space, courses, faculty and staff. The movement to department status, coupled with the creation of a separate undergraduate degree in statistics, will attract new students to NIU at both the undergraduate and graduate levels. It will also greatly assist in recruiting statistics faculty, which will in turn generate grant and contract opportunities for faculty and staff.

The college also supports an evaluation of the Center for Secondary Science & Mathematics Education. Together with the College of Education and College of Engineering & Engineering Technology, the college is exploring the restructuring of the center into a STEM Education Center. The colleges are exploring expanding the mission to include research on discipline-based learning in STEM disciplines; issues of communicating science; training high school teachers in STEM disciplines to deliver dual credit courses; as well as continuing to support the teacher licensure programs in STEM disciplines. With an expanded membership and redefined focus, the STEM Education Center would be located at a higher level in the organization chart than CLAS. The precise location of such a new center has not yet been determined.

2. **Evaluation of Support Areas:** The task force reports identified several areas where the university may have the opportunity to increase effectiveness by structural changes such as modifying organizational structures, improving collaboration, changing funding models or simply changing business practices. Several of these issues involve complex conversations that touch on multiple units across colleges and divisions. We agree that these opportunities for improvement should be pursued, and see CLAS involved in the examinations of:
   - Advising, Retention, Academic Support & Tutoring
   - External Programming/Conferencing, Online and Off-Campus Course Delivery
   - IT Customer Service
   - Teacher Licensure/School Partnerships

At this stage, the structures and fora of these examinations are still emerging. The examination of IT Customer Service has already begun; there is consensus that the examination of teacher licensure should be paced against the upcoming CPAE accreditation cycle; the other conversations are still being formed. We do not see CLAS as the convener of any of these examinations, but we are committed to participating in all of them.

3. **Unit Elimination:** The task force reports identified ten curricular programs to consider for elimination (discussed in III.A above), three units involved in the examinations just discussed above (Center for Secondary Science and Mathematics, and the CLAS Teacher Certification Office, as part of the discussion of Teacher Licensure/School Partnerships; CLAS External Programming as part of External Programming/
Conferencing). Apart from these, the one stand-alone recommendation for possible elimination involves the Plant Molecular Biology Center in the Department of Biology.

The college concurs with the Task Force evaluation of the center, and agrees that, for at least the past decade, the Center has not been an active contributor to the university’s mission. While recognizing that the direct institutional cost of maintaining the center is nearly zero, we also recognize that inactive centers detract from the credibility and reputation of the university’s active centers, and contribute to a sense of organizational clutter. Given that the center has been repeatedly advised that non-performance could result in elimination, we agree that the time has come to formally discontinue the Center for Plant Molecular Biology.

4. **Policies for Interdisciplinary Centers:** The Academic Task Force called for a re-examination of policies and practices for interdisciplinary programs and centers. The college fully supports this, and is eager to participate. In FY 12, the college initiated an effort to develop policies and best practices in this arena. That process unfortunately stalled before reaching completion, but there is a body of work that can contribute to any new campus-wide conversation.

**F. Marketing & Recruiting**

Significant actions, requiring financial and time commitments, include the following:
- Continued conversion and update of unit websites into the new NIU template;
- Bring unit recruiting materials up to the current brand standards;
- Develop a summer melt cycle for confirmed incoming students;
- Develop print/electronic collateral for Advising and Student Professional Development Program to assist in student retention efforts;
- Continue and expand on-going education about the college’s programs and services to admissions counselors, CLAS Advising Staff and AAC Staff;
- Develop and execute specific community college marketing campaigns for HIST, GEOL, SOCI - These campaign include getting program materials in the hands of their faculty counterparts at their main community college feeders,
- Large scale marketing/recruitment commitments to COMS/JOUR, CSCI, ENGL, GEOG/MET - These commitments include, but are not limited to, upgrading websites, developing print materials, email and other digital marketing, and upgrading the presence/engagement at recruitment events.
- Future Large Marketing/Recruitment commitments due to new degrees or large-scale transformations: ECON, FLAL, Data Science, STAT, SWGS - Again, these commitments include, but are not limited to upgrading websites, developing print materials, email and other digital marketing, and upgrading the presence/engagement at recruitment events.

**G. Space and Facilities**

1. **Space Reallocation:** There are a variety of opportunities for the College to make better use of existing space. Examples include:
   - Our two interdisciplinary programs, ENVS and CLCE, were launched by taking advantage of pockets of space that were then available. As the programs have grown, it has become clear that
their current spaces are really unsuitable. Both need not only more space, but spaces better suited to their mission.

- Communication faculty are distributed across two buildings. Realigning the faculty into a single building would help create a (much needed) more cohesive and positive departmental climate.
- ENGL is similarly divided across two buildings.
- Professorial faculty in FLAL have shared offices in ways that are not conducive to a professional environment.
- The Center for Southeast Asian Studies has enjoyed exceptional success in securing Youth Leadership grants from the US Department of State. These require SEAS to add staff, and they have more than outgrown their limited space in Pottinger House.

Balancing these space needs is the reality that the college staffing levels have fallen from 575 faculty and staff in FY 08 to 487 in FY 16. Faculty and staff departures have created opportunities to reallocate space, to realign it with present and future needs. While it is possible to carry out space reallocation with nothing more than the cost of hiring movers, a one-time expense of approximately $250,000 for furniture, carpet and paint would greatly facilitate the process.

2. Improvements to Facilities: While campus in general, and CLAS buildings in particular, have many challenges, the college seeks to prioritize its learning spaces for improvement:

- The teaching laboratories for Biology, Chemistry, Geology and Physics are all in need of updating. In addition, Environmental Studies needs access to teaching laboratories. There would be a very positive impact on the curriculum: the departments involved would combine updates to the teaching environments with updates to pedagogy, which could include virtualization and remote access from off-site locations such as community college partners, or high school teachers seeking additional credentials.
- Our classroom spaces, especially in DuSable and Reavis, are tired and frayed, in both technology and appearance. Students are aware of, and comment negatively on, the classroom facilities.
- The Mathematics Emporium model has demonstrated success, and is expanding to serve key pre-calculus courses of college algebra and trigonometry. The revision of developmental mathematics indicated in III.A.2 is likely to involve the emporium model as well. The current facilities meet current needs, but only just, by providing 120 computer stations in two non-contiguous rooms. A reconfiguration of space would improve efficiencies for the current needs, and would be essential for an expansion to serve developmental math. A contiguous block of rooms offering 200 computer stations would be ideal. A one-time renovation cost (somewhat arbitrarily estimated at $100,000) would be needed. The emporium model is staffed quite differently than traditional courses, but the total personnel resources required are approximately equal to those currently deployed.

3. New Spaces: The Department of Communication has envisioned a Media Convergence Center that would bring together the Northern Television Center, the Northern Star, a new student radio program, and possibly WNIU/WNIJ. This would require either a new facility, or major renovations of an existing facility. We have discussed this as an opportunity for the upcoming capital campaign. There may also be opportunities to connect with Harper College on such a project.
IV.  Responses to other Task Force Recommendations
A.  Programs where we differ significantly from the task force recommendation:
The College of Liberal Arts & Sciences appreciates the thoughtful hard work and trustee mentalities of the two task forces. We find broad agreement with the overwhelming majority of the task force recommendations. However, with over 100 programs being reviewed, it is unsurprising that we would disagree with some of the task force recommendations on our programs. There are only two such areas where we wish to register significant disagreement with the task force recommendations.

Journalism BA/BS and related programs (Communication Studies BA/BS, Digital Communication certificate). The Academic Task Force report had the following observations:

**COMS BA:**
- Faculty scholarship and diversity could use improvement.
- AcTF suggests the program focus attention on future plans for growth and ways to retain students.

**COMS MA:**
- Unclear why enrollment numbers are down here at NIU while rising at other institutions.

**JOUR BA:**
- The narrative did not make a strong case for new faculty as the enrollment and graduation numbers are declining. This was not explained while it appears that there are job opportunities.

The departmental action plans respond to these observations in detail. To summarize briefly, the key points are:
- The institutional data provided (and all other data we have examined) indicate that the levels of scholarship for the departmental faculty are above average for their peer group.
- At least one of the factors for the low MA enrollments are low GA stipends. Currently, there are graduate assistantships going unfilled because the stipends (average $11,200 for nine months) are too low.
- Journalism is one of few programs in the college where the decline in enrollment has been accelerated by loss of faculty positions. The journalism program is currently operating with only three professorial faculty. Last spring, only 40% of their upper division SCH were delivered by professorial faculty. Students are aware of the lack of faculty presence, and the number reflect this: the sharpest declines in student numbers correlate with the loss of journalism faculty.

We agree that there are job opportunities for journalism students, and that COMM should focus on growth and retention, as well as diversifying the faculty. These come together in curricular innovation and engagement, and will require an investment in new faculty to realize. As part of this process, the curricula in Journalism and Communication Studies can be integrated in at least two areas:
- Public relations, a historic strength of journalism with a cadre of dedicated alumni, has been partially integrated with the COMS emphasis area of Rhetoric and Public Communication.
- Media convergence and new media can bring together broadcast journalism, media studies, and perhaps elements of theatre. To strengthen opportunities in this direction the department is working with the Northern Star and WNIU/WNJ to increase internship opportunities, such as deploying journalism interns as public affairs reporters.
The undergraduate programs in the Department of Communication lead the university in degrees conferred, contribute significantly to the diversity of our students (just under 25% of their bachelors degrees go to students of color), is a sought-after partner for several of our thriving interdisciplinary programs (ENVS, CLCE, SWGS), and has a vibrant alumni body who assist with engagement opportunities. To capitalize on this will require an investment in faculty. Growing the faculty and staff by twelve over the next four years would require an investment of approximately $200,000 per year. This revitalization of the department, coupled with the targeted marketing (see III.F) promises to produce enrollment and retention growth that would provide a positive return on the investment.

**Computer Science BS, MS and PhD degrees:** The BS degree was recommended for no change in resources, the MS degree was recommended for reduction; and the proposed PhD program was not supported. We believe that computer science and related fields represent a significant opportunity for both enrollment growth and expansion of our research profile, and that it would be a significant lost opportunity to not grow these programs. The task force noted concerns about the strength of the faculty scholarship, the resources needed to support the graduate program, the quality of the masters program (especially graduation rates), and the diversity of students and faculty. The departmental action plan addresses all of these points. While referring the reader there for the details, the key points are:

- The faculty have undergone a significant transformation in the last few years. While the departure of senior, research-inactive faculty have left the department's teaching resources dangerously thin, the research quality of the current faculty is now quite high.
- The concern about declining graduation rates for the MS degree was a transient effect of the department's sudden spike in graduate enrollments. Degrees conferred have now rebalanced with enrollments. That is, over the past decade, the ratio of degrees conferred to students enrolled has run from 50% to 75%. In FY 14, the influx of a large new cohort caused the ratio to drop to 32%. The next year, it returned to 60%, and this past year, was 70%. Other indicators of quality for the MS program are illustrated in the departmental action plan.
- We acknowledge the validity of concerns about the gender diversity of the department, and the attainment gap for students of color. The department is committed to engaging with both issues as part of the college diversity plan (see III.C), and is currently working with the college office to develop specific action steps directed at retention of women and minorities.

Going beyond the responses to the task force concerns, we strongly support investment in computer science because of its enormous potential to benefit the university.

- As noted, computer science is one of few large disciplines that has seen significant growth in the past few years. Since FY 12, undergraduate majors have grown by 25%, graduate students have doubled, and student credit hour production has increased by 40%. The department currently serves 500 undergraduate majors, 200 graduate students (almost all of whom are tuition-paying full-time students) and generates 13,250 student credit hours with 10 faculty and 10 instructors.
- There are numerous opportunities for collaboration: computer science is key to the proposed graduate program in data sciences; is part of the proposed masters in financial economics, is at the hub of the Center for Research Computing and Data (NIU’s new high performance computing center), and is seen by the VPR as one of our best opportunities to grow our relationship with Argonne.

These opportunities require an investment, primarily in faculty, and also in space renovations. An investment of 4 – 5 faculty will both stabilize the recent expansion of the MS program, allow for additional
growth, and enable the expansion of the research mission. We project that this investment of approximately $500,000 will net positive for the university in tuition revenue alone, as well as increasing research funding opportunities and engagement opportunities.

B. Academic Task Force Recurring Themes
The Academic Task Force identified a number of recurring themes across programs. We agree with the Task Force that all of these are noteworthy issues, and wish to respond to each.

1) **Structural realignments in personnel: Ensure programs are built with a clear foundation of tenure-track faculty.**
Our degree programs are so built. While we struggle to ensure adequate faculty staffing for all of our upper division courses, all of our degree programs operate with a foundation of professorial faculty. Those minors and certificates that do not have a clear cadre of faculty are now under review, to either eliminate or relocate the programs.

2) **Graduate stipends: Develop an institutional plan for making Graduate Assistant (GA/TA/RA) stipends more competitive.**
GA stipends across the college are non-competitive. This is significantly impacting the ability of our graduate programs to attract and retain qualified students. We believe that the situation can only be addressed by an investment of funds from outside of the college. Discipline-specific comparisons, using the OSU stipend survey, show that our GA stipends range from a 74% of the national average (in BIOS, MATH, POLS) to a high of 88% of the national average (in GEOL, HIST). Across the college there are 475 college-funded GA FTE’s, with over 450 of them full-time TA positions. To bring stipends to within 10% of their discipline’s national average would cost approximately $750,000.

   The college has limited ability to reallocate funds internally to address the issue. Within the college’s 02 budget, the funds over which we actually have discretion total approximately $13M, with approximately $6M dedicated to GA stipends, $5M dedicated to instructional staffing, and $2M dedicated to operating expenses. Neither our instructional staffing budget nor our operating budgets have any capacity for reallocation to GA stipends. Our GA budget, in turn, is dedicated almost exclusively to teaching assistantships, and we have recently cut those to absorb our latest budget cut. This leaves us with very limited ability to increase college-funded GA’s. Any increase in college-funded GA stipends will therefore have to come from sources outside of the college’s 02 funds.

3) **Program financial efficiency**
The argument just presented in IV.B.2 speaks to the narrow margins on which the college operates. From FY 14 to FY 16, our operating budgets were essentially cut in half, falling from $4M to $2M. Restoring operating budgets to a reasonable level of base support is important to the college. At the same time, the college needs to do better in pursuing activities that can generate unrestricted funds that can support operations.

4) **Program marketing: Bring more attention to academic programs through high quality program marketing.**
As detailed in III.C, our communications office, in conjunction with Marketing and Communications and Admissions, has developed a marketing plan. It focuses on those programs where we believe there is the
greatest opportunity for enrollment growth. In particular, it focuses on recruiting students to NIU, rather than recruiting current NIU students into our programs.

5) **Teacher licensure: Examine teacher licensure in an institutional context.**

We agree that the arena of teacher licensure programs, and school partnerships more generally, has potential for greater effectiveness and efficiency. The University Office of Educator Licensure and Preparation (UOELP) and the P-20 Center, together with the College of Education, College of Liberal Arts & Sciences and College of Visual & Performing Arts, are committed to conducting an investigation of opportunities for better collaboration and possible realignment or reorganization. This investigation will include both the academic and administrative functions. Given the upcoming CAEP accreditation visit in Feb, 2017, we have concluded that it is in the best interest of NIU to pace our investigation to the accreditation cycle.

6) **Reliability/consistency of data: Ensure student outcome data is available for all programs.**

The college has been at the forefront of such efforts, and will continue to co-ordinate with data teams across the university who generate data, reports and analysis.

7) **Interdisciplinary programs, minors and certificates: Address the institutional barriers to the success of interdisciplinary programs**

This is a high priority for the College of Liberal Arts & Sciences. We are strongly committed to supporting interdisciplinary research and interdisciplinary academic programs. We have taken a leadership role in creating interdisciplinary centers, degree programs, and faculty joint appointments. We also recognize that sustaining interdisciplinary programs presents heightened challenges, and that we have not always met those challenges. The college is eager to participate in a broad conversation about sustaining interdisciplinary programs, including those with a purely academic mission, those with a purely research mission, and those with multiple missions. We suggest that the conversation should include:

- Protocols for creating, maintaining and sun-setting interdisciplinary units
- Protocols for allocating credit for student credit hour production for interdisciplinary programs, cross-listed courses and joint appointments
- Incentives for departmental collaboration

8) **Graduation Rates for Underrepresented Students: Engage in a campus-wide discussion of what diversity means.**

We agree with the importance of both clarifying our understanding of diversity, and of addressing the attainment gap for students of color. As discussed above in Section III.C, the college is committed to addressing the attainment gap as part of our diversity plan. We are also committed to participating fully in the university dialogues on diversity and inclusion.

C. **Administrative Functional Areas**

The Administrative Task Force report drew attention to a number of functional areas that present opportunities for collaboration, re-organization or re-conceptualization of funding structures. The potential for the college’s involvement in these evaluations varies: there are some that are largely independent of us; others in which we are interested as clients of the services provided; and others where we participate among the units providing the service or addressing the issue. We fully support the task force’s recommendation that each of these areas should be examined. For completeness, we indicate...
here all of the administrative functional areas where we perceive the college to be directly involved as a participant:

- Advising, Retention, Academic Support & Tutoring
- Diversity and Inclusion
- External Programming/Conferencing, Online and Off-Campus Course Delivery
- IT Customer Service
- Teacher Licensure/School Partnerships

As noted above, we do not see the college as the organizer of any of these examinations, but we are already participating in several, and are committed to participating in all of the other examinations as they are organized and launched.
D. **Comments on programs outside of the college**

The foundational nature of the College of Liberal Arts & Sciences makes it very natural for units within the college to have multiple connections with units outside of the college. In this section, we briefly survey those programs outside of the college that are of particular interest to us. Some of these have been discussed above (e.g. teacher licensure programs, programs that might align with data sciences, etc.) and will not be repeated here. This list represents more “stand-alone” partnership opportunities that are of interest to units within CLAS.

<table>
<thead>
<tr>
<th>Outside Program</th>
<th>Outside Unit</th>
<th>Task Force Category</th>
<th>CLAS Partner</th>
<th>Opportunity for CLAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Entrepreneurship</td>
<td>CBUS</td>
<td>Reduce</td>
<td>NGOLD</td>
<td>There is opportunity to re-evaluation the relationship between MGMT and NGOLD. That evaluation is already under way. Our concern is that we use the opportunity to both better define the relationship between the two programs, and find meaningful ways to collaborate. The latter appears to still be an issue.</td>
</tr>
<tr>
<td>Certificate in Homeland Security</td>
<td>CEET</td>
<td>Review</td>
<td>BIOS, CHEM, GEOG, MATH</td>
<td>CLAS still supports this certificate via the Biochemical Sciences Track (BIOS/CHEM) and the Environmental and Hazards Risk Assessment Track (GEOG/MATH). It is not clear that any CLAS programs are strongly attached to the program.</td>
</tr>
<tr>
<td>Certificate in Museum Studies</td>
<td>CVPA</td>
<td>Transform</td>
<td>ANTH, HIST</td>
<td>Museum Studies is a valuable adjunct to several masters programs, and CLAS remains interested in the program. However, we concur that the program needs significant restructuring of both its curriculum and organization. The most urgent issues are the organizational ones.</td>
</tr>
<tr>
<td>Research Computing Support</td>
<td>DoIT</td>
<td>Sustain</td>
<td>CSCI</td>
<td>The college has a strong interest in the success of the Center for Research Computing and Data created within RIPS, and is eager to see successful coordination of efforts between this emerging center and DoIT’s Research Computing Support.</td>
</tr>
<tr>
<td>INSET</td>
<td>RIPS</td>
<td>Reduce</td>
<td>PHYS</td>
<td>CLAS agrees that INSET has not provided a return on the investments made in it, and further sees little indication of the Institute rejuvenating itself. The College concurs with the recommendation and agrees with reducing INSET’s funding.</td>
</tr>
<tr>
<td>NICADD</td>
<td>RIPS</td>
<td>Sustain</td>
<td>PHYS</td>
<td>This is a PHYS program that was mis-categorized within RIPS. We agree with the recommendation to sustain the program, and see no significant changes in its operations.</td>
</tr>
<tr>
<td>Outside Program</td>
<td>Outside Unit</td>
<td>Task Force Category</td>
<td>CLAS Partner</td>
<td>Opportunity for CLAS</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>NIU Press</td>
<td>RIPS</td>
<td>Review</td>
<td>CSEAS, COMS, ENGL, HIST</td>
<td>CLAS believes that NIU Press supports the graduate programs in CSEAS, COMS, ENGL, and HIST and should be retained (Transformed). The Press has a national and international reputation for excellence in publishing scholarly works on Southeast Asian Studies, Illinois and Midwestern Studies, U.S. History, Russian and Slavic Studies, and Religious Studies. It provides invaluable outreach and aids faculty and graduate recruitment.</td>
</tr>
<tr>
<td>Northern Star</td>
<td>SAEM</td>
<td>Transform</td>
<td>COMM</td>
<td>Opportunity for media convergence, including possibly physically co-locating to form a media convergence center. The financial viability of the Northern Star is of concern to us, and we support the recommendations of the task force to find an accommodation that releases the Northern Star from their obligation to pay rent.</td>
</tr>
<tr>
<td>WNIU/WNIJ</td>
<td>OERD</td>
<td>Reduce</td>
<td>COMM</td>
<td>Opportunity for media convergence, including possibly physically co-locating to form a media convergence center.</td>
</tr>
<tr>
<td>Center for Black Studies</td>
<td>Vice Provost</td>
<td>Transform</td>
<td>CLAS</td>
<td>We are supportive of the Center for Black Studies developing a stronger, and more clearly defined, academic mission. Given both our history of successful development of academic diversity programs, our intellectual alignment and our existing faculty strengths, we would welcome CLAS involvement in the development of a distinct academic mission for the Center.</td>
</tr>
<tr>
<td>BGS</td>
<td>Vice Provost</td>
<td>Transform</td>
<td>College office, advising</td>
<td>The CLAS BGS program already addresses the concerns of the task force. We are seeking to strengthen the program by developing a long-range scheduling plan that increases options for student to complete the degree online. We are also making targeted marketing efforts to recruit students to the degree.</td>
</tr>
<tr>
<td>BSAM</td>
<td>Vice Provost</td>
<td>Review</td>
<td>SPGA</td>
<td>We value the BSAM program goal of providing degree completion opportunities, but agree that this needs major restructuring. Current revisions in the works to move the BSAM out of the Provost's office to respective colleges. Once curricular revisions are approved, will see if student enrollment increases. If successful, we may then propose separate degree programs under control of home colleges. If no change in two years, we would recommend ending the program.</td>
</tr>
</tbody>
</table>
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not) YES.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- **Significant New Action**

The CLAS Advising Office recommends considering enhancements involving large-scale planning and resource allocation.

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements, or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)
- Individuals impacted and how
- Resources required/released
- Anticipated outcomes
Task Force Recommendations Regarding Academic Advising and Associated Action Steps:

The Task Force made both general recommendations for academic advising (p. 19) and specific recommendations for CLAS College Advising (p. 32) that generally fall into three categories:

**Advising Caseloads:** Prioritize funding to the advising programs that are most understaffed & enhance advising services campus-wide to balance advising loads across the seven main advising areas.

**Technology:** Improve coordination on the varying types of software being used (e.g., GradesFirst, MAP-Works, FileMaker Pro, Cranium Café) and use technology more efficiently to focus on the students who need the most attention.

**Training:** Strengthen institutional training and professional development of academic advisors (professional staff and faculty).

Based on these three recommendations, the CLAS Advising Office suggests the following action steps:

**Action Step 1:** Hire 3.5 FTE academic advisors to be deployed in the CLAS Advising Office as follows:

1 FTE Assistant Director

2 FTE Academic Advisors

.5 FTE Satellite advisor (shared position reporting to the Center for NGO Leadership & Development with dotted-line reporting to the CLAS Advising Office)

**Description & Rationale:** As the most understaffed advising program on campus, adding 2.5 advisors as the CLAS College Advising program narrative suggested would bring our caseload to 625 students per advisor. However, to achieve balance with CHHS and CBUS, we would need to add the equivalent of 3.5 new staff members resulting in approximately 526 students per advisor (depending on the caseload of the assistant director). There is an opportunity with the Department of Psychology that could further reduce this ratio (see the section regarding opportunities involving other units).

The assistant director position will assist the director with emerging needs (including the recommended enhanced training for both college and departmental advisors). Representing the most academic departments, there are two advisors working through lunch and well past 4:30PM daily supporting the Director with administrative tasks. Even with the extra effort, each year we miss deadlines for tasks such as reviewing and turning in Degree Paths to OSAS and other tasks because these take tremendous amounts of coordination with our departments and we have all we can handle reacting to student needs. This is unsustainable for both the Director and these advisors and limits our efforts to pursue more proactive advising efforts associated with improved retention at other universities.

NGOLD represents an ideal opportunity to create “one-stop” advising for a cohort of CLAS students. Stephanie Kummerer has distinguished herself as an asset to CLAS whose work ethic, creativity and rapport with students makes her an ideal candidate to serve as a “hybrid” or “satellite” advisor (as they...
refer to them at Florida State University). Since starting her advising role as extra help in the Center for NGO Leadership & Development in February 2016, she has demonstrated a passion for advising as well as a willingness and ability to assimilate all facets of academic advising. Her experience developing the Peer Advocate program in the Department of English, teaching in Themed Learning Communities, experience teaching CHANCE students and attending Student Success Collaborative training programs suggest that she is ideally prepared to help develop a comprehensive high-tech/high-touch advising program that could serve as a model for other departments. CLCE/NGOLD’s proximity to the CLAS Advising Office conveniently mitigates space resource considerations.

**Timeline:** Additional staff needs to be brought on board in CLAS Advising as soon as possible. Suggested approach:

- Immediately hire Stephanie Kummerer as a satellite advisor for the college and NGOLD.
- Late Summer 2016: Begin search for an Assistant Director.
- Early Fall 2016: Begin search for two college advisors.

**Resources required/released:** Salary for each new position and office space (except for the suggested satellite advising position who will continue to reside in NGOLD).

**Anticipated Outcomes:** The Task Force indicated that “Quality, high-touch advising from this office is extremely important to improve retention.” It is becoming increasingly clear in advising models from Florida State University to the University of Illinois Chicago that “quality high-touch advising” is best achieved when advisors are responsible for specific cohorts of students. Advisors need manageable caseloads to be able to track their cohort, be accessible and follow-up with their students. If we can move in that direction, anticipated outcomes include improvements in: retention, graduation rates, time to graduation, student engagement and student career success.

**Action Step 2:** Create an Advising Technology Development & Support position to serve the entire advising community.

**Description & Rationale:** For the past eight years, the advising community has spent a considerable amount of time self-advocating for their technology needs without a 21st century background in information technology to leverage those discussions or directly develop solutions. There is increased motivation after the NACADA visit to move advising toward becoming mostly paperless, but the resources and expertise to make this leap are lacking.

Going forward, the Task Force report recommends better coordination and more efficient use of advising technology. Advisors across campus are eager to see such developments, but we are challenged to coordinate, maintain, and develop these technologies with our limited time and expertise. We are acutely aware of the need for tech assistance where student-facing advising technology such as
MyNIU. A non-trivial portion of our advising demand is helping students navigate these systems and reassuring them when they receive inaccurate or confusing information through them.

Paula Meyer and Linda Watson have been extremely helpful in recent months with our web presence, but to be truly student-friendly, NIU needs a better, more unified advising web-presence. We would like to see this technology expert help make that a reality.

There is an emerging need for someone to take ownership of the Student Success Collaborative permissions and settings if that is going to remain a viable and secure advising note system.

Finally, while the Cranium Café distance advising experiment proved to be less successful than we had hoped, we learned from the experience. A key lesson from this experience was that dedicated support for advising technology is just as important as the kinds of dedicated support provided for faculty, but with unique needs and challenges.

**Timeline:** This position should be created as soon as possible.

**Resources Required/Released:** Salary commensurate with the expertise necessary to develop and support advising technology.

**Anticipated Outcomes:** Having a clear point-person for these tasks will free-up advising directors and advisors to focus on what they do best. If the individual in this position can address some student-facing advising technology, advisors can focus on helping students succeed rather than navigating MyNIU and reassuring them when something does not look right in the system. An improved and unified advising web presence will help students connect with the appropriate advising resource. Attention to workflow and electronic forms can help advising become more efficient and cost-effective as we move toward reduced paper consumption and storage.

2. **Are there opportunities that involve other units?**

**Department of Psychology:** The Task Force report acknowledged the need for a dedicated professional advisor in the Department of Psychology. The CLAS Advising Office concurs with this recommendation to provide this large cohort of CLAS students consistent and proactive departmental advising. The CLAS Advising Office is willing to share our expertise to enable this departmental advisor to handle some college advising tasks for this particular group of students.

A 725:1 ratio, however, would limit how much practice a single psychology advisor could have in college advising while trying to achieve the desired developmental and proactive advising outcomes the Department of Psychology envisions. It is unlikely (if not impossible) for a single advisor to respond to missed milestones in the Student Success Collaborative, track and promote engaged learning, and maintain quality high-touch advising with such a high caseload.

However, there may be a synergistic opportunity to improve advising ratios in both offices by hiring two advisors who would rotate half of their time each week between the college advising office and the departmental advising office. This will ensure that each advisor receives enough practice in each area to
build the skills they need to truly become “one-stop” advising for psychology students (whether they meet in Zulauf or the Department of Psychology). As with the proposed CLCE/NGOLD partnership, these advisors should report to the department chair with dotted-line reporting to the CLAS Advising Office.

In this case, psychology majors make up such a large group of students, it is conceivable to have these satellite advisors focus exclusively on psychology students while having a significant impact on the advising caseload of the CLAS college advisors. Effectively the remaining caseload for CLAS college advisors would be approximately 475 if the CLAS Advising Office is granted the 3.5 advising positions as indicated above. That ratio makes quality high-touch advising and improved retention outcomes a realistic possibility.
CLAS Program Prioritization Response and Action Template

Program: BA/BS Anthropology

Director: Kendall Thu, Chair

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action (not sure which)

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   - Description of action steps (w/timeline)

Propose to hire two faculty lines in archaeology. This is in response to Program Prioritization Task Force recommendations. We anticipate approval of the positions in the fall of 2016, advertising in the fall of 2016, interviewing in the spring of 2017, and hiring for FY 2018. The faculty met on May 11, 2016 and recommended the following two types of archaeologists:

1) An archaeologist of complex societies. Region and related topics open, but encourage candidates that complement existing strengths including Southeast Asia, Latin America, NGO Leadership and Development, and/or the environment.

2) A New World archaeologist. Topic open but encourage candidates that complement existing strengths, including environment, inequality, bioarchaeology, and/or archaeological sciences.

   - Individuals impacted and how

   NA

   - Resources required/released
Resources for two faculty lines and related hiring support.

- Anticipated outcomes

  The addition of two faculty. The Department will work with these new faculty to develop courses that will draw students into the major and be attractive to students in Gen Ed Plus Domains and Pathways to increase our credit hour production.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Anthropology has a rich history of involving other units in our hiring and programming. There are opportunities for linkages with the Center for Southeast Asian Studies, the Center for Latino and Latin American Studies, Environmental Studies, and NGOLD. These programs have been contacted and are aware of our hiring and potential linkages.
CLAS Program Prioritization Response and Action Template

Program: MA Anthropology
Director: Kendall Thu, Chair

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, with clarification. Our graduate program has witnessed some decline in enrollment. However, the decline in enrollment from 2014 to 2015 was in part attributed to the loss of all tenure track archaeologists. I agree that we can and will do a better job of demonstrating external demand.

What type of response to that recommendation do you propose?
☐ No Action
☐ Routine Action X
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)

   The hiring of two faculty lines in archaeology articulated in the BA BS action plan will help address the decline in graduate students. In addition, during FY 2016 we created a 21-member Alumni Advisory Council which met with faculty and students twice via skype. An important purpose of this Council is to expand exposure of our program and identify job and internship opportunities for students, both undergraduate and graduate. In addition, we have created a new internship program that we will launch more fully in the fall of 2016.

   NA

   • Resources required/released

   None
• Anticipated outcomes

An increase in graduate student credit hour production, and enhancing internship and employment opportunities for our students.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

See BA/BS Action Plan.
CLAS Program Prioritization Response and Action Template

Program: Pick Museum of Anthropology

Director: Jennifer Kirker Priest

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes and No. Recognition from the task force for the excellent work in campus engagement is appreciated. Their encouragement to continue operational funding through grant and external sources was disappointing; however, as grant funds are project-based and not the same as sustainable operating dollars. Since the College charged the Pick Museum with fundraising to cover at least 25% of all salaries and operating expenses by 2022, sustain does not mean the same for this unit as for others.

What type of response to that recommendation do you propose?

☐ No Action
X Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

A. STRATEGIC PLANNING began in March. Community surveys were sent to over 200 constituents with a 54% participation rate. Staff retreat with advisory board and alumni is scheduled for May 2016 with an anticipated strategic plan in place by start of the 2017 academic year. The strategic plan and mission statement are two of 5 core documents recommended by the American Alliance of Museums for all museums; the other three documents are well underway with an anticipated completion by end of the 2017 academic year. This not only professionalizes the museum and addresses concerns of external reviewers from 2010 but takes a step towards accreditation.

B. EXTERNAL FUNDING: Several grant applications are anticipated in the next two years. An NEH exhibit planning grant co-written with the CLLAS to bring the Latino Oral History Project to the Museum is being revised for a suggested re-submit. Another NEH grant for Preservation and Access is in early development for curation of the 10,000 archaeological objects in the collection, creation of teaching lab, and research access. In addition, an IMLS grant to catalog and inventory the entire
museum collection is sorely needed and will be sought, after the current IMLS project for collections rehousing has been completed. Contributed income will also be sought as part of the ongoing friendraising and fundraising necessary to sustain the museum.

C. OUTREACH and ENGAGEMENT: It is anticipated that both the strategic plan and campus demand will prioritize increased engagement for the Museum; namely working with more and more faculty in additional departments and colleges to integrate the collections into curriculum. To continue the Museum’s work in student and faculty engagement, staff will train the Museum’s Student Advocacy Board to give exhibit tours, thereby increasing the capacity of the Museum and providing career-training experience for the students. This work will take place during the academic year and does depend on student membership on the Board.

To build stakeholders and engagement with the museum, a monthly speaker series is planned for the 2017 academic year in partnership with the Department of Anthropology, CLLAS and ENVS. Titled Archaeology and the Environment in Ancient Americas (or something like that), the Museum will contribute resources to ensure good speakers who can speak to both campus and community through engaging talks about exciting new research. Marketing on and off campus are critical to building audience for a successful program.

Working with the CLAS office to improve the Museum’s web presence and social media plan are critical and scheduled to take place in next 6 months.

D. RESOURCES REQUIRED/RELEASED: The Museum would like to request an additional Graduate Assistant line for this work, called Academic Curator or Liaison at other university museums. Inadequate space continues to be a challenge so the Museum Director plans to work with the CLAS office in consideration of expansion possibilities.

E. OUTCOMES: Strategic, efficient use of staff time to achieve goals. Advance museum goals through external programming and funding. Increased numbers of visitors, class tours, and engagement activities through training and capacity building of student workers and volunteers.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The link between the Museum and the Museum Studies academic program must be considered. The Museum values its interdisciplinary role on campus, which is facilitated through the Museum Studies program and associated departments.
CLAS Program Prioritization Response and Action Template

Program: Certificate in Asian American Studies
Coordinator: Florensia F. Surjadi, Ph.D.

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Thank you for the opportunity to provide feedback on the NIU Task Force Reports. The Asian American Studies Certificate Program (AASCP) has several comments and clarification notes regarding the report. In this response, the issues raised in the AcTF Comments are in bold, while the AASCP responses are in plain typeface.

Narrative was lacking in student data.

MyNIU does not track students for certificate program similarly as it does for Majors and Minors. Therefore, no institutional data were provided during the program prioritization write-up and data are not available from the NIU system. The Asian American Studies Certificate program suffered from neglect for many years due to lack of funding and support. An initiative to reestablish the program began in 2014 with the appointment of a coordinator to oversee the AASCP. Since then, the program grew from 0 to 27 students who currently are pursuing the certificate.

Program depends on one emeritus faculty member and lacks direction.

This statement is incorrect. A faculty member who taught one of the few NIU courses that focused on the Asian American experience (HIST 378 – Asian American History) recently retired and is not replaced. This led to a change in the certificate program course requirements. New courses were identified to replace the Asian American History course. The emeritus faculty never played a major role in the program. The AASCP is currently under the direction of coordinator who is a faculty in the College of Health & Human Sciences. A formal advisory board that includes 2 original founding members of the Asian American Studies Program was established in 2014 and continues to work closely with the coordinator.

Program should have an academic home and not be under the Vice Provost's Office.

We agree that the AASCP should have an academic home. This program has great potential for recruiting many academically strong Asian American students to NIU.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)
The AASCP considers action that help place the certificate program within an academic department to be valid. The AASCP strongly objects any efforts to terminate the certificate program for the following reasons: 1) the program is growing and enrolls both Asians and non-Asians undergraduate students from multiple disciplines across NIU, 2) courses within the AASCP train students to develop cross-cultural competence that benefit their future career and the population they may serve in Illinois, and 3) the program’s tremendous potential for Asian American Student recruitment in Illinois.

Illinois, particularly the greater Chicago area, is home to one of the largest Asian American population in the country. Moreover, Asians are the fastest growing population in Illinois (U.S. Census Bureau, 2010). NIU proximity to one of the nation’s largest pools of Asian Americans provides opportunity for student recruitment, research, and community engagement efforts.

The U.S. Department of Education allocates special government funding to provide grants and related assistance to Asian American and Native American Pacific Islander (AANAPISI) -serving institutions to improve and expand their capacity (http://www2.ed.gov/programs/aanapi/index.html). Other institution in the area with dedicated Asian American Studies faculty, academic advising staff, and Asian American Student Resource Center (e.g., University of Illinois at Chicago) is able to take advantage of this federal program.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Significant new action is needed.

Action steps: increase support of the coordinator is requested. The current coordinator receives one course release each semester without any additional support, nor funding for the operation of the program. Immediate support will help to stabilize the program.

The program needs to have backing from an academic home. Currently, there is no clear reporting line for the coordinator. Without an academic home, it is challenging to promote the program and receive proper support it deserves. After many years of neglect, it is critical that the program has clear identity within a strong academic unit.

A hiring of an Asian American specialist whose research focus is on Asian American related issues. Asian American studies has been identified as fast growing area of academic specialty.
This person can provide leadership in research and be able to teach in multiple disciplines. This should happen in the next two years.

Anticipated outcomes: Increased student enrollment in the certificate program, increased ability to attract external funding to support the academic program, increased enrollment of Asian American student population at NIU.

**Opportunities involving other units:**

- Asian American Resource Center - joint efforts for program promotion, student recruitment and academic support, and activities/programs that support student and community awareness to diversity and the Asian American experience

- Center for Southeast Asian Studies - joint efforts for program promotion and activities/programs that support community awareness to diversity

- Office of Admission - joint efforts that can increase Asian American Student enrollment at NIU

- Collaboration with other centers to promote diversity on campus.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not) Here are the AcTF comments: A strong program that is doing well in spite of reduced funding. Faculty productivity may be enhanced through future hires. Strong demand from students from CHHS. Impressive plans for the program’s future, which could include collaboration with HHS. AcTF acknowledges the important service provided by the cadaver lab.

What type of response to that recommendation do you propose?
- No Action
- **Routine Action**
- Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)

In response to the recommendations from the AcTF and the pressing needs of the program, BIOS plans to submit a series of hiring plans to sustain and reinvigorate our BS program. Of course, such an infusion will likewise invigorate our graduate research programs, as faculty with compelling independent research programs will be targeted. This effort will start in 2016 and continue for the next few years, as more faculty from our aging ranks retire. The most pressing needs are in high demand and depleted areas of cell/molecular biology, microbiology and physiology – which likewise have the highest student enrollments. We also plan to submit a plan to hire a biology pedagogy faculty member, whose broader impact on the program will be to infuse contemporary and emerging approaches to the teaching of biological sciences, and whose scholarship will be in the area of biology teaching, pedagogy and its impact on student learning outcomes.

Aside from the obvious need to replenish faculty for >650 majors, BIOS will have ongoing conversations with other programs, particularly in HHS, starting in 2016, to explore ways that we can enhance cooperation, improve instruction and curriculum, and better craft
course offerings to meet the needs of our students. Have had preliminary talks with Jan Strom about this possibility.

BIOS will likewise engage other science departments and CBBS to enhance our pre-professional health programs, re-examine curricula, and better leverage our HAS program to make such training a centerpiece and recruiting tool for high achieving students.

Likewise, BIOS will continue to explore ways in which full-time instructors might fill curricular needs in dedicated areas of the curriculum – a model that has worked well with the HAS program. One potential area is Bacteriology (BIOS 213) that largely serves the HHS programs. Allocating a dedicated instructor to such essential courses frees up existing tenure-track faculty to teach majors courses.

*Chris – I wanted to also give you a heads-up with emerging areas of concern that do not directly address the comments from the AcTF, but definitely impact our “action steps” with regard to priorities and resources.

1) **Collin Jaeger is likely departing in the near future for a “non-Illinois” faculty position. Therefore, we will need to replace our UG Lab Coordinator position once I hear for certain.**

2) **The big one: Ken Gasser is going to likely retire after this coming academic year. Since Ken performs a significant amount of our teaching and ALL of our advising and recruiting, our program will implode in the wake of his departure. I’m formulating a multi-pronged plan for the impending apocalypse that I’ll share with you later. Just thought you should know.**

- **Individuals impacted and how**

  I’m not sure how to respond to this bullet point. I assume this largely pertains to elimination or major restructuring of programs, which we’re not planning on doing.

- **Resources required/released**

  Obviously, we will need the resources to hire tenure-track faculty, and realize that this has been an unpredictable variable over the last couple of years.

- **Anticipated outcomes**

  (1) Enhanced research productivity by BIOS faculty; grants, publications, student engagement and training

  (2) Improved student recruitment, retention and sustained/enhanced career success of our graduates

  (3) Greater integration and improved outcomes of HHS students
2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Yes.

a) We have already mentioned CHHS and enhanced consultative curricular development. Also may look for ways to better integrate clinical laboratory sciences program into student training for both majors and non-majors. There is a natural fit/alliance there, particularly as it relates to pre-professional health, our Human Anatomical Sciences program, and potential development of Forensic analysis. (When Ken retires we’ll definitely need to recruit another human physiology-focused faculty member; that’s my area of expertise too, but I can only do so much as chair, especially with cancer as a focus)

b) The hiring of a biological sciences pedagogist would synergize and integrate nicely with the CSSME, and if that center does not emerge moving forward from the PP process, then with the Teacher Licensure and MS programs.

c) We have had preliminary conversations with PSYC regarding the creation of an interdisciplinary program in Neurobiology. One of our proposed hires in neurophysiology would plug into this nascent program and constitute one of its key components.

d) The possibility of creating a Bioinformatics certificate, and possibly degree program, has been discussed by our bioinformatics faculty, but I have not talked extensively with Nick about the logistics or feasibility of such. Nonetheless, given the rapid growth of this field it is worth exploring. Yanbin has established a nice working relationship with CSCI in this regard.

e) In the narrative, the possibility of a greater integration of our Ecology and Conservation programs with ENVS was broached. Given that ENVS was ranked highly for resources and that they need a new physical home – I think the writing is on the wall. Melissa and I have had ongoing discussions of their offices moving into Montgomery because we (sadly) have available empty space due to faculty attrition. I am assuming this is on the radar of the college. It only makes sense to have them over here because we have four faculty who routinely work with them and are associates in the center.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes/No (if no, why not) Here are the comments from the AcTF: Program generates significant funds from tuition but grant funding could be improved. Impressive outreach to high schools and quality employment secured by graduates. AcTF noted the competitive advantage of the Anatomical Sciences Program. Consider creating interdisciplinary programs. AcTF appreciates diversity in student body and encourages increase in faculty diversity.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

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“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

• Description of action steps (w/ timeline)

The comments regarding grant funding will be addressed by the faculty hiring covered under the BS program action steps. By recruiting research-active faculty, BIOS will enhance grant funding.

Likewise, BIOS will make every effort to recruit diverse faculty members to its ranks, and prioritize such in its faculty screening process, as suggested. It is understandably an institutional priority, and while our faculty demographics are precisely the national average, it would be good to further diversify, and aspire toward a profile similar to our student body.

The HAS program has continued to grow and thrive, and we plan to continue to support the program and leverage its expertise in UG and Grad teaching.
The AcTF admonished creation of interdisciplinary programs at the MS level. We may consider this on the heels of PP, and have ongoing discussions in the context of “re-inventing the Masters Degree”. I don’t have anything specific at the moment, but an enhanced MS program in Bioinformatics (which is currently on the books) in conjunction with CSCI might be a candidate for such given the market. Also new MS degree programs are being re-imagined and created across the country as somewhat “vocational” degrees. Forensics, Medical Laboratory Science, and Medical Biotechnology are some of the latest programs. We already have an MOU and working relationship with U of I College of Medicine’s (Rockford) Medical Biotechnology program.

Leveraging the strengths of our current ecology and conservation faculty, it might be possible to explore the creation of an MS degree in ENVS as an incremental step in the evolutionary growth of that highly ranked program.

One other possibility that has been actively discussed over the last year is an online MS in Biology “content” aimed at the region’s HS teachers who need to earn a Masters, but otherwise are geographically or temporally constrained from traveling to DeKalb. A business model for such would be necessary.

- Individuals impacted and how
  N/A
- Resources required/released
  Clearly the enhancement in our graduate research MS thesis program is tied to institutional resources for hiring in any given year (see BS action plan).

  The resources to build interdisciplinary MS programs might likewise be tied to joint hires. Details for such will have to follow in the future.

  The resources to construct an online MS program in Biology Content for teachers would have to be provided in the form of developmental funds and funds to hire faculty/instructors to teach those online courses (which clearly would be over and above the current teaching workloads present in the department).

- Anticipated outcomes
  
  1. Increased research productivity and grant funding from BIOS
  2. More “useful” degrees (as indexed by career success (jobs)) for our MS students
  3. Greater integration and visibility of NIU as a “go-to” school for HS teachers seeking career advancement
2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Interdisciplinary MS degree development might be possible with both CSCI and ENVS, as touched upon in #1. Likewise, somewhere in the future, and MS in Neurobiology/Neuroscience might be a possibility if the BS program (see that action plan) comes to fruition.
CLAS Program Prioritization Response and Action Template

Program: Biological Sciences, PhD
Director: Barrie Bode

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not) AcTF appreciated the candor of the narrative regarding mid-level faculty productivity. Due to impending faculty retirements it is imperative to support young research active faculty. AcTF believes that program is headed in the right direction.

What type of response to that recommendation do you propose?
☐ No Action
☐ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   • Description of action steps (w/ timeline)

   The enhancement of our graduate research programs will flow naturally from the faculty hires addressed in the BS program. Two areas in the department are particularly strong right now: cancer research and ecology/conservation. Many of the proposed hires will be crafted with their contributions to the growths of these programs (while enhancing curricular breadth) in mind. This effort will start in 2016, bolstered by the outcomes of PP.

   • Individuals impacted and how

   N/A

   • Resources required/released

   Again, clearly the growth of our research-active tenure track faculty and programmatic reconstruction in the wake of faculty retirements will be tied to the availability of resources for T-t faculty hires and startup packages for research. Recruitment will be complicated by the current state of the state and its institutions.
Likewise, enhanced retention-based support of our existing younger faculty (all of whom will have gone through the tenure process by 2018) will likely be necessary given the climate in Illinois. Nearly everyone is nervous by the long-term prospects here and understandably will explore their options.

- Anticipated outcomes

The infusion of new research-active faculty into BIOS along with sustained (and perhaps enhanced retention-based) support of our younger faculty (all of whom will have gone through the tenure process by 2018), will result in increased extramural funding.

Our PhD graduates will likewise be afforded better postdoctoral opportunities (career success) as a result of the labs from which they graduate.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Nothing comes to mind at the moment.
CLAS Program Prioritization Response and Action Template

Program: Center for Biochemical and Biophysical Studies
Director: Elizabeth Gaillard

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Please see responses below

Do you consider the action recommended to be valid?
Yes/No (if no, why not) The review committee did not have viable metrics by which to compare the Center, and it appears that they [understandably] viewed CBBS as an academic unit rather than a research unit.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)
   • Individuals impacted and how
   • Resources required/released
   • Anticipated outcomes

Description/Background: The CBBS is an interdisciplinary, research focused unit that primarily serves faculty, graduate students and undergraduate research students in their scholarly activities. A majority of the Center participants are involved in biomedical-related research programs. Because NIU does not have a medical school, the Center serves as the institutional umbrella for non-public health related biomedical research activities. The Center does not, by itself, offer courses or degrees and is therefore not an academic or instructional center. All persons that belong to the Center have home academic units (e.g., Biological Sciences, Chemistry and Biochemistry, Physics, Psychology etc.) and graduate students are in programs that are associated with these units. The Center is not a degree-granting unit, and therefore has no data on teaching activities other than graduate student training and engaged learning (mentored research) by undergraduates.
Historically, the Center was run on overhead cost returns from member grants; however, that practice was curbed by the Research Division over the past several years. The Center currently receives little/no support from CLAS and is involved in discussions with DRIPS to restore the Center’s ability to recover overhead costs from member grant funding. These two deficits have relegated CBBS to exist on Graduate Colloquium monies and small donations from member departments for the last several years.

The CBBS faculty are very actively involved in STEM undergraduate engaged learning activities with our labs forming the core of undergraduate research opportunities at NIU. Our faculty associates and their students are consistently spot-lighted for their significant contributions to University high impact practices, and comprise the major cohort of students who present their research annually at URAD.

The Center is also an active participant in community outreach through ongoing participation on STEMFest and the STEMcAfe programs.

**Action Steps:** In spite of the limited support CBBS has received, it has developed several fruitful programs over the last few years that continue to evolve and grow – and bear fruit in terms of collaborative grant proposals and development of regional research and graduate student training partnerships. Among these programs are:

- A reciprocal graduate student training agreement (MOU) between CBBS members (NIU) and the University of Illinois College of Medicine – Rockford MS program in Medical Biotechnology. CBBS researchers maintain a robust and frequent collaboration with researchers on the Rockford campus in both the Medical Biotechnology program, and the College of Pharmacy.
- A research partnership between NIU and Rosalind Franklin University Chicago Medical School basic science programs focusing on cancer, immunology and other human diseases, infused by a significant investment from both schools (DRIP at NIU). There are seven partnerships that are continuing with most of them well positioned to seek significant federal funding after less than a year of interaction.
- A nascent and emerging grant program with Shimadzu for analytical instrumentation designed to enhance the research capacity and infrastructure at NIU. The NIU-Shimadzu equipment grant partnership (SPARQ: “Shimadzu Partnership for Academics, Research & Quality of Life”) program is a long-term partnership with Shimadzu that is being directed through NIU DRIP that will not only support research activities but also teaching and outreach. SPARQ targets “tier-2” research universities to enhance their research capacity, and the *quid pro quo* is that students are trained on their instruments, which is a selling point for them in the future. A peer institution, the University of Wisconsin-Milwaukee was a recipient of this SPARQ grant, and it helped them move from a tier-2 to a tier-1 status in 2016.

All three of these programs comprise the thrust of the “action plan” for CBBS moving forward post-Program Prioritization.
Academics:

- CBBS is planning to take a more active role in the pre-professional health programs in terms of student training, mentoring, and opportunities.
- A certificate is being contemplated and actively discussed for graduate students, particularly those in CBBS research labs.
- In addition, CBBS members are actively engaged in programs that enhance underrepresented student participation in STEM degree programs, such as the NIH “Bridges” programs. Such programs have been actively discussed and are currently under development.

Individuals impacted and how: N/A

Resources required/released: Research funds have already been infused in the RFUCMS-NIU research partnership, and the Shimadzu SPARQ instrument program will likewise require some institutional investment.

Anticipated outcomes:

- Enhanced federal funding
- Enhanced student career success
- Enhanced recruitment of high achieving students
- Enhanced participation of underrepresented students in biomedical research

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities. Engineering, and particularly their nascent/aspirational “biomedical engineering” program seems like a logical partner and extension for the Center moving forward.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

No. The idea that the program should be transformed is correct. However, the summary suggested that there was duplication with courses in COE and, as a result, a merger with COE should be considered. The certificate program is an interdisciplinary program which was developed by the Collaborative on Early Adolescence. Courses from COE were included in the interdisciplinary program, as was the case with other departments and colleges. Around the time that the certificate program began, the Provost elected to cut the funding for the Collaborative on Early Adolescence. As a result, the certificate program has existed with minimal funding from NIU. From that point forward, Nina Mounts has been maintaining the program with minimal support. Nina Mounts, as coordinator of the program, is housed within CLAS. Thus, in order to effectively transform the program it should remain in CLAS and appropriate resources for its success should be provided.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☒ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)

   Fall 2016
Explore options for departmental home for the certificate. The university appears to have an interest in interdisciplinary programs. Like many of the interdisciplinary programs at NIU, this program struggles as the university infrastructure does not adequately support interdisciplinary programs. The program could maintain its interdisciplinary focus and be housed within the Department of Psychology as it fits within the focus of developmental psychology. Alternatively, because adolescence is a period of time where issues of identity come to the forefront, it might be housed within the Center for the Study of Women, Gender, & Sexuality. The center is also well-positioned to support interdisciplinary programs. The coordinator of the certificate program, Nina Mounts, maintains affiliations with both of these units. Update website. Continue contact with existing students and systematically recruit new students to the program through contacts with appropriate departments throughout NIU.

Spring 2017
Review of the program. It would strengthen the program to review the program, identify faculty and courses to be associated with the program, and make revisions as needed. For example, the program can be revised to allow students to pursue independent study opportunities or internships that focus on adolescent development that they can count toward the certificate. This revision would strengthen the program. Continue contact with existing students and systematically recruit new students to the program through contacts with appropriate departments throughout NIU.

Fall 2017
Forward changes to college curriculum committees, as needed. Continue contact with existing students and systematically recruit new students to the program through contacts with appropriate departments throughout NIU.

Spring 2018
Changes to program progress through NIU committees. Continue contact with existing students and systematically recruit new students to the program through contacts with appropriate departments throughout NIU.

Fall 2018
Changes to certificate program appear in AY 2018-2019 catalog. Continue contact with existing students and systematically recruit new students to the program through contacts with appropriate departments throughout NIU.

- Individuals impacted and how

Adverse impact to the students should be minimal as students can continue to meet the requirements of the certificate program using the plan that was in place when they registered for the program. Students might benefit from increased options within the program. Increased secretarial support will be needed to further develop the program. Increased time commitment will be required from Nina Mounts to accomplish the development of the program.

- Resources required/released
The following resources are needed to effectively administer and further develop the program:

a. **Support for program coordinator.** As coordinator of the program, Nina Mounts, will need time to administer the program effectively. This can be accomplished with course buyouts. The duties associated with the program include:
   1) Recruit students to the program. Provide advising for each student in the program regarding coursework for completion.
   2) Maintain contact with faculty and departments who are involved with the program.
   3) Consider and initiate revisions to the program.
   4) Plan and provide special opportunities for students in the program (e.g. guest speakers).

b. **Secretarial support for the program.** This includes support to the coordinator for the following tasks:
   1) Website updates.
   2) Provision of information to the students regarding courses that are being offered each semester.
   3) Organizing special opportunities that are available through the program, such as guest speakers.
   4) Verifying student completion of the program and forwarding completion paperwork to Registration & Records at the conclusion of each semester.
   5) Preparing paper copies of certificates for students for each semester.

c. **Materials.** A modest amount of support is needed to print materials to support the program. This includes: program requirement worksheets, brochures or flyers to advertise the certificate program, and materials for the final certificate award (color printed on card stock and presented in an award folder).

d. **Guest speakers.** The program would be strengthened by the opportunity to provide guest speakers to the students in the program (and the NIU community) once per year.

- **Anticipated outcomes**

It is anticipated with the provision of additional resources that student enrollment in and completion of the program will continue to increase. The number of students enrolling over the course of the previous three semesters was: 5 (Spring 2015), 12 (Fall 2015), and 6 (Spring 2016). Students enrolled in the certificate program are from a number of different majors including: Anthropology, Art, Child Development, Deafness Rehabilitation, Family & Child Studies, Family Social Services, Health Education, Nursing, Psychology, Sociology, Spanish, Special Education, and Women’s Studies. It is expected, with additional support, the certificate will continue to attract students from a broad range of majors. Certificate completions were: 2 (Fall 2015) and 6 (Spring 2016).
2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

Because of the interdisciplinary nature of the Certificate of Undergraduate Studies, a number of units across the university were involved in the initial program. It is hoped that these units will continue their involvement in the program. These units include: Center for the Study of Women, Gender, & Sexuality; Educational Psychology; Kinesiology & Physical Education; Literacy Education; Psychology; Public Health; and Sociology. These units can all be invited to participate in further revisions of the program. In addition, the Center for the Study of Women, Gender, & Sexuality and the Department of Psychology might house the certificate program (see above).
CLAS Program Prioritization Response and Action Template

Program: CHEM BS                      Director: Jon Carnahan

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

What type of response to that recommendation do you propose?

☐ Routine Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

The recommendation was Category 2, “Candidate for Unchanged Resources.”

Specifically, the comments were:

“Well-written report that highlighted strong service teaching and assessment of student learning. AcTF appreciated the candor related to identified weaknesses of the program. Excellent diversity with female faculty was noted. AcTF recommends pursuing external funding more specifically.”

1. If either Routine Action or Significant New Action is proposed, provide the following:

As of July 1, 2016, with Gary Baker going half time to the Graduate School, David Ballantine in the College of Liberal Arts and Sciences, Jon Carnahan fully retired, and Ralph Wheeler joining the faculty as the new Chair, the department will have 12 full time faculty. This number needs to be increased back to at least 18 tenure track (TT) positions. Current serious research and teaching needs exist in the specialty areas of analytical and organic chemistries, where the number of full-time TT faculty will be one and two, respectively. In these two areas, the faculty numbers are not sufficient to teach the necessary graduate and ACS-required undergraduate courses to maintain these programs. With regard to the need to increase TT research active faculty members, it should also be noted that each semester, for the last 10 semesters, we have averaged 51 students enrolled in undergraduate research each semester. While laudable, the faculty workload is increased tremendously with lower faculty member numbers. If increased faculty numbers are not seen, limitations on student research opportunities may have to be implemented to make the number of students per faculty member more manageable. That being said, the size of our undergraduate program, the solid diversity among our students, and the quality of our students should make us well-situated to pursue federal agency funding for undergraduate research programs.
such as those funded by the National Science Foundation Research Experiences for Undergraduates (REU) program.

With regard to “excellent diversity within female faculty”, we believe that this might actually be referring to the “excellent diversity within the female student population”. From FY 2011 to 2014, our graduates have been 37% female, which can be improved, but might be regarded as reasonable for a chemistry department. However, the Department of Chemistry and Biochemistry has only one female tenure track faculty member. Improving the gender diversity of the departmental faculty should be addressed with upcoming hiring approaches.

Our operating budget, the base equipment, commodities, and contractual services budgets for our teaching and research laboratories should be enhanced. Recent cutbacks have dictated that we are struggling to make ends meet, particularly towards the end of the fiscal year. These cutbacks have made it virtually impossible to maintain our chemical instrumentation infrastructure. In many cases, teaching and research instrumentation is on the order of 30+ years old. Not only is that equipment out of date, but making repairs becomes increasingly difficult due to the lack of availability of parts, etc.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

We currently have strong ties with the Department of Biological Sciences and must maintain them. It might be possible to enhance those ties, especially with our pre-professional (pre-medicine, pre-pharmaceutical, pre-veterinarian, etc.) students in terms of extramural activities such as student organizations, advising, etc.

Additionally, it might be worthwhile to explore academic bridges with the College of Engineering and Engineering technology. A number of research areas cross these disciplines including: nanoscience, sensor development, signal processing, etc. Creating closer ties with CEET might allow chemistry majors to interface more with the technological side of science and enhance their “real world” marketability.

Lastly, the Department of Physics, the Department of Biological Sciences, and our department has made inroads into medical physics by teaching courses in this area. Being a scientific blend of medical biology, chemistry and physics, and with the emergence of technologies such as proton therapy, magnetic resonance imaging, and the like, opportunities for cross-departmental team-teaching exist. The resultant combination of these three departments in this area has the potential to produce unique learning opportunities for students.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?

Yes/No (if no, why not)

What type of response to that recommendation do you propose?

☐ Routine Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

The recommendation was “Candidate for Transformation”

Specifically, the comments were:

“Faculty demonstrates good scholarship however needs to improve grantsmanship. Graduation production is rather small, but appears to be growing. Pass rates need improvement. Are poor pass rates because admission requirements are too low, or too few faculty to monitor student progress? Perhaps program could benefit from transformation to increase faculty lines, enhance quality, and diversity of students.”

1. If either Routine Action or Significant New Action is proposed, provide the following:

   Improving grantsmanship is truly an issue. One of the factors negatively affecting the amount of extramural grant funding is the low number of faculty. It is desired to bring our tenure track faculty numbers up from 12 to a full complement of 18. That alone, with the bulk of those new hires being young and research active faculty, should help enhance the grant funding profile.

   One of the factors driving the lower numbers of master’s graduates and “pass rates” is that, as our program has matured, the number of doctoral students has gone from about 50% of the 45, or so, graduate students to about 80%. The net result is that a larger fraction of our graduate student population, which has been stable at about 45 students, goes on to get a doctoral degree. Many, in fact, join the department as MS students, experience success, and transfer to the PhD program. So, this is actually good for the department and NIU. It should be noted that we have put a “pass though” master’s degree into our program, in which a student can receive a non-thesis MS on their way to the doctoral degree. As a department, we need to put incentives in place to make attaining the “pass through” MS more attractive. Such an approach would enhance our number of MS graduates and the MS program’s “pass rate.” Routes to accomplishing this might include providing students with incentives such as higher stipends for graduate students who possess master’s degrees.
2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The department has ties in the areas of nanoscience with the Department of Physics, the College of Engineering and Engineering Technology, and Argonne National Laboratory. While the department has been somewhat successful garnering funding for this work, expansions in collaboration and our funding profile are certainly within reach, provided that resources are dedicated to this area. Working closely with ANL, and collaborating to enhance our funding profile has the potential to expand our graduate program by providing additional graduate assistantships.

In addition, enhancing ties with NIU’s Department of Biological Sciences have the potential to improve our funding profile, particularly with life science associated agencies such as the National Institutes of Health. While there are currently solid ties, a focus could be developed to utilize the research skills of members of both departments in interdisciplinary efforts. Such areas of strength which currently exist in Chemistry and Biochemistry includes: drug development, protein interactions, forensics, and vision chemistry.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

What type of response to that recommendation do you propose?

☐ Routine Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

The recommendation was “Candidate for Enhancement.”

Specifically, the recommendation was:
“A good program that is closely aligned with NIU’s mission, with strong regional ties and good student engagement components. It is proactive in plans for improvement, especially ideas to move it beyond the traditional educational model. It needs more money to support doctoral students and faculty research. This program may benefit from faculty hires and facility improvement.”

1. If either Routine Action or Significant New Action is proposed, provide the following:

As of July 1, 2016, with Gary Baker going half time to the Graduate School, David Ballantine in the College of Liberal Arts and Sciences, Jon Carnahan fully retired, and Ralph Wheeler joining the faculty as the new Chair, the department will have 12 full time faculty. This number needs to be increased back to at least 18 tenure track (TT) positions. Current serious research and teaching needs exist in the specialty areas of analytical and organic chemistries, where the number of full-time TT faculty will be one and two, respectively. In these two areas, the faculty numbers are not sufficient to teach the necessary graduate and ACS-required undergraduate courses to maintain these programs. It is important that the hiring packages for these TT positions be sufficient to attract desirable faculty with the potential to develop vigorous research groups.

Our current teaching assistant stipends are not competitive and must be increased significantly. Increases in these stipends will allow us to recruit even higher quality students. Net effects will include enhancing success rates for both graduate and undergraduate students by increasing the quality and quantity of research and teaching efforts.
Our operating budget, the base equipment, commodities, and contractual services budgets for our teaching and research laboratories should be enhanced. Recent cutbacks have dictated that we are struggling to make ends meet, particularly towards the end of the fiscal year. These cutbacks have made it virtually impossible to maintain our chemical instrumentation infrastructure. In many cases, teaching and research instrumentation is on the order of 30+ years old. Not only is that equipment out of date, but making repairs becomes increasingly difficult due to the lack of availability of parts, etc.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

   The department has ties in the areas of nanoscience with the Department of Physics, the College of Engineering and Engineering Technology, and Argonne National Laboratory. While the department has been somewhat successful garnering funding for this work, expansions in collaboration and our funding profile are certainly within reach, provided that resources are dedicated to this area. Working closely with ANL, and collaborating to enhance our funding profile has the potential to expand our graduate program by providing additional graduate assistantships.

   In addition, ties with NIU’s Department of Biological Sciences has the potential to enhance our funding profile, particularly with life science associated agencies such as the National Institutes of Health. While there are currently solid ties, a focus could be developed to utilize the research skills of members of both departments in interdisciplinary efforts. Such areas of strength which currently exist in Chemistry and Biochemistry includes: drug development, protein interactions, forensics, and vision chemistry.
CLAS Program Prioritization Response and Action Template

Program: Minor in Cognitive Studies

Directors: Betty Birner, Katja Wiemer,
Reva Freedman, Giovanni Bennardo, Lenny Clapp

Do you consider the action recommended to be valid?
Yes.

What type of response to that recommendation do you propose?

No Action
Routine Action
X Significant New Action

1. If a Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)
- Individuals impacted and how
- Resources required/released
- Anticipated outcomes

Description of action steps (with timeline)

The Task Force states that the Cognitive Studies Minor “requires transformation, a departmental home and/or enhanced leadership.” We agree, and we propose the following plan:

By 12/31/16:

In response to the Task Force’s primary recommendation, the current faculty administrators of the Cognitive Studies Minor will identify a departmental home for the minor. In connection with the departmental home, a member of that department’s faculty will take on the role of being the coordinator of the minor. This will centralize and thereby enhance the leadership of the minor, and will create a physical space that students can identify as the home of the minor. Which department will be granted this position will depend on conversations, first, among the Cognitive Studies faculty themselves; second, with the chair and relevant administrators of the department in question; and third, with the dean of CLAS.

By 1/31/17:

Proposals for catalog revisions will be submitted to the CLAS Curriculum Committee, reflecting the new departmental home as well as a new name for the minor and new course numbering for the gateway course, as follows:

The program will be renamed “Minor in Cognitive Science”. This will align the name of the minor with analogous programs across the country, virtually all of which use the term “Cognitive Science”. In addition, this term’s emphasis on science aligns with the current national focus on STEM education. The renaming of the program will attract a greater number of students, because it will
better position them for advanced study in Cognitive Science or career positions requiring Cognitive Science credentials. It moreover will make it easier to broaden the program’s interdisciplinary connections in the direction of the sciences.

The interdisciplinary gateway course currently numbered ILAS 261 (Language, Mind, and Thought) will be replaced with the following cross-listed courses: ANTH 261, CSCI 261, ENGL 261, PHIL 261, and PSYC 261. Cross-listed courses provide an important advantage over the current ILAS course, in that majors in the participating departments will see the course listed among their major offerings and will be more likely to enroll in it, providing them an introduction to the minor.

By 2/28/17:

A web page for the minor will be created and placed within the website of its departmental home. It will link to each of the participating departments, and each participating department’s site will in turn add a link to the page for the Minor in Cognitive Science, along with a brief statement describing the minor.

By 3/31/17:

In response to frequent student requests, we will develop a 400-level course with ILAS 261 as a prerequisite, designed on the same interdisciplinary model, offered every spring semester, and co-taught whenever feasible. This course will focus on topics within Cognitive Science and will introduce students to current research in the field. Specific topics will vary from semester to semester, and the course may be repeated once for credit when the topic differs. We will submit the necessary course-proposal paperwork to the relevant departmental committees.

By 4/30/17:

We will reinstate the once-popular Speaker Series associated with the program by developing a plan for AY2017-2018 speakers. This series was very successful and well-attended in the early 2000s, but has essentially died out for lack of funding. We request a standing budget of $1,000 per academic year for speaker fees and associated costs. This series is not only a source of education and excitement for attending students, but also serves the important function of bringing together students and faculty from collaborating departments, giving rise to potential research collaborations and helping students to learn about the full range of research options in Cognitive Science.

Individuals impacted and how

The individuals most directly impacted will be the new coordinator of the minor, along with the faculty of the minor’s new home department and its office staff, who will necessarily inherit a small amount of additional logistical work (signing up students for the minor and fielding their questions, for example). It is to be hoped that a significant number of students will also be positively impacted through the greater visibility of the minor and their ability to take the gateway course through their own departments; we expect that the number of students in the minor will greatly increase. Other individuals who will be less directly impacted include the other members of the current Cognitive Studies Initiative, whose roles may change or decrease, and future members who may be added as the minor grows.
**Resources required/released**

As noted above, we request $1000 annually for a reconstituted Speaker Series. In light of the increased duties required of the coordinator due to the more centralized leadership structure, it would also be appropriate for this individual to receive a reduction in course load of one course every other year. The minor’s new departmental home may also request additional resources to accommodate this additional effort.

**Anticipated outcomes**

We believe the steps outlined above will result in a rejuvenated and much more visible minor, with a clearer link to the sciences, and a stronger and more centralized administration. As a result, we believe the minor will attract a significantly higher number of students.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The minor is inherently interdisciplinary, and the changes above will involve at least the following units: ANTH, CSCI, ENGL, PHIL, and PSYC. As the minor grows, it may become appropriate for other units (such as, for example, BIOS or CHHS) to become involved, making the minor increasingly interdisciplinary.
May 18, 2016

Dear Chris,

For our action plan proposal we are providing a response in template form for each program and also this introduction/overview, which covers the entire Department of Communication. For the B.A./B.S. degrees in Communication Studies and Journalism we are providing both extended narratives and executive summaries.

We are disappointed with the categorization of our degree programs and with some of the statements in the rationales, which reach some conclusions that are inconsistent with the narratives and data we provided.

We are especially concerned about the Task Force's perception of the Journalism degree program. The Task Force recommended this program for a reduction in resources. Reduction of resources will be difficult at best because there are not many resources left to reduce. Any further reduction of resources will mean that essentially we have no program. We will not be able to offer enough courses on a timely enough basis for students to graduate. Or we will have an even higher percentage of sections taught by contingent faculty or by faculty who do not have the credentials that a credible journalism program would require. Our programs are all connected. In addition to the obvious connection of the M.A. to our undergraduate Communication Studies programs, we have done everything we can to build a cohesive department following the merger of Communication Studies and Journalism in 1995 and the elimination of the M.A. in Journalism a couple of years before that. Reduction of resources to the Journalism B.A./B.S. would mean that our efforts have been in vain, the action plan stemming from the most recent program review has been abandoned, and our long attempt to integrate Journalism courses and faculty into the Communication Studies M.A. will end in failure. What should happen instead is that the University should rebuild the Journalism program to address the educational and career needs of students and the information needs of citizens in the twenty-first century. This will include increased convergence with the Media Studies program, staffing to address strong student demand in public relations, and support for infrastructure to engage with alumni. The Bureau of Labor Statistics projects robust job growth in journalistic, media, and public relations occupations through 2022. The NIU Journalism program is a pipeline for regional employers including Northern Public Radio, members of the Northern Illinois Newspaper Association (which is headquartered at NIU), and numerous TV stations and public relations agencies and departments. We have many alumni working in journalism, public relations, and media throughout the region and beyond. They are eager to help us, but first the University must provide the infrastructure that is required for credible academic programs in journalism, media studies, and communication. With proper infrastructure and marketing we believe enrollment in our programs could quickly increase by 25 to 50 percent.

As a general response to the Task Force findings, we would like to point out the following:

1. Our degrees conferred, enrollment, and credit hours have for many years been among the
highest at NIU. We serve a very large number of actually existing students. We could serve even more students, but before that the University should commit to providing the necessary resources to serve the students who are already here at a level consistent with national norms and best practices. With adequate staffing and funding we could become the first-choice school in Illinois for a twenty-first-century education in media studies, journalism, public relations, and communication. We could dramatically increase the resonance between our content areas, faculty groups, and academic programs.

2. Our student/teacher ratio is very high (second highest in CLAS, tied for highest among our external benchmark units, 1.7 times the average for our external benchmark units). For Fall 2015, 54% of our organized class sections were taught by nonregular faculty or by regular faculty on overload, not counting COMS 100. If COMS 100 is included, the figure is 76% of organized class sections. This is excessive. These data are a strong indication of the need for numerous additional regular faculty in the Communication Department. The students are already here and want to be here. The regular faculty FTE to serve the students is not here.

3. Our newly available assessment results for 2015-16 for the B.A./B.S. in Journalism include a report of focus-group interviews with majors that indicate these students are very well aware of the "starving" of the Journalism program and are not at all happy about it.

4. Contrary to Task Force findings, our research productivity is very high. Our student retention is better than the NIU average. Our faculty diversity is good. We provided evidence to support these contentions, some of which is repeated in our action plans. As the Task Force correctly noted, our student diversity is also very good. As Dean McCord has recently stated, just under 25 percent of our bachelors degrees go to students of color. Thus the Communication Department is a major contributor to degree completion by students of color at NIU.

5. The Task Force findings neglected to mention that our salaries for almost every category of employee are below national norms. In some categories our salaries are very far below those norms. While this may be a strength in "financial efficiency" it also indicates a lack of support that has resulted in excessive turnover and low morale. In the case of GA salaries the lack of support has caused us to lose good graduate students to other universities. This has damaged the M.A. program and the undergraduate classes, especially COMS 100, that rely on GA staffing.

6. While the University focuses increasingly on engaged learning, a very high percentage of what we do in the Communication Department has always involved engaged learning and high-impact practices. This includes writing classes, other writing-intensive classes, internships, study abroad, media production, computing-intensive classes, simulations, practica, independent study, student research and artistry, student-faculty research and artistry, conference and festival participation, forensics, the Northern Star, PRSSA (Public Relations Student Society of America), NABJ (National Association of Black Journalists), Reality Bytes, the Northern Television Center, SINBA (Students in Illinois News Broadcasters Association), COMMSAC (Communication Undergraduate Student Advisory Council), GRADCOMM (Graduate Student Advisory Committee), Lambda Pi Eta, and Kappa Tau Alpha. If the University is serious about
supporting engaged learning it should increase support for the Communication Department.

Here is a general timeline and action plan for the Department:

**Timeline:**

**I. Faculty and Staff Hires**

2015-16:

General Manager of Broadcast News--Northern Television Center, SPS, in progress  
Office Support Specialist, civil service, in progress  
Office Support Specialist, civil service, in progress  
Media Studies and Journalism Production Equipment Specialist, SPS or civil service, in progress  
Establish compensation for Beijing Technology and Business University (BTBU) liaison to begin in 2016-17

2016-17:

Journalism Law and Regulation, assistant professor  
Public Relations, assistant professor  
Media Law and Ethics, assistant professor  
Environmental Communication, assistant or associate professor, joint with ESE  
Animation and Special Effects, assistant professor, for digital media production certificate and Communication Studies degrees

2017-18:

Director of Forensics/ Rhetorical Theory and Criticism, rank open  
Film and Television Studies, assistant professor  
Communication Research Methods, assistant professor  
Rhetoric-Persuasion Studies and Civic Engagement, assistant professor, joint with NGOLD

2018-19:

Television News and Documentary, rank open  
Advanced Technology, assistant professor  
International Communication, rank open  
Journalism/Media Industry Studies, assistant professor  
Forensics Coaching Specialist, SPS

**II. Nonpersonnel**

2016-17:
Stop charging the *Northern Star* rent
Identify a way to house the *Northern Star*, Northern Television Center, and student radio in the same space and with a converged newsroom in 2017-18 (with some elements of Northern Public Radio possibly to follow later)
Resume fundraising for new building
Establish a break room in Watson or Reavis to improve morale and to provide required break times for office staff
Improve Department website as a marketing tool
Establish a program of semester-long projects, funded by the Scripps account, involving students in watchdog journalism activities by beat (health, business, environment, etc.) working with Northern Public Radio, the DeKalb *Daily Chronicle*, and possibly other regional print-media partners; these projects could involve NIU faculty as expert commentators
Continue discussion with Northern Public Radio about potential increased or new collaboration on audio engineering program, student reading for NIRIS (Northern Illinois Radio Information Service), social media activities, traditional internships for course credit focused on daily general-assignment news gathering, reporter shadow opportunities covering and filing stories with WNIJ reporters, awards workshops involving Northern Public Radio staff who would advise students about how to prepare content for submission to competitions sponsored by the Illinois News Broadcasters Association and Illinois Broadcasters Association
Explore potential certificate or minor in public affairs reporting, jointly with POLS and WNIJ
Explore potential certificate or minor in online and social media
Explore possible enhancement of media production facilities for digital media production certificate and Communication Studies degrees
Discuss enhancement of minor in professional communication with English, Marketing, Management, and the public relations professionals of the CLAS Advisory Council
Continue development of relationship with BTBU
Continue and enhance program of summer camps for high school students in collaboration with CLAS External Programming

2017-18:

Institute annual fall spotlight event (postponed from 2015-16)
Explore potential certificate in public relations
Increase general-revenue funding for forensics, reduce Student Activities funding
Locate most or all Communication faculty in the same building
Increase funding for faculty and graduate student travel
Explore potential Certification in Education for Public Relations from Public Relations Society of America
Increase GA salaries
Increase GA lines by about 15, gradually, starting this year; lines will enhance support for high-enrollment classes (COMS 251, 252, 302, 303, 304, 356, JOUR 335), departmental labs, and engaged-learning activities (forensics, PRSSA, NABJ, Reality Bytes, Northern
Television Center, etc.); this will increase the quality and competitiveness of our undergraduate and graduate degree programs.

Discuss possible increased involvement of the Communication Department in core general education at NIU; this might include courses in professional communication skills and in technological literacy.

Discuss possible 3+1 program with Harper College in media studies, journalism, and public relations.

**Individuals Impacted:**

802 majors as of Fall 2015, which include 289 degree recipients per year as of FY 15; 163 minors as of Fall 2015, which include 44 minor recipients per year as of FY 15; 18 certificate recipients per year as of FY 15.

Hundreds of student participants per year in Communication-related cocurricular activities.

Communication faculty and staff (60 people as of Fall 2015).

Interdisciplinary and community partners in ESE, NGOLD, the Northern Star, Northern Public Radio, CLAS External Programming, BTBU, Daily Chronicle, and many others.

**Resources Required:**

Salaries of about $72,000 per year for Assistant Professor hires, $80,000 per year for Associate Professor hires, $95,000 per year for Professor hires, $40,000-51,000 per year for SPS hires, $22,000-35,000 per year for Civil Service hires.

Stipend of $6,000 per year for BTBU liaison.

Start-up costs of $9,000 per faculty hire, except possibly as high as $100,000 for three of the hires.

Salary increase of about $5,600 per year per GA.

$30,000 per year rent paid by Northern Star will be a loss for whatever unit collects the rent.

$20,000 per year for annual spotlight event.

Estimated $50,000 remodeling to collocate Northern Television Center, Northern Star, student radio, and possibly some elements of Northern Public Radio.

Designated space for collocation of Northern Television Center, Northern Star, student radio, and possibly some elements of Northern Public Radio.

One-time cost of $30,000 for equipment and set-up for student radio; $15,000 annual budget thereafter, plus a stipend and/or release time for a faculty advisor.

Designated space for break room for staff and faculty; $5,000 one-time cost for furniture and appliances.

Faculty and staff time to improve Department website; set up watchdog journalism projects; develop certificates; discuss program enhancements; implement other actions described.

$24,000 per year for forensics travel from Academic Affairs to replace the money forensics gets from the Student Association.

$45,000 per year travel budget for current faculty, staff, students; commensurate increase as new faculty and staff are hired.

$20,000 per year for one to four years to enhance/reestablish study-abroad program that will be
associated with the faculty position labeled International Communication
$9,000 per year to restore faculty and staff telephone lines removed in 2015-16; commensurate
increase as new faculty and staff are hired
Additional offices as new faculty and staff are hired
Increased subsidy of scholarships and staffing for high school summer camps
Unknown cost to enhance facilities for media production classes, related cocurricular activities,
and faculty and student artistry

**Anticipated Outcomes:**

Creation of new programs with potentially high student demand
Improvement of programs by enabling a richer array of course offerings; additional output of
research, artistry, and service; and a wider and better array of engaged-learning
opportunities for students
Reduction of curriculum bottlenecks; improvement of students' ability to graduate on time,
without waivers and substitutions and without missing opportunities to take courses they
want
Improvement of faculty diversity
Reduction of our current high student/faculty ratio and of our excessive reliance on overloads
and contingent faculty
Reduction of class sizes to come closer to national norms and best practices
Improvement of faculty morale and retention
Improvement of undergraduate and graduate student recruitment, retention, morale, and quality
Improvement of community engagement and outreach to alumni
Increased enrollment and diversity from the BTBU relationship
Increased enrollment and diversity from the high school summer camps
Improvement of space and facilities
Enhancement of NIU general-education program
CLAS Program Prioritization Response and Action Template

Program: B.A./B.S. in Communication Studies  
Director: Jimmie Manning

If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Task Force Comments: "Strong student diversity and migration from business school noted in program report. Faculty scholarship and diversity could use improvement. AcTF suggests the program focus attention on future plans for growth and ways to retain students."

The information provided to the Task Force by the University erroneously indicated that the Department of Communication had 24 regular faculty in COMS and 24 in JOUR. The Department's program narratives corrected the record by noting that 24 was the number of regular faculty in the entire department in 2013-14. The Department had 5 regular faculty in JOUR that year and 19 in COMS. In 2015-16, the Department had 20 regular faculty, 4 in JOUR and 16 in COMS.

While the Task Force suggested that "Faculty scholarship and diversity could use improvement," this comment ignores program narrative data that indicate the quantity and quality of artistic and scholarly activity in the Department are consistent with or exceed national disciplinary norms.

• The Communication Institute for Online Scholarship tracks all communication departments and says of NIU for 2015: "This distinguished program ranks among the field's leaders in one or more areas of research." The NIU program has "research strength" in 26 subjects, including 8 in which it is a "top 10 research" department.

• CLAS Academic Analytics data for 2013 show a Delaware peer group of 28 units (including 9 doctoral units; we are an MA unit).

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<th>NIU COMS</th>
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<td>Journal Publications/faculty</td>
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Neither Academic Analytics nor CIOS measures productivity in artistry (a research activity in COMS) or captures journal editorships; NIU's Department would rank high on
both metrics.

In order to improve faculty diversity, the Department must be allowed to hire replacement faculty. Consistent with past practice, the Department will undertake several steps to attract candidates from underrepresented groups in its faculty searches. We will advertise widely in relevant professional publications and on websites and listservs. We will use the affirmative action e-mail service of higheredjobs.com. We will send job announcements to individuals listed in relevant sections of the CIC Doctoral Directory, which lists doctoral recipients from underrepresented groups. We will appoint search committees that are as diverse as possible with respect to departmental subunit representation, gender, race/ethnicity, and age/seniority. Our last approved TTE search, in 2014-15, was widely advertised and produced a diverse applicant pool.

**Do you consider the action recommended to be valid?**

No, we do not consider this a valid recommendation. For several years running, the B.A./B.S. in Communication Studies has needed increased resources, particularly permanent faculty replacements. In 2014, the enrollment in COMS was 676 students, a modest increase from 2011. As the program's staffing situation worsens because of retirements and departures, we are forced to rely more heavily on contingent faculty and overloads to cover our instructional demands. This situation is also placing an increased workload of teaching, administrative duties, and service on senior faculty who are then less able to perform the research and artistry demanded of faculty in a Research institution.

**What type of response to that recommendation do you propose?** Routine Action

See unabridged action plan or Introduction (separate document).
CLAS Program Prioritization Response and Action Template

Program: B.A./B.S. in Communication Studies  
Director: Jimmie Manning

If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point, we're only asking for an outline of the information that could be provided, not the full text of that information.

Task Force Comments: "Strong student diversity and migration from business school noted in program report. Faculty scholarship and diversity could use improvement. AcTF suggests the program focus attention on future plans for growth and ways to retain students."

The information provided to the Task Force by the University erroneously indicated that the Department of Communication had 24 regular faculty in COMS and 24 in JOUR. The Department's program narratives corrected the record by noting that 24 was the number of regular faculty in the entire department in 2013-14. The Department had 5 regular faculty in JOUR that year and 19 in COMS. In 2015-16, the Department had 20 regular faculty (4 in JOUR and 16 in COMS). These staffing levels are insufficient to fully and effectively deliver curricula in the three Communication Studies emphases: Rhetoric and Public Communication, Media Studies, and Organizational/Corporate Communication.

While the Task Force suggested that "Faculty scholarship and diversity could use improvement," this comment appears to ignore program narrative data indicating that the quantity and quality of artistic and scholarly activity in the Department are consistent with or exceed national disciplinary norms. The Communication Institute for Online Scholarship (CIOS) tracks all communication departments and says of NIU for 2015: "This distinguished program ranks among the field's leaders in one or more areas of research." Specifically the NIU program has "research strength" in 26 subjects, including 8 in which it is a "top 10 research" department. CLAS Academic Analytics data for 2013 show a Delaware peer group of 28 units (including 9 doctoral units; we are an MA unit). In journal publications per faculty we rank 3 (the top 2 are doctoral units). In percentage of faculty with journal publications we rank 2-3 (tied) (the top unit is doctoral). In citations per faculty we rank 5 (the top 4 are doctoral). In percentage of faculty with citations we rank 3 (the top 2 are doctoral). In books per faculty we rank 11 (4 higher units are doctoral). In percentage of faculty with books we rank 14-15 (tied) (5 higher units are doctoral). Neither Academic Analytics nor CIOS measures productivity in artistry or captures journal editorships. NIU’s Department would rank high on both metrics. University-provided data for IPEDS peers and "National Discipline" also do not track artistry or journal editorships but do include PhD programs. This may have skewed the Task Force's perceptions.

In order to improve faculty diversity, the Department must be allowed to hire replacement faculty. Consistent with past practice, the Department will undertake several steps to attract candidates from underrepresented groups in its faculty searches. We will advertise widely in relevant professional publications and on websites and listservs. We will use the affirmative
Do you consider the action recommended to be valid?

No, the action recommended is not reasonable. For several years running, the B.A./B.S. in Communication Studies has needed increased resources, particularly permanent faculty replacements. In 2014, the enrollment in COMS was 676 students, a modest increase from 2011. As the program's staffing situation has worsened as a result of retirements and departures, the program has been forced to rely more heavily on VAPs, adjuncts, overloads, SPS, civil service employees, retirees, and instructors to cover instructional demand. This situation places extra teaching and service responsibilities on remaining faculty, who then have less time to engage in research and artistry. In order adequately to cover the subject matter of the communication discipline and to deliver a reasonable selection of courses to actually existing students in the B.A./B.S. in COMS, the B.A./B.S. in JOUR, and the M.A. in COMS, the Communication Department needs to hire ten regular faculty. Seven of these would be nominally assigned to the COMS programs and three nominally to JOUR. In actuality all ten would serve both COMS and JOUR. In addition we should hire joint-appointment faculty with NGOLD and ESE (one faculty member each) in order to fortify interdisciplinary connections with those units.

The following faculty hires are the positions that would be nominally in COMS:

1. **Rhetorical Theory and Criticism/ Director of Forensics**
   This hire will meet critical enrollment and curricular needs in both the Rhetoric and Public Communication and Organizational/Corporate Communication emphases as well as provide leadership to NIU's nationally recognized forensics program. The Director of Forensics position has been filled with a temporary SPS for four years. The forensics program, which provides premier engaged-learning opportunities and plays an important role in student recruitment, needs a permanent faculty replacement for program stability and credibility. The hire is also needed to help teach rhetoric courses that fulfill degree requirements in two of the three COMS emphases. The Department's ability to deliver enough courses of the right types in these emphases has been constrained by the departure of two Rhetorical Studies faculty in 2013. Because these faculty members taught high-demand courses and have not yet been replaced, hiring for this position will help reduce persistent curricular bottlenecks and the Department's perpetual reliance on contingent faculty.

2. **Media Law and Ethics in the Digital Age**
   While responding to media industry convergence, this replacement hire will meet critical enrollment and curricular needs as well as strengthen interdisciplinary activities between Media Studies and Journalism. Law and regulation courses are central to the fields of
media studies and journalism and are required for both baccalaureate degrees in the Department. Undergraduate students in all three COMS emphases are required to take either COMS 455 (Media Law and Ethics) or one of two Journalism law and regulation courses. COMS 455 must be offered on a continuous basis in order for COMS (and JOUR) students to graduate on time. The Media Studies faculty member who regularly taught this course retired in 2014 and has not yet been replaced. Although the retired faculty member is still teaching for the program, COMS (and JOUR) students will not be able to satisfy the ethics/regulation degree requirement when that arrangement becomes unviable. Because the journalism faculty member who taught in the ethics/regulation choice block for both JOUR and COMS left in 2012 and has not yet been replaced, hiring a faculty replacement for the Media Law and Ethics position will help ensure that students in both majors make adequate progress toward degree completion.

3. Film and Television Studies in the Digital Age
In addition to meeting critical curricular needs in Media Studies, this replacement hire will facilitate and strengthen media convergence initiatives between Media Studies and Journalism, including student media consolidation, and provide teaching support for the interdisciplinary Film and Television Studies Certificate. Film and Television Studies remains central to the Media Studies curriculum, serves the Rhetoric and Public Communication emphasis, and serves general education at NIU. Permanent staffing in this area is needed for high-demand courses and to advise the student Film Society. The position is currently occupied by a faculty member who retired in 2014. When that arrangement becomes unviable, students will not be able to graduate. The position includes foci in digital distribution and display media. Courses and research productivity in film and television studies are needed for a credible Media Studies program.

4. Communication Research Methods
This replacement hire fills important curricular gaps in the Organizational/Corporate Communication undergraduate emphasis, especially in the area of communication research methods, and in the Department's M.A. program. Following a 2012 faculty departure in Interpersonal, Organizational, and Persuasive Communication, the Department has struggled to meet curricular demand in vital parts of the curriculum in Organizational/Corporate Communication. This replacement hire will reduce curricular bottlenecks and logjams, assist in curricular development in the area of research methodologies, and help maintain the Department's longstanding reputation as a leading M.A. program in Communication Studies and a leading producer of quantitative communication research.

5. Television News and Documentary in the Digital Age
By helping the Department move toward the media convergence model that is current in communication, this replacement hire will foster interdisciplinary connections between faculty in Communication Studies and Journalism while meeting curricular needs in both programs. The position is needed to continue the Department's high-profile program in TV news production, direction, and reporting and to develop engaged-learning
opportunities in documentary storytelling. Through curriculum development in media convergence, this replacement hire will contribute to curricular cross-listing between COMS and JOUR. The faculty member will also direct the Department's program in television news, supervising both the student-produced newscasts and the SPS employees at the Northern Television Center. Hiring a faculty replacement for this position will facilitate both experiential learning and student research and artistry.

6. **Advanced Technology**
   To respond to media industry convergence and advance student media consolidation at NIU, this position is designed to prepare students in the COMS and JOUR degree programs for digital-age careers. The position addresses student interest as well as curricular and societal trends nationwide. In the wake of the departure of 4 faculty in Media Studies and Journalism in 2014, this hire in Advanced Technology will play a critical role in remaking the Media Studies and Journalism programs and moving them towards the media convergence model that is current in communication. In addition to emphasizing new media technology, social media, digital humanities, animation and electronic game studies, etc., the position provides opportunities for interdisciplinary collaboration with CVPA, CSCI, and ENGL.

7. **Rhetoric-Persuasion Studies and Civic Engagement (joint with NGOLD)**
   This joint hire fosters interdisciplinary connections between Communication Studies and NGOLD while meeting curricular needs in both units. The Rhetorical Studies area, which had 7 faculty in 2013-14, now has only 4 remaining faculty (two of whom also perform administrative roles for the Department and College). This low level of staffing is inadequate for teaching enough courses to serve the enrollment and curricular needs of the Rhetoric and Public Communication and Organizational/Corporate Communication emphases (and for properly serving the M.A. program). At the same time, rhetoric and advocacy courses taught by Rhetorical Studies faculty, especially COMS 220, 305, and 401, are in high demand by NGOLD's CLCE majors and minors. The Advocacy emphasis has by far the most students of any track in CLCE, thereby exacerbating ongoing staffing difficulties and reliance on VAPs. This hire will help stabilize the Rhetorical Studies area while effectively leveraging resources through a joint appointment.

8. **International Communication in the Digital Age**
   This replacement hire will make a positive impact on diversity and inclusion efforts. The position emphasizes globalization of communication in the digital age and includes foci in transnational media cultures and digital media production, distribution, and display media. In today's globalized media landscape, students embarking on digital-age careers must understand multiculturalism and the media from a global perspective. Owing to a faculty retirement in this area in 2014, the Department lost its long-running study-abroad program, which enrolled about 16 undergraduate and graduate students each year. Beyond providing engaged learning and a diversity experience, the program was useful in recruiting undergraduate students to the M.A. program. Restoring this highly successful
study-abroad program requires a permanent faculty replacement in digital-age international communication.

9. Environmental Communication (joint with ESE)
   In addition to fostering interdisciplinary connections between faculty in COMS and ESE, this hire responds to increasingly important global issues of environmental sustainability and their relationship to human communication. In communication studies, environmental communication is a fast-growing subdiscipline of strong public relevance and high student interest. The position focuses on human representations of the environment with attention to how publics and institutions function effectively and ethically as agents of environmental change. The hire would serve three emphases in ENVS by teaching ENVS 303 and/or 304 as well as serve two emphases in COMS or the major in JOUR. This position is perfectly suited to help unify an interdisciplinary unit centered on environment and sustainability while enabling the Department to again teach Environment, Health, and the Media (JOUR 350) and make its special topics course in environmental communication a regular offering in the COMS curriculum.

What type of response to that recommendation do you propose? Routine Action

The type of response recommended is Routine Action, whereby resources are released to support faculty replacements in Rhetorical Studies; Media Studies; and Interpersonal, Organizational, and Persuasive Communication. This replacement hiring will address critical enrollment and curricular needs in the COMS undergraduate emphases; strengthen interdisciplinary collaboration between Media Studies and Journalism and between the Department and other units; make a positive impact on diversity and inclusion efforts by diversifying faculty and serving diverse student needs in a multicultural digital era; advance the Department's plans for future growth and ongoing societal relevance; and facilitate student and faculty retention. Because of severe understaffing, which places an enormous strain on remaining Department faculty and interferes with adequate curriculum delivery in both undergraduate degree programs, the Department is in a state of emergency. This untenable situation has been persistent, contributing to faculty burnout and risking more faculty attrition. Without immediate steps to restore the Department's permanent staffing levels, the short- and long-term viability of the Department's programs is in question.

Description of action steps (with timeline)

I. Faculty and Staff Hires

2015-16:
Office Support Specialist, civil service, in progress, replace Plesa
Office Support Specialist, civil service, in progress, replace Montag
Media Studies and Journalism Production Equipment Specialist, SPS or civil service, in progress, replace Grubb
Establish compensation for Beijing Technology and Business University liaison to begin in
2016-17

Media Law and Ethics, assistant professor, replace Miller
Environmental Communication, assistant or associate professor, joint with ESE, new position

2017-18:
Director of Forensics/ Rhetorical Theory and Criticism, rank open, replace Brookey
Film and Television Studies, assistant professor, replace Bisplinghoff
Communication Research Methods, assistant professor, replace Andrews
Rhetoric-Persuasion Studies and Civic Engagement, assistant professor, joint with NGOLD, new position

2018-19:
Television News and Documentary, rank open, new position
Advanced Technology, assistant professor, new position
International Communication, rank open, replace Chown
Forensics Coaching Specialist, SPS, replace Roth

II. Nonpersonnel

Stop charging the Northern Star rent
Institute annual fall spotlight event (postponed from 2015-16)
Identify way to house Northern Star, NTC, student radio in the same space with a converged newsroom in 2017-18
Resume fundraising for new building
Establish a break room in Watson or Reavis
Improve Department website as marketing tool
Explore potential certificate or minor in online and social media

2017-18:
Increase general-revenue funding for forensics, reduce Student Activities funding
Locate most or all COMM faculty in the same building

Individuals impacted and how
Students will receive better service and have more curricular options, enabling them to take courses that best fit their interests. This in turn will lead to better career prospects and greater satisfaction. Faculty will have more and better opportunities for research, including collaborative research and curriculum development.

Resources require/released
Funding for new faculty hires
Other resources as indicated
**Anticipated outcomes**
Increased enrollment
Higher-quality program because more classes will be taught by permanent, Ph.D. faculty
Reduction of curricular bottlenecks
Reduction of faculty churn

**Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

Joint appointments with NGOLD and ESE would provide additional course offerings for M.A. students and additional opportunities for collaborative and interdisciplinary research for both students and faculty. Forensics involves students from many majors.
If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point we're only asking for an outline of the information that could be provided, not the full text of that information.

Task Force Comments: "A new program with little available student data, but they have data collection and tracking in place for future assessment. The program will benefit from more studios to meet the high growth expectations. Interdisciplinary efforts are useful to other programs. This program is innovative, a '21st Century' idea."

The newness of the certificate precluded extensive demographic tracking of students, but that is now being corrected. The certificate enhances the value of the media studies emphasis while encouraging student retention in the program. Further efforts to collaborate with the School of Theatre and Dance and cultural centers are ongoing. These digital media collaborations serve as professional/pedagogical experiences for graduate and undergraduate students in both colleges promoting the talents and creativity of NIU student voices.

Do you consider the action recommended to be valid?

No. While the program could continue as it currently is without any resources, it would benefit and grow not only from additional studio and lab space but also from additional production faculty. Teaching digital media production courses (such as cinematography, editing, animation, and special effects) is extremely demanding. It is not feasible to teach multiple production courses and meet the curricular demands of media studies with our current reduced media production faculty (one of whom is untenured). Recent faculty departures have reduced the media studies area by three tenured faculty, significantly limiting overall growth.

There are currently no facilities for teaching lighting or animation or other facets of the production field. Current growth in production visual effects necessitates the addition of a more robust digital production teaching facility. Due to excessive departmental needs in other areas, the needs in this area of media studies have been temporarily placed on hold.

What type of response to that recommendation do you propose? Routine Action

If either Routine Action or Significant New Action is proposed, provide the following:

Description of action steps (with timeline)
• Production Equipment Specialist Hire (in process Summer 2016) with plans to complete by August 15, 2016
• Identify possible facility expansion or modification in possible external collaboration to address programmatic needs (Fall 2016)
• Seek support for a TT faculty hire that will enhance the animation/special effects strength of the Digital Media Production Certificate Program and curriculum (Fall 2016)

Individuals impacted and how
• Students entering media studies and production will have a more fulfilling opportunity to participate in engaged learning that prepares them for 21st-century jobs in the field.
• Current faculty could continue with research and artistry that is presently on hold due to the excessive demands of teaching and service.

Resources required/released
• At least one new TT faculty hire in the digital media production area with animation and visual effects production experience would significantly enhance curricular offerings and attract more students to the certificate.
• Additional media production lab or studio space to adequately teach digital media curriculum

Anticipated outcomes
• Increased enrollments due to
  □ Enhanced curricular offerings
  □ More professional skills-based exposure to contemporary media production technology
• Enhanced career preparation including:
  □ Portfolio creation
  □ Professional network building
  □ Refined collaboration skill building

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Further collaboration with the School of Theatre and Dance will be pursued in order to enhance the program, but delays in the completion of Stevens Hall have limited immediate growth of this alternative. Also collaboration with NIU diversity centers is being explored to enhance students' understanding of social justice and advocacy via media production.
If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Task Force comments: "Commendable interdisciplinary efforts and alignment with university mission. Exemplary service to internal departments at NIU. External demand for the program on a national level is excellent with strong future job growth. Unclear why enrollment numbers are down here at NIU while rising at other institutions."

While the Task Force noted that "[e]xternal demand for the program on a national level is excellent with strong future job growth," it expressed uncertainty about "why enrollment numbers are down here at NIU while rising at other institutions." Several factors explain a recent decline in program enrollment, including:

1. **Loss of Faculty.** Several faculty have retired or left the University in the last few years, and the Department has not yet been authorized to replace them. The effects of having 9 vacant faculty lines are a reduction in the number and diversity of graduate seminars and fewer faculty to serve on graduate student committees. With reduced faculty numbers in (especially) Rhetorical Studies, Media Studies, and Journalism, remaining faculty in those areas have had to increase their attention to the undergraduate programs in COMS and JOUR. Limited numbers of faculty and reduced graduate offerings make it harder for prospective students to assess the extent to which their expectations and needs will be met by the M.A. program.

2. **Loss of TA Lines.** In 2010-11, the program was able to fund 31 graduate teaching assistants. The TA budget for 2016-17 will fund 24 graduate teaching assistants. Graduate teaching assistants are critical to students' ability to afford to pursue M.A. degrees. In addition, assistantships are a form of engaged learning that enable students to develop knowledge and skills beyond their graduate seminar experiences. The decline in the number of assistantships makes the program less attractive to prospective students and makes program recruitment more difficult. One of our main competitors, Illinois State University, has 45 TA lines in communication.

3. **Low TA Stipends.** Assistantship stipends are fewer and smaller than those offered by competing institutions. This makes recruitment a significant challenge as students are often drawn to institutions with higher stipends.

Do you consider the action recommended to be valid?
No, a recommendation for no change in resources is not valid. The program has several unmet needs that require additional resources:

1. **Insufficient Number of Faculty for Program Delivery.** Program breadth and faculty quality are strengths that have earned the program its national reputation as a "top five" M.A. program in Communication. By design, the program exposes students to courses across four content areas (Interpersonal, Organizational, and Persuasive Communication; Journalism; Media Studies; and Rhetorical Studies). Because graduate students are required to take at least one course from each content area, recent faculty losses (1 in IOPC, 3 in Journalism, 3 in Media Studies, and 3 in Rhetorical Studies) have reduced the program's ability to provide its traditional breadth of course offerings. In addition to overstretching remaining faculty to meet curricular need and creating scheduling difficulties for students, understaffing has placed limits on the ways in which students can design and develop their programs of research. The program's overall attractiveness and its ability to meet the needs of our students, especially in the areas of Journalism, Media Studies, and Rhetorical Studies, depend on replacement hiring in those areas.

2. **Insufficient Number of Teaching Assistants.** The program has experienced a reduced TA budget over the last few years, resulting in a decrease in the number of TAs hired. As the majority of the program's students are teaching assistants, the reduction in TA lines has negatively impacted program size. In addition, this reduction in TAs negatively impacts the undergraduate degree programs in JOUR and COMS as well as the Department's ability to deliver the COMS 100 general education requirement. Further, several of the courses that are in the interdisciplinary minor in professional communication have courses that are supported by TAs. The quality of all of our programs is affected by the reduction in TAs. The ability to continue to deliver quality undergraduate programs in communication studies and journalism requires that we be able to recruit strong M.A. students to work as teaching assistants.

3. **Inadequate Support for Student Conference/Festival Travel.** An important part of enhancing student professional development involves traveling to conferences and film festivals to present research and artistry and to network with professionals in our field. However, we have very limited resources to support student travel and, as a result, many of our students do not attend conferences and festivals.

4. **Instability in funding for faculty travel.** Many of our M.A. students are new to the process of participating in conferences and film festivals. It is vital that faculty attend conferences and film festivals to mentor students and introduce them to other people in the field of communication. Uncertainty in funding for faculty travel makes it harder for faculty to plan to attend conferences.

5. **Insufficient Support to Sustain Study-Abroad Program.** Study-abroad programs offer another opportunity for students to develop communication skills. Because of a recent retirement, the program lost a highly successful study-abroad program that enrolled about...
16 undergraduate and graduate students each year. Beyond providing engaged learning and a diversity experience, the program was useful in recruiting undergraduate students to the M.A. program. Few of our students can afford study-abroad opportunities and as a result they lose out on first-hand opportunities to engage in and develop intercultural communication skills. A faculty replacement will make restoration of the lost program possible. Scholarships and other financial support for study abroad would also enhance the experiences of our M.A. students and attract new students to the program.

What type of response to that recommendation do you propose? Routine Action

If either Routine Action or Significant New Action is proposed, provide the following:

Description of action steps (with timeline)

1. Hire replacement faculty in Journalism, Media, Rhetoric, and Interpersonal, Organizational, and Persuasive Communication. The response and action plan documents for the B.A./B.S. in Communication and Journalism address the action plan for hiring. See our Introduction (separate document) for timeline.

2. Seek additional sources of funding to support student travel.

3. Revise website content to enhance recruitment efforts. The revision will involve providing prospective students with a better sense of the content areas that they could specialize in. The people who would be impacted by this change would be prospective students. The reason for making this change is that prospective students have mentioned being concerned about not being able to study in areas because they did not see those areas listed on our website. Resources: graduate director's time to review plans of study and develop a list of content areas and the courses taken to identify and write up specializations in those content areas. Other resources: web person to make changes to the website. Outcome: prospective students will have a better sense of the breadth of the program and the ways in which different classes can be combined to develop areas of specialty. Timeline: Work on this will begin in summer 2016.

4. Revise website content to enhance prospective and current students' understandings of the career options available to M.A. degree holders. One way that we could make these revisions is by featuring alumni from the program. We could interview alumni about their current careers. The interviews would have alumni talk about the ways in which their M.A. degrees have helped them in their careers, and what they see as the strengths of the program. The ultimate goal of this project is to provide our students with a list of careers that one can have when one has an M.A. in communication studies. This project would require someone with interviewing expertise to oversee the process of developing interview questions and selecting information from the interview to include on our website. The project would benefit from having a research assistant who could conduct the interviews. We would also need someone to upload the content to our website. The outcomes of this project would include prospective and current students having a list of potential careers and the Department developing stronger connections with
alumni. Timeline: In Spring 2015, we did three pilot interviews. Additional interviews could begin in Fall 2016.

5. In order to develop their plans of study, students need a better sense of our course offerings for an academic year. Each spring, we should post the tentative schedule for the next academic year on the department's website. This would enable current students to plan better for the next year, and it would provide prospective students with a better sense of the range of courses that we offer in a given year. Timeline: Begin Spring semester 2017.

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Joint appointments with NGOLD and ESE would provide additional course offerings for M.A. students and additional opportunities for collaborative and interdisciplinary research for both students and faculty.
CLAS Program Prioritization Response and Action Template

Program: B.A./B.S. in Journalism
Director: Gary Burns/ Jimmie Manning/ Mehdi Semati

If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point we're only asking for an outline of information that could be provided, not the full text of that information.

Program Faculty:
The information provided to the Task Force by the University erroneously indicated that the Department of Communication had 24 regular faculty in COMS and 24 in JOUR. The Department's program narratives corrected the record by noting that 24 was the number of regular faculty in the entire department in 2013-14. The Department had 5 regular faculty in JOUR that year and 19 in COMS. In 2015-16, the Department had 20 regular faculty, 4 in JOUR and 16 in COMS. The program has additionally hampered by the extended leave of a faculty member since 2014.

The Task Force correctly noted that there are ample job opportunities in journalism professions and related fields as the profession adapts to changes in technology. Job opportunities in areas emphasizing interaction of different media and platforms are projected to grow quickly. From 2014 to 2024, demand for web content developers is expected to rise by 27% while demand for film and video editors is expected to rise by 11% (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition).

Enrollments:
The Task Force suggested: "The narrative did not make a strong case for new faculty as the enrollment and graduation numbers are declining." Actually, according to institution-provided data for journalism, new freshman and transfer enrollment increased by almost 7% (from 45 to 48 students) from Fall 2010 to Fall 2014. Overall fall-to-fall retention rates in the Department have been similar to those for NIU as a whole. Recent program graduation rates also have remained relatively stable. According to institution-provided data, program degrees conferred increased by 16% from FY2011 to FY2013 and by 27% from FY2012 to FY2013. The longer-term program graduation rate has also been quite stable with the number of degrees conferred in FY2011 the same as in FY2006. Between Fall 2012 and Fall 2014, an average of 54% of JOUR students returned from the same major (vs. 50% NIU) the following year. Considering overall enrollment trends at NIU and staffing exigencies in the Department of Communication, the journalism program has done an excellent job maintaining its enrollment and graduation rates. Among NIU programs, the Department continually ranks high in degrees conferred, enrollment, and credit-hour production. The Department will welcome about ten students per year from Beijing Technology and Business University in an initiative being phased in starting in Fall 2016. This new relationship with BTBU, by increasing demand for journalism courses and advising, will necessitate the allocation of more institutional resources to the journalism program if the relationship is to prove successful.
External Program Resources:
In its comments about the Journalism program narrative, the Task Force indicated: "The AcTF does recognize that the program benefits from foundation resources which many other programs do not have." The Task Force overestimated the scope and permissible allocations of the Journalism program's financial resources. As noted in the program narrative, eleven endowed accounts are earmarked for scholarships and travel grants for Journalism students. These scholarships and grants total about $20,000 dollars/year. One endowed account is earmarked for an annual public relations lecture. Income from the Scripps Foundation to support Journalism education is used to fund scholarships, faculty and student travel, equipment, and occasionally add-on faculty. Income from the Scripps Foundation is insufficient to support any permanent faculty lines. As noted in the program narrative, some of the existing Scripps Foundation balance is being held in reserve for major equipment purchases and to help pay for the proposed converged media facility that the Department and CLAS have been working with the Foundation on since 2011.

Do you consider the action recommended to be valid?
No, the action recommended is not feasible. Any further reduction in resources to the journalism program will destroy the program while severely limiting opportunities for currently enrolled students. No change in resources to the program will also significantly hinder program continuance. Program erosion will continue without major enhancements to staffing, equipment, and facilities. Further reduction in resources to the journalism program also means a reduction in resources to the B.A./B.S. in Communication Studies and the M.A. in Communication Studies (both of which are in category 2). The undergraduate and graduate degree programs in Communication Studies rely on teaching power from the journalism program to enrich their respective curricula and to enable students to complete their degree programs in a timely manner. Any further reduction in resources to the journalism program will also negatively impact the Minor in Professional Communication (recommended for transformation), the Northern Star (recommended for no change in resources), and WNIU/WNIJ (recommended for reduction in resources).

What type of response to that recommendation do you propose?
Significant New Action involving a larger scale of planning and resource allocation to the program is strongly recommended. The program requires major enhancement through the hiring of three tenure-track faculty as well as facility and infrastructure upgrades to adequately prepare students to enter digital-age journalism professions.

The program has significant potential in new media, broadcast journalism, and public relations. To fully prepare students for digital-age careers in journalism, mass communication, and related fields, the program must (a) rebuild its faculty, (b) realize its pursuit of a single, converged newsroom for the Northern Star and Northern Television Center (with possible collaboration with WNIU/WNIJ), and (c) gain Certification in Education for Public Relations from the Public Relations Society of America.
Rebuild program faculty. This is necessary to afford students the full breadth of curricular offerings needed for a degree in Journalism and to enhance the B.A./B.S. and M.A. degree offerings in Communication. Tenure-track faculty replacements in Journalism Law and Regulation and Public Relations are essential for adequate delivery of both the Journalism and Communication Studies B.A./B.S. The Department also regards the vacancy in Journalism/Media Industry Studies, resulting from a relatively recent faculty retirement, to be untenable in the long term. Given rates of projected job growth in online news delivery areas, it is important that the journalism program have adequate permanent staffing in place to provide students with a 21st-century education. Faculty vacancies have necessitated that courses in these areas be taught almost exclusively by contingent faculty (some of whom do not have credentials that a credible journalism program would require).

Consolidate student media. To adequately prepare students for careers in digital-age journalism, the Northern Star and Northern Television Center must be located together in a converged newsroom--a single newsroom where students produce journalistic content for all media (print, web, photo, audio, video). Newsgathering and editorial functions must be collaborative and synergistic, fostering the professional versatility and multitasking required in today's journalistic workplaces. Students must learn blogging, podcasting, social media, creation of multimedia content for web distribution, and whatever future innovations may occur in digital journalism. The aging Northern Television Center building has chronic problems with HVAC, electrical service, and IT capacity. The Northern Star location is also not viable for much longer if the University continues to charge the newspaper rent for its current space in the Campus Life Building. The Department's proposal for a converged newsroom--a single newsroom for the Northern Television Center and the Northern Star where students can produce multimedia journalistic content--is today's industry standard and the norm in leading journalism programs.

If either Routine Action or Significant New Action is proposed, provide the following:

Description of action steps (with timeline)
- Conduct tenure-track faculty searches to fill vacancies in Journalism Law and Regulation and in Public Relations (2016-17)
- Create Certificate in Public Affairs Reporting in conjunction with Political Science and WNIJ (2016-17)
- Gain CEPR Certification from Public Relations Society of America (2017-18)
- Conduct a tenure-track faculty search to fill vacancy in Journalism/ Media Industry Studies (2018-19)
- Continue discussions involving the Northern Star relocation and student media consolidation with broadcast journalism (Fall 2016)

Individuals impacted and how
- Students will benefit directly from the expertise of additional permanent faculty who teach courses designed to prepare them for digital-age careers in journalism, public relations, and related fields.
- Students will have access to expanded course offerings as courses now offered on a limited basis (or not all) can be taught on a regular basis.
Resources required/released
Salary and startup funds for faculty hires
An existing space suitable for a converged newsroom must be reassigned to the program or a new space must be built.

Anticipated outcomes
Faculty hires will stabilize the Journalism curriculum, restore program credibility, reduce curricular bottlenecks and logjams, and ensure digital-age training for students entering journalism and related fields.
Locating the *Northern Star* and the Northern Television Center in the same building with a converged newsroom will prepare students for the experience of working in contemporary news production settings.

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Yes. Discussions have already begun with the *Northern Star* and WNIU/WNIJ to begin collaborations that will additionally benefit students with internships or certificates that will provide enhanced career opportunities.
If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

**Task Force comments:** "The narrative did not make a strong case for new faculty as the enrollment and graduation numbers are declining. This was not explained while it appears that there are job opportunities. The AcTF does recognize that the program benefits from foundation resources which many other programs do not have."

In addition to threatening the viability of the B.A./B.S. in Journalism, a reduction in program resources for Journalism would also adversely impact the Department of Communication's (already strained) capacity to fully and effectively deliver curricula for the B.A./B.S. in Communication Studies, the M.A. in Communication Studies, and the Minor in Professional Communication. A reduction in program resources for Journalism would also negatively impact the *Northern Star* and WNIU/WNIJ.

Along with capital improvements (including development of an industry-standard converged multimedia newsroom), the hiring of new faculty is critical to the program's short- and long-term viability. For several years, the Department of Communication (which currently has 9 vacant faculty lines) has consistently prioritized the hiring of replacement faculty in Journalism. Today, department faculty remain united in the conviction that tenure-track faculty replacements in Journalism Law and Regulation and in Public Relations are essential for adequate delivery of both the Journalism and Communication Studies undergraduate degree programs. The Department also regards the vacancy in Journalism/Media Industry Studies, resulting from a relatively recent faculty retirement, to be untenable in the long term. The Journalism Law and Regulation faculty position has been vacant since 2012. The Public Relations faculty position has been vacant since 2013. The Journalism/Media Industry Studies faculty position has been vacant since 2014. These vacancies have necessitated that courses in these areas be taught almost exclusively by contingent faculty (some of whom do not have credentials that a credible journalism program would require). In addition to significantly undermining the credibility of the Journalism degree program, overreliance on contingent faculty has created a significant hardship for the Department. Perpetual efforts to hire visiting and adjunct faculty so that enough courses are taught on a timely enough basis, along with the increased service and advising responsibilities for the small number of remaining journalism faculty, have increased stress and dampened morale. The program's current staffing levels are simply not sustainable if the program is to continue and thrive.

The information provided to the Task Force by the University erroneously indicated that the Department of Communication had 24 regular faculty in COMS and 24 in JOUR. The
Department's program narratives corrected the record by noting that 24 was the number of regular faculty in the entire department in 2013-14. The Department had 5 regular faculty in JOUR that year and 19 in COMS. In 2015-16, the Department had 20 regular faculty (4 in JOUR and 16 in COMS). One of the 4 faculty in JOUR has been on leave since 2014 and we do not know if he will return.

The departure of 4 faculty in Journalism and Media Studies in 2014, and the loss of 10 faculty overall since 2011, has created both a crisis and opportunity. The Fall 2013 student/faculty ratio in COMM was 37:1, a ratio that makes student engagement very difficult (students = enrollment; faculty = TTE). At the same time, there is an opportunity to reinvent the Journalism and Media Studies programs, moving them towards the media convergence model that is current in Communication. The undergraduate Certificate in Digital Media Production, a new COMM program that the Task Force aptly described as a "21st Century" idea that "will benefit from more studios to meet high growth expectations," exemplifies the kind of engaged-learning experiences that a converged media curriculum can provide if supported by adequate institutional resources. As technology and new media change the way journalism is practiced, the Department has an opportunity to revitalize the journalism program by expanding its focus in media convergence. Fortunately, the Department recently hired a TTE new media specialist in journalism to help teach in this critical area, but the journalism program requires more faculty to fully and effectively deliver a digital-age curriculum.

In its comments about the Journalism program narrative, the Task Force suggested: "The narrative did not make a strong case for new faculty as the enrollment and graduation numbers are declining. This was not explained while it appears that there are job opportunities." Actually, according to institution-provided data for journalism, new freshman and transfer enrollment increased by almost 7% (from 45 to 48 students) from Fall 2010 to Fall 2014. Overall fall-to-fall retention rates in the Department have been similar to those for NIU as a whole. Recent program graduation rates have not been declining but also have remained relatively stable. According to institution-provided data, program degrees conferred increased by 16% from FY2011 to FY2013 and by 27% from FY2012 to FY2013. The longer-term program graduation rate has also been quite stable with the number of degrees conferred in FY2011 the same as in FY2006. Between Fall 2012 and Fall 2014, an average of 54% of JOUR students returned from the same major (vs. 50% NIU) the following year. Emigration to other majors is 4 points lower than the NIU average. Considering overall enrollment trends at NIU and staffing exigencies in the Department of Communication, the journalism program has done a very good job maintaining its enrollment and graduation rates. Among NIU programs, the Department continually ranks high in degrees conferred, enrollment, and credit-hour production.

By attracting and retaining a diverse student body, the journalism program plays an important role in degree attainment for minority students. Program enrollment and degrees conferred by sex and racial/ethnic group reflect an increasingly diverse student population. In 2011-2014, female enrollment exceeded male enrollment by an average of 55% to 45%. During the same period, Black (non-Hispanic) enrollment rose from 24% to 33%, Hispanic enrollment rose from 10% to 16%, and Asian/Pacific Islander enrollment tripled. In addition, COMM will welcome
about ten students per year into the program from Beijing Technology and Business University in an initiative being phased in starting in Fall 2016. This new relationship with BTBU, by increasing demand for journalism courses and advising, will necessitate the allocation of more (not fewer) institutional resources to the journalism program if the relationship is to prove successful. Any reduction in resources for the journalism program will adversely impact minority students, including members of NIU’s student chapter of the National Association of Black Journalists who rely on the Department for organizational advising and support to advance their mission of providing professional development and networking opportunities for aspiring black journalists. Unfortunately, despite the important role the journalism program plays in degree attainment for minority students, the program is now too understaffed to teach JOUR 490 (Ethnic Minorities and the News Media), a course that fulfills an important News and Society choice block requirement for all JOUR majors and minors and serves as an interdisciplinary elective for students in BKST, CLCE, and ENVS.

The Task Force correctly noted that there are ample job opportunities in journalism professions and related fields. As documented in the program narrative, projected job growth in journalism, mass communication, public relations, and allied fields is strong. In fact, job opportunities in converged media fields (i.e., areas emphasizing interaction of different media and platforms) are projected to grow especially quickly. For example, from 2014 to 2024, demand for web content developers is expected to rise by 27% while demand for film and video editors is expected to rise by 11% (according to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*).

Given projected job growth rates in these areas, it is essential that the journalism program have adequate permanent staffing in place to provide students with a twenty-first century education.

Specific rationales for replacement hiring in key areas are as follows:

1. **Journalism Law and Regulation in the Digital Age**

   This hire will meet critical enrollment and curricular needs as well as strengthen interdisciplinary activities between Journalism and Media Studies. Law and regulation courses are central to the fields of journalism and media studies and are required for baccalaureate degrees in both Journalism and Communication Studies. This vacant faculty line creates curricular bottlenecks and logjams in both of the Department’s undergraduate degree programs. For program credibility, a permanent faculty member with relevant credentials and expertise in law and regulation is needed to teach on a variety of topics, including digital millennium copyright, digital rights management, digital ethics, and media ecology. Existing courses for which a permanent tenure-track faculty replacement is needed include:

   - JOUR 480--Journalism Law and Regulation
   - JOUR 486--Journalism Ethics
   - COMS 455--Media Law and Ethics
All JOUR and COMS students are required to take a course in communication law/ethics/regulation. Therefore, hiring in this area will strengthen interdisciplinary curricular initiatives in the Department while ensuring that students in both majors make adequate progress toward degree completion.

2. Public Relations in the Digital Age

This hire will meet critical enrollment and curricular needs as well as strengthen interdisciplinary activities. Since 2013, the Department has been staffing public relations courses with visiting faculty and adjuncts with mixed results. Having no specialized faculty to teach public relations courses undercuts the credibility and viability of the journalism major. To meet growing demand for entry-level public relations professionals with digital-technologies training, the Department must expand its curricular offerings in media convergence (including integrated marketing communications) and fill this three-year faculty vacancy. Hiring a permanent faculty member dedicated to public relations will enable the journalism program to qualify for Certification in Education for Public Relations (CEPR), a quality-assurance endorsement by the Public Relations Society of America that will assist in program recruitment and retention. The hire will also allow the program to pursue a currently sidelined proposal for an Undergraduate Certificate in Public Relations, a program with a high potential for enrollment.

According to the Bureau of Labor Statistics, public relations employment opportunities will grow 12% from 2012 to 2022. Public relations ranks fifth of eight "hot careers" according to Yahoo Education. Public relations jobs in Illinois grew by 43% from 2006 to 2010. In today's job market, successful public relations practitioners are journalism degree holders who have training in digital marketing, search engine optimization, social media branding, kinetic typography, digital storytelling, etc.

Existing courses for which a permanent tenure-track faculty replacement is needed include:

- JOUR 335--Principles of Public Relations
- JOUR 360--Public Relations Writing
- JOUR 435--Advanced Public Relations
- JOUR 436--Public Relations Problems

While serving program majors and minors, public relations courses also fill an important curricular need for COMS students, especially those in the Organizational/Corporate Communication and Rhetoric and Public Communication emphases. Public relations courses also attract students from Marketing and can enhance programs of study for CLCE students. Anne Hanley, Interim Director of NGOLD, has indicated that public relations training is essential for CLCE majors and thus she fully endorses a replacement hire in this critical area. Continued reliance on contingent faculty for delivery of public
relations courses is unsustainable.

In addition to teaching high-demand public relations courses, this replacement hire is also needed to advise the department-affiliated Public Relations Student Society of America, an organization that provides premier engaged-learning and networking opportunities to students. To successfully engage in professional development activities (e.g., event planning as well as development of media kits, press releases, graphic designs, social media campaigns, etc. for local businesses, nonprofits, and campus groups), PRSSA must have a faculty advisor who is a highly trained and experienced public relations specialist.

Hiring in the area of public relations will help strengthen the department's relationship with its numerous (often affluent) public relations alumni, many of whom have provided students with career advice, internships, and jobs. Outreach to the Department's public relations alumni base continues to suffer without a dedicated faculty member in public relations.

3. Journalism/ Media Industry Studies in the Digital Age

This hire will meet key curricular needs and strengthen interdisciplinary activities. Media and journalistic industries and professions are of great societal importance. Employment opportunities in these areas increasingly depend on deep understanding of industry structures, practices, and economics. Filling this position is necessary to buttress the Department's longstanding reputation as having leading bachelor's programs in media studies and journalism as well as a master's program in communication studies with a strong media studies component.

To ensure students receive essential knowledge to become leaders in their profession and to become responsible evaluators of media and journalistic products, this position emphasizes convergence and globalization; media economics, ownership, and management; industry structure and political economy; and the function of media and journalistic industries in society.

Existing courses for which a permanent tenure-track faculty replacement is needed include:

- JOUR 407--Media Convergence
- JOUR 449--Media Management and Society
- JOUR 483--Mass Media in Modern Society
- COMS 492--Special Topics in Media Studies

In nominating the Journalism program for a reduction in resources, the Task Force made no comment or recommendation about how the program can feasibly deliver a twenty-first-century journalism education without upgrading its equipment and facilities to industry standards. In the program narrative, the need for facility upgrades and reorganization is made clear. The aging
Northern Television Center building has chronic problems with HVAC, electrical service, and IT capacity. The *Northern Star* location is also not viable for much longer if the University continues to charge the newspaper rent for its current space in the Campus Life Building. The Department's proposal for a converged newsroom—a single newsroom for the Northern Television Center and the *Northern Star* where students can produce multimedia journalistic content—is today's industry standard and the norm in leading journalism programs.

With its separate "legacy media" facilities, the NIU journalism program is not equipped to meet the rapidly changing demands of digital journalism professions. A twenty-first-century journalism program must provide students opportunities to produce and edit content synergistically across all types of media platforms. This is best achieved in a converged newsroom environment—a single collaborative workspace where students train to become proficient in multimedia. This "hub-and-spoke" model allows students to engage in newsgathering and then tell stories in different ways through different media (using text, video, audio, graphics, photography, animation, interactive web applications, etc.). A 2014 Pew Research Study finds that "[d]igital news organizations are hiring a mix of legacy and non-legacy journalists, with a clear emphasis on new storytelling skills." For journalists entering today's job market, hands-on experience writing and producing stories across different media platforms is a necessity. Contrary to accreditation standards set by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the Department's "legacy media" facilities do not enable and promote effective teaching and learning for the long term.

The Task Force may have overestimated the scope and permissible allocations of the program's financial resources. For example, in its comments about the Journalism program narrative, the Task Force indicated: "The AcTF does recognize that the program benefits from foundation resources which many other programs do not have." If this comment was offered to suggest that the Journalism program has the capacity to be more self-sustaining and thus does not require the same degree of institutional support as other programs of similar size and growth potential, there is a clear misunderstanding about the allowable uses of these foundation resources. As noted in the program narrative, eleven endowed accounts are earmarked for scholarships and travel grants for Journalism students. These scholarships and travel grants total about $20,000 dollars/year. One endowed account is earmarked for an annual public relations lecture. Income from the Scripps Foundation to support journalism education is used to fund scholarships, faculty and student travel, equipment, and add-on staffing. Income from the Scripps Foundation is insufficient to support any permanent faculty lines. As noted in the program narrative, some of the existing Scripps Foundation balance is being held in reserve for major equipment purchases and to help pay for a new converged media facility that the Department and CLAS have been working with the Foundation to raise funds for since 2011.

**Do you consider the action recommended to be valid?**

No, the action recommended is not reasonable. Any further reduction in resources to the journalism program will mean that we essentially have no program. No change in resources to the program will also significantly hinder program continuance. There are not many resources
left to reduce. Program erosion will continue without major enhancements to staffing, equipment, and facilities.

Formally established in 1959 and with 5,000+ (living) alumni, the journalism program is historically important to NIU and the surrounding region. Today, despite staffing difficulties and aging facilities, the program continues to prepare students to function effectively in a wide range of journalistic professions. Alumni satisfaction and job placement rates remain high while program enrollment and graduation rates remain relatively stable. Meanwhile, the program continues to provide excellent outreach and engagement in the areas of print/online journalism, broadcast journalism, and public relations. The program serves as headquarters to the Northern Illinois Newspaper Association, which sponsors numerous professional development and networking events, including a recent on-campus news literacy summit that brought together 75+ students, professional journalists, and faculty. The journalism program also runs a TV broadcasting summer camp for high school students and stages an annual public relations dinner and lecture attended by large numbers of students, faculty, and alumni. Yet, this historic program cannot survive with so few resources. Any further reduction in resources will be incapacitating.

Any further reduction in resources to the journalism program also means a reduction in resources to the B.A./B.S. in Communication Studies and the M.A. in Communication Studies (both of which were nominated for no change in resources). Reduced resources for journalism will exacerbate curricular bottlenecks and logjams in the COMS undergraduate and graduate programs. The undergraduate and graduate degree programs in Communication Studies rely on teaching power from the journalism program to enrich their respective curricula and to enable students to complete their degree programs in a timely manner. Any further reduction in resources to the journalism program will also negatively impact the Minor in Professional Communication (recommended for transformation), the Northern Star (recommended for no change in resources), and WNIU/WNIJ (recommended for reduction in resources).

Negative Impacts on B.A./B.S. in Communication Studies
Undergraduate students in all three COMS emphases are required to take a course in communication law/ethics/regulation. JOUR 480 (Journalism Law and Regulation) fulfills this important degree requirement and must be offered on a continuous basis in order for COMS students to graduate on time. The staffing shortfall in the communication law/ethics/regulation choice blocks for COMS and JOUR is especially serious because the Communication Studies faculty member who taught COMS 455 (Media Law and Ethics) retired in 2014 and has not been replaced. Although the retired faculty member is still teaching JOUR 480 and COMS 455, students will not be able to satisfy the law/ethics/regulation degree requirement when that arrangement becomes unviable.

Diminution of resources to support the public relations curriculum also negatively impacts the COMS undergraduate degree program. JOUR 335 (Principles of Public Relations) and JOUR 435 (Advanced Public Relations), both of which fulfill elective requirements in COMS, are high-demand courses for students in the Organizational/Corporate Communication emphasis and the
Rhetoric and Public Communication emphasis. Many COMS students need public relations training to develop the strategic communication and marketing skills highly valued by employers.

Other journalism courses also serve as elective requirements for COMS students (e.g., JOUR 200A/B, 312, 483). Reduced resources to journalism will necessarily limit the availability of these courses to COMS students, further diminishing the interdisciplinary breadth of the COMS program.

**Negative Impacts on M.A. in Communication Studies**

A reduction in resources to the B.A./B.S. in Journalism would be highly problematic for the M.A. in Communication Studies. As it stands, the journalism program makes important contributions to the M.A. program, adding to the breadth and quality for which the program is well-regarded nationally. All COMS M.A. students are required to take at least one journalism graduate seminar as part of a broad-based program of study. Yet a lack of journalism faculty creates a shortage of graduate courses in areas of high interest (e.g., public relations) as well as a shortage of graduate assistantship opportunities.

Journalism faculty enhance the quality and stature of the M.A. in Communication Studies. In "Peer Perceptions of Quality Among U.S. Communication M.A. Programs" (Spitzberg and Lindemann, 2009), NIU's M.A. in Communication Studies was identified as a "top five" program based on positive peer assessments of the M.A. program's ability to provide students a "generalist education in the communication field," "preparation for a broad range of career objectives," and "exposure to multiple methodologies." These defining characteristics of the high-status M.A. program are made possible, in part, by the teaching and research contributions of journalism faculty.

**Negative Impact on Minor in Professional Communication:**

The Minor in Professional Communication has three journalism courses in the curriculum: JOUR 200A, 312, and 492. These courses strengthen the program's interdisciplinary focus and provide engaged-learning opportunities that develop the technical writing and graphic design skills that potential employers value most. A reduction in resources to the journalism program will impinge upon the program's already-reduced ability to contribute meaningfully to this interdisciplinary minor. As the Department works to follow the Task Force recommendation to transform the minor, the inclusion of more journalism courses in the minor is highly desirable (assuming adequate staffing is in place). A reduction in resources to journalism would make effective delivery of the minor more difficult for the Department.

**Negative Impact on Northern Star**

Any reduction in resources to the journalism program will also hurt the *Northern Star*. Although the *Northern Star* is an independent student newspaper under the auspices of Student Affairs, the Department's longstanding relationship to the *Northern Star* is important. Eighteen JOUR
students worked at the Northern Star in 2014-15, developing skills taught in the journalism curriculum (e.g., news writing, news reporting, news editing, editorial writing, and press photography). In addition to acquiring skills-based knowledge, JOUR students who work for the Northern Star learn journalistic standards of ethics and social responsibility in their courses. Dwindling resources for the journalism program erode the Northern Star's pool of well-trained student journalists and thereby reduces the capacity of the newspaper to provide NIU and surrounding communities with award-winning local news coverage delivered in print, online, and via social media.

Negative Impact on WNIU/WNIJ

The journalism program is a pipeline for student internships at WNIJ. The station has a need for journalism interns to engage in "watchdog" investigative journalism, public affairs reporting, and on-air announcing. As an under-resourced regional news organization covering stories across Northern Illinois, WNIJ does not have adequate staffing to cover meetings of local school boards, city councils, county boards, etc. Student internships help to fill gaps in local news coverage. The current internship pipeline should be strengthened, not weakened, in order to make WNIJ stronger, enhance its programming, and provide journalism students with the kinds of engaged-learning opportunities needed for job placement and career success. Student radio can also help in this regard and should be reestablished at NIU through collaborative action by the Department of Communication, the Northern Star, and Northern Public Radio.

What type of response to that recommendation do you propose? Significant New Action

To assure program viability, Significant New Action involving a larger scale of planning and resource allocation to the program is strongly recommended. The program requires major enhancement through the hiring of three tenure-track faculty as well as facility and infrastructure upgrades to adequately prepare students to enter digital-age journalism professions. The program has great potential in new media, broadcast journalism, and public relations. To fully prepare students for careers in journalism, mass communication, and related fields, the program must (a) rebuild its faculty, (b) realize its pursuit of a single, converged newsroom for the Northern Television Center and Northern Star (with possible collaboration with WNIU/WNIJ), and (c) gain Certification in Education for Public Relations from the Public Relations Society of America.

A. Rebuild Program Faculty

Because the journalism program (and COMM as a whole) has critical hiring needs in Journalism Law and Regulation and in Public Relations, these two replacement hires should be prioritized and filled as soon as possible. Shortly thereafter, the vacant Journalism/Media Industry Studies faculty line should be filled to assure that the Journalism and Media Studies curricula can provide students with the deep understanding of media industry structures, practices, and economics necessary for career placement and success. In 2011-12, the Department had 7 regular faculty in JOUR. Following a retirement, tenure denial, and two other faculty departures in journalism since 2012, the
program has struggled to deliver its own curriculum and to provide much-needed teaching power to the B.A./B.S. and M.A. in Communication Studies. Fortunately, the Department hired a tenure-track new media specialist in journalism in 2015. This recent hire is an important first step in the program’s response to media industry convergence. Because the Media Studies area in COMS has three vacant faculty lines (due to three faculty retirements in 2014), now is an opportune time to reinvent the Journalism and Media Studies programs, moving them towards the media convergence model that is current in Communication. Filling vacant faculty lines in journalism with digital-age specialists will meet existing and developing curricular needs as well as strengthen interdisciplinarity in the Department.

B. Consolidate Student Media
To adequately respond to media industry convergence, the Northern Television Center, the Northern Star, and student radio (currently nonexistent) must be located together and should have a converged newsroom—a single newsroom where students produce journalistic content for all media (print, online, photo, audio, video). Newsgathering and editorial functions must be collaborative and synergistic, fostering the professional versatility and multitasking required in today's journalistic workplaces. To develop storytelling skills for the digital age, students must learn blogging, podcasting, kinetic typography, social media, creation of multimedia content for web distribution, and whatever future innovations may occur in digital journalism.

C. Gain CEPR Certification from Public Relations Society of America
To aid in student recruitment and retention, the program should apply for Certification in Education for Public Relations (CEPR), a quality-assurance endorsement by the Public Relations Society of America. For certification of program excellence, PRSA will require the program to have faculty "dedicated partially or fully to the public relations program and classes" and who have "appropriate experience and/or credentials that reflect expertise in both practices and theory."

If either Routine Action or Significant New Action is proposed, provide the following:
- Description of action steps (with timeline)
- Individuals impacted and how
- Resources required/released
- Anticipated outcomes

Description of action steps (with timeline)

I. Faculty and Staff Hires

2015-16:
General Manager of Broadcast News—Northern Television Center, SPS, in progress, replace May
Media Studies and Journalism Production Equipment Specialist, SPS or civil service, in
Establish compensation for Beijing Technology and Business University liaison to begin in 2016-17

2016-17:
Journalism Law and Regulation, assistant professor, replace Oates
Public Relations, assistant professor, replace Kim
Environmental Communication, assistant or associate professor, joint with ESE, new position

2017-18:

2018-19:
Television News and Documentary, rank open, new position
Journalism/Media Industry Studies, assistant professor, replace Najjar

II. Nonpersonnel

2016-17:
Stop charging the Northern Star rent
Institute annual fall spotlight event (postponed from 2015-16)
Identify way to house Northern Star, NTC, student radio in the same space with a converged newsroom in 2017-18
Resume fundraising for new building
Establish a break room in Watson or Reavis
Improve Department website as marketing tool
Establish a program of semester-long projects, funded by Scripps account, involving students in watchdog journalism activities working with Northern Public Radio and the DeKalb Chronicle
Explore potential certificate or minor in public affairs reporting, jointly with POLS
Explore potential certificate or minor in online and social media

2017-18:
Explore potential certificate in public relations
Explore application for Certification in Education for Public Relations from Public Relations Society of America
Locate most or all COMM faculty in the same building

Individuals impacted and how
Students will benefit directly from the expertise of additional permanent faculty who teach courses designed to prepare them for digital-age careers in journalism, public relations, and related fields. Students will have access to expanded course offerings as courses now offered on a limited basis (or not all) can be taught more regularly. Providing necessary resources will allow the program to serve students at a level consistent with national norms and best practices.
Students will benefit from the continued availability of engaged-learning opportunities and high-impact practices.

**Resources required/released**

Salary and startup funds for faculty hires.

An existing space suitable for a converged newsroom reassigned to the journalism program or a new space must be built. Ideally, this facility would be located near the rest of the Department. A fundraising campaign for a new building is necessary.

**Anticipated outcomes**

Faculty hires will stabilize the Journalism curriculum, restore program credibility, reduce curricular bottlenecks and logjams, ensure digital-age training for students entering journalism and related fields.

A converged newsroom for the Northern Television Center, *Northern Star*, and student radio will provide current and future students with digital-age career preparation.

Public relations program certification will add credibility to the degree program and any new certificate in public relations and will strengthen ties with alumni and working professionals.

**Summary of actions proposed in the Action Plan from this division**

The program must make three replacement faculty hires to meet critical enrollment and curricular needs in both JOUR and COMS. To respond to industry convergence, the program must consolidate student media into a "converged" newsroom. To attract and retain students in public relations, the program should pursue program certification, pending the hire of a public relations specialist.

**Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

*Northern Star*--Collaborate to establish a converged, industry-standard newsroom.

WNIU/WNIJ--Consistent with the convergence model in communication, collaborate to strengthen the student internship pipeline between the journalism program and Northern Public Radio and pursue possible joint fundraising efforts to bring all NIU broadcasting facilities in line with industry standards.
CLAS Program Prioritization Response and Action Template
May 18, 2016

Program: Minor in Professional Communication
Directors: Laura Vazquez (COMM), Brad Peters (ENGL)

If the Task Force indicated that there were gaps in the program narrative, what additional information can be provided here? Note: at this point, we're only asking for an outline of the information that could be provided, not the full text of that information.

Task Force Comments: "Narrative lacks data about students taking the minor. Promoting the program and tracking students who enroll could address problem of low enrollments. Improving assessment of student outcomes will identify areas of strength. Minor could be valuable to students in many areas. Program needs marketing."

This is not an embedded minor and serves students who are not communication studies or journalism majors. It currently consists of Communication, Journalism, and English courses. Due to the numerous departures in both COMS and JOUR areas, there has not been careful and consistent monitoring of students who took the minor. There also has not been the kind of promotion and marketing such an impactful minor warrants.

Other colleges and departments have expressed interest in this minor, thus it is our intention to restructure and revise it in order to enhance its value to students. We also intend to broaden the scope of course offerings to attract students from other areas. We have contacted English and Marketing and have revised the required courses in COMS/JOUR to reflect changes in faculty teaching schedules as well as to expand the offerings to include computer-mediated communication and public relations.

Do you consider the action recommended to be valid?

We agree with the category of transformation in regards to this minor. We can accommodate additional students in the minor and believe that it would be beneficial to students in many programs at NIU.

What type of response to that recommendation do you propose? Significant Action

If either Routine Action or Significant New Action is proposed, provide the following:

Timeline:

Meet with Department of English faculty regarding their involvement with the minor (Summer 2016)

Meet with Marketing and Management faculty to determine possibilities for additional course
offerings (Summer/Fall 2016)

Seek departmental and College curriculum committee approval for revisions in course offerings (Fall 2016)

Meet with CLAS Public Relations Advisory Board to discuss business expectations for the students enrolled in the minor (Fall 2016)

Create learning outcomes suitable for all courses within the minor (Summer/Fall 2016)

Seek approval for a permanent hire in the Public Relations area (Summer/Fall 2016)

Change catalog language to reflect new course offerings and changes in existing course lists (Fall 2016)

Publicize minor (Spring 2017)

Begin monitoring and tracking all students enrolled in the minor (Fall 2017)

Outcomes include increased enrollments in the minor, more thorough tracking of students, and an assessment of learning outcomes that reflect the newly created course content.

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Opportunities involving other units include collaboration with departments in the College of Business as well as collaboration with the CLAS Public Relations Advisory Board to seek input and guidance on development of the minor. In addition there will be continued collaboration between the Communication and English Departments.
CLAS Program Prioritization Response and Action Template

Programs: Computer Science BS, MS, and proposed Ph.D.          Director: Nick Karonis

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here?  Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Respectfully, no, we do not believe so.

The recommendations are to leave our BS unchanged and to reduce our MS. Enrollment in both programs is up dramatically and US Department of Labor Statistics predicts that the rate of growth of jobs for our graduates will increase faster than average through 2022.

Our MS program generates an estimated $3M per year in tuition revenue. Reducing our graduate program to meet our teaching capacity would have us admitting one third to one half fewer students, or a reduction in annual tuition revenue of $1M-$1.5M.

Instead, we propose expanding our programs by hiring more tenure-track professors. We estimate that we need five more tenure-track lines to meet the teaching demands from our current enrollment. At an annual cost of $90K per tenure-track line, we propose the university invest $450K in order to retain the $1M-$1.5M that would otherwise be lost by reducing our graduate program. One possible source for the $450K could come from the $800K surplus realized by subtracting the department’s total annual budget of $2.2M from the $3M generated in graduate tuition revenue.

In that context, we address here the specific points (in red below) raised by the Academic Task Force (AcTF) regarding our two existing programs and our proposed doctoral program.

BS

_questionable comments made regarding women in computer science._

In re-reading the program report we could not find comments that might be regarded as questionable as they apply to women. After receiving the AcTF Report the department’s faculty were asked to read the program report to try and find comments regarding women that might be regarded as questionable. None of the faculty, including the women, could find such comments.

Nonetheless, whether or not there was something inappropriate in our narrative, we must be clear that our department shares the national concern regarding the dearth of women in our discipline. Indeed, and as we described in our baccalaureate program report, we have taken explicit and deliberate action in an
effort to entice and recruit more women into our program. Our faculty remains deeply committed to that goal and we will continue our efforts in that endeavor.

_Enrollments in program are diverse but degrees conferred are not. AcTF suggests focusing on improving faculty research and retaining more women and minorities in the program._

Faculty research has improved since the reporting period (described below in our response to the comments on the proposed Ph.D. in CS).

Female enrollment in our program is similar to degrees conferred to women. In the Fall semesters 2011-2014 the percentage of female students enrolled in our program ranged from 7-8% and over the same period the percentage of female students who were conferred degrees ranged from 5-9%. Summing the Fall enrollments over that period we find that 7% of the students are female which exactly matches the percentage of females (7%) to which degrees were conferred summed over those same years.

From institutionally-provided data in PP report (from questions 6.1 and 7.1)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
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<td>401</td>
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<td>518</td>
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<tr>
<td>Female Enroll</td>
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</tr>
<tr>
<td>% Female Enroll</td>
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<td>8%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
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<tr>
<td>Total Degree</td>
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<tr>
<td>% Female Degree</td>
<td>9%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

As mentioned above, the department recognizes the low participation of women in our discipline as a genuine and long-standing national problem and shares in the concern held by our colleagues nationally. The national recognition of the problem and concern for low enrollment by women in CS extends to other underrepresented groups (e.g., Hispanic and Black non-Hispanic) and are shared by our faculty.

Low retention in underrepresented groups in many of the STEM disciplines is an unfortunate phenomenon at NIU. In our conversations on this topic with Dr. Janice Hamlet, LA&S Director of Diversity, we have come to understand that the university has recognized retention in STEM fields in underrepresented groups presents a significant challenge that is influenced by a broad spectrum of forces. The department remains committed to addressing this problem that plagues many of the STEM disciplines and pledges to actively work with the university’s diversity offices and other STEM units.

MS

_Narrative had no information on the quality of graduate students and was not convincing regarding potential except for the BS._

In 2014 Kevin Matesi, then a graduate student in our department, competed against 4,900 other competitors worldwide and won IBM’s Master the Mainframe contest. Here is a summary of some other information presented in the report regarding the quality of our graduate students;
• A 2015-16 report of best schools by salary potential ranked graduates of our program 44th nationally and 1st among IL public universities.
• Employment rates for our graduates (93%) are seven points higher than the university’s average.
• Our students are eagerly sought as paid interns and employers consistently rate our students well. When asked whether they would hire another NIU student as an intern 100% of the employers responded “yes”.
• 99+% of the students pass the department’s graduate comprehensive examinations.

*It was not clear how admission/enrollment was to be balanced with necessary support.*

The department needs five new tenure/tenure-track professoriate lines to meet the instructional demand induced by the current enrollment in our graduate program.

*There was no explanation as to why the number of degrees was decreasing while enrollment was increasing.*

Degrees conferred always lags enrollments. As the more recent data shows below enrollments roughly doubled from AY 2012-13 to AY 2014-15, and correspondingly, degrees conferred from AY 2013-14 to AY 2015-16 also doubled.

<table>
<thead>
<tr>
<th>Year</th>
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<td>AY 2014-15</td>
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</tr>
<tr>
<td>AY 2015-16</td>
<td>202</td>
<td>144</td>
</tr>
</tbody>
</table>

**PhD**

*Faculty scholarship too weak to support a doctoral program.*

The personnel in the department’s professorial ranks has changed significantly in recent years due to departures, mostly from retirements, and some new hires. Many of those changes have happened after the Program Prioritization’s reporting period which ended in 2014.

Over the period from 2012-2015 the department lost three professors who were not research active and have added three research active professors (Papka 2012, Alhoori and Giabbanelli 2015). Today the department has ten professors, nine are research active.

From 2012-2015 those nine research active faculty produced 34 journal articles (all refereed), 55 conferences (all refereed), 8 posters (all refereed), 1 book chapter, and 2 US patents.

Over the same period those same individuals account for 37 active external award years (i.e., count 1 for each person-award-year). For each year the number of faculty (and % of faculty) with externally funded awards are as follows: 2012-3(38%), 2013-4(50%), 2014-5(63%), and 2015*-5(50%) (Noteworthy: Giabbanelli received an award within his first semester, Fall 2015).
In full disclosure, there is some double-counting in the numbers above. Publications on which multiple NIU-CS professors appear as authors are counted more than once and grants where more than one professor is active are also counted more than once, but we believe those numbers paint a fair picture.

That said, it is worth noting that those achievements were made by our faculty in the absence of a Ph.D. program and contributions from doctoral students.

We, therefore, believe that the research program from our department’s faculty can support the proposed doctoral program.

*Concerns about having support (e.g., graduate assistantships) shifted from crowded existing MS program to the proposed PhD program. What effect could that have on the MS program?*

A fair question, but we anticipate that redirecting the graduate teaching assistantships from our MS program to the proposed Ph.D. program will have little or no effect on the MS program.

With over 200 students currently in our MS program and less than 30 graduate teaching assistantships, a large majority (roughly 5 out of 6) students in our MS program do not receive support through the department’s teaching assistantships. The general lack of financial support from the department has been in place for decades, and yet enrollment in our MS program continues to grow without any increase in the number of the students we support (i.e., proportionally the department’s support has decreased over time).

Students in our MS program apply and subsequently matriculate without any reasonable expectation for financial support from the department. We, therefore, conclude that redirecting (initially some, then more over time) the department’s teaching assistantships from MS students to Ph.D. students will not likely impact enrollment our MS program.

*Where is the funding for new facilities coming from?*

The proposed doctoral program will require new space to support research. For computer science, research space is commonly simple office space.

New doctoral students will need computers. The department will initially look to the college for those facilities, as it does for all of its general computing needs. It is expected, however, that the cost to purchase computing facilities for doctoral students will also come from externally funded awards for which dissertation advisors are PIs.

*Currently there are 288 MS students with only 35 graduate assistantships available. Will MS become the default for students who cannot survive PhD? Broader understanding of how the relationship between programs will evolve is needed.*

No, our MS program will continue to stand on its own merits.

Career paths for graduates with an MS in computer science and a Ph.D. in computer science are quite different.

As described in our MS PP report, graduates of our MS program are highly sought as paid interns and nearly all those who do not continue their education after graduation get high paying jobs. Those prospects for employment are not only likely to continue, they are expected to get even better. The US Department of Labor expects that from 2012-2022 the number of jobs for people with an MS in CS to grow 23%, or what the DoL characterizes as “much faster than average growth”.

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Furthermore, narrative only asks for one new faculty to assist with graduate programs. Is this realistic?

Respectfully, the narrative did not make that request. To the contrary, in our response to question 6.2 we report that the department has the faculty to support the proposed program.

Finally, reliance on foreign national students to build program could lead to problems in the future, should demand from abroad wane. CSCI should develop a proposal based on a mix of foreign nationals and American students.

The department’s professoriate met weekly in the Spring 2016 semester to design a new doctoral program in CS. That work continues during the summer with an intention to submit our proposal in the Fall 2016. In our work to define a new curriculum for the doctoral program we also evaluated our existing MS program and concluded that it should be significantly revised.

Consequently, since last spring we have been developing a new doctoral program and revising our MS program with an intention to submit our proposed revisions in the Fall 2016. The new MS curriculum has been modernized and is strongly aligned with the research interests of our faculty. While the new MS program is designed to integrate seamlessly with the proposed doctoral program, it is also designed to stand alone should the doctoral program not be approved. We expect that our new MS program will attract more applicants, including US domestic students.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☒ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)
- Individuals impacted and how
- Resources required/released
- Anticipated outcomes

We propose that the university authorizes the department to hire five tenure-track faculty lines and that the search be started in the Fall 2016 semester. NIU should discuss with Argonne National Laboratory (ANL) the possibility of joint hires/appointments. Those conversations should happen immediately (i.e., summer 2016). Assuming that the time for faculty appointees would be evenly split between the two institutions, then each joint appointment would represent the teaching capacity of one half a full-time NIU employee.
If ANL does not agree to hire joint appointments, then we recommend that NIU hire the five tenure-track professors using the budgetary rationale explained above. In this case the search for five lines should be launched in the Fall 2016 with the expectation that the search in the first year will yield only two or three hires, in which case a second search in Fall 2017 should be launched to fill the remaining positions.

If ANL agrees to hire joint appointees, then we propose a hiring strategy that is a mix of joint appointees and full-time employees (e.g., four joint appointees at 50% each plus three full-time lines). We should start the searches for both joint appointees and full time hires in Fall 2016 with the expectation that a second search will be needed in Fall 2017 to fill all of the openings. In this case, however, at any time the proportion of joint appointees (by pure head count) should not exceed 25% of the total professoriate.

ANL will not consider joint hires, nor will we be able to attract quality candidates for full-time positions, without a Ph.D. program in computer science.

In addition, our ability to retain our most recent hires will depend on our ability to start a Ph.D. program. If we cannot start one, then our new faculty, unfortunately, will very likely leave.

We therefore propose that the university approve our petition to create a Ph.D. program in computer science.

During the Spring 2016 semester the department’s professoriate met weekly to create a Ph.D. program proposal. We will continue our work through the summer with the intention of submitting our proposal in the early Fall 2016.

Hiring the proposed faculty will require funds. We outlined above one possible way to pay for those new hires while, as also described, retaining $1M-$1.5M we would otherwise lose in tuition revenue through reduction.

We propose supporting new Ph.D. students by redirecting the existing graduate assistantships already assigned to the department. These teaching assistantships are currently given to our MS students. We would start assigning them instead to our new Ph.D. students.

Furthermore, we propose assigning teaching responsibilities to our Ph.D. students. This will not only provide the doctoral students with valuable teaching experience, but also reduce the department’s overall cost in delivering our programs.

In this way the majority of the financial costs in expanding our programs can come from redirecting existing revenue and budget allocations while also realizing some savings (i.e., reduced instructional costs realized by doctoral students teaching).

Space, however, is another matter.
The department has some capacity in office space for new faculty. If we hire five full-time professors then the department likely has enough offices for those faculty alone. If, however, we hire a mix of full-time professors and joint appointees with ANL (e.g., four joint plus three full-time), then the department will need new office space for the faculty.

Additionally, new research active faculty will require laboratory space for their research and students. Here the department will need more space.

The anticipated outcomes are significant. The university will be able to retain the much needed $1M-$1.5M in graduate tuition revenue that it will otherwise lose through a reduction and the new tenure-track hires coupled with a new Ph.D. program will have a profound effect on the scholarly productivity and funded research.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes.

What type of response to that recommendation do you propose?
- No Action
- Routine Action
- Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

   As per the recommendation (transformation), the department will review these programs in an effort to improve them. While the Task Force was reviewing the reports the faculty who teach these courses took it upon themselves to review these programs and considered ways in which they might be improved. The faculty submitted a proposal to improve this program. The department will continue this conversation in Fall 2016.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
CLAS Program Prioritization Response and Action

Program: The Center for Secondary Science and Mathematics Education
Director: Jon Miller

Do you consider the action recommended to be valid? No

To place the Center for Secondary Science and Mathematics Education (CSSME) in an academic classification is inappropriate. The CSSME addresses major aspects of the NIU mission to “promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service.” The work of the CSSME focuses on science and mathematics education in a broader sense and not from a curricular/academic perspective. The CSSME’s focus is directed towards engaging in interdisciplinary research on effective teaching and learning strategies in science and mathematics education, thus augmenting the knowledge and skills of current science and mathematics teachers through professional development opportunities. Furthermore, collaborating with schools to improve middle- and high-school students’ performance in science and mathematics requires a NIU presence in the schools to assure the coupling of educational theory with practice. Although many of the members of CSSME are associated with teacher preparation and licensure, the role of the CSSME is tangential to teacher preparation and not its primary function within the College of Liberal Arts and Sciences. Rather, the focus of the CSSME is more on outreach, professional development, and serves to promote a collaborative effort across campus to support research for science and mathematics education. Therefore, the CSSME is more aligned with the administrative category, not the academic.

What type of response to that recommendation do you propose? Routine Action

The CSSME is still very young and its potential impact to the region is yet to be fully realized. In the past year, the CSSME has increased its profile across campus as well as the northern Illinois region. Collaborations have been established with other colleges such as the College of Education, Engineering, and Health and Human Sciences, all of which have faculty engaged in CSSME activities. Collaboration with the P-20 Engagement Center and STEM Outreach is gaining more momentum due to CSSME representatives engaging in activities from these units as well as representatives from these units having participating in CSSME activities. Additionally, the CSSME has been engaged in outreach to the school districts in the region. Some examples include, high school student participation in URAD, talking to high school students about academic programs in science and mathematics at NIU, providing high school students tours of laboratory facilities on campus, organizing NIU faculty to travel to the high schools to talk with students about science, research, and careers. One of the more significant outcomes of these efforts is the creation of potential recruiting resources for the University, thus establishing pathways to introduce students to NIU. Furthermore, the CSSME has established a partnership with the Illinois Science Teachers Association (ISTA) and is working to establish a partnership with the Illinois Council of Teachers of Mathematics (ICTM) as well. This past spring, 2016, the CSSME in partnership with the ISTA, held the first Secondary Science Education Summit on the NIU campus. Thirty
teachers attended and the reviews were very positive with many suggestions to have more programs like this in the future. Conversations are taking place to host a one-day conference in August, 2016, for elementary science teachers. This would extend the CSSME’s reach to include science education from the College of Education as well as a large number of elementary science teachers in the ISTA’s Region 2. As the primary university in Region 2, the NIU campus is a natural location to provide this kind of professional development for science and mathematics teachers and the CSSME is positioned to provide that service to the region and beyond. In addition to extending the reach of the CSSME, these activities serve to increase NIU’s exposure to more science and mathematics teachers and their students from a State wide perspective. Also, the activities described above are routine actions of the CSSME. Finally, it is important to note that these activities have been provided at relatively low cost to the College.

Members of the CSSME continue to engage in grant writing to bring external support for research in science and mathematics education and professional development. Collaborations across colleges and departments are in the works as well as collaborations with other institutions. Grants have been submitted and several more are near submission. Many of these grants have a teacher professional development component as well. It is the goal of the Director to bring the CSSME to a level of sustainability similar to “Centers” at other institutions such as ISU through external funding.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes.

What type of response to that recommendation do you propose?

☐ No Action
X Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)
- Individuals impacted and how
- Resources required/released
- Anticipated outcomes

The Department of Computer Science and the Division of Statistics will work with the College of Liberal Arts and Sciences and the Graduate School to start a campus wide conversation that seeks to identify potential stakeholders in the proposed programs.

The stakeholders, which will necessarily include college offices and the Graduate School, will then determine a course of action (e.g., select which degree(s) to pursue) and set forth to develop a strategy and action plan to reach those goals.

The conversations on campus should start in Fall 2016.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
Yes. These will be discovered and cultivated as described above.
CLAS Program Prioritization Response and Action Template

Program: CLA&S Distributed IT

Director: Aleksandar Kosoric

Do you consider the action recommended to be valid?

Yes.

What type of response to that recommendation do you propose?

Significant New Action

ITPC committee (Distributed IT Directors and Senior leadership from DoIT) will form a small team of individuals to develop the response to the Program Prioritization report related to IT on the NIU campus.

I have been asked and accepted to be a member of this team.

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

All Distributed IT and DoIT will be involved in this re-organization of IT services across our campus.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes /No (if no, why not)

What type of response to that recommendation do you propose?

X  No Action
☐  Routine Action
☐  Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

There is a possibility of expanding our services to some other units of the University as suggested by the Task Force. The main users of the services provided are within CLAS. Some other colleges and departments outside of the College have been approached, but currently only The School of Art and Design and Kinesiology and Physical Education have expressed interest in having our technical support. Both of these units would most likely need to have equipment repaired or maintained. Another possibility is to meet with the Division of Research and Innovation Partnerships to discuss further expansion possibilities.

Supporting other units would provide students and researchers additional on-campus support, which could reduce costs and save time.
Action Plan for the Department of Economics

Hiring

1. **Action:** 4 Departmental Hires
2. **Action:** Joint Hire with NGOLD
3. **Action:** Joint Hire with ESE

Undergraduate Enrollments

4. **Action:** Designate Emphases in the Economic Major
5. **Action:** Create New Courses that Will Appeal a Wider Audience
6. **Action:** Explore Interdisciplinary Tracks with other Majors
7. **Action:** Increase undergraduate enrollments by forming partnerships with international universities

Graduate Enrollments

8. **Action:** Adjust graduate stipends.
9. **Action:** Ensuring Weekly Speakers for the Seminar Series
10. **Action:** Resolving candidate rules
11. **Action:** Recruit PhD students to attend the AEA Annual Meetings in Jan ‘17
12. **Action:** Recruit tuition-paying MA students
13. **Action:** M.S. in Financial Engineering (new program)

Summary of actions proposed in the Action Plan from this division:

Our proposed actions can be categorized under four main headings:

A) Hiring: In this category, we propose four new departmental hires, a joint-hire with NGOLD, and a joint-hire with ESE.

B) Undergraduate Enrollments: To increase undergraduate enrollments, we propose to designate emphases in the Economics major, create a few popular applied courses, pursue interdisciplinary tracks, and work to recruit students from abroad.

C) Graduate Enrollments: To steady graduate enrollments and improve the quality of the graduate program, we propose to raise stipends, work to publicize our program across the Midwest, work to form partnerships with international universities, improve the weekly seminar, adjust a few candidate rules, and encourage PhD students to attend the AEA Annual Meetings in Chicago in January 2017.

D) New Program in Financial Engineering: Under this action, we propose to seek approval for this new program, advertise to potential students, and develop the logistics to initiate the program.
Action Plan for the Department of Economics

1. **Recommended action per the Task Force Report(s):**

   Category 4: Candidate for Transformation

2. **Program(s) associated with this recommendation:**

   BA/BS in Economics, MA in Economics (bundled with PhD), PhD in Economics (bundled with MA)

3. **If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?**

   The three economics programs had no gaps in information indicated. The report did state that the “narrative de-emphasize[d] M.A. Program could perhaps benefit from reorganization,” which will we address here.

4. **Do you consider the action recommended to be reasonable?**

   Yes/No (if no, why not)

   Yes.

5. **What type of response to that recommendation do you propose?**

   - No Action
   - Routine Action
   - Significant New Action

   We propose **Significant New Action** in order to address the recommendation.

6. **If a Significant New Action is proposed, provide the following:**

   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

The department has faced a number of challenges in recent years, mainly stemming from the loss of faculty to retirement. The faculty who remain, however, are very collegial, cohesive in planning, and very optimistic for transformation of all three of the Departmental programs.

Due to its small nature, the Department of Economics has focused its efforts on teaching three important areas of economics which allow graduates to learn important skills that translate to industry, policy, and academia, allowing for truly versatile opportunities. These areas are:

- Public Economics: the study of market failures and government intervention
- Labor Economics: the study of the labor market, characteristics of workers and firms, and the results of wage negotiation
- Financial Economics: the study of financial instruments and decisions pertaining to their creation and investment
In addition to these three areas, we also have strength in econometrics, the application of statistical methods to economic questions, which is a key field in supporting empirical research in all three of the above.

Having re-examined these areas, our faculty is still strongest in these four, though each member has overlapping expertise with other fields, which allows us to offer a comprehensive education at all levels. More importantly, these fields are still greatly demanded by students and employers and fulfill vital needs in the understanding of the larger national and world economy.

We have a number of new actions which will allow us to transform the department. We list them below in detail.

Hiring

As noted by the AcTF, the economics “program struggles with faculty departures.” In addition, in our recent external review, it was noted that:

“While the times are not ideal for the University to engage in large-scale hiring, it is imperative that the department hire 2-3 new faculty members, preferably with one hire at the senior level. This is the single most important item in my report.

“Unless it can add two or three full-time faculty in the near future, it will have increasing difficulty in meeting its mission, let alone satisfying the obligations it has recently assumed.”

We see this as an understatement. In order to transform and improve the programs, the Department has need of four new faculty members – one in each of the main areas of concentration. Furthermore, the Department sees great potential in interdisciplinary expansion through increased cooperation and joint-hires with the Center for NGO Leadership & Development (NGOLD) and the Institute for the Study of the Environment, Sustainability, and Energy (ESE).

We are confident in our ability to attract high quality faculty to the department, given our recent hiring history. As one external reviewer noted, “The research output of the junior faculty is quite good. It is generally consistent with, perhaps somewhat higher than, what one would expect from an institution like Northern Illinois, and some faculty are well above this standard.”

1. Action: 4 Departmental Hires

From the academic program prioritization report, the “AcTF strongly asserts that the program needs support to grow including faculty lines to improve faculty productivity.” It should be noted that any hire in the department strengthens all three degree programs, directly through teaching and indirectly through the improvement of TAs, expanded research opportunities for students, and the standing of the department.

The recent faculty retirements included a senior econometrician, a senior macroeconomist, and two senior microeconomic theorists. The Department now has only five faculty members at the associate and full ranks, and four in the assistant rank. This significantly limits the choices available to students. In order to alleviate the strain, the department has recently relied on the additional hiring of two VAPs; unfortunately, due to the nature of their one-year appointments, search costs are increased as they must be replaced for the next academic year. Furthermore, the hiring of VAPs is a short term measure which does not benefit the mentoring or research capacities of the Department; this was a general theme seen throughout many programs in the program prioritization process.
Our needs would be best met by four hires, one in each of our core fields. In at least one of these, we would hope to hire a senior faculty member (either the Associate or full Professor level), though we are very conscious of the increased cost of such a hire. For each of these hires, we will contact our feeder schools to seek out individuals who can contribute to the diversity of our faculty.

Although we understand the need to perhaps spread out the hires over the next 2-4 years, we assert this action should be taken as quickly as possible. As a Category 4, we need immediate assistance in order to improve functioning. Also, there is an added incentive to perform a search this year, as the annual conference of the American Economic Association, which is the traditional venue for first round interviews, takes place in Chicago in January 6-8, 2017. Allowing us to initiate the hiring process for at least two faculty members this academic year would save greatly on travel and lodging of the Personnel Committee in comparison to Atlanta in 2018 or Philadelphia in 2019.

<table>
<thead>
<tr>
<th>Description of action steps (w/timeline)</th>
<th>Hire for 4 Positions (1 senior, 3 assistant professor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit two individuals in 2016-17 and two in 2017-18.</td>
<td></td>
</tr>
<tr>
<td>We would like to make our searches open level, until we hire a senior faculty member.</td>
<td></td>
</tr>
<tr>
<td>Even if 2 positions are approved for the initial search, we would still like to leave the field open to any of the 4. This will attract high quality from each of the fields and ensure we do not miss any promising candidates. In order to deal with the increased application load, we have proposed to form two hiring committees reviewing two fields each, which will involve more current department members and spread the workload evenly.</td>
<td></td>
</tr>
<tr>
<td>In the 2017-18 search, we would advertise for the two remaining fields.</td>
<td></td>
</tr>
<tr>
<td>In each year, the timeline will be as follows:</td>
<td></td>
</tr>
<tr>
<td>• <strong>August</strong>: Write advertisement copy announcing the search for openings in the Department of Economics, level commensurate with experience, in the fields of public economics, labor economics, financial economics, or econometrics.</td>
<td></td>
</tr>
<tr>
<td>• <strong>September</strong>: Post advertisement on Job Openings for Economists (JOE), with HR, and through other relevant portals (EconJobMarket, AJO, etc.).</td>
<td></td>
</tr>
<tr>
<td>• <strong>October</strong>: Form dual application review committees; begin conducting initial review of applications already submitted.</td>
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</tr>
<tr>
<td>• <strong>November</strong>: Deadline for applications. Each hiring committee selects best candidates; both committees meet to choose first round interview candidates. Notification of candidates and scheduling of interviews from end of month into December. A smaller interview committee is selected.</td>
<td></td>
</tr>
<tr>
<td>• <strong>January</strong>: First round interviews conducted at AEA/ASSA in early January. Interviewing committee meets with remaining members of personnel committee soon after to rank candidates and determine 3 picks for campus visits and second round interviews (to take place between in mid to late January). Discussion and offers to be made by the end of January.</td>
<td></td>
</tr>
<tr>
<td>• <strong>February</strong>: Anticipated negotiation and contract signing, or further fly-outs if needed.</td>
<td></td>
</tr>
</tbody>
</table>
| Individuals impacted and how | - **Undergraduate Students:** increased range of courses offered and time available from faculty, increased research opportunities through Research Rookies and other programs, increased number and caliber of recommenders, increased connections to graduate schools across the country  
- **Graduate Students:** increased range of courses offered and time available from faculty, increased research opportunities and possible dissertation advisers, increased number and caliber of recommenders, increased placement networks  
- **Financial Engineering:** added faculty in financial and econometrics directly benefit this proposed program (see action point #13).  
- **Current Faculty:** increased number of colleagues for collaboration, grant seeking, possible interdisciplinary work, shared service load, opportunities for diversity  
- **University:** an Economics Department more readily able to handle the demand for the major and supplementary classes, increased prestige through comprehensive hires and expected high job placements |
| Resources required/ released | - Four faculty lines, hopefully at least one senior  
- Support for travel to AEA/ASSA for first round interviews and for candidate travel to NIU for second round interviews  
- Time commitment from current faculty (large) and HR (small) |
| Anticipated outcomes | Immediate improved productivity of all faculty members in Department, decreased reliance upon VAPs, better supervision of PhD dissertations, more opportunities for student research and interdisciplinary collaboration, higher tuition-paying graduate enrollment as a result of M.S. in Financial Engineering, more undergraduate majors as a result of a greater variety of courses and higher quality courses |

### 2. Action: Joint Hire with NGOLD

We have talked with the NGOLD program, and we both agree that it would be advantageous to make a joint appointment with us for an individual in the field of development economics. Many individuals who specialize in development economics also have a background in international economics, since international trade and finance are often an important component of economic growth in developing nations. While the most critical need is for an individual to teach development, we would like the individual we hire to also be able to teach international economics. This would further help students in NGOLD acquire the skills they need for work in developing nations.

As economies become more global, there is an increasing need for students to understand how to apply economic ideas internationally, especially in developing countries. This is not only true for those planning on careers in economics, political science, or business, but also for those students enrolled in one of the fastest growing majors at NIU: CLCE. The CLCE major, housed in NGOLD is focused on training students to work with Non-Governmental Organizations which generally operate in developing economies. Therefore having a faculty member whose research focus is on international or developmental economics with an interest in the workings of NGOs would greatly benefit these students. Currently the Department of Economics is able to provide a single section of international or development economics each semester, but these are taught by instructors or adjunct faculty who are not actively researching in this area and are therefore unable to teach the state-of-the-art economics, nor are they focused on the workings of NGOs.
Additionally, many of the graduate students in the MA and PhD program within the Department of Economics are international students from developing economics and are therefore attracted to research topics with an international or developmental flavor. While these students are able to work on their research with our current faculty, not having a research-active faculty member in the areas of international or development economics limits the exposure of the graduate students to the cutting edge research in these areas. Furthermore, adding a research-active faculty member in development and international economics with an understanding of NGOs would also add the marketability and course offerings of the Interdisciplinary PhD in Public Affairs (IPPA) program being proposed by the School of Public and Global Affairs (to which both NGOLD and the Department of Economics belong).

In summary, adding an international or developmental economist, especially one with knowledge of NGOs, to the university would not only provide CLCE and Economics undergraduate majors with high quality, upper-level electives, it would also increase the quality of the research of MA and PhD students in the Department of Economics and eventually benefit the students in the IPPA program as well.

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Junior-Level Hire for 1 Position, jointly appointed with NGOLD (AY 2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August '17: Write advertisement copy announcing the search for a joint-hire between NGOLD and the Department of Economics, in the field of development, with a preference for an individual who can also teach international economics.</td>
</tr>
<tr>
<td></td>
<td>September '17: Post advertisement on Job Openings for Economists (JOE), with HR, and through other relevant portals (EconJobMarket, AJO, etc.).</td>
</tr>
<tr>
<td></td>
<td>October '17: Form a joint application review committee, with members from NGOLD and ECON; begin conducting initial review of applications already submitted.</td>
</tr>
<tr>
<td></td>
<td>November '17: Deadline for applications. Hiring committee meets to choose first round interview candidates. Notification of candidates and scheduling of interviews from end of month into December.</td>
</tr>
<tr>
<td></td>
<td>January '18: First round interviews conducted at AEA/ASSA in early January. Interviewing committee meets with remaining members of personnel committee soon after to rank candidates and determine 3 picks for campus visits and second round interviews (to take place in mid to late January). Discussion and offers to be made by 31st.</td>
</tr>
<tr>
<td></td>
<td>February '18: Anticipated negotiation and contract signing, or further fly-outs if needed. Creation of MOU as soon as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Students in NGOLD</strong>: exposure to the theories and research in development and international economics, especially as they apply to the work of international NGOs, providing them with the tools for careers that enable people in developing countries to improve their living standards.</td>
</tr>
<tr>
<td><strong>Undergraduate Students in ECON</strong>: courses offered in development economics, possibly mentorship, and connections. Possibly enable students to take international economics from a regular faculty member.</td>
</tr>
<tr>
<td><strong>Graduate Students in ECON</strong>: increased range of courses offered and time available from faculty, increased research opportunities and possible dissertation advisers, possibility of greater study of NGOs and collaboration with the Center</td>
</tr>
<tr>
<td><strong>Current Faculty</strong>: added faculty directly benefits both programs, allows shifted load from current applicable faculty, increases opportunities for research collaboration and grant applications, opportunities for diversity</td>
</tr>
</tbody>
</table>
- **University**: Such a faculty member would increase the exposure of the University in this growing area of development economics and international affairs. Also, with graduates equipped to work in developing countries, the international reputation of NIU will be enhanced. The connections made abroad by NIU alumni may result in more students applying to NIU, strengthening and diversifying the pool of applicants. In addition, this faculty member would be able to provide valuable research, instruction, and supervision in the Interdisciplinary PhD in Public Affairs being proposed by the School of Public and Global Affairs.

| Resources required/released | - A faculty line  
- Support for travel to AEA/ASSA for first round interviews and for candidate travel to NIU for second round interviews  
- Time commitment from current faculty in ECON and NGOLD (large) and HR (small) in interviewing and creation of an MOU |
| Anticipated outcomes | Faculty with specialized research interest in the application of economic ideas in international settings especially through the work of NGOs, increased resources to equip NGOLD students for careers in economic development, more upper-level course for Economics majors, improved productivity of faculty members in NGOLD and the Department, more opportunities for student research and interdisciplinary collaboration. |

### 3. **Action: Joint Hire with ESE**

The ESE is an important and growing part of NIU, and there is a vast opportunity for our Department to increase study in environmental economics, which easily overlaps with the field of public. Currently, the Department has one Faculty Associate in the ESE, which has already resulted in an NSF grant proposal of $2.83 million and hopeful future research endeavors.

ESE has five key courses all their majors must take, and one of them is ENVS 304 (Environmental Law, Policy, and Economics). Hiring a faculty member to be in charge of this course has been identified as one of their main priorities. This course can have a successful team-teaching approach, with all three areas covered by separate professors, or it can incorporate guest lecturers and multidisciplinary expertise. The joint-hire would be dedicated to managing this course and also to teaching ECON 386 (Environmental Economics). Other courses would be determined between ESE and Economics via a Memorandum of Understanding.

This hire would especially make sense between ESE and Economics because ECON 386 currently satisfies a requirement for all six emphases of the ENVS major. Unfortunately, many ENVS students do not enroll in this course because of its initial requirement of ECON 260 (Principles of Microeconomics). In order to encourage more students to take Environmental Economics – an extremely beneficial course for future environmental professionals – there are a few possibilities moving forward:

a) **Increasing information**: it is possible that students are unaware of the prerequisite course until it is too late in their academic careers. If this information is stressed ahead of time, and a push is made to enroll students in 260, then we could increase usage of 386 as well.

b) **Increasing interest in 260**: this option to create a “themed” section of 260 will be discussed later in the action plans on Enrollments.
c) **Altering prerequisites:** it is possible that most environmental students do not need (or are not interested in) taking economics beyond that applied to environmental policy. A joint-hire would be the best person to determine whether ECON 386 can be changed so that ENVS 304 could also satisfy the prerequisite for 386 or so that the necessary principles of microeconomics are taught in the first few sessions of 386.

Apart from the benefits to ESE, a joint-hire would also serve in the transformation of the Economics programs. A hire in the field of environmental economics assists our core field of public economics and strengthens the interdisciplinary opportunities present.

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Junior-Level Hire for 1 Position, jointly appointed with ESE (AY 2016-2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- August ’16: Edit ESE’s advertisement copy announcing the search for a joint-hire between ESE and the Department of Economics, in the field of environmental economics, with possible subfields of public economics or econometrics and interests in policy and valuation.</td>
<td></td>
</tr>
<tr>
<td>- September ’16: Post advertisement on Job Openings for Economists (JOE), with HR, and through other relevant portals (EconJobMarket, AJO, etc.).</td>
<td></td>
</tr>
<tr>
<td>- October ’16: Form a joint application review committee, with members from ENVS and ECON; begin conducting initial review of applications already submitted.</td>
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</tr>
<tr>
<td>- November ’16: Deadline for applications. Hiring committee meets to choose first round interview candidates. Notification of candidates and scheduling of interviews from end of month into December.</td>
<td></td>
</tr>
<tr>
<td>- January ’17: First round interviews conducted at AEA/ASSA Jan. 6-8. Interviewing committee meets with remaining members of personnel committee soon after to rank candidates and determine 3 picks for campus visits and second round interviews (to take place between in mid to late January). Discussion and offers to be made by 31st.</td>
<td></td>
</tr>
<tr>
<td>- February ’17: Anticipated negotiation and contract signing, or further fly-outs if needed. Creation of MOU as soon as possible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Undergraduate Students in ENVS: fulfillment of a critical need for courses, expanded use of economic thinking, increased research opportunities</td>
</tr>
<tr>
<td>- Undergraduate Students in ECON: increased range of courses offered, mentorship, and connections</td>
</tr>
<tr>
<td>- Graduate Students in ECON: increased range of courses offered and time available from faculty, increased research opportunities and possible dissertation advisers</td>
</tr>
<tr>
<td>- Current Faculty: added faculty directly benefits both programs, others allow shifted load from current applicable faculty, increased opportunities for research collaboration and grant applications, opportunities for diversity</td>
</tr>
<tr>
<td>- University: ESE is further able to expand with a dedicated 304 teacher, an Economics Department more readily able to assist with the demand for interdisciplinary classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources required/ released</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A faculty line</td>
</tr>
<tr>
<td>- Support for travel to AEA/ASSA for first round interviews and for candidate travel to NIU for second round interviews</td>
</tr>
<tr>
<td>- Time commitment from current faculty in ECON and ENVS (large) and HR (small) in interviewing and creation of an MOU</td>
</tr>
</tbody>
</table>
### Anticipated outcomes

- Dedication of a faculty member to the oversight of ENVS 304, increased resources to students in ENVS and ECON, improved productivity of faculty members in ESE and the Department, decreased reliance upon VAPs or instructors to teach ECON 386, more opportunities for student research and interdisciplinary collaboration

### Undergraduate Enrollments

The most important strength of our program is that the quality and intellectual rigor of our courses is very high. Our assessment activities indicate that our learning objectives are being achieved. In addition, in senior exit interviews, students have expressed a great deal of satisfaction with the quality of faculty and courses in our Department. Their comments indicate that courses are taught in a rigorous and intellectually stimulating manner that have substantially contributed to the intellectual growth of our majors. We believe that the Department has assembled a faculty that is active in research and qualified to teach in masters’ and doctoral courses. Students have greatly benefited from their interactions with our faculty.

The AcTF described the BA/BS in Economics as “an important program that should be transformed to attract students and improve overall quality.” While new faculty hires will go a long way in helping us address the current weaknesses in the Department, improving undergraduate enrollments is an important goal we all share. The joint-hires, in particular, would allow the Department to reach new audiences.

### 4. **Action: Designate Emphases in the Economic Major**

A number of other Departments have successfully incorporated “emphases” into their undergraduate majors. Such emphases typically designate that a student has chosen a particular set of complementary classes to specialize his or her study. This allows for an additional line on the student’s resume and employer confidence in a student’s particular skills. The possibility of completing an emphasis may attract students to take more classes in the department, as well as attract new students eager to pursue these areas. Furthermore, implementation of such emphases can add a measure of the trends of which classes are in demand.

Such emphases will furthermore shift the focus of the program from a general study of economics to accommodating career-driven students. Furthermore, establishing an emphasis in Econometrics/Mathematics at the undergraduate level may allow students a fast track to completion of the new MS degree in Financial Engineering (discussed later in the Action Plan). Emphases currently under consideration include:

- Econometrics/Mathematics (Computational Economics)
- Economics in Public Policy
- Mathematical Modeling in Economics

Since creation of such emphases will require understanding of which courses can and will be taught regularly, action should be postponed until knowledge of future hires is complete. Thus, we would aim to discuss and craft the emphases throughout AY 2017-2018 and implement in AY 2018-2019.
Construction of Emphases (AY 2017-2018)

- **September ‘17**: Put together an ad hoc committee to go over existing and possible courses, as well as examples of emphases in other NIU departments and other economics departments.
- **November ‘17**: Committee presents recommendations to remaining faculty for approval. Curriculum approval is sought if needed.
- **January ‘18**: Begin announcement of emphases to undergraduates. Emphasize the benefits and the paths that students can take.
- **March ‘18**: Committee determines method of emphasis declaration.

Implementation of Emphases (AY 2018-2019)

- **September ‘18**: Starting in the new academic year, students will be advised the available emphases, which courses to take, and how to declare.

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Construction of Emphases (AY 2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September ‘17</strong></td>
<td>Put together an ad hoc committee to go over existing and possible courses, as well as examples of emphases in other NIU departments and other economics departments.</td>
</tr>
<tr>
<td><strong>November ‘17</strong></td>
<td>Committee presents recommendations to remaining faculty for approval. Curriculum approval is sought if needed.</td>
</tr>
<tr>
<td><strong>January ‘18</strong></td>
<td>Begin announcement of emphases to undergraduates. Emphasize the benefits and the paths that students can take.</td>
</tr>
<tr>
<td><strong>March ‘18</strong></td>
<td>Committee determines method of emphasis declaration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual impacted and how</th>
<th>- Undergraduate Students: valuable focus on courses, improved resumes and demonstration of hireability</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources required/ released</th>
<th>- Faculty time, including from the ad-hoc committee and from the Undergraduate Advisor (Dr. Tammy Batson)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Possible small materials such as flyers or pamphlets</td>
</tr>
</tbody>
</table>

| Anticipated outcomes         | Increased enrollments with usage of emphases, improved student focus, improved job outcomes    |

5. **Action: Create New Courses that Will Appeal a Wider Audience**

With the rise of media interest in economics and popular books such as *Freakonomics* and *Nudge*, one of the possibilities to increase undergraduate enrollment is the development of classes that tie into popular culture or trending topics. This suggestion was included in our recent external review:

> “Experiment with "popular" classes that require only principles (or not even) and would appeal university wide. I understand that current staffing makes this difficult and that it is a chicken and egg problem but courses I've seen include "the economics of the media," "the economics of crime," "personal financial economics" and "sports economics." These can be rigorous classes that teach important economic lessons but they often appeal to a wider variety of non-majors and can actually link well with other departments and schools on campus.”

Similar classes at NIU in other departments include PHIL 385 (Philosophy and Science Fiction), ENGL 309 (Popular Genres), and SOCI 381 (Terrorism, Hate Groups, and Homeland Security), all of which attract undergraduates who are interested in not only the discipline but the material as well. Successful economics classes at other institutions include Experimental and Behavioral Economics at Southern Methodist University (taught using Predictably Irrational) and Tobacconomics and Freakonomics at University of Illinois Chicago.

Courses suggested by our faculty include:
- **Personal Finance**, taught at the 100 level. This would ideally serve as possible fulfillment of a general education requirement. Understanding personal finance through the lens of economic decision-making is a valuable tool for any major.

- A **Themed** version of ECON 260 (Principles of Microeconomics). This course would provide the same rigorous introduction to economics as 260, but would do so using examples from a source of popular culture. Current suggestions include Game of Thrones, Star Trek, video games, sports, etc. Challenges include staffing.

- **Sports Economics**, taught at the 300 level. There are a number of exciting topics and estimation possibilities in various sports, including baseball, basketball, football, soccer, and others. Many undergraduate capstone papers are currently written in this field, indicating interest.

- **Crime/Corruption Economics**, taught at the 300 level. Understanding the nature of crime and corruption is an important topic which ties in well with our core field of public economics. We anticipate a number of undergraduates would be interested, and if there are lessons on corruption, perhaps graduate students hoping to study development would be interested and permitted as well.

As with the construction of emphases, we do not know the qualifications of new hires to teach these courses. Thus, we would aim to discuss throughout AY 2017-2018 and begin assigning such courses in AY 2018-2019.

### Description of action steps (w/timeline)

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Development of Courses (AY 2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- September ’17: Discuss the possibility of such courses in the first faculty meeting. Survey interest from current faculty and instructors as to development of such courses. Begin work for curricular approval.</td>
<td>- <strong>September ’17</strong>: Discuss the possibility of such courses in the first faculty meeting. Survey interest from current faculty and instructors as to development of such courses. Begin work for curricular approval.</td>
</tr>
<tr>
<td>- December ’17: Selection of first courses to be taught in next academic year. Notification of instructors.</td>
<td>- <strong>December ’17</strong>: Selection of first courses to be taught in next academic year. Notification of instructors.</td>
</tr>
<tr>
<td>- March ’18: Courses available for online registration (depending on course approval)</td>
<td>- <strong>March ’18</strong>: Courses available for online registration (depending on course approval)</td>
</tr>
<tr>
<td>- August ’18: First such courses taught (depending on curricular approval)</td>
<td>- <strong>August ’18</strong>: First such courses taught (depending on curricular approval)</td>
</tr>
<tr>
<td>- December ’18: Assessment and discussion of further implementation.</td>
<td>- <strong>December ’18</strong>: Assessment and discussion of further implementation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
<th>- Undergraduate Students: increased range of courses offered, increased interest in specialty fields and economics, interesting electives and inspiration for research</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Graduate Students: additional classes may be open to graduate students</td>
<td>- Current Faculty: development of stimulating courses, increased opportunities to mentor students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources required/released</th>
<th>- Faculty time for development of such courses</th>
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</thead>
<tbody>
<tr>
<td>- Approval by the curricular committee</td>
<td></td>
</tr>
</tbody>
</table>

| Anticipated outcomes | Increased enrollments in these courses, attraction of new majors |

### 6. Action: Explore Interdisciplinary Tracks with other Majors

Two of the general themes that resulted from program prioritization were the development and measurement of interdisciplinary programs and the institutional barriers to their success. However, with the appropriate support, implementation would be beneficial for multiple programs in the University.
From our external review, it was suggested that we pursue two routes. The first would be to attract students needing intermediate level economics skills such as actuarial science majors. The second would be the following:

“Create conscious interdisciplinary tracts that include the major. Thus, link together informally a series of classes within the major with electives outside the department and name them. This is, in part, marketing but it also signposts to students. An example might include undergraduate classes in labor and health economics and associated cognates in schools of public health or health sciences. They might include undergraduate classes in public economics and environmental economics pared with cognates in sustainability or environmental science elsewhere on campus. The idea is to suggest economics at the core of a broader inquiry that explores a series of related policy issues.”

As with the previous two actions, there should be an extended timeline on this action. We need to know what faculty we can attract, what new courses and emphases we can plan, and furthermore, we would need to ensure the cooperation of other departments. We would aim to discuss throughout AY 2017-2018, along with reaching out to other departments and begin assigning such courses in AY 2018-2019.

<table>
<thead>
<tr>
<th>Description of action steps (w/timeline)</th>
<th>Development of Tracks (AY 2017-2018)</th>
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<tbody>
<tr>
<td></td>
<td><strong>September ’17:</strong> Discuss the possibility of such courses in the first faculty meeting. Survey interest from current faculty and instructors as to development of such courses. Begin work for discussion with other departments. Submit new tracks and courses for curricular approval.</td>
</tr>
<tr>
<td></td>
<td><strong>December ’17:</strong> Selection of first courses to be taught in next academic year (depending on curricular approval).</td>
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<table>
<thead>
<tr>
<th>Implementation of Emphases (AY 2018-2019)</th>
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<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
<th>Undergraduate Students: increased range of courses offered, increased interest in specialty fields and economics, interesting electives and inspiration for research, encouraged interdisciplinary study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Students: additional classes may be open to graduate students</td>
</tr>
<tr>
<td></td>
<td>Current Faculty: development of stimulating courses, increased opportunities to mentor students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources required/released</th>
<th>Faculty time from multiple departments for development of such tracks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approval by the curricular committee</td>
</tr>
</tbody>
</table>

| Anticipated outcomes | Development of interdisciplinary tracks, increased opportunities for research, increase in majors, increased marketability of NIU students |

### 7. Action: Increase undergraduate enrollments by forming partnerships with international universities

Current demographics trends suggest that it will be difficult to significantly increase enrollments at NIU from our traditional student base. However, worldwide there is very strong for an Economics degree, and U.S. universities are generally viewed favorably for the quality of
Economics programs. We would like to increase our recruitment of international students both by encouraging students to directly apply to NIU and by forming joint-degree programs with international universities. Our department chair recently visited BTBU in China, and we hope to pursue further relationships with universities abroad.

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Fall 2016: Meetings with the Division of International Affairs to identify potential partner schools Contact potential partner schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winter 2017-Fall 2017: Work with (and perhaps visit) potential partner schools to establish relationships and iron out joint-degree program agreements</td>
</tr>
<tr>
<td></td>
<td>Fall 2018-Fall 2020: First students arrive</td>
</tr>
<tr>
<td>Individuals impacted and how</td>
<td>- Undergraduate Students: opportunity to interact with students from all over the world</td>
</tr>
<tr>
<td></td>
<td>- Graduate Students: more opportunities for teaching undergraduate courses</td>
</tr>
<tr>
<td></td>
<td>- New students from abroad: opportunity to study at an American university, increasing their marketability</td>
</tr>
<tr>
<td>Resources required/ released</td>
<td>- Faculty time</td>
</tr>
<tr>
<td></td>
<td>- Time investment by the Division of International Affairs</td>
</tr>
<tr>
<td></td>
<td>- International travel may be needed</td>
</tr>
<tr>
<td>Anticipated outcomes</td>
<td>More out-of-state tuition revenue received by the University</td>
</tr>
</tbody>
</table>

**Graduate Enrollments**

The two graduate programs in the Department, the MA and the PhD, are entwined. The AcTF noted that both are important programs, and we believe our strengths lie in the fact that both combine rigorous training with flexibility. During the first year of study, a Master’s student receives training in the core areas of quantitative methods, econometrics, and micro- and macro-theory, alongside the first year PhDs for the first semester, and many take core PhD courses in the second semester, as well. Subsequently, the PhD students continue to complete the extended core of the program and develop advanced expertise in two of the three applied fields that the Department emphasizes. As a result of the way our graduate program is structured, an MA student who wishes to pursue a PhD can advance seamlessly to the PhD program without any loss of time or momentum.

Where appropriate, students of either level can take courses in other disciplines that complement their programs of study. For instance, students have taken selected courses in political science, geography, statistics, mathematics, and finance when such courses enhance their educational objectives. These opportunities are expected to grow with the joining of the School of Public and Global Affairs and the increased cooperation with the Division of Statistics and Computer Science Departments. In summary, although we have a small program, it combines a set of core courses with multiple options for the student to develop expertise in doctoral fields.
The Department is fortunate to count among its faculty some outstanding scholars with extensive publication records. This provides our students with research supervision of high caliber, and it builds up the confidence and pride of our research students. Additionally, while the recent retirements can be counted as a loss, the ability to fill those vacant positions with new, research-active junior faculty will give our students access to the state-of-art research techniques and approaches. Furthermore, the low student-faculty ratio ensures that students have easy access to faculty members when they need it and that faculty members are able to provide students with individual attention. This is particularly important at the dissertation stage. This factor is in danger, however, given the number of retirements and the low number of senior faculty available to direct dissertations.

From the external review, the program prioritization report, and our own analyses, we are aware of a number of issues in our graduate programs which lead to lower enrollments. Through the following proposed actions, we hope to revitalize the programs and provide a high quality education to future students.

8. **Action: Adjust graduate stipends.**

The issue of graduate stipends was highlighted in multiple departments by the AcTF. Economics is certainly among these, currently offering $13,600, which is below what peer institutions offer. As mentioned by our external reviewers:

> “Even a couple thousand dollars for the first year alone can make the difference between a good graduate student attending NIU or somewhere else.

> I do not think that the department will be able to increase the size of its Ph.D. program significantly unless it increases its financial support.”

We can also bring candidates’ attention to the added benefits of tuition and health insurance, but without a higher base stipend, we are able to do little.

| Description of action steps (w/ timeline) | Summer 2016: survey peer economics departments about their graduate student stipends  
Fall 2016: determine a new level of stipends in conjunction with the Graduate School and College of LA&S  
Winter 2017: Offer higher stipends to accepted students |
|---|---|
| Individuals impacted and how | Graduate students: better quality students are likely to matriculate at NIU  
Faculty: better graduate students to work with, which should improve the Department’s research productivity |
| Resources required/ released | Increased funding from the University |
| Anticipated outcomes | Better quality students, better job market placement, better publication record of faculty, enhanced national reputation |

9. **Action: Ensuring Weekly Speakers for the Seminar Series**
A small program like ours depends on its ability to connect students and faculty with researchers from outside of the university. We currently have a weekly seminar series in place, but due to the recent budget difficulties, it has been difficult to attract speakers.

Currently the only constant source of funds for inviting speaker comes from the Graduate School Graduate Colloquium Office, but these funds are only released for speakers nominated by students. There are no other funds dedicated to the speaker series, and the faculty has limited opportunities to invite excellent researchers and to promote the exchange of ideas and potential co-authorship. We believe that to successfully promote research and interactions between NIU and other colleges and research institutions, the Department of Economics needs a fixed yearly budget that would allow faculty members to invite speakers and that operates under the standard rules: it will cover only costs associated with travel (no speaker fees), and no lump-sum pre-set budget or proposal is required (unlike the Graduate Colloquium Program). We strongly believe that this approach can potentially reduce costs of inviting researchers (by eliminating speaker fees) and offer more flexibility with respect to whom to invite and when.

| Description of action steps (w/timeline) | • Spring’17: the Department develops a budget proposal for the Department’s Seminar Fund with a fixed budget for AY17-18 to be funded either by the Graduate School or by the CLAS.  
• May’17: budget is presented for either the Graduate School or the CLAS approval.  
• Repeat the above process on the yearly basis. |
| Individuals impacted and how | Graduate students: greater exposure to current research in economics; more opportunities to interact with researchers outside NIU; promotes thesis topics development and completion.  
Faculty: opportunity to establish connections with other academic researchers; greater exposure to current research in economics, especially in new areas; opportunities or a deeper interaction with researchers outside NIU. |
| Resources required/released | Faculty time for program’s budget development.  
The Graduate School and the CLAS involvement in the budget process.  
Funds from the GS and/or CLAS. |
| Anticipated outcomes | Increased opportunities for research and co-authorship (hence publications) outcomes for faculty. Improved graduate students outcomes (better and more innovative dissertations). |

10. Action: Resolving candidate rules

There are currently a few inconsistencies in the bundled structure of the MA and PhD programs. These inconsistencies, observed by faculty and brought to attention by students,
are a large cause of seemingly unstable enrollments. They are fortunately easily fixed with a few minor program rule changes.

We believe the flexibility of our program is a strength – advanced MA students can easily switch into the PhD, while PhD students who are realizing that their interests are mostly in industry-type rather than academic research can transfer down to the MA. However, we would hope for this option to be used sparingly, in the most necessary of cases.

First and foremost, the PhD students as of right now complete all the work of the MA, but many do not pursue the option of receiving it. This underutilization of the degree belies the productivity of the department. The first change to pursue is then to require PhD students to apply for and obtain the Master's degree.

The second issue to address is whether MA students should be required to pass comprehensive exams. This would be to discourage PhD students from changing at the last minute simply to avoid exams.

The third issue is the implementation of strict guidelines for job market candidates. This past year they were introduced under a voluntary basis, and the student who followed them received a tenure-track position at Oberlin College. We hope to require these actions of job market candidates in the future, by withholding dissertation credit and recommendation letters.

<table>
<thead>
<tr>
<th>Description of action steps (w/timeline)</th>
<th>Department meetings in the fall to discuss these issues and reach a consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Following these meetings, we will draft department guidelines to implement them</td>
</tr>
<tr>
<td>Individuals impacted and how</td>
<td>Ph.D. students may be required to apply for MA degree after completing requirements</td>
</tr>
<tr>
<td></td>
<td>MA students may be required to take comprehensive exams</td>
</tr>
<tr>
<td></td>
<td>Job market candidates may be required to present in a department seminar</td>
</tr>
<tr>
<td>Resources required/released</td>
<td>Faculty time</td>
</tr>
<tr>
<td>Anticipated outcomes</td>
<td>Potentially more MA degrees awarded, fewer Ph.D. students may transfer to MA program, and job market candidates may obtain better professional positions</td>
</tr>
</tbody>
</table>

11. Action: Recruit PhD students to attend the AEA Annual Meetings in Jan ‘17

Due to next year’s proximity of the largest Economics annual conference to DeKalb, we would like to organize a cadre of students to attend with the support of the department. The student conference fee is only $25 per student, and daily transportation can be arranged via carpool or NIU transportation to Elburn and Metra to Chicago. This would be a unique opportunity for our students to attend high quality presentations and network with other economists from across the globe. Furthermore, students about to go on the job market would have a chance to experience the conference and gain confidence in their attendance next year.
Recruit PhD students to attend AEA (AY 2016-2017)

- August ’16: Announce the opportunity to students, request applications if interest is very high.
- September ’16: Students chosen and registered for the conference.
- December ’16: Transportation arranged.
- January ’16: Attend AEA/ASSA.

Individually impacted and how
Ph.D. students who choose to participate would have the opportunity to attend seminar presentations of research at the frontier of their fields of specialization and to make contacts with faculty and with other graduate students doing similar research.

Resources required/released
- Funds for students’ entry fees and transportation.
- Faculty time in soliciting student interest.

Anticipated outcomes
By being exposed to groundbreaking research in their fields of specialization, graduate students would acquire the knowledge to write stronger dissertations, resulting in better job placement. Also, interacting with faculty and graduate students in their field would provide opportunities for co-authorship, strengthening their research productivity.

12. Action: Recruit tuition-paying MA students

We would like to structure our program so that all of our terminal MA students pay tuition, freeing up funding for PhD students. Our plan is to recruit tuition-paying graduate students, both by publicizing our MA program to colleges and universities in the Midwest and by establishing links with international universities. To publicize our program regionally, we plan to develop, print, and mail material describing our program to colleges and universities within 300 miles of NIU. To attract more students internationally, we plan to work with the Division of International Affairs to identify and cultivate relationships with partner schools abroad. It is our goal both to directly attract MA students and to attract undergraduate students into 2+2+1 or 3+1+1 programs. One country that we would be particularly interested in exploring increased relationships with is Indonesia, since we already have a relationship with its Ministry of Education through the PKPI program, and we were told by an administrator at NIU that the Ministry of Education has funds to support graduate tuition for Indonesian students studying abroad. Indonesia is the fourth largest country in the world in terms of population, yet there appear to be relatively few Indonesian students studying economics in the U.S. (based on applications we receive for job openings in our department), so we view this as a good opportunity for our department.
13. Action: M.S. in Financial Engineering (new program)

As mentioned above, one of the main strengths of our Department is in the field of financial economics. The high demand for graduate-level economists with expertise in financial economics motivated us to develop the Concentration in Financial Economics in the MA program, the Graduate Certificate of Study in Financial Engineering (approved F15), and MS in Financial Engineering (proposed) to attract tuition-paying students. According to our recent external review:

"The field in financial economics stands at the center of what makes the NIU department unique and helps determine how it might grow in a resource constrained environment. The department has strength in an area that would typically be completely absorbed by schools of business and often departments of finance within such schools. This strength in the department is long-standing as noted in the last review and provides a base for perhaps the
most important interdisciplinary initiative, a degree in Financial Engineering. We were told by faculty and administrators of a long process of working out a jointly offered degree, one that I think would best be marketed as an MS in Financial Engineering. The contributors seemed aligned: computer science, statistics, economics and finance."

Because these programs include courses we already offer, the added enrollment will lead to more efficient class sizes. Furthermore, Chinese universities with whom we have agreements to accept undergraduates have indicated that their students would like the option to continue an additional year at NIU to earn a Master’s degree, adding (tuition-paying) enrollment and lowering the cost per student. Furthermore, working with other departments allows for further development of our interdisciplinary strengths. As discussed in action point #4, we plan to create a certificate or emphasis in Econometrics/Mathematics at undergraduate level to enable our undergraduate students a fast track to MS degree completion.

From the program prioritization report, the AcTF noted that:

"New minor and certificate in financial engineering looks promising. AcTF recognizes that department is capitalizing on its strengths despite limited resources."

Our actions proposed here allow further implementation and development of this program. We have developed our proposal for the MS in Financial Engineering and plan to submit it for approval over the summer.

<table>
<thead>
<tr>
<th>Description of action steps (w/ timeline)</th>
<th>Summer 2016: Submit proposal for MS in Financial Engineering for approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 academic year:</td>
<td>approval process</td>
</tr>
<tr>
<td></td>
<td>develop advertising strategies</td>
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<tr>
<td></td>
<td>work on program logistics (e.g., advertising, office space)</td>
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<tr>
<td>2017-18 academic year:</td>
<td>advertise the program</td>
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<td></td>
<td>hire a director for the program</td>
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<tr>
<td></td>
<td>find classroom space in or near Chicago</td>
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<tr>
<td></td>
<td>solicit applications</td>
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<tr>
<td></td>
<td>admit students into program</td>
</tr>
<tr>
<td>Fall 2018: first students begin classes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals impacted and how</th>
<th>Students in the program would develop the skills needed for a financial career in the Chicagoland area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources required/released</td>
<td>- At least one new full-time faculty position</td>
</tr>
<tr>
<td></td>
<td>- A director of the program (who might also teach part-time in the program)</td>
</tr>
<tr>
<td></td>
<td>- Cost of advertising program</td>
</tr>
<tr>
<td></td>
<td>- Renting office space in or near Chicago</td>
</tr>
<tr>
<td></td>
<td>- Computer resources</td>
</tr>
</tbody>
</table>

| Anticipated outcomes                    | Generate additional revenue for the College and University                                          |
|                                         | Enhance the regional and national visibility of NIU                                               |
Summary of actions proposed in the Action Plan from this division:

Our proposed actions can be categorized under four main headings:

A) Hiring: In this category, we propose four new departmental hires, a joint-hire with NGOLD, and a joint-hire with ESE.

B) Undergraduate Enrollments: To increase undergraduate enrollments, we propose to designate emphases in the Economics major, create a few popular applied courses, pursue interdisciplinary tracks, and work to recruit students from abroad.

C) Graduate Enrollments: To steady graduate enrollments and improve the quality of the graduate program, we propose to raise stipends, work to publicize our program across the Midwest, work to form partnerships with international universities, improve the weekly seminar, adjust a few candidate rules, and encourage PhD students to attend the AEA Annual Meetings in Chicago in January 2017.

D) New Program in Financial Engineering: Under this action, we propose to seek approval for this new program, advertise to potential students, and develop the logistics to initiate the program.
ENGLISH B.A. Program Prioritization Response and Action Proposal

Program: English B.A.  Director: Brad Peters

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) did not indicate gaps in the English B.A. Program narrative.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF recommendation of enhanced resources to encourage and support faculty research and publication is valid.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Actions:
- Replace retired faculty in Rhetoric and Writing and 18th-Century British Literature to sustain high teaching evaluations, program integrity, and rotation of courses required for the English B.A. and other academic units without compromising remaining faculty’s research and publication agendas.
- Restore sufficient travel funds for tenured and tenure-track faculty.
- Restore college support for subventions as previously practiced.

Significant Actions:
- Change current practice of assigning annual 5-course teaching load to 4, to support tenured and tenure-track English faculty’s research and publication agenda.
  ✓ Description of Action steps:
    o AY 2016-2017—Discuss details with CLAS administration
    o AY 2016-17—Submit adjusted instruction schedule for AY 2017-2018
    o AY 2017-2018—Implement 2/2 teaching load
✓ Impacted individuals and how: All tenured and tenure-track English department faculty would receive 2/2 course load or equivalent per assigned administrative duties or other contractual agreements, acquiring reassigned time for scholarship.

✓ Resources Required/Released: Schedule of current faculty salaries and increments would remain unchanged.

✓ Anticipated Outcomes: Scholarly productivity would likely increase due to more research and writing time.

NOTE: The following proposal responds to the Academic Task Force Report on p. 62, but has potentially a positive impact on First-Year Composition:

- **Link First-Year Composition courses (ENGL 102, ENGL 103, ENGL 203, and ENGL 204) with UNIV 101 and 201** to establish a “First-Year Seminar” in English, as per AcTF recommendation to transform First & Second-Year Experience by relocating that program to a college or department.

  ✓ Description of Action Steps:
    - AY 2016-2017—Discuss restructuring plan
    - AY 2017-2018—Submit relevant catalog language by spring 2017
    - AY 2017-2018—Initiate First-Year Seminar

  ✓ Impacted Individuals and How: Administrators and faculty in First-Year Composition and program for First & Second-Year Experience would share reporting lines, maintain coordination of syllabi, plan annual program together, and seek opportunities for collaborative scholarship.

  ✓ Resources Required/Released: No new resources required

  ✓ Anticipated Outcomes: More coordinated and academically substantive program

  ✓ Opportunity Involving Other Unit: Linking First-Year Composition with program in First & Second-Year Experience could yield the following results:
    - Improved retention of first-year students
    - Valuable extension and coordination of peer-mentoring
    - More comprehensive coordination of annual “common reading” experience
    - *A de facto* Themed Learning Community
    - Shared programmatic projects, e.g., Annual Showcase of Student Writing
    - Expansion of e-portfolio baseline assessment
    - Excellent opportunities for collaborative scholarship in areas of pedagogy, assessment, administrative practices, and composition theory
CLAS English Minor in Comparative Literature

Program: English B.A. Director: Brad Peters

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Program needs substantial transformation and promotion.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF recommendation is valid

What type of response to that recommendation do you propose?

☐ No Action

☒ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

☒ Substantially transform the minor, eliminating the ILAS requirements and substituting courses in ENGL and FL

☒ Description of Action steps:
  o AY 2016-2017—Draft a revision of the minor to include core courses from ENGL and FL, including ENGL 200 (Literary Research and Criticism), ENGL 474 (International Short Story). Rethink requirements to ensure better enrollment and student academic and career success. Choose courses that emphasize translation and interpretation.
  o AY 2016-17—Write new catalog language; seek approval.
  o inform advisors of revised minor; advertise the revised minor on websites and social media.
  o AY 2017-2018—Implement revised minor, if approved.

☒ Impacted individuals and how: Could potentially add to number of majors and minors, because of interest in Comparative Literatures and the issue of how translation affects interpretation of texts. Other faculty may become involved in teaching courses in the Comparative Literature minor.
✓ **Resources Required/Released:** No new resources required, asides from assistance with printing and marketing.

✓ **Anticipated Outcomes:** Students analytical, translation, and language skills would be enhanced. In addition, as a writing-intensive minor, students will be able to hone their writing skills.

**Literature courses that could be used in the minor in Comparative Literature:**

Please note:

We are planning to replace the three required ILAS courses with courses that are taught through English and FLAL. The ILAS courses had very low enrollment and are not feasible to be taught, except as unremunerated Independent Studies courses. We are also still in the process of identifying pertinent courses in other departments.

**ENGL 200 Literary Study: Research and Criticism**

310 Uncensored Classics

335 Western Literature: Classical and Medieval

337 Western Literature: Renaissance to 1900

339 Recent Western Literature

340 The Bible as Literature

360 Literature and Other Disciplines

363 – Literature and Film

400 – Literary Topics (depending on the Topic)

474 International Short Story

477 Postcolonial and New Literatures in English

489 European Novel

490 Senior Seminar in English Studies

**Foreign Languages & Literatures**

FLCL 271 - Classical Mythology Credits: 3

FLIT 272 - The Italian Renaissance Credits: 3

FLST 481 - Special Topics in Literature I Credits: 3

FLTR 271 - Literature in Translation Credits: 3
FLAL 420 Introduction to Translation Theory
all the Special Topics courses, depending on topic
FLFR 440 – Studies in Francophone Literature
  • FLFR 483 - Theme et Version
  • FLFR 484 - Advanced Translation
  • FLGE 482 - Approaches to Translation
  • FLGE 484 - Translation Practice
FLIS 481 – Independent Study in a FL (depending on topic)
  • FLSP 483 - Techniques of Translation
  • FLSP 484 - Advanced Translation
Other departments
  COMS 356 – Critical Interpretation of Film
  HIST 390 – Film and History+
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) did not indicate gaps in the Creative Writing Certificate program narrative.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

No, the AcTF recommendation of reduction in sources runs counter to the following information:
- The certificate is only in its 3rd year of operation
- 5 students signed up for and completed the certificate in 2013-14, 5 signed up and completed in 2014-15, and 29 in 2015-16 signed up (13 completed in spring 2016, remaining students expected to complete in fall 2016)—a substantial increase in student demand for the certificate
- The new Writing Track in the English Major accounts in part for increase in student demand and eligibility for certificate
- AcTF’s own recommendation acknowledges the need for more faculty to contribute to course offerings for the certificate (currently, an instructor published in fiction teaches 1/3 of course offerings)

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Action:
- Solicit interest among current faculty to teach creative writing
- Internally market the certificate via our webpage and other promotional materials
Certificate in English Education: Program Prioritization Response and Action Proposal

Program: Certificate in Education in English Language Arts  Director: Mark Van Wienen

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) notes that the Certificate in English Education narrative lacks sufficient data to assess faculty. Currently, the full professor and the visiting assistant professor who teach the professional courses required by the certificate are nationally recognized senior scholars who lead the English faculty in numbers of:

- Published books
- Published scholarly articles
- Citations (in the thousands)
- National and state conference presentations
- Local workshops and consultations in public school districts
- National and state leadership in their professional organizations

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF’s recommendation that the English Education Certificate be reviewed, that sufficient data be supplied to assess faculty, and that the certificate be properly marketed is valid.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Actions:
- Hire the current Visiting Assistant Professor so that the requisite professional courses for the English Education Certificate (ENGL 646, ENGL 647, ENGL 648, and ENGL 645) may continue to be taught.
• Prominently Advertise English Education Certificate in appropriate places on Graduate Program Website.
• Include information on English Education Certificate in brochures and flyers sent out by Graduate Program Director’s Office.
• Provide information on English Education Certificate to all cooperating teachers at completion of student teacher’s assignments (to be done by university student-teacher supervisors).
• Advise all graduate-level students-a large (SAL) admitted to the program to apply for the certificate when they enter the ELA teacher-licensure program (to be done after SALs complete satisfactory conference with teacher-licensure coordinator).
• Identify other student groups who may benefit from the certificate, including current teachers who could use the certificate as professional development and those enrolled at NIU in the initial teacher licensure program who seek teaching positions once they complete the State of Illinois teaching requirements but who have not yet graduated; the certificate provides somewhat of a credential on the transcript prior to graduation. For the first group of current teachers the certificate could be used as a springboard toward enrolling in the M.A. program in English Education; instruct student teacher supervisors to leave brochures with cooperating teachers.
• Have the English Education advisor work closely with the Graduate Studies Director to follow through on advising in regard to this certificate and ensure certificate enrollment. Monitor student enrollment.
• Continue per-semester check as students-at-large complete courses requisite for the English Education Certificate (to be done by collaboration between Graduate Program Director and teacher-licensure coordinator).
• Offer summer Graduate English Education courses, if staffing and funds are available, to assist those teachers who would like to complete the certificate as part of their professional development.
• Establish completion of all courses required for the certificate as a milestone in MyNIU and indicate completion by all students-at-large (to be done by collaboration between Graduate Program Director teacher-licensure coordinator).
Draft Proposal: First-Year Learning Communities Linking ENGL 103/204 and UNIV 101

Background:

Historically, the First-Year Composition Program (FYComp) and the First- and Second-Year Experience Program (FSYE) have had a close relationship serving the needs of NIU’s first-year students. FYComp has cooperated on the Common Read Program, coordinating peer mentoring efforts, and helped with the introduction of the longitudinal PLUS electronic portfolio in UNIV 103 classes. Further, some FYComp personnel also teach UNIV 101.

On page 65 of the recently-released report of the NIU Program Prioritization Academic Task Force (PPATF), the FYSE program is recognized as being “very valuable and needs consistent financial support.” Further, the task force recommends that “transformation should consider relocating program to a college/department” and that “the program be required of all new students.”

Decades of research on challenging and supporting first-year students have shown that learning communities have a positive impact on student retention and academic success, not to mention social integration. (Laufgraben, 372-375) Incoming NIU students would benefit from taking UNIV 101 and ENGL 103/204 in such a learning community.

Tentative First-Year Learning Communities (FYLC) proposal to open discussion:

AY 2016/2017:
   Establish a working committee with at least one member from FSYE, one from FYComp, one from CLAS, and one from the Office of the Provost to
   1) Investigate benefits/drawbacks of moving FSYE to an academic department/college, and propose a reorganization if it seems warranted
   2) Develop a pilot group of 10 FYLCs for Fall 2017, working through logistical concerns

AY 2017/2018:
   1) Monitor, assess, and evaluate the success of pilot classes
   2) Develop a plan to require FYLCs for all students who need ENGL 103/204

AY 2018/19:
   Implement FYLC requirement

Complementary benefits:

Peer mentoring would be present in every cohort (FYComp lost funding for its Peer Advocate program). Electronic portfolios, already a requirement in ENGL 103/204, can easily be extended to UNIV 101, providing the basis for a longitudinal PLUS electronic record of learning and professional identity. Communiversity-based projects, including service learning and the Common Read, could extend across both classes.
Notes:

1. The PPATF praised the FSYE and the fact that top faculty members teach in the program. This proposal seeks to build on these strengths, not replace FSYE leadership or teaching staff.
2. Scheduling and room assignments will be a big challenge, but we might look at how other large universities have solved these problems.

Work Cited:

Minor in LINGUISTICS. Program Prioritization Response and Action Proposal

Program: **ENGL, Minor in Linguistics**  
Advisor: **Doris Macdonald**

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) indicated that there was very little assessment data.

**Do you consider the action recommended to be valid?**

*Yes/No (if no, why not)*

Yes, the interdisciplinary nature of this program and the variety of courses that can be used to complete the minor make coordinating assessment difficult.

**What type of response to that recommendation do you propose?**

- [ ] No Action  
- [x] Routine Action

"**Routine Action**” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“**Significant New Action**” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

**Routine Actions:**

- **Create exit survey for graduating seniors completing the minor** to assess satisfaction with available minor coursework, advising, and expected benefits (e.g., career or graduate school). This survey will be created using Qualtrics and administered online during the student’s final semester.
- **Create survey for declared minors** to assess satisfaction with progress in minor, especially with availability of coursework and advising. Students who fail to complete the minor have (anecdotally) indicated that they have been unable to get the needed coursework. Such a survey may afford the opportunity to encourage advising earlier in their academic careers.
- **Analysis of course work used to complete the minor** to aid in any potential curricular revision as well as to review any new courses that may be included.
Summary of actions proposed in the Action Plan from this division:

The Minor in Linguistics fills a niche by taking advantage of the rich human resources on campus with little additional overhead. We maintain a consistent enrollment and completion rate, with notable gender and ethnic diversity. For example, in AY 2012-2013, 68% female and 32% minority; in AY 2013-2014, 78% female and 44% minority. Because course work is found in different departments across campus with credit hours chosen from over three dozen electives, a robust increase in declared minors would have minimal resource impact on any one program, but would provide high intellectual impact.
ENGLISH M.A. Program Prioritization Response and Action Proposal

Program: English M.A.                     Director: Mark Van Wienen

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) did not indicate gaps in the English M.A. Program narrative.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF recommendation of unchanged overall resources, with a sub-recommendation of a “need for resources to expand” the Teaching of English to Speakers of Other Languages, is valid.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Actions:

- Replace retired faculty in Rhetoric and Writing (2) and in 18th Century British Literature (1) to sustain high teaching evaluations, program integrity, and rotation of courses required for the English B.A. and other academic units without compromising remaining faculty’s research and publication agendas.
- Increase funding for Graduate Assistant salaries, to sustain recruitment and retention efforts of M.A., candidates.
  - Description of Action steps: A study of Graduate Assistant compensation shows that NIU is lagging nearly $2,000/annum behind peer English departments.
  - Resources Required: Increase of $1,500 in G.A. compensation for English M.A. students.
- Expand Graduate Assistant assignments to English as a Second Language (ESL) Lab, to support recruitment and practical experience for TESOL students.
CLAS English Minor in Comparative Literature

Program: English B.A.  Director: Brad Peters

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Program needs substantial transformation and promotion.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF recommendation is valid

What type of response to that recommendation do you propose?

☐ No Action

☒ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

- Transform the minor so that the minor is cooperative in nature with Foreign Languages. Students would either major in English and minor in a FL or major in a FL and minor in English. Students would also complete ILAS 341 Comparative Literature and ILAS 342 Capstone in Comparative literature.

☑ Description of Action steps:
  - AY 2016-2017—Initiate dialogue with FL to propose new minor
  - AY 2016-17—Propose new minor and catalog language, seek approval
  - AY 2017-2018—Implement new minor, if approved

☑ Impacted individuals and how: Students in FL and English would both benefit through enhancing their skills in both disciplines. Could potentially add to number of majors and minors. Other faculty may become involved in teaching courses in the Comparative literature minor.

☑ Resources Required/Released: No new resources required.

☑ Anticipated Outcomes: Students analytical, translation, and language skills would be enhanced.
ENGLISH Ph.D. Program Prioritization Response and Action Proposal

Program: English Ph.D.  Director: Mark Van Wienen

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Action Task Force (AcTF) did not indicate gaps in the English Ph.D. Program narrative.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF recommendation of enhanced resources to encourage and support faculty research and publication, as well as to address lack of student diversity, is valid.

What type of response to that recommendation do you propose?

☐ No Action  ☑ Routine Action  ☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Actions:
- **Replace retired faculty in Rhetoric and Writing (2)** and in 18th Century British Literature (1) to sustain high teaching evaluations, program integrity, and rotation of courses required for the English Ph.D. and other academic units without compromising remaining faculty’s research and publication agendas.
- **Restore sufficient travel funds** for tenured and tenure-track faculty.
- **Restore college support for subventions** as previously practiced.

Significant Actions:
- **Change current practice of assigning annual 5-course teaching load to 4**, to support tenured and tenure-track English faculty’s research and publication agenda.
  - Description of Action steps:
    - ☑ AY 2016-17—Discuss details with CLAS administration
    - ☑ AY 2016-17—Submit adjusted instruction schedule for AY 2017-2018
    - ☑ AY 2017-18—Fully implement 2/2 teaching load
• **Impacted individuals and how:** All tenured and tenure-track English department faculty would receive 2/2 course load or equivalent per assigned administrative duties or other contractual agreements, acquiring reassigned time for scholarship.

• **Resources Required/Released:** Schedule of current faculty salaries and increments would remain unchanged.

• **Anticipated Outcomes:** Sustained and possible increase of current outstanding scholarly productivity.

- **Institute an English Recruitment Scholarship for Underrepresented Minorities**, to support recruitment of qualified minority Ph.D. candidates
  
  ✓ **Description of Action steps:** Scholarship available in AY 2016-17 for students entering in AY 2017-18; scholarship available to department outside of campus-wide Woodson fellowships, allowing for recruitment of best candidate(s) throughout the admissions cycle.

  ✓ **Resources Required/Released:** Funds to compete with peer institutions—minimum $16,000—for the annual recruitment fellowship. After initial award year, recruited students would be funded through Rhoten-Smith graduate assistantships.

- **Increase funding for Graduate Assistant salaries**, to support recruitment and retention efforts of Ph.D. candidates, especially minorities.

  ✓ **Description of Action steps:** A study of Graduate Assistant compensation shows that NIU is lagging over $2,000/annum behind peer English departments.

  ✓ **Resources Required:** Increase of $2,500 in G.A. compensation for English Ph.D. students.
Certificate in Technical Writing: Program Prioritization
Response and Action Proposal

Program: ENGL, Certificate in Technical Writing  Director: Mark Van Wienen

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, the AcTF’s recommendation that the Technical Writing Certificate be reviewed and that the certificate be properly marketed is valid.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

Routine Actions:

• The department graduate studies committee will revisit the number of hours required for the certificate and propose appropriate catalog changes.

• Market the certificate more aggressively on our website, through social media, and in departmental literature.
Program: Environmental Studies    Director: Melissa Lenczewski

Do you consider the action recommended to be valid?

Yes

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☒ Significant New Action

1. **If a Significant New Action is proposed, provide the following:**

1) Hiring joint appointment faculty
2) Allocation of academic space
3) Development of research centers or clusters
4) Development of a graduate program

1) Hiring of 4 joint appointment faculty is necessary to grow the ENVS major and support our current student enrollment. Over the last few years, we have lost 3 joint appointment faculty (ISYE, POLS, GEOG) and this has impacted our core courses. Joint appointment faculty teach the required core courses (ENVS 301-305). Currently, we are without faculty for ENVS 301 and 304 and with ENVS 305 being over prescribed. Next academic year we need to hire a joint appointment with either GEOL or GEOG, one in POLS and one in ECON. In the following year another joint appointed faculty with TECH. There are also other opportunities for additional joint appointments with ISYE and COMS.

2) Our current space is in the Health Service Building. We need to be in an academic space and have had discussion with BIOS. Within MO there is space for offices, conference rooms, class rooms, and areas for students. We should move in August. In the future, a new LEED-certified building that can be used as an academic and research space will be requested. This space could also receive federal funds; especially if we move the USGS on-campus. This is a 5 year goal.

3) ENVS is an institute with the capacity to develop research centers or clusters based on the expertise of the current and future faculty associates. These research centers will allow for us to have a greater capacity for getting external funding and recognition. We have identified four areas:
   1. Restoration of Damaged Ecosystems
   2. Climate Change Experience and Science
   3. Food/Water/Energy Nexus
   4. Urban-Rural Connections
These research centers or clusters will take the next year to develop and organize. The above resources (hiring and space) will be critical for the development of these centers.

4) There is need for an interdisciplinary graduate program in ENVS. This program will build upon the strength and success of the BA/BS program and the above mentioned hires, space, and research centers. The goal is to produce high quality MS and PhD students in interdisciplinary research related to the research strengths at NIU.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

1) The joint appointment faculty will be with the other units as indicated above.
2) Academic space will likely impact a current department such as biology.
3) All of our faculty associates are associated with other academic units on campus, development of research centers or clusters will impact their home departments in a positive way but increasing external funding.
4) The graduate program will use a combination of current and new (ENVS) courses so this will impact enrollment in these courses across the campus. Since many of these courses will already be taught adding in 1-3 students to a course should not impact home departments.
CLAS Program Prioritization Response and Action Template

Program: CLAS External Programming    Director: Anne Petty Johnson

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not) Yes

What type of response to that recommendation do you propose?
- [ ] No Action
- [x] Routine Action
- [ ] Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
     1. Study plan identifying units across the university that perform the same/similar functions, both credit and non-credit programming.
     2. Determine whether the 4 already identified (CoE, CEET, CLAS, CVPA) should stand as they are and keep their College identities or merge or all identified university-wide units should merge.
     3. Differentiate and separate between academic and non-academic non-credit programming.
     4. Conversations that include affected unit director(s) and high level university administrators.
     5. Staged, sequential conversations about structural, organizational, financial models, followed by selection and implementation.
     6. Considering the number of potential units, these action steps could involve, the process could take more than one year.
   - Individuals impacted and how
     1. Director – Anne Petty Johnson would be affected if the unit is merged with another. At this time the impact is unknown.
     2. Associate Director - Mark Pietrowski would be affected if the unit is merged with another. At this time the impact is unknown.
3. Office Manager – Lise Schlosser would be affected if the unit is merged with another. The impact on Lise would be determined by her Civil Service classification rank standing with the merged unit.

4. Office Support Specialist – Kathleen Faber would be affected if the unit is merged with another. The impact on Katie would be determined by her Civil Service classification rank standing with the merged unit.

5. Graduate Assistants – Our ability to hire graduate assistants would be affected if the unit is merged with another. At this time the impact is unknown.

6. Student Worker – Our ability to hire a student worker would be affected if the unit is merged with another. At this time the impact is unknown.

7. If our unit is not merged, individual impact would be subject to the budget.

- Resources required/released
  1. Resources required/released at this time is unknown until the study plan is completed.
  2. If no changes are made to our unit, an additional half-time SPS coordinator would be required for our credit duties.

- Anticipated outcomes
  1. If our unit remains as it is, we will remain the exclusive external programming representative for the College of Liberal Arts & Sciences.
  2. If our unit merges with other units, we will lose our CLAS specialty.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The four academic External Programming units from CoE, CEET, CLAS, and CVPA are the obvious departments that could merge. However, we each specialize in different types of programing, which makes us non-competitive and supportive. For example, CoE does more contract graduate credit, CEET does safety training, we do both non-credit and credit, and CVPA specializes in non-credit. Due to our target audiences, we each need to be housed in the locations we currently reside. Some of the challenges the university will have to face if they choose to merge our units is the organizational chart, budget, and funding model as all four of us operate differently. Finally, as the four of us are used to collaborating with each other, we also do not want to lose the College identity we have built for so long.
FLAL is planning a complete restructuring, this proposal will address the B.A., MINORS and CERTIFICATES. The FLAL faculty will need to approve this plan.

Program: Foreign Languages & Literatures

Director/Chair: Katharina Barbe

Do you consider the action recommended to be valid?

✔ Yes/No (if no, why not)

The recommendations were fair and made us rethink our approach. This is why we propose a complete restructuring of the department which includes a name change.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- ✔ Significant New Action

1. If either Routine Action or Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If yes, please list the units and outline the possibilities.
PROPOSAL

In the following we will first propose a complete restructuring of the department and then address the particular issues the AcTF raised:

FLAL proposes being proactive in bringing the department into the 21st Century based on the following: “AcTF recommends that FLAL develop a strategic plan for comprehensive management of the foreign languages. Perhaps they can discover another way to organize the department that still maintains the integrity of the languages taught without the burden of degree offerings that cannot be sustained.” We are proposing to re-name the department WORLD LANGUAGES AND CULTURES, and to restructure the major languages into one major with four concentrations / tracks / emphases [final term tbd] in FRENCH / GERMAN / JAPANESE (new) / SPANISH.

We are following in the footsteps of a number of excellent foreign language programs at universities across the United States that have already made these changes (for example, Iowa State, Mississippi State, George Mason U., Thomas State U., Kennesaw State U., U of Missouri St. Louis , UMass Lowell, U of Memphis, U of Nebraska Omaha, see Appendix). Like most of these programs we would also like to offer a mandatory introduction class, tentatively called “Introduction to World Languages and Cultures”. This class can be staffed with faculty from the smaller languages, for example.

We maintain that it also makes sense to have one minor with eight concentrations / tracks / emphases in CHINESE / CLASSICS / FRENCH / GERMAN / ITALIAN? / JAPANESE / RUSSIAN / SPANISH.

Because the department has a particular strength in translation studies (translation theory and practice, interpretation) we propose a separate CERTIFICATE IN TRANSLATION (thus eliminating the Business Translation Emphases in the separate languages). Increasing Student Career Success through this Certificate, FLAL would pool its resources and also look to other departments for teaching support. We envision a certificate with 9-12 core credit hours - drawing on already existing classes - that would ideally include a 3 cr. internship or practicum option.

Finally, we would like to offer graduate certificates in FRENCH (new) / GERMAN1 / INSTRUCTIONAL TECHNOLOGY1 / SPANISH.

Furthermore, we want to explore and deepen the already strong links we have with departments like Communications, Community Leadership and Civic Engagement, History, Marketing, Nursing, and Psychology, so that they can see that some of our courses may fulfill some kind of requirement or elective in their coursework. For instance, we could see if Coms majors minoring in French / German / Spanish could get some Coms credit from taking a 302 class (Advanced Composition for German and Spanish), 301 for French with us; that is to say, these classes would satisfy their minor and their major. By the same token, Psych majors may benefit from taking a linguistics or culture

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1 This program will need to be restructured and cannot remain in its current form
class, and marketing majors would get some benefit from taking Chinese, French, German, Japanese, or Spanish for business.

This total restructuring will have the benefit of making FLAL offerings consistent and easy for the student to navigate. The chart below is a suggestion of how to operationalize our plan. Thus, we envision one B.A with specializations encapsulated in Certificate(s). We are also considering adding a Certificate in Linguistics, should the Minor in Linguistics as well as in Cognitive Studies not be maintained. Table 1 shows the plan graphic format.
Table 1
RESPONSES TO THE SPECIFIC COMMENTS
(AcTF comments included)

Category 3 – Candidates for Reduction in Resources

B.A. in French
Program has undergone major changes with loss of all faculty in 2014. AcTF wants to continue to support their transformation but questioned if program should simply be a minor as there are few students. Two newly-hired faculty have good scholarly records. If the program revitalizes it should be supported.

The French program is being built up by the two new hires. We simply need to give this process some more time; both faculty started in Fall 2015 and are very promising teacher/scholars. They are working hard to revitalize the program and are very popular with the students. One major immediate change will be the choice of a new textbook: Français interactif is an online and free textbook that has all the ancillary materials that normally come with FL textbooks (http://www.laits.utexas.edu/fi/). In addition, the two new faculty members just turned in a study-abroad proposal. They are planning to take turns in going with a group of students to France starting next year. French will be part of the new re-organization.

Minor in Chinese Studies
Program is poorly resourced. Only has a .75 instructor. AcTF does not believe it should continue without sufficient support.

For several years, FLAL has asked for a tenure-track position in Chinese. The Japanese minor benefitted immensely from the hiring of Prof. Bentley, enrollments increased tremendously, so that FLAL is now considering adding Japanese as a major option. In addition, NIU has been thinking about applying for the location of a Confucius Institute at NIU. Adding resources to Chinese would, therefore, be a very smart investment.

Minor in Classical Studies
Program is taught by instructors. There was no data on student outcomes or potential student demand. Numbers are stable though small. Students perform at a high level.

The narrative did not clearly articulate that the minor is supervised by a faculty member, FLAL’s Assistant Chair. It is correct that some of the classes are taught by an instructor (FLCL 101-202); this is, however, not different from any of the other beginning language classes. The primary instructor is highly qualified with a Ph.D. in Classics from the University of Wisconsin-Madison and numerous publications that would have earned her tenure. Classical Studies is a truly interdisciplinary minor, also listing faculty-taught classes in ENGL and HIST; these are classes that are taught anyway and not exclusively for minors. The caliber of the students pursuing this minor is outstanding. One of our recent graduates received a full ride to Northwestern in Philosophy, for example. It would be extremely unfortunate if the minor were no longer supported.
Minor in Russian
AcTF believes that this program is significantly under resourced and should be transformed. It is not viable in its current form.

FLAL agrees with this evaluation. The minor was only working because Professor Kot taught about 5-6 classes per semester. For the last few years she had the support of a graduate student. One major concern is the high rate of attrition between the 100 and 200-levels. We propose, therefore, to make fundamental changes by revamping the program, catering to a student body who are visual learners and who tend to learn through shorter, tightly-packed bursts of information, while making culture more central in the classroom. We are planning to change the structure further by going to a 5 / 5 cr. format, which is pedagogically more feasible for a language like Russian (we have been teaching the SEA languages in this fashion with great success). In addition, we are in the process of connecting with ROTC to encourage ROTC students to pursue a Russian minor or at least Russian classes. In order to achieve these goals, we would like to change the full-time TA position into a part-time instructorship.

Category 4 – Candidate for Transformation

B.A. in German
German faculty productivity is very good but student demand is very low. AcTF recognizes the importance of foreign languages and that faculty does service teaching for all BA programs. Program needs to be transformed in order to continue.

The German program will become part of the overall restructuring of the department. With only one track/emphasis/concentration and the addition of a Certificate in Translation, the German program will be able to attract more students. There is continued, though small, interest in German. However, judging from the great interest in the German Immersion Day in which three of our faculty members are involved, with better marketing and outreach, we are confident numbers in the major can increase.

Category 5 – Candidate for Review

M.A. in French
Sunset mandated by the state.

No comment

Certificate in Foreign Language Instructional Technology
This program has not been properly marketed. University needs to offer more support for marketing. Narrative did not address program potential. Program appears to be passively managed and may not be needed due to very low enrollment.

This program actually has a huge potential and we have been remiss not to market it more widely. It is one of very few programs that teaches expertise in Foreign Language Technology, something vital not only for new but also for currently working teachers. Moreover, the program is fully online, so we intend to market it to teachers all over the U.S. Very few comparable programs exist. Currently, we are working on a brochure and on other marketing materials. The
office staff is compiling e-mail addresses for high school foreign language chairs in the area. In-service teachers must complete continuing education credits and the FLIT Certificate should play a much larger role in this capacity. We also intend to give the program courses graduate/undergraduate designation so that upper-level undergraduates may take Certificate courses as electives in their programs. In addition, the program’s coordinator intends to work more closely with the ETRA department in order to incorporate the Certificate into the M.Ed. program for students pursuing a Computer-Assisted Language Learning (CALL) topic.

Certificate in German Language, Literature, and Culture
Few students in program. Narrative gave no information to support program potential – need numbers of schools teaching German to support claim. No demonstrated external demand for this program.

FLAL agrees, the Certificate has not been a priority over the last few years. We would like to keep the Certificate to give teachers a chance to take grad classes. But we realize that we will have to put in a lot more effort to make (potential) students aware of the program’s existence.

Minor in Italian
Narrative did not provide student performance measures. No discussion of how to enhance potential especially with only 1 faculty member. Number of minors awarded has dropped drastically.

FLAL agrees, this minor has also been on the backburner. If possible, we would like to keep the minor, because interest in languages is always cyclical. We can also see that the minor will probably be phased out when Prof. Nissen retires and that the teaching of Italian will then go forward with instructors only.

ADDITION of a Graduate Certificate in French (not in the original proposal)
We believe that we can attract more students to the department if we offer a French graduate certificate. Per semester we receive between three and five requests for graduate studies in French. In addition, several of our current French majors have indicated an interest in further pursuing French. We do cross-list our undergraduate and graduate classes. This is common practice in many departments. We are very careful to differentiate grads and undergrads in the classroom in terms of expectations and skills. Also here, a better and more thorough marketing campaign is needed.

OPPORTUNITIES INVOLVING OTHER UNITS
EXISTING – Accelerated (3 + 3) B.A./J.D. Program in French, German, or Spanish Language and Literature and Law
FLAL and the College of Law created an accelerated, six-year (3 + 3) program leading to both the B.A. in French, German, or Spanish Language & Literature and the J.D. degree. The program is designed to enable highly qualified students who complete all their undergraduate general education
and major requirements by the end of their junior year to begin law school in the fall of their fourth
year. To make this possible, up to 30 credit hours of law school courses count toward the
baccalaureate degree. Students participating in the accelerated program will be able to achieve both
degrees in a total of six years, thus achieving significant savings by eliminating one full year of Law
School tuition and enabling them to complete their degrees and begin working one year sooner.

NEW - Proposal to combine the Minor in Deaf Rehabilitation with the suggested program
in FLAL to create an interdisciplinary minor.

Category 5

Minor in Deaf Rehabilitation

Data provided is insufficient. Narrative does not make a case for program continuation.

NEW - Minor in Deaf Studies

AcTF applauds efforts to identify deafness in a cultural way rather than as a disability. Program is
seen as a good idea, but this may not be a good time to proceed. The area is significantly
understaffed in ASL and could use resources in that specific area and that may be more realistic than
the minor.

Is it possible to add cultural aspects to the existing CAHD minor on rehabilitation to fill the need
for cultural awareness?

Program not recommended at this time.

We will be meeting with the ComD Chair on May 20 to start discussing a plan for an interdisciplinary minor.

TENTATIVE TIME LINE

Fall 2016  Discussion of proposed changes with
1.  FLAL Faculty Steering Committee
2.  FLAL Faculty as a whole
3.  Decision of FLAL faculty as a whole

Spring 2017  Development of the new curriculum (FLAL Steering Committee)

Fall 2017  Submit curricular changes

Start marketing the new program
SELECTION OF UNIVERSITIES THAT HAVE A B.A. IN WORLD/FOREIGN LANGS WITH CONCENTRATIONS/EMPHASES/TRACKS IN THE SPECIFIC LANGUAGES
[in no particular order]

GEORGE MASON U

The BA in foreign languages prepares students for teaching, graduate study in languages and cultures, and research, professional work, or service in government, private enterprise, and the global community. Students who major in foreign languages are encouraged to complete a minor or, if possible, a second major in another field. Students who want a double major in foreign language and another subject should plan a program of study in consultation with advisors from both disciplines and follow the steps outlined in the Academic Policies section of the catalog.

Degree Requirements (Catalog Year 2016-2017)

Concentration in French (FRN)
Students pursuing the concentration in French must complete a minimum of 33 credits in French at the 300 level and above, each with a minimum grade of 2.00. No more than one course (3 credits) conducted in English may be used to fulfill requirements for the concentration. Students are expected to complete a balanced program that includes courses in language, culture and civilization, and literature.

One advanced language course (6 credits)
Two courses (6 credits) in literature and civilization
Three courses (9 credits) in FREN at the 300-level or above
Four courses (12 credits) in FREN at the 400-level or above
Total: 33 credits

Concentration in Spanish (SPN)
With more than 400 million people speaking Spanish worldwide - nearly 40 million in the US - and the growing influence of Hispanic cultures around the globe, knowledge of Spanish and the Spanish-speaking world has never been more important. The Spanish courses and degree programs provide students with the opportunity for language development and interdisciplinary study of the cultures, film, history, linguistics and literature of the 20 Spanish-speaking countries, including the United States. Students can also receive Spanish credit through participation study-abroad programs. Students pursuing the concentration in Spanish must complete a minimum of 33 credits in Spanish courses at the 300-level and above, each with a minimum grade of 2.00. Only one course taught in English (3 credits) may be applied toward the concentration.

One or two core courses (6 credits):
Three additional required courses (9 credits)
Four courses in Spanish at the 400 level (12 credits)
Two elective courses (6 credits) chosen from:
Total: 33 credits

Writing-Intensive Requirement
The university requires all students to complete at least one course designated "writing intensive" in their majors at the 300 level or above. Students majoring in foreign language may fulfill this requirement by successfully completing CHIN 480, FREN 309, or SPAN 370.
THOMAS EDISON STATE U

BA in Foreign Language
The Bachelor of Arts (BA) degree program in Foreign Language prepares adults for career change, advancement or graduate education, while providing personal enrichment. The program focuses on linguistic skills, literary appreciation, and understanding people and their culture. Students are required to select a specific language (such as French, German, Spanish, Italian, etc.) and develop a broad general knowledge of the traditional liberal arts disciplines while developing a greater depth of knowledge in the language they select.

Learning Outcomes
- Present information, concepts and ideas in a foreign language to an audience of listeners or readers
- Translate and interpret a foreign language
- Engage in conversations or correspondence in a foreign language
- Demonstrate proficiency in the cultural and sociolinguistics aspects of a language

MISS STATE U

Bachelor of Arts
- Major: B.A. awarded upon successful completion of a minimum of 123 credit hours, which includes: University core requirements, *Primary language credit hour requirements* (varies depending upon language); 18 credit hours at the 3000-level or higher and 32 credit hours in the College of Arts and Sciences.
- Minor: awarded upon successful completion of a minimum of 24 credit hours, which includes: Levels I-IV and 12 credit hours at the 3000-level or higher. Minor declared at the time of graduation.

JAMES MADISON U

B.A. in Modern Foreign Languages
The Department of Foreign Languages, Literatures, and Cultures offers five options for a B.A. degree:
- Modern Foreign Languages with a concentration in Arabic
- Modern Foreign Languages with a concentration in French
- Modern Foreign Languages with a concentration in German
- Modern Foreign Languages with a concentration in Italian
- Modern Foreign Languages with a concentration in Spanish

These degrees require a minimum of 33 credits of upper-level coursework, along with proficiency in a second foreign language and the core university degree requirements

Minors
The FLLC offers minors in seven languages: Arabic, Chinese, French, German, Italian, Spanish, and Russian.
These minors require 18 credits, including a 300 class, a 300- or 400- level literature class (SPAN 335 for Spanish), and four upper-level electives.

Professional Minors
We offer eight professional minors, which focus on the practical understanding of language and culture within the given field.
These minors include Business French, Business German, Business Italian and Business Spanish, as well as Law Enforcement Spanish, Legal Spanish, Medical Spanish and Spanish-English Translation and Interpretation.
The B.A. in Modern Language and Culture program requires the selection of a primary language and an area of concentration. Students must also complete FL 2209 (World Languages and Cultures), participate in an internship or study abroad experience, and complete an official Oral Proficiency Interview as part of the requirements for the degree.

Primary Language
Students within this program must select to study French, German, Italian, or Spanish as their primary language. Students will complete 30 semester hours (10 courses) in their primary language which emphasize development of proficiency in speaking, listening, reading, writing, and culture, as well as content-specific courses in which students continue to expand and refine their linguistic and cultural competence.

Concentrations
The concentrations emphasize the applicability of the student's primary language to various career-oriented paths. The clear layout of these concentrations provides direction for students when choosing additional courses under the areas of "related studies" and "general electives." The departmental advisors assist majors in their choice of courses in each concentration in order to design a coherent program of study.

I. Second Language and Culture
The curriculum in Concentration I mirrors the course of study in the student's primary language and thus reinforces and complements the primary curriculum. Students who have a strong commitment to and aptitude for foreign language and culture study should select this concentration. Also, students who seek advanced academic degrees should choose this concentration, as many graduate programs require at least reading knowledge in two foreign languages. International students and heritage speakers are also encouraged to select this concentration. These graduates will have job opportunities in the tourism and travel industry as well as in businesses and government agencies that require proficiency in more than one foreign language.

* Select Chinese, French, German, Italian, or Spanish:

II. Teacher Certification in Foreign Languages
This concentration allows degree candidates to complement their studies in the primary language with the coursework required for teacher certification. The curriculum in Concentration II satisfies requirements of both the National Council for the Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC) and is approved by the Kennesaw State University Teacher Education Council. Students completing this concentration successfully are recommended for clear, renewable certification, P-12 in French, German, or Spanish, in the state of Georgia. This major concentration is Nationally Recognized by the American Council on the Teaching of Foreign Languages. It is one of only two Nationally Recognized foreign language teacher certification programs in the state of Georgia.

III. Applied Business
This concentration allows the degree candidates to complement their studies in the primary language with courses that introduce them to important business principles and practices both in the U.S. and in the cultures of their primary language. Concentration III prepares candidates for employment in international companies and agencies, in U.S. businesses and organizations with international ties, and in local companies that have a need for employees with language and culture expertise in addition to an understanding of business practices. Students complete a business course in the primary language.

IV. Cross-disciplinary Perspectives
This concentration allows degree candidates to complement their studies in the primary language with courses that situate their language and culture studies within the context of related disciplines. The curriculum in Concentration IV allows the students to survey the range of academic disciplines that explore cross-cultural experiences in a multicultural world. By exploring a variety of
disciplinary perspectives, students enhance and deepen their knowledge and understanding of their primary language and culture. Concentration IV prepares candidates for advanced academic degrees, and for employment in agencies and businesses with international ties or local companies that require foreign language competence.

Additional Requirements
In addition to choosing your primary language and concentration, all students in this program must complete the following requirements.

World Languages and Cultures (FL 2209)
This course is on the cutting edge of Foreign Language curriculum design. It addresses global issues and provides students (both majors and prospective majors) with an overview of world languages and cultures. Students develop an appreciation of the multiplicity and diversity of languages and cultures in a global and local context. They are introduced to academic and professional career opportunities in fields that require foreign language skills and cultural competence. In addition, they explore manifestations of diverse languages and cultures in the metropolitan Atlanta area through supervised field experiences.

Study Abroad or Internship
All students in this program are required to participate in a study abroad experience in a country where their primary language is spoken as the principle language or complete an approved internship. The National Standards for Foreign Language Programs include a requirement that there be "opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community". This requirement is part of the common content core that is shared by all students in each primary language, regardless of the concentration area they choose. The inclusion of a study abroad component in the curriculum directly addresses the Board of Regents' challenge to USG institutions to increase students' study abroad participation. The course numbers are FREN, GRMN, ITAL, or SPAN 3390.

Proficiency-Based Curriculum
The program is proficiency-based which enables all majors to reach a minimum proficiency of advanced-low on the ACTFL proficiency scale in their primary language. All majors are required to complete an official Oral Proficiency Interview as part of the requirements for the degree.
IOWA STATE World Languages and Cultures, B.A.

See attached too

Curriculum: World language study should be an integral part of an academic program for most students. The theoretical understanding of and practical experience in language underlie many intellectual disciplines that try to meet the complex problems of contemporary society. Courses offered by the Department of World Languages and Cultures are designed to develop students' understanding of a second culture through the language spoken by that culture.

Upon the completion of their program of studies in the Department of World Languages and Cultures, majors with a concentration in French, German, or Spanish will demonstrate proficiency in five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Students will be able to:

1. use their concentration language to present and interpret information and to communicate both orally and in writing;
2. demonstrate an understanding of the relationships among the products, practices, and perspectives of the culture(s) in which their concentration language is spoken;
3. demonstrate their ability to acquire information and further their knowledge through their concentration language;
4. demonstrate an understanding of the nature of language and the concept of culture by making comparisons with their own language and culture(s); and
5. demonstrate a desire to become a life-long learner of their concentration language.

Graduates will achieve both linguistic proficiency and cultural literacy through the study of the language and culture of their program. Linguistic proficiency entails the ability to function effectively in the target language and the ability to communicate competently with native speakers of the target language. Students of Latin and Ancient Greek demonstrate proficiency by becoming able to read the languages and to translate from these languages into clear and idiomatic English. Cultural literacy includes a general knowledge of the culture's history, familiarity with its literature, and basic knowledge of its social and political institutions.

The Department offers a major in World Languages and Cultures with two options, leading to the Bachelor of Arts degree:

1. Languages and Cultures with a Concentration in French, German, or Spanish;
2. Languages and Cultures for Professions (as a second major only) with a Concentration in French, German, or Spanish.

The Department offers minors in Chinese Studies, French, German, Russian Studies, Spanish, and World Film Studies; and instruction in American Sign Language, Arabic, and Classical Greek and Latin. The Department also houses the College of Liberal Arts and Sciences' Programs in Classical Studies, International Studies, and U.S. Latino/a Studies.

U OF MISSOURI ST. LOUIS

Degree Requirements

All courses for the major must be passed with a grade of C- or better. No course required for the major may be taken on a satisfactory/unsatisfactory (s/u) basis with the exception of those taken abroad as part of a university program that has received departmental approval.

Bachelor of Arts in Modern Language

All students seeking a BA in Modern Language must successfully complete FL 1100 Languages and World View, as well as a minimum of 33 hours for a concentration in French and German, 37 hours for Japanese, or 36 hours in Spanish (excluding Language 1001 and 1002). The maximum number of hours that may be taken in the major is 45. In addition, students seeking the BA in Modern Language who desire a teaching certificate must take FL 4589 (same as SEC ED 4589), Curriculum and Methods of Teaching Foreign Languages, FL 4590 (same as SEC ED 4590), Foreign Language Teaching Seminar, and fulfill the professional secondary education requirements of the College of Education.
The Department of World Languages and Cultures offers a Bachelor of Arts in Modern Languages (BA). There are four different options for this Major: Spanish, French, French / Spanish and Italian / Spanish. The BA in Modern Languages provides students with the ability to function more effectively in the plurilingual and multicultural world we live in.

**U OF MEMPHIS DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**

**Foreign Languages Major (B.A.)**
Program objectives for a B.A. in Foreign Languages are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.

**U OF NEBRASKA OMAHA**

**Undergraduate Programs in Foreign Languages & Literature**
Concentration in French
Concentration in German
Concentration Spanish
**Dual Major in Foreign Languages & Business Administration Requirements**

Minor in Foreign Languages & Literature

**Minor Requirements**

Dual Major in Foreign Language and Business Administration
The degree Bachelor of Science in Business Administration (BSBA) is offered with a dual major in foreign languages. The second major may be in French, German, or Spanish. Students will follow the business curriculum.

A student can begin a language without any prior experience and still complete the dual major program within a four-year period with regular academic advising. Students will need to meet with advisors in both areas.
Check out:
http://www.thebestcolleges.org/10-most-innovative-colleges-for-foreign-language-study/

**Washington State University** is trying to pioneer a new way of teaching foreign languages. In 2003, the department changed its name to Foreign Languages and Cultures, reflecting the increased importance the college put on teaching students how to navigate not only a language but also a whole other culture. Other changes were made as well, including the addition of specialized programs for students in business, the social sciences, engineering, and the sciences. For support throughout the year, the Washington students can take advantage of the Language Learning Center where they’ll find audio and visual materials, world TV programs to stream, tutoring, a video lab, and self-paced learning modules, as well as loads of online language resources.

**UCLA**

Welcome to the New Language Classroom

Innovative language teaching doesn't have to be high-tech, but in a new media age the foreign language classroom is changing. This newly launched website looks into how.

by Kim Jansma

Today, as never before, Americans understand that effective participation in the global community requires the passport of at least one second language. The recent proliferation of digital technology helps make this possible. From our laptops, we can watch news broadcasts from China or Egypt, access Japanese manga, or view West African griots practice an oral art that influences contemporary rap. Unfortunately, though, we won't become proficient in languages just by listening to foreign movies, songs, and lectures on our iPods at the gym and on the commute. Second language acquisition requires a disciplined, systematic approach, carefully tailored to each learner’s level and communicative goals. For most adults, the path to acquisition of a world language goes through a classroom led by a trained professional. But what does a contemporary language classroom look like in this new media age, and what kind of activities are taking place both inside and outside its walls?

To help answer these questions, we are launching the **New Language Classroom**, a website conceived and designed by the UCLA Center for World Languages and partially funded by UCLA’s Office of Instructional Development. The NLC demonstrates how foreign language instruction at UCLA is adapting to the digital world. You can navigate the site from a number of perspectives.

- **Conversations** presents candid video interviews with instructors about their work, their personal journey in the field and their efforts to harness new media to bring real world language and culture to their students. Footage includes classroom shots and student assessments of the use of new technology.

- **Projects** showcases concrete applications of technology to language teaching. See how Seinfeld episodes can be used to teach ESL students American intonation and body language. View video clips of people counting from one to ten in a variety of languages to demonstrate the concept of language families. Or watch students learn Japanese grammar through manga.

- **Technology** lists the tools instructors used to build their projects and the technical requirements for replicating them.

A May 9 symposium at UCLA on “Teaching World Languages in the Digital Age” will help to launch this site. Both UCLA instructors and outside guests will exhibit creative uses of new media for language instruction. We’ll present some of the projects featured on the website and look forward to seeing additional innovative work that will be added to the **New Language Classroom** in the future.

We are grateful to Scott Gruber for building this site, to Oliver Chien for shooting and editing interviews and other videos, and to Trevor Merrill and April Girouard for their work on the interviews.

**Indiana University, Bloomington:**

While it might not have the prestige of Yale, this Midwestern Indiana college shines when it comes to language learning. The school offers 46 different languages, all of which can be taken up to the intermediate level, much more than many other top colleges in the nation. Indiana University is also home to
numerous **Language Flagship** programs which use innovative methods to teach Chinese, Swahili, and Turkish, among others. IU is also no stranger to technology as it uses a wide range of technological resources to teach students including digital audio recordings, videos, international TV, and language labs, many of which are moderated by the school’s Center for Language Technology. Even better, the school hosts a number of foreign language fairs and events, including a yearly world language festival where students can learn about global cultures and languages.

WORLD CINEMA SERIES

**VALPO**

**Language Placement Exam for 2016 - 2017 Registration**

If you are already on campus or are transferring to Valpo and plan to register for a language class next semester, you need to take the Language Placement Exam.

The purpose of the Language Placement Exam is to determine at what level you should begin your language studies at Valpo. The exam will place you *into* a specific VU course. You must complete and pass this course in order to receive credit toward a language major or minor or toward a General Education language requirement.

- **Chinese Placement Exam**
- **French Placement Exam**
- **German Placement Exam**
- **Latin Placement Exam**
- **Japanese Placement Exam**
- **Spanish Placement Exam**

**USERNAME:** webexam  
**PASSWORD:** valpo383

During the regular registration period, the Department of Foreign Languages & Literatures will forward placement scores to the Registrar every few days. If you are unable to register for a course after having taken the on-line exam, you should contact the exam administrator to confirm that your placement score has been forwarded to the Registrar.
RESOURCES

At this point we need resources for marketing our programs, which includes but is not limited to creating colored brochures/posters, and sending faculty members to local and regional meetings (AATF, AATG, AATG, ICTFL, for example) in order to do outreach.

In addition, we are asking for additional faculty lines in Spanish Translation and Interpretation, [Indonesian], Chinese, and ASL, as well as for a part-time instructor position in Russian.

ANTICIPATED OUTCOMES

The new department structure will transform and streamline the department. The more streamlined approach will be easier to administer and clearer for students to navigate. In addition, updated course curricula will provide students with a more current, career- or internship-directed program. This change will consolidate resources, streamline course-offerings and allow our department to be evaluated as a department rather than as a collection of unrelated majors, minors, and certificates.

With these changes the department will have a new focus on the crosscurrents between languages and cultures. Thus, with more collaboration between students and faculty from each respective language and courses with a more comprehensive and global scope, our vision will be more in tune with the globalized world of the 21st century. We believe this shift in scope, accompanied by new streamlined course offerings and requirements, will attract more students and better prepare them for an increasingly international marketplace and be a part in training them to be responsible and informed global citizens.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Meteorology faculty and students produce high impact public relations for the university and the program itself generates a large number of undergraduate applications. The program is sustainable; but it must be staffed at a minimum of four faculty.

What type of response to that recommendation do you propose?

- [ ] No Action
- [x] Routine Action
- [ ] Significant New Action

1. **Significant New Action**
   - Hire a tenure-track synoptic meteorology and climatology faculty member (as noted in the Geography PhD Action Plan response)
   - Rename the department from “Geography” to “Geographic and Atmospheric Sciences.” This action step is seen as key to attracting high quality undergraduate students.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**
   - Because meteorology is heavily science and mathematics, it is generally a poor fit with non-science programs. However, there are opportunities for collaboration with other units particularly in courses that have a mix of social science with weather science. A course in tropical environmental hazards, for example, could reasonably serve students interested in SE Asia and Latin America.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
We understand the PP Committee’s concerns with Geography BS/BA enrollment, however we contend that they could not fully understand the context of our majors decline given the limitations of the PP narratives and the time available for review. Specifically, our majors numbers have been impacted by creation of the ENVS degree program (witness the high degree of reliance on GEOG and MET courses in the ENVS curricula). Even if the average student took four GEOG/MET courses to fulfill requirements for the ENVS major, it would take four ENVS majors to make up the credit hours lost by one fewer GEOG major.

What type of response to that recommendation do you propose?

☐ No Action

✗ Routine Action

Significant New Action

1. Significant New Action

The majority of transformative actions the department is considering are likely routine action. However, there is one action possibility (item vi below) that we are willing to discuss as a potential “significant action.”

i. Rename the department from “Geography” to “Geographic and Atmospheric Sciences.” This action step is seen as first step toward broadening the market appeal of the field.

ii. Collapse the current “urban/economic” and “area studies” specializations into one, renamed “human geography” or “human environmental geography.” Accompanying this, we may introduce a new course, Introduction to Human Geography” and request that it be included in the general education curriculum.

iii. Refocus external marketing efforts to attract more majors to both the geography and geomatics emphases. The most fundamental problem we face is that very few young adults (and parents) understand what these fields are and their value as careers. The same or similar marketing could be undertaken with on-campus populations, but the direct impact there will likely negatively affect other campus programs.

iv. Build a higher profile of undergraduate research and engagement in geography.

v. Develop and implement new off-campus and on-campus marketing strategies.

vi. The department remains open to the possibility of integrating the ENVS major into its administrative and curricular responsibilities. This significant action would require an open dialogue with current ENVS faculty and faculty affiliates with an eye toward maintaining the
long-term viability of the ENVS major (and a name change to Geographic, Environmental and Atmospheric Sciences or Atmospheric, Geographic and Environmental Sciences). Such a change would not affect the status of the IESE, its budgets, or its faculty affiliates.

Items i – v of this action plan are in various stages of planning/implementation. There will be some impact to curricula and faculty teaching responsibilities, but those are changes we believe we can absorb without cost. A key dimension of success in action steps ii – v (and vi) is the faculty enhancement action plan laid out in the Geography PhD program response. The cost of this could be partially offset by a savings realized to action step vi. The goal driving steps i-v and other related actions is to increase enrollment in the geography major.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Like several other LAS programs, geography typically attracts students after they have enrolled at and discovered that the major they’ve declared is not a true interest or one in which they cannot reasonably succeed. We do reasonably well attracting transfer students and we do extremely well at graduating students who choose the major. (We also do well in placement after they graduate). So, one of the key questions we need to ask is whether geography can help serve the university’s interest in retaining students from programs with large “leave” rates (i.e., programs that have sizeable numbers of majors that leave the major before either graduating or leaving the university). To answer this, we will need help with identifying those programs. Geography is willing to work with any other unit, and the university, on developing strategies to retain and graduate greater numbers of undergraduate students.
CLAS Program Prioritization Response and Action Template

Program: Certificate in GIA (graduate)  Director:

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
The graduate GIA certificate has experienced fairly steady demand from on-campus populations. We concur with the committee’s recommendations and will pursue additional marketing actions.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

1. Significant New Action

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
   There are three potential opportunities that we shall explore. First, it is not clear whether graduate students in other programs, and their advisors, recognize that GIS and spatial analysis can serve as valuable research tools for dissertation and thesis research. This can be addressed with focused marketing. Second, there may be opportunity for collaboration in the newly proposed data sciences graduate program. The GIA certificate can add a valuable perspective in visualization. Moreover, geographers and GI scientists have extensive experience with big data. Third, and similar to the undergraduate certificate, there should be opportunity to work with Outreach to increase the market for the certificate among professionals, career transitioning individuals and others not currently served by university programs.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
If the message of “target for transformation” is that more value can be made of the program, then the recommendation is certainly valid. There is a source information issues with all certificate reviews in that the university did not track certificate declarations or completions over the review period. So that that regard, reviews of certificates were based on especially incomplete/invalid information.

What type of response to that recommendation do you propose?
- No Action
- Routine Action
- **Significant New Action**

1. **Significant New Action**

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

   The main set of action steps for this program can be broadly characterized as marketing along with possible curricular steps. These involve other units insofar as GIS is a marketable tool for students majoring in a wide variety of fields. The curricular steps would involve inviting other units to develop GIS applications courses that might be integrated into the certificate. On the marketing side, we need advisors in other units to be aware of the certificate, its availability to students and its value to students in their careers. As an example, ENVS advisors have begun to promote the undergraduate GIS certificate to their majors, resulting in quite a number of them coming to geography to complete the declaration paperwork. Potential collaborators include: ANTH, BIOS (ecology), CSCI (visualization), ECON (applied), GEOL, HIST (digital humanities), SOCI (criminology), OMIS, TECH (safety), HLTH (public health), and MILS. We also plan to explore collaboration opportunities with Outreach (?) to develop and implement marketing strategies that target non-traditional and off-campus student populations.
CLAS Program Prioritization Response and Action Template

Program: Minor in Global Studies

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- **Significant New Action**

1. **Significant New Action**
   i. Establish oversight process for all interdisciplinary minors – re., maintenance of curriculum and marketing of program
   ii. Identify unit willing to administer minor
   iii. Undertake review of minor curriculum, availability of courses, bottlenecks, potential new curricular partners/new courses
   iv. Revise curriculum
   v. Develop marketing plan in coordination with other area studies programs (SE Asian Studies, Latin American Studies, etc.)
   vi. Initiate active marketing of minor

This program has subsisted without a formal curricular advisory group and is essentially a set of cobbled-together courses available to students when the host program (or a faculty member) decides to offer them. It functioned without dedicated resources and could easily continue in that manner. However to achieve and sustain success, there needs to be a commitment by all partners, an enthusiastic and accessible advisor, and active coordination of the curriculum and scheduling of courses.

Since this is not our program, we cannot in good conscience propose a timeline for actions.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**
   - Anthropology, Foreign Languages, Geography, Political Science, College of Business, NGOLD(?) – curricular foci, courses
   - Southeast Asian Studies Center, Latin American Studies Center – coordinated marketing
   - General Education Committee – Pathways focus
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
The MS in Geography shares faculty and curricula with the PhD program. Strengthening the PhD program will have secondary value to the MS program (and undergraduate programs). We accept the committee’s recommendations.

What type of response to that recommendation do you propose?
- [ ] No Action
- [x] Routine Action
- [ ] Significant New Action

1. **Significant New Action**
   Faculty hires as outlined in the PhD program action plan will strengthen the program and help attract high quality students.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**
   There is a strong potential fit with the ENVS undergraduate program as a home for students interested in pursuing a graduate degree and for ENVS faculty desiring to work with graduate students. As noted in the Geography BS action plan response, the department is willing to discuss undertaking administrative and curricular responsibilities for ENVS, with access to the geography MS as one of the significant potential benefits.
Program: Minor in Urban Studies

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?

Geography does not object to the recommendation. There are several units in the College that could potentially contribute to a reformulated minor program and they should certainly be asked whether they would commit to active participation before the minor is eliminated.

What type of response to that recommendation do you propose?

- [ ] No Action
- [ ] Routine Action
- [x] Significant New Action

1. Significant New Action
   NA

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
   Sociology, Public Administration
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes; the program needs resources in the form of tenure-track faculty, increased graduate stipends, support for recruiting a diverse applicant pool, and research equipment & materials.

What type of response to that recommendation do you propose?
- [ ] No Action
- [ ] Routine Action
- [x] Significant New Action

1. **Significant New Action**

   The action plan for strengthening the PhD in Geography involves four major components:

   i. Rebuild the tenure-track faculty base to at least 14.5 FTE (15 persons) and maintain it at that level. This will require three new hires staged across the next 3-5 years. To build in areas of competitive strength, while also addressing collaborative opportunities and strengthening of the MS and BS programs, we propose the following lines:
   - Assistant Professor specializing in synoptic meteorology and climatology, starting Fall 2017, $67,500 ($15,000 start-up)
   - Assistant Professor specializing in biogeography/human impacts on the environment, starting Fall 2018, $68,500 ($25,000 start-up)
   - Assistant Professor, specializing in Geographic Information Science and human geography, starting Fall 2019 or Fall 2020, $70,500 ($12,000 start-up)

   The department also needs to plan for as many as five faculty/professional staff retirements over the next 5+ years. Because of curricular design, and external standards, it is likely that a majority of these lines will need to be replaced with persons having similar specializations.

   ii. Increase graduate stipends by $4500 per year, per PhD and MS graduate assistant. Total cost = $72,000 per annum added to the current GA budget. Raising the stipend by this amount will place us just about at the median level for the discipline. Because we are currently so far below the median we lost three very highly rated PhD admits this past year to other universities. When contacted in follow-up, those students had high regard for the program, its faculty, research opportunities, and mentoring. The sole reason for declining our offer in all cases was the low stipend rate.

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1 See discussion in section 2 below.
The outcome goal for this action is to attract high quality PhD students who will complete the degree in a timely manner and bolster the external reputation of the program. A priority will be placed on recruiting and matriculating a diverse student body.

iii. Program marketing is a consistent theme among all of the PP reviews for Geography’s degree and certificate programs. The department began a more expansive graduate student recruitment strategy late last academic year, with some initial evidence of success. As a next step, we would like to initiate a program of on-campus visits for 2-3 PhD students per year. These would be restricted to the most highly desired candidates, with special attention to building and maintaining a diverse population. The overall cost would likely be less than $1800 per year. If the Foundation would approve use of donated funds for this purpose, the annual cost could conceivably be covered by Foundation sources. The outcome should be an improved rate of matriculation.

iv. Research support in the form of access to field, laboratory and computing equipment is critical to the PhD in geography. Recent budget reductions and restrictions have crippled our ability to maintain these resources. We seek an increase in annual equipment budget by $25,000. We also request formal understanding that the department has critical, non-standard computing resource needs (CPUs and storage) and approval to use general revenue and indirect monies to maintain those resources. The investments called for in this action step should enable PhD students (and faculty) to qualify for external grant support, improve our ability to recruit students, improve degree completion rates, and enable students to pursue higher quality research thereby qualifying their work for student awards and potential publication.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The action steps outlined above have important implications for all degree programs in Geography as well as for other programs. Specifically,

i. Rebuilding and maintaining a faculty base sufficient to support the PhD in Geography will enable the department to enhance and strengthen the graduate GIA and undergraduate GIS certificate programs. The former is used as a research tool by PhD and Masters students in anthropology, biological sciences, computer science, economics, geology and environmental geosciences, history, political science, public administration, statistics, art, education, OMIS and public health. The latter currently serves students in many of the same fields, as well as undergraduates in the environmental studies, technology, and CLAS BGS programs.

ii. There may be a natural symbiosis between the spatial analysis and geovisualization components of geography and the proposed new PhD program in data analytics. We can easily envision graduate level courses in geography serving those students as well as demand from our students for “big data” analytics coursework.

iii. Several interdisciplinary undergraduate curricula on campus rely on contributions from the geography and meteorology curricula, as well as our faculty. Most notably among these is ENVS, with 20 GEOG and MET courses included in its programs. Others include SE Asian Studies, Latin American Studies, NGOLD, Public Health, and Technology. Given our staffing
responsibilities plan, these programs are directly served by all faculty in geography and meteorology and either directly or indirectly by all PhD students holding a teaching assistantship. The department is acutely sensitive to the needs of these programs and develops its hiring, annual staffing, and course scheduling plans accordingly.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Academic Task Force categorized the Ph.D. program in Geology and Environmental Geosciences as a “candidate for reduced resources” (Task Force Report, pg. 49). They did not identify specific gaps in the program narrative, instead writing or implying the following statements or questions.

- The program students demonstrate excellent grantsmanship.
- It was difficult to assess the purpose of the Ph.D. from the submitted report, is the M.S. degree sufficient?
- Where is this program going in 5-10 years?
- The program has very few students and there is very little unmet demand.
- The program may be too narrowly focused and needs some change to right size.

These questions and comments provide an opportunity to clarify some aspects of the submitted report, emphasize some key points that were overlooked, and to help us improve the program. Key points that would be expanded upon in a later narrative might include the following.

- The purpose of our Ph.D. program is to produce high quality, innovative scientists who can independently design and conduct original research and develop novel ways to solve complex, applied and theoretical problems. Students with only an MS degree cannot accomplish this work, and there is little to no job competition between M.S. and Ph.D. degree holders. Half of our Ph.D. graduates since 2005 are faculty at institutions of higher education, and the rest are senior scientists at international petroleum or environmental consulting/hydrogeology corporations. A Ph.D. is a requirement for these positions; the M. S. is insufficient.
- The Task Force seems to have focused more on quantity of students than quality of student outcomes. For example, despite recognizing our student grantsmanship as “excellent”, the research and career success of our Ph.D. students and graduates seems to have been undervalued when categorizing the program. There also seemed to be no recognition of a link between Ph.D. student research success and faculty research success.
  - Although it is difficult to quantify, there is a strong correlation between faculty external funding success and the Ph.D. program. Having this program is important to NSF reviewers because among other things, it demonstrates the institutional commitment to research. Students in the Ph.D. program are also capable of carrying out longer-term research agendas and therefore provide essential support to research-active faculty. M.S. students cannot do these things because they do not yet have the intellectual maturity, scientific independence and time; most finish within 5 semesters. This critical synergy between Ph.D. students and faculty seems to have been overlooked by the Task Force.
The supplementary data table in the Financial Efficiency portion of the original narrative demonstrates that the Ph.D. program is very cost effective. The referenced IBHE cost study shows that our delivery of graduate coursework costs 12-45% less than that of other Illinois public institutions.

The Task Force seemed to focus on the statement in the program narrative that there is little unmet demand, rather than the qualifier that there was little unmet demand “in the region and state”. This may have led the Task Force to the conclusion that there is little room for growth, which is incorrect. There is unmet demand, but that demand is outside of the region and state; this provides an opportunity to grow the program, but will require a different sort of marketing and recruitment effort, one that extends to a wider national and international pool of potential applicants.

Do you consider the action recommended to be valid?
Faculty and staff that deliver and support this program do not consider the recommended action to be valid; we do not believe the program should be subject to reduced resources. The program is already financially efficient, and reducing resources to this program would harm the Unit and its other programs, both of which were categorized as candidates for unchanged resources.

The key Ph.D. program recommendation in the Task Force report was that the program “needs some change to right size”. We believe this change is already underway, and that “right sizing” compels us to grow the program, not shrink it. We have already begun to affect this change, and as we continue to do so, several key points should be appreciated.

- We will have 5 new Ph.D. students in the fall of 2016, making a total of 8, and nearly tripling the enrollment in our Ph.D. program in only 1 semester.
- As only one of five institutions in the nation where students can earn a Ph.D. in Geoscience Education Research (GER), we see significant growth potential for Ph.D. students in this area (2 of our F16 incoming Ph.D. students are in this subdiscipline).
- Since 2005 more than 90% of our Ph.D. graduates have come from three discipline areas: (1) paleoclimate, (2) hydrogeology/groundwater geochemistry, and (3) geophysics. Our future Ph.D. production is severely impacted by the loss of a hydrogeology faculty member in 2015; without a new hire soon, we risk losing more than a third of our Ph.D. production capacity. The hydrogeology focus was one of the main reasons we were originally granted a Ph.D. program back in 1981, and since then it has been the chosen discipline of close to half of our Ph.D. graduates. Our hydrogeologist has continually supported GEOG and ENVS by teaching courses that are cross listed in these departments.
  - A fourth major research area with strong potential for Ph.D. production is solid earth geochemistry and mineral physics. We have traditionally had two faculty in this research discipline, but since 2012 have had only one. That person (Mark Frank), currently serves as graduate program director, assistant chair, and advises 5 graduate students, one of whom is a Ph.D. student. Although he often receives more graduate student applications than anyone else in the department, Dr. Frank is unable to provide quality mentoring to more than 5-6 students. We have been seeking a new hire in this research area for some time. Obtaining it will enable us to expand the breadth of our
Ph.D. offerings and address the Task Force’s statement that the program may be too narrowly focused.

**What type of response to that recommendation do you propose?**

After consulting with faculty and staff that deliver and support this program, I propose to address the Task Force categorization with the *Routine Action* steps described below. These steps require no new resources and primarily affect the faculty and staff in GEOL, particularly the graduate program director and department chair. It is likely to involve NIU Media Services and perhaps Paula Meyer, for her expertise in public relations and marketing. The anticipated outcome is a better-known, more widely marketed Ph.D. program that consistently enrolls 6-8 high-quality students a year.

**Proposed Action Steps**

- Use assessment and employment data to develop new marketing materials aimed at recruiting Ph.D. students.
  - Highlight and market our program in Geoscience Education Research (GER)
  - Build relationships and expand recruitment efforts at M.S.-only institutions.
  - Expand recruitment efforts in areas outside of the upper Midwest region, including internationally, with a focus in Latin America and Asia.
    - Collaborate with the Center for Southeast Asian Studies and the Center for Latino and Latin American Studies to design and deliver marketing materials, and to recruit international students from these regions.
- Utilize GER Ph.D. students to aid in transforming the design and delivery of our undergraduate general education courses, with the goals of increasing enrollment and improving student learning.
- Organize and convene a Building Strong Geoscience Departments Workshop
  - [http://serc.carleton.edu/NAGTWorkshops/departments/index.html](http://serc.carleton.edu/NAGTWorkshops/departments/index.html)

**Opportunities for synergy with other units**

Below I list a few of the many opportunities to involve other units in the “right-sizing” of our Ph.D. program.

- Collaborate with the Center for Southeast Asian Studies to enhance international student recruitment
- Collaborate with the Center for Latino and Latin American Studies to enhance international student recruitment
- Collaborate with ESE and GEOG to ensure that new hires serve the research and instructional needs of all units
- Involve GEOG and the ESE in discussions of unit restructuring and reorganization across all programs
  - Invite GEOG and ESE faculty to participate in the Building Strong Geoscience Departments Workshop
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we're only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Geography does not object to the recommendation. There are several units in the College that could potentially contribute to a reformulated minor program and they should certainly be asked whether they would commit to active participation before the minor is eliminated.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

1. Significant New Action
   NA

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
   Sociology, Public Administration
CLAS Program Prioritization Response and Action Template
Program: BS Geology & Environmental Geosciences          Director: Mark P. Fischer

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Academic Task Force categorized the B.S. program in Geology and Environmental Geosciences as a “candidate for unchanged resources” (Task Force Report, pg. 42). Although there were no gaps identified in the program narrative, now is the time to emphasize that this program cannot be adequately maintained without the addition of a tenure-track faculty hire in the area of hydrogeology. The 2015 loss of a faculty member in this area amounts to a significant reduction in resources that has the potential to inflict long-term harm to the program.

Do you consider the action recommended to be valid?
Faculty and staff that deliver and support this program consider the recommended action to be valid; this program should be sustained.

What type of response to that recommendation do you propose?
Sustaining this program requires the hire of a faculty member with teaching and research expertise in the area of hydrogeology. This should be a routine action. This area is essential to the success of not only the B.S. program, but also the M.S. and Ph.D. programs in Geology and Environmental Geosciences. This discipline is the foundation for the B.S. program’s Environmental Geoscience Emphasis, and is critical for our required summer field school (GEOL 477/577) in that emphasis. Workload considerations demand that this course cannot continue to be taught by Assoc. Prof. Melissa Lenczewski, the current director of the Institute for the Study of the Environment, Sustainability and Energy (ESE). In addition to the summer field school, the GEOL faculty in hydrogeology has traditionally contributed to undergraduate courses that are cross-listed in BIOS, ENVS, GEOG and PHHE. The faculty member in this area contributes (or could contribute) to a wide variety of undergraduate courses, including:

- ENVS 409/BIOS 409X/509X/GEOL 409X/509X/PHHE 409X Water Quality
- GEOL 390 Introduction to Groundwater
- GEOL 447/547 Quantitative Techniques in Geology
- GEOL 477/577 Field Methods in Environmental Geosciences (summer field school)
- GEOL 490/590 Hydrogeology

Opportunities for synergy with other units
A tenure-track faculty hire in hydrogeology has the potential to facilitate teaching and research collaborations across BIOS, ENVS, GEOG, and PHHE. This hire will figure prominently in the soon-to-be-submitted hiring plans of both ENVS and GEOL. Although both unit directors believe a new hydrogeologist should be hired solely into GEOL, both units are open to the idea of a joint hire.
CLAS Program Prioritization Response and Action Template

Program: MS Geology & Environmental Geosciences  
Director: Mark P. Fischer

If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Academic Task Force categorized the M.S. program in Geology and Environmental Geosciences as a “candidate for unchanged resources” (Task Force Report, pg. 42). Although there were no gaps identified in the program narrative, now is the time to emphasize that this program cannot be adequately maintained without the addition of a tenure-track faculty hire in the area of hydrogeology. The 2015 loss of a faculty member in this area amounts to a significant reduction in resources that has the potential to inflict long-term harm to the program.

Do you consider the action recommended to be valid?
Faculty and staff that deliver and support this program consider the recommended action to be valid; this program should be sustained.

What type of response to that recommendation do you propose?
Sustaining this program requires the hire of a faculty member with teaching and research expertise in the area of hydrogeology. This should be a routine action. This area is essential to the success of not only the M.S. program, but also the B.S. and Ph.D. programs in Geology and Environmental Geosciences. This discipline has important ties with courses, programs and research in BIOS, ENVS, and GEOG. The faculty member in this area contributes (or could contribute) to a wide variety of graduate courses, including:

- ENVS 409/BIOS 409X/509X/GEOL 409X/509X/PHHE 409X Water Quality
- GEOG 592/GEOL 592X Hydrology
- GEOL 547 Quantitative Techniques in Geology
- GEOL 577 Field Methods in Environmental Geosciences (summer field school)
- GEOL 590 Hydrogeology
- GEOL 630 Groundwater Modeling
- GEOL 632 Advanced Groundwater Hydrology
- GEOL 635 Groundwater Geology
- GEOL 637 Contaminant Hydrogeology

Opportunities for synergy with other units
A tenure-track faculty hire in hydrogeology has the potential to facilitate teaching and research collaborations across BIOS, ENVS, and GEOG. This hire will figure prominently in the soon-to-be-submitted hiring plans of both ENVS and GEOL. Although both program directors believe a new hydrogeologist should be hired solely into GEOL, both units are open to the idea of a joint hire.
• As implied in the GEOL Ph.D. program action plan, this new hire will play a key role in the recruitment of students into the Ph.D. program. That role will include collaborations with the Center for Southeast Asian Studies and the Center for Latino and Latin American Studies.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

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These questions and comments provide an opportunity to clarify some aspects of the submitted report, emphasize some key points that were overlooked, and to help us improve the program. Key points that would be expanded upon in a later narrative might include the following.

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  o Although it is difficult to quantify, there is a strong correlation between faculty external funding success and the Ph.D. program. Having this program is important to NSF reviewers because among other things, it demonstrates the institutional commitment to research. Students in the Ph.D. program are also capable of carrying out longer-term research agendas and therefore provide essential support to research-active faculty. M.S. students cannot do these things because they do not yet have the intellectual maturity, scientific independence and time; most finish within 5 semesters. This critical synergy between Ph.D. students and faculty seems to have been overlooked by the Task Force.
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Do you consider the action recommended to be valid?
Faculty and staff that deliver and support this program do not consider the recommended action to be valid; we do not believe the program should be subject to reduced resources. The program is already financially efficient, and reducing resources to this program would harm the Unit and its other programs, both of which were categorized as candidates for unchanged resources.

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Ph.D. offerings and address the Task Force’s statement that the program may be too narrowly focused.

What type of response to that recommendation do you propose?
After consulting with faculty and staff that deliver and support this program, I propose to address the Task Force categorization with the Routine Action steps described below. These steps require no new resources and primarily affect the faculty and staff in GEOL, particularly the graduate program director and department chair. It is likely to involve NIU Media Services and perhaps Paula Meyer, for her expertise in public relations and marketing. The anticipated outcome is a better-known, more widely marketed Ph.D. program that consistently enrolls 6-8 high-quality students a year.

Proposed Action Steps
• Use assessment and employment data to develop new marketing materials aimed at recruiting Ph.D. students.
  o Highlight and market our program in Geoscience Education Research (GER)
  o Build relationships and expand recruitment efforts at M.S.-only institutions.
  o Expand recruitment efforts in areas outside of the upper Midwest region, including internationally, with a focus in Latin America and Asia.
    ▪ Collaborate with the Center for Southeast Asian Studies and the Center for Latino and Latin American Studies to design and deliver marketing materials, and to recruit international students from these regions.
• Utilize GER Ph.D. students to aid in transforming the design and delivery of our undergraduate general education courses, with the goals of increasing enrollment and improving student learning.
• Organize and convene a Building Strong Geoscience Departments Workshop
  o http://serc.carleton.edu/NAGTWorkshops/departments/index.html

Opportunities for synergy with other units
Below I list a few of the many opportunities to involve other units in the “right-sizing” of our Ph.D. program.
• Collaborate with the Center for Southeast Asian Studies to enhance international student recruitment
• Collaborate with the Center for Latino and Latin American Studies to enhance international student recruitment
• Collaborate with ESE and GEOG to ensure that new hires serve the research and instructional needs of all units
• Involve GEOG and the ESE in discussions of unit restructuring and reorganization across all programs
  o Invite GEOG and ESE faculty to participate in the Building Strong Geoscience Departments Workshop
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

N/A

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

PhD: Yes.

MA: No. The MA program cannot be reduced without harming the PhD program, which was identified as sustain. Both were praised for their quality, a product of the close relationship between the two graduate programs. MA and PhD students in HIST take 600-level reading and 700-level research seminars together. Any reduction in GA lines or associated costs would make it difficult to maintain a critical mass to support courses. The department is aware of reduced numbers of MA students and graduates and will take steps to address this matter as outlined below.

BA/BS: Yes, with stipulations. The department is aware of the high cost of its programs, and we will outline several steps below to deal with this issue. The History faculty states that the department does not agree to a voluntary reduction of positions.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)
   • Individuals impacted and how
   • Resources required/released
   • Anticipated outcomes
2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

See below regarding Museum Studies.

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**HIST Action Plans:**

**PhD:** No action.

**MA:**

- Maintain levels of MA GA funding (routine)
  - Time: immediate and ongoing
  - Affected: MA students
  - Resources: no new resources required
  - Outcome: Maintain strong program at MA level
- Offer increased online 500-level courses to attract teachers seeking professional development back to the program (routine)
  - Time: immediate and ongoing
  - Affected: MA students
  - Resources: no new resources required
  - Outcome: increase MA level credit hour production
- Explore a possible track or Master of Arts in Teaching aimed specifically at professional development for teachers (significant new action)
  - Time: 1 year for development; 1 year for curricular process
  - Affected: MA students
  - Resources: no new resources required
  - Outcome: increase MA level degree production

**BA/BS:** The department understands the need to increase enrollment and otherwise control costs. We would note that departmental personnel costs have already been reduced from the data provided by HRS. New drivers of enrollment at the baccalaureate level will increase credit hour production. These include the PLUS pathways, the Writing Infused requirement, and the Human Diversity requirement. In addition to these new opportunities, the department will move aggressively to increase degree production and credit hour production so as to increase efficiency and control program costs.

- Work with CLAS on vacancy control with regard to upcoming retirements (routine)
  - Time: ongoing
  - Affected: faculty
  - Resources: potential reduction of personnel costs
- Outcome: greater cost efficiency
- Increase purposeful recruitment of majors and minors in lower-division courses (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required
  - Outcome: increased degree production; increased credit hour production
- Create 30-second features for website (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: routine 02 budget allocations for media services
  - Outcome: increased degree production
- Develop community college contacts from current pilot stage (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required
  - Outcome: increased transfer students; increased degree production; increased credit hour production
- Develop alumni networks for recruiting from current pilot stage (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required
  - Outcome: increased degree production; increased credit hour production
- Advertise History courses in the PLUS pathways, the Writing Infused requirement, and the Human Diversity requirement (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required
  - Outcome: increased credit hour production
- Significantly increase online offerings to at least 2 courses in summer, and 4 in fall and spring. If these courses prove successful in attracting new enrollment, increase those levels as data indicates (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required
  - Outcome: increased credit hour production
- Continue development of undergraduate public history certificate already in curricular process (routine)
  - Time: immediate
  - Affected: BA/BS students
  - Resources: no new resources required; requires coordination with Museum Studies program
  - Outcome: increased degree production; increased credit hour production
- Develop a departmental career development course (significant new action, 2 years)
• Redesign the history minor to make it more flexible (significant new action, 2 years)
  o Time: 1-2 years
  o Affected: BA/BS students
  o Resources: no new resources required
  o Outcome: increased credit hour production
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes.

What type of response to that recommendation do you propose?

- No Action
- Routine Action [X]
- Significant New Action [X]

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   - A. Description of action steps (w/ timeline)

   - Individuals impacted and how:
     Acting Director, Kristin Huffine, will return to research and teaching in the History Department.

   - Resources required/released:
     Standard salary for an Associate or Full Professor as Center Director is $120,000, with operating budget restored to $36,000.

   - Anticipated outcomes:
     The hire will provide for further development of Latino Studies and Latin American Studies on campus, including instructional programming; regional and international
research; grant development; curriculum development; and community, state, and international outreach. Also, and perhaps most significantly with current enrollment problems at the university, the new Director will be tasked with helping bring Latino undergraduates from the region to the university and graduate students from across the country, and from Latin America and Europe, to the Political Science, History, Anthropology, Sociology, and Spanish Language and Literature M.A. and Ph.D. programs at the university.

2) Propose to hire an Associate Director or Grant Writer: As noted in the recommendation of the Academic Task Force, grant development is central to the center’s mission to promote faculty, graduate-student, and undergraduate research in Latino and Latin American Studies. To make grant development possible in Latino Studies and Latin American Studies, it is necessary to have one faculty member from each field regularly applying for grants. If the Director hire is a Latin Americanist, the Associate Director or Grant Writer, should be a Latino Studies scholar. This will double the number of grant proposals going out, and will bring in more funding to the center. The Associate Director or Grant Writer will be expected to write at least two large institutional grant proposals for the Center each year, with the expectation that each grant will take one month to research and write. Funded research programs involving graduate students and undergraduates will bring more Latino students to NIU from across the country and in the region. If we are to build Latino Studies and Latin American Studies programs, grant development is the crucial first step, and the cost of two months of faculty salary is minimal. Within 5-8 years, we will be an Hispanic-Serving Institution with a student population that is 25% Latino. NIU will then be eligible for Title V funding. In addition to the millions of dollars that will be made available through Title V, the Department of Education, National Endowment for the Humanities, National Science Foundation, and other government granting agencies also distribute significant amounts of funding to Title V institutions. Putting a Director and Associate Director/Grant Writer in place now will position advantageously the Center for Latino and Latin American Studies when these grants become available in 5-8 years.

Hire in spring 2017. Start July 1, 2017. Summer/Fall 2017, meet with appropriate program officers, research and write first grant. Winter/Spring 2018, meet with appropriate program officers, research and write second grant. Funding for visits to Washington DC will be made by Center for Latino and Latin American Studies and Research and Innovative Partnerships.

- Individuals impacted and how:

Grant writing in Latino and Latin American Studies will help Anthropology, History, Sociology, Foreign Languages, and Political Science Departments by bringing research funds to those units. The Director and Associate Director will work with faculty in those fields on grant development. Sandy López, Assistant to the Director of Latino and Latin
Studies, will continue to work as an advisor to undergraduates and on outreach and recruitment of students to the minor, newsletter writing, and other duties she currently has.

- **Resources required/released:**

  Costs for Associate Director or Grant Writer position include two months of faculty salary. The Center for Latino and Latin American Studies and Research and Innovation Partnerships will pay for travel related to meetings with program officers in Washington DC.

- **Anticipated outcomes:**

  Regular grant development will bring in consistent and steady external funding. Doubling the center’s capacity for grant development will provide the foundation necessary for faculty and student research and program development in Latino Studies and Latin American Studies.

3) Propose to hire the following Latino and Latin American Studies Faculty:

   **A. Latino Politics / Joint hire with Political Science:**

   The selected candidate’s research and teaching interests will fall in the area of Latino politics with specific foci on political behavior and immigration. This position will bolster the Political Science department’s strength in political behavior, allow the department to expand its curriculum (at both the undergraduate and graduate levels), and respond to the changing demographics of the university’s student population. A joint hire with the Center for Latino and Latin American Studies will also enable the Center to offer more sections of the Introduction to Latino Studies, a course that regularly enrolls 55 students per class. It will also make available the study of Latino politics on crucially important contemporary political issues including immigration, incarceration, deportation, and state violence. This will complement nicely current faculty and graduate-student research on Latino organizing in Chicago (Simón Weffer-Elizondo, Sociology) and the NIU Latino Oral History Project (Kristin Huffine, History) and the history of Latinos and health-care accessibility (Beatrix Hoffman, History). As we only have two recognized Latino Studies faculty who have published in the field (Weffer-Elizondo and Linda Saborio) on campus, this hire is crucial to building a Latino Studies program at NIU.

   A Political Science hire will also make more courses available to students who minor in Latino and Latin American Studies. Over the last three years, we have lost six faculty associates to retirements. This has limited the number of classes that can be offered in the minor. **Advertise for position in August 2017. Hire in winter 2018. Start July 1, 2018.**
Individuals Impacted: N/A.

Resources required/released: The annual salary of an assistant professor is estimated to be $65,000. The cost of the College start-up fund will be the standard $8,000. The new faculty member will need office space and a computer and basic software.

Anticipated Outcomes:

A significantly-strengthened Latino Studies research profile. More desperately-needed course offerings in Latino Studies on campus. At present, we have only two out of 19 faculty associates who offer courses in Latino Studies.

B. Mesoamerican or Latin American Archaeology / Joint hire with Anthropology:

An archaeologist of complex societies working on Mesoamerica or another Latin American region. Topics open. This hire will bring graduate students in Anthropology and Latino undergraduates in the region to study in the Anthropology Department at NIU. A solid Latin American Studies program includes at least one anthropologist in either cultural anthropology or archaeology. We currently have neither. While any Latin American archaeology hire is desirable, a Mesoamericanist will help bring more Latino undergraduates and graduate students to the university. Granting agencies in the United States, and in Mexico and other Latin American countries provide a significant amount of funds for archaeological research. This hire will also make more courses available to students who minor in Latino and Latin American Studies. Over the last three years, we have lost six faculty associates to retirement. This has limited the number of classes that can be offered in the minor. Advertise August, 2017. Hire in winter 2018. Start July 1, 2018.

Individuals Impacted: N/A.

Resources required/released: The annual salary of $65,000. The cost of the College start-up fund will be the standard $8,000. The new faculty member will also need office space, a computer and basic software.

Anticipated Outcomes:

An enhanced Latin American Studies program. More desperately-needed course offerings for students minoring in Latino and Latin American Studies.

C. Spanish & Nahuatl Linguistics / Joint hire with Foreign Languages:
In conjunction with the Foreign Languages Department, we are proposing the hiring of an assistant professor in Spanish Linguistics, with a PhD in Spanish Linguistics or a related discipline. Research specialty needs to include expertise in Mexican Spanish and at least one indigenous language of Mexico, to connect with the department’s new initiative to establish research and teaching collaboration with the University of Guadalajara, Mexico.

Research expectations will include a substantial number of articles in peer-reviewed journals, as well as presentations at national/international conferences. Linguistics is a growth area within Spanish, and as a social science/humanity, this research, and especially research in indigenous language areas are eligible for large grants. The National Endowment for the Humanities, Department of Education, Google, and other granting agencies provide funds for projects designed to preserve endangered languages. A hire working in the field of Nahuatl, Huichol, Yucatec Maya, or other indigenous Mexican language will better position NIU to secure these grants. The Foreign Languages Department and Center for Latino and Latin American Studies have been limited in their ability to procure these grants and bring the most up-to-date linguistics research to students due to the lack of adequate Spanish linguist faculty.

The selected candidate will teach linguistics classes in Spanish at the undergraduate and graduate level, and will teach beginning and intermediate classes in his or her respective indigenous language. These classes will complement course offerings on Indigenous Studies in the History (Kristin Huffine and Natalie Joy) and English (Melissa Adams-Campbell) departments. Students minoring in Latino and Latin American Studies will be able to take additional courses with these faculty to get a certificate in Indigenous Studies.

The ability to hire a tenure-track professor in Mexican-Spanish Linguistics and Indigenous Language Studies will continue to ensure the quality of the Spanish programs (B.A. and M.A.) at NIU. Already, the department accounts for over 40% of all the M.A. students in public institutions in Spanish statewide. NIU is known for its graduate program across the state. Including an indigenous-language field of study together with a Mexican-Spanish linguistics will bring even more students at the M.A. level, and if appropriately marketed, will also bring Latino undergraduate students to NIU. Advertise for position in August 2017. Hire in winter 2017. New hire starts in August 2018.

Individuals impacted and how: N/A.

Resources required/released: $68,000, but still researching salaries with Katharina Barbe. The cost of the College start-up fund will be the standard $8,000. The new faculty member will need a computer and basic software.
Anticipated outcomes: Enhanced Latin American Studies and Foreign Languages program. Courses in Nahuatl will be very attractive to Latino students, and will bring Latino undergraduates and graduate students to NIU.

D. Modern Mexican History / Joint hire with History; teaching courses only in Latin American Studies:

While current enrollments in the History Department are low, the foundation required for most all Latin American Studies minor and major programs is modern Mexican history. The best programs have at least one modern Mexicanist and one colonial Mexicanist. The need for a modern Mexicanist is noted in the Academic Task Force recommendations from Program Prioritization, and was also noted by Provost Freeman. Nation states most important to Latin American Studies programs in the United States and in Europe and Latin America are Mexico, Argentina, and Brazil. Argentine hires have been declining in the U.S., however, while Mexicanist and Brazilianist hires have been increasing. A modern Mexicanist is perhaps most important in bringing Latino undergraduates and graduate students to NIU.

Enrollments in the History Department are low. Faculty are hoping to bring them up quickly by offering online classes, and over the long run by establishing pipelines with community colleges. Although enrollments are low, as Director of Latino and Latin American Studies, it is my job to request hires that will strengthen the Latino and Latin American Studies program. A modern Mexican history position is the most important faculty position to have as a foundation for a Latin American Studies research and course offerings. This is especially the case when the university is serving a growing Latino population. Because of the problem with enrollments in the History Department, I have listed this request as number 4. The two most important positions for the Center for Latino and Latin American Studies, however are the Latino Politics position in Political Science and the Modern Mexican History position in History. Hire in Spring 2018. Begin August 2018.

Individuals impacted and how: N/A.

Resources required/released: $65,000. The cost of the College start-up fund will be the standard $8,000. The new faculty member will need a computer and basic software. An office can be provided in the Center for Latino and Latin American Studies.

Anticipated outcomes: This hire will significantly strengthen the Latin American Studies program on campus, and together with the Latino Politics position in
Political Science, will be most instrumental in helping bring Latino undergraduates and graduate students to NIU.

4) Propose to fund Research Projects with the University of Guadalajara:

A. NIU Latino Oral History Project

NIU’s Latino Oral History Project is a long-term student and faculty research initiative designed to produce a collection of local interviews and archival documents on the Latino experience in Chicago and rural Illinois. Faculty and students are working together with people from DeKalb/Sycamore, Chicago, and the northern-Illinois region to identify historical conditions and events that have shaped the twentieth- and twenty-first-century Latino experience. This takes place in the classroom, the archives, and in the field. Students learn interviewing and ethnographic methods from professors in the classroom. They interview Latino subjects in the field, and mp3 files of their interviews are deposited in the Illinois Regional Archives Depository and Regional History Center and at Northern Illinois University. A Pilot Program was launched during the 2015-16 academic year when faculty, graduate students, and undergraduates interviewed 96 Latinos from Chicago, Elgin, Aurora, and other urban and rural communities in Northern Illinois. Dr. Kristin Huffine (History) and Graduate Assistant, Matthew Maletz, introduced undergraduates to the discipline and practice of oral history, and provided them with the opportunity to learn the craft of interviewing, employing ethnographic methods, and writing historical accounts of Latinos in the region. Students interviewed Latinos on their experience with immigration, labor history, community activism in Chicago, the U.S. military, gender and sexuality studies, and with Latinos and the contemporary cultural production of narcocorridos or drug-smuggler ballads. The aim in this research program, in addition to building a Latino archival collection, is to publish faculty and student research on interviews and documentation from the collection. Other faculty and staff involved in the project include Simón Weffer-Elizondo (Sociology) Beatrix Hoffman (History), Jennifer Kirker-Priest (Anthropology and Museum Studies), and Cindy Ditzler and Kathy Ladell (Founders Memorial Library). Chief Diversity Officer, Vernese Edghill-Walden, has hailed the NIU Latino Oral History Project as a model research program for the recruitment and retention of NIU undergraduates and graduate students.

The Center for Latino and Latin American Studies is also working together with Associate Vice Provost Renique Kersh and Mary Hatch, Dean of Liberal Arts and Sciences at Elgin Community College, to bring ten students from ECC each year to complete bachelor’s degree at NIU, where they will study Latino and Latin American history. ECC Students will work with faculty and students at both institutions on the NIU Latino Oral History Project. In this way, the Oral History Project will serve as a pipeline bringing students to NIU. Needed funds: $12,500 to be matched by $12,500 from the University of Guadalajara and $20,000 from Elgin Community College. First MOU, summer 2016. Program starts at Elgin Community College in fall 2016. First ECC students arrive at NIU in Fall 2018.
Individuals Impacted and How: N/A

Resources Required/Released: $12,500 annually.

Anticipated Outcomes: Will assist in the development of a research initiative that involves faculty, graduate students, undergraduates, and members of the community. A high-profile Latino research program will also strengthen the research profile of the Center for Latino and Latin American Studies. It will also function as an important tool for recruitment and retention of Latino students, and it will strengthen NIU’s partnership with the University of Guadalajara.

B. Mexican Indigenous Studies Research Group:

Students are introduced to the field of colonial Mexican History at the Royal Court Archive in the Public Library in Guadalajara, Mexico. They work with faculty in the archive, and develop research projects on Nahua, Huicholes, or other indigenous people before the Royal Court of Appeals during seventeenth and eighteenth centuries. Students are required to locate a set of documents focused on a theme approved by the professor for their research. While in Guadalajara, students will be required to read the documents and develop a research project for their senior capstone project at NIU. Participation in the Indigenous Mexican Studies Research Group introduces students to the field of colonial Latin American history and to the research methods of historians. Although graduate students are required to work in archives to finish their PhDs, undergraduates very rarely get to work in an archive in the United States or in state and national archives abroad. The Indigenous Mexican Studies Research Group provides that opportunity for undergraduates. Archival work in Guadalajara also affords students the opportunity to construct and publish original research. If well-written and researched, capstone papers written on new research from the Royal Court Archive in Guadalajara will be published in academic journals.

The Indigenous Mexican Studies Research Group is also designed to help with undergraduate retention. Research with faculty mentors helps with long-term student retention and completion. Participation in study abroad programs and student research communities also contributes significantly to undergraduate success. The Indigenous Mexican Studies Research Group is a high impact program that promotes student engagement in the field of historical study, and offers students direct experience with a community of scholars working in their field. In many cases, it also brings students to their country of heritage, and makes possible the study of Mexican culture and history.

An additional aim of the Indigenous Mexican Studies Research Group is to develop a collection of documents on Nahua, Huicholes, and other indigenous people subject to the Royal Court Archive of Nueva Granada. Students collect and submit copies of their documents, transcriptions, and translations into the growing collection at the Center for Latino and Latin American Studies. Students taking HIST 481/ Indigenous Mexico are required to write a research paper using documents from the collection, and undergraduates and graduate students working on colonial Mexican history will be able to consult documents at the Center.

First study abroad trip, May 2018.
Individuals Impacted and How: N/A

Resources Required/Released: $4000 annually for faculty member and three students to fly to Mexico and conduct research in Guadalajara for two weeks. The additional $4000 for two other students will come via grants and funding at the Center for Latino and Latin American Studies.

Anticipated Outcomes: Will assist in the development of a research initiative that involves faculty and undergraduates. It will provide resources for faculty and student publication, and will function as an important tool for recruitment and retention of Latino students. The program will also strengthen NIU’s partnership with the University of Guadalajara.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

All requests are for joint hires. Departments include Political Science, Anthropology, History, and Foreign Languages and Literatures. See possibilities delineated under each possible hire above.
Department of Mathematical Sciences: Action Plan

All three of the department’s programs have been placed in the “enhance” category and the present plan seeks to build on changes already undertaken by the department. The department’s primary need is for faculty hires: the Program Prioritization template gives the number of T/TT faculty in the department as 31 which is a historic low. In fact, the number in June 2016 is 24 with 5 retirements likely in the next two years. The hiring plan for 2016/17 calls for hires in the areas of:

1. Algebra
2. Analysis
3. Mathematics Education
4. Numerical Analysis

It may be noted that the number of new hires is approximately equal to the expected losses in the years 2016/17, and thus represents “sustain” rather than “enhance” and is designed to prevent the staffing situation deteriorating further.

The department enjoys flexibility in staffing in the sense that faculty are expected be able to teach any undergraduate or beginning graduate course, mathematics education and possibly numerical analysis are exceptions. The impact of the particular areas hired into will thus be felt at the Ph.D. level and in the department’s commitment to research.

Engaged learning in the form of an internship is a requirement of the Ph.D. program. All hires work towards the preparation of students for this, but the hire in numerical analysis is particularly apposite since numerical mathematics is a core component of almost all internships.

In the period considered in the Program Prioritization exercise around 50% of the Ph.D.’s awarded were to women: a proportion which is larger than for the discipline as a whole. The department plans to return to the practice of offering women only sections of calculus. This was used some years ago and did increase the number of women who continued as math majors. These sections were confined almost exclusively to women who were in their first semester at NIU and the enterprise foundered on the dysfunctional admissions process. Hopefully, changes in Admissions will make this aspect of the program run more smoothly and contribute to both recruitment and retention. The cost is essentially zero, but it is intended that the women’s sections be taught by professorial faculty rather than instructors.
The table reproduced below of placement test results for students applying to NIU was included in the Program Prioritization narrative and gives a measure of the potential for remedial instruction.

<table>
<thead>
<tr>
<th>Course</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 229</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>(185)</td>
<td>(188)</td>
<td>(252)</td>
<td>(282)</td>
<td>(287)</td>
</tr>
<tr>
<td>Math 211/210/206/155/GenEd/Svc</td>
<td>26%</td>
<td>28%</td>
<td>26%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>(185)</td>
<td>(188)</td>
<td>(252)</td>
<td>(282)</td>
<td>(287)</td>
</tr>
<tr>
<td>Math 110 – College Algebra</td>
<td>28%</td>
<td>31%</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>(564)</td>
<td>(630)</td>
<td>(596)</td>
<td>(634)</td>
<td>(668)</td>
</tr>
<tr>
<td>Remedial taught by Kish CC</td>
<td>36%</td>
<td>32%</td>
<td>33%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>(720)</td>
<td>669</td>
<td>(656)</td>
<td>(570)</td>
<td>(725)</td>
</tr>
</tbody>
</table>

It shows that about one third of the students applying for admission, 650-700 students, placed into remedial math courses taught by KCC on the NIU campus. The department already teaches remedial math to students in the CHANCE program and it is proposed that consideration be given to offering these courses to the general population either in the traditional or the emporium format. It would be expected that this action would increase the accessibility of NIU’s programs to underserved populations in that NIU courses would count towards a student’s full-time status and be eligible for financial aid.

The department is a very large producer of high school mathematics teachers and enjoys excellent relations with high schools in the area. There are requests from school districts for the department to offer short courses and workshops to acquaint teachers with topics from the common core. Unfortunately, the department does not have enough faculty to pursue the opportunities presented. The present request for a new hire in mathematics education is intended to address an immediate need. Further hires in this area would be needed to take advantage of engagement opportunities with school districts.

Success in lower division mathematics courses is a critical component of student retention. The Emporium has had a significant role in increasing success rates in college algebra. Experience at other universities appears to imply that a well-resourced tutoring center can have a similar effect on success rates in the calculus courses. To this end, the department proposes that a director of the Mathematics Assistance Center be hired, salary-around $50,000 and space be found for a significant expansion of the center in DuSable Hall. Experience also indicates that undergraduate tutors work successfully in such an environment. Outside the department it is proposed that Shevawn Eaton’s department be given responsibility for centralizing tutoring resources which are presently spread in a disorganized way.
CLAS Program Prioritization Response and Action Template

Program: NGOLD
Director: Anne Hanley

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

N/A

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)
   • Individuals impacted and how
   • Resources required/released
   • Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

NGOLD Action Plans

NGOLD is a candidate for enhanced resources. The three areas where resources are most needed are in staffing the center, hiring faculty to deliver the major, and identifying facilities to improve the center’s ability to serve its students, associated faculty, the university community, and the Northern Illinois nonprofit and NGO communities.
1. Action Plans

Staff:
- Hire a new Center Director for the 2017-18 academic year (routine)
  - Time: by July 2017
  - Affected: all faculty, staff, and students of the center
  - Resources: salary commensurate with rank, responsibilities and expertise
  - Outcome: Provide center with leadership for the future, including growth of degree programs, development of research mission, and extending outreach mission beyond local nonprofits to regional nonprofit and NGOs. New director will offer the required “Capstone” course, currently outsourced due to capacity constraints, shaping the connection between undergraduate research on community outreach (see “faculty” below)

- Hire Stephanie Kummerer as a .5 FTE adviser for student recruitment and retention through hybrid arrangement with CLAS Advising. Stephanie was hired as extra help in February 2016 as a stop gap measure to replace a lost SPS, and immediately proved to be a valuable and valued asset as a program adviser. NGOLD’s advising is high-touch, in which many part time advisers meet with prospective and current students for half-hour (and longer) advising appointments. Stephanie shadowed our advisers to learn our program so that she could assume some advising duties. In observing the advisers’ individual styles, she developed a new advising document to standardize information captured from every student by all advisers so that advising, while highly personalized, is also consistent across all members of the staff. She has a real aptitude and passion for advising, recruitment, and retention that has served the center extremely well. In this arrangement, Stephanie will provide “one stop shopping” to all NGOLD students for both college and departmental requirements. (routine)
  - Time: immediate
  - Affected: existing and future NGOLD students, as well as CLAS Advising Office and CLAS students. Adviser will act as college and departmental adviser to all NGOLD students (currently close to 200 majors, minors, and certificate students), and will assist with CLAS advising
  - Resources: salary commensurate with responsibilities, experience, and quality of work
  - Outcome: Improve already strong NGOLD advising, eliminate “Huskie Shuffle” for an important and growing degree program with an ethnically and socioeconomically diverse study body

Faculty:
- Hire a minimum of two joint-faculty members, ideally with Economics and Political Science and possibly with Communications, to eliminate capacity constraints on required courses and expand offerings to fill curricular gaps. (routine)

Capacity constraints: NGOLD’s degree programs (major, minor, certificate) currently offers 12 required courses to almost 200 students with 1.5 FTE faculty and 1 full-time instructor
Because 50% of their teaching is in tenure home departments, current NGOLD joint faculty cannot offer all required CLCE courses on an annual basis. As a result, NGOLD relies on temporary instructors to teach required courses, usually special topics and capstone seminars, and works to ensure that all required courses are offered at least once every other year. Any faculty leave (research grant, sabbatical leave, FMLA etc.) jeopardizes this arrangement, which already does not adequately cover all course offerings. For example, CLCE 350, last offered in spring 2015, will not be offered again until spring 2018 due to sabbatical leave. As student numbers grow, the problem will only become compounded. Additional faculty will enhance stability of the center’s programs by allowing us to regularly offer all required courses, which will also create additional capacity for growth in student numbers.

Curricular gaps: New hires will fill curricular gaps in our academic programs. We currently offer anthropological, sociological and public administration perspectives on the origins, context, and mission of nonprofits and NGOs, but we lack faculty resources to explore other critical aspects related to the sector. Principal among these are the economic and political drivers of resource allocation that create the incentives as well as the limitations that give rise to and inform nonprofits and NGOs. We seek a specialist in Development Economics who can address the problems of economic resource allocation, poverty, and inequality that underscore nonprofit and NGO studies, and a specialist in the political science of International Relations who can place the sector in the context of an increasingly globalized world. These specialists will expand our curricular offerings and will open up new avenues for student research and engagement.

Beyond these specialists, NGOLD would benefit greatly from a COMS hire jointly with NGOLD in the area of rhetoric-persuasion studies to train our students in the understanding of rhetoric used in civic engagement by both governments and nonprofits/NGOs as related to promoting goals and programs. On a related note, NGOLD strongly endorses the proposal by COMS to hire in public relations. COMS hires, jointly or not, will improve the delivery of the many COMS courses approved for CLCE degrees.

A final consideration: The full-time instructor, a talented and popular teacher who actively recruits students to our major through CLCE 100, is the sole provider of eight sections of that course per year. Enrollment in CLCE 100 has grown steadily from 80 students per semester in 2013-14 to 190 students in spring 2016, foretelling continued growth in our degree programs. New hires that can offer some sections of CLCE 100 to expand our capacity there, and to possibly allow the instructor to vary course her offerings such that “course fatigue” does not set in, a factor important in retaining her.

- Time: perhaps in 2016-17, but more likely under the new Center Director. Note that if 2016-17 Center Director search is unsuccessful, delaying these hires may have an adverse effect on degree programs
- Affected: NGOLD students and existing faculty. New hires will allow required courses to be shared among a larger group of faculty and offered on a consistent basis; will provide for greater range of course offerings and engaged experiences to students
Facilities:

- Find space where the director, students, adviser, joint faculty, instructor, and larger communities can work and meet. (Significant new action)

While our current space is adequate to meet our needs in terms of square footage, the space does not articulate well. Our offices are located across the hall from one another by the main entry to Zulauf Hall. High foot traffic in the hallway makes it impossible to leave the doors open between the main office/director’s office and the advising/outreach/instructor space for reasons of noise/chaos management and to maintain advising and student record confidentiality. The GA office, which is sometimes used by joint faculty to meet with students, is at the far end of the same floor. Moreover, joint-hires who dedicate half of their professional effort to NGOLD have no space in our center, something that inhibits their interaction with staff and their identification with the center’s daily life. The effect is that the director, staff, faculty, and students rarely interact as a group and do not appear to be open for business or open to the outside world. Ideally, we would have space that did not include a public thoroughfare down the middle. If we can wish for something beyond the strictly practical, we would also love to have space like a lounge for our very social students to gather, for our joint faculty to use to meet with students, for faculty associates to visit the center, in short for the center to feel like a center with a gravitational pull.

- Time: when feasible
- Affected: faculty, instructors, staff, students, and community
- Resources: unclear. Ideally in or close to Zulauf (see proposed hybrid adviser with CLAS Advising and proposed joint hires in CLAS departments), that fosters easy communication within the NGOLD community.
- Outcome: Strengthen the presence of NGOLD on NIU campus, provide gathering space to enhance interaction and integration of all associated faculty, staff, and students.

2. Opportunities that involve other units:

- Economics/SPGA
- Political Science/SPGA
- Communications

There is an opportunity to use joint-hires to the mutual benefit of NGOLD and other members of the School of Public and Global Affairs (SPGA). NGOLD already shares one faculty member with Public Administration, an SPGA member. NGOLD will benefit from joint-faculty hires with two other members of the school, Political Science and Economics. Political Science was identified as a candidate for enhanced resources; Economics was identified as a candidate for transformation. Joint hires with these two departments will deepen NGOLD course offerings to majors, minors, and certificate students; will strengthen the bonds between SPGA members; and might have the effect of drawing members of the
Anthropology and Sociology faculty into research opportunities and colloquium events supported by the SPGA and its member units.

The other opportunity that will benefit NGOLD is a joint hire with Communications, which will allow us to include the critical element of rhetoric-persuasion studies in civic engagement to our degree programs. We also endorse the COMS proposal to hire in the area of public relations. COMS hires will help COMS to regularly offer the courses NGOLD lists among its electives. Those courses are important for students learning about nonprofit and NGO organizing and advocacy, but are not regularly taught due to resource constraints.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The recommendation stated that the “narrative lacked information on both faculty and students that could have been provided.” It’s not clear what information the Task Force has in mind in this remark. We did try to gather information in response to criterion questions, but were unable to obtain it. We can think of two kinds of information that may be relevant:

1. Information about student career placement and attainment of student learning outcomes: We have only partial records of career placement information for past students, but will try to obtain it for future students with exit surveys. Data on student learning outcomes have recently been gathered, and will continue to be gathered, for all certificate students in the required course, PHIL 331.
2. Since this is a certificate, there is no departmentally controlled database of faculty productivity data. CVs were requested of faculty who teach courses in the certificate, but some did not respond to the request. Another effort could be made to get those in order to provide productivity data regarding program faculty, but it’s not clear that such data would improve the response to the Task Force recommendation.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes and no. The Task Force recommended increasing our effort to market the certificate to students in order to increase demand for the certificate program, and we consider that a valid and helpful recommendation (see below). On the other hand, compliance with this recommendation will increase the human resources devoted to the certificate, and the recommendation calls for a reduction in program resources. The program has no fiscal resources allocated to it, and program requirements consist of courses that are already offered by other programs. So the only resources utilized are the human resources involved in student advising. If those resources are reduced, students will not receive the advising and certification necessary for the certificate, in which case the certificate will effectively be terminated. So we’re not sure how to understand the recommendation, as it requires that we both (1) keep the certificate and increase utilization of human resources to market it and (2) reduce human resource utilization. But perhaps the Task Force didn’t really intend the resource reduction aspect of Category 3 to apply to the certificate, placing it in Category 3 primarily to signal that program performance could be improved. If that’s the point of the recommendation we concur (see below).

What type of response to that recommendation do you propose?
The task force recommended putting more effort into marketing the certificate, and we plan to do so in the following ways:

1. Work with CLAS Communications to market the certificate to advisors in CLAS Advising and AAC
2. Communicate directly with departmental advisors to ensure that they are aware of the certificate opportunity as they advise majors
3. Communicate with all instructors of courses in the certificate to ensure that they make students aware of certificate requirements (which many students may already be at least halfway to completing)

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:
   
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?  
Yes/No (if no, why not)

Yes

What type of response to that recommendation do you propose?  
☐ No Action  
☒ Routine Action  
☐ Significant New Action

Actions for programmatic improvements were noted in narrative, and those will be among the routine actions taken. We have a culture of ongoing evaluation of the program and implementation of actions intended to make improvements.

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

Actions for programmatic improvements were noted in narrative, and those will be among the routine actions taken. We have a culture of ongoing evaluation of the program and implementation of actions intended to make improvements.

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

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1. If a Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

We note that the task force mentioned that “large undergrad sections are taught by GTAs.” This is not the case. No large undergrad section are taught by GTAs.

Do you consider the action recommended to be valid?
The suggested action requesting transformation of the undergraduate program is valid.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   - Description of action steps (w/ timeline)

   The department plans to significantly revise its introductory physics sequence in order to improve student success and increasing the number of majors. This will include sending faculty to meetings to explore the current best teaching methodologies for undergraduate physics with the encouragement to seek bold solutions that can be integrated across the department. The department also plans to completely overhaul the undergraduate laboratory. This will require the purchase of new equipment and serious reconsideration of the teaching methodologies.

   Timeline:
   1. Summer 2016. Form undergrad curriculum revision committee to explore new teaching methodologies. All members of the committee will attend the Midwest summer institute on undergraduate STEM education at UC this August.
   2. Fall 2016. Department undergraduate curriculum committee will consider report of undergrad curriculum revision committee. Discussion and voting on
curriculum changes. Budgeting for equipment for undergraduate laboratory overhaul. Meetings with Math to discuss significant expansion of themed learning communities. Meetings with engineering to discuss participation in promise scholars program.


• Individuals impacted and how

The curriculum changes will impact new physics majors, students in STEM majors and engineering students. We are particularly focusing on increasing success among women and minority STEM students.

• Resources required/released

1. An important part of this process will be having faculty explore the best STEM teaching methods available. This will require travel funds for faculty committees to attend teaching related conferences ~$10,000.

2. A complete overhaul of the undergraduate laboratories will require approximately $100,000. The department has reserved $50,000 in a provostal fund which has been accumulating for this purpose. We would like to request an additional $50,000 so that the renovation of the laboratories will be transformational rather than simply incremental.

3. Long term maintenance and upkeep of the undergraduate laboratories requires a dedicated lab manager for physics. Currently the physics lab manager’s duties are split between business management and lab management which is sufficient for upkeep of the labs but does not allow for improvement and innovation. Conversion of one of the two electronic tech positions to lab manager would be an obvious way to fill this need, as it is expected that there will shortly be a retirement.

• Anticipated outcomes

1. We anticipate that a significant redesign of the introductory physics experience will increase success and retention of all students, but in particular women and minority students who are underrepresented in physics.

2. We anticipated an exceptional introductory physics experience will increase the number of students in the major.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

  o We are considering expanding our partnership with the math department to significantly expand the number of sections of the physics/calculus themed learning community.

  o We are considering joining the engineering schools promise scholars program and including a physics component to the summer program.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

We note that the task force mentioned that “large undergrad sections are taught by GTAs.” This is not the case. No large undergrad section are taught by GTAs.

Do you consider the action recommended to be valid?
The physics M.S. and Ph.D. programs were both bundled together in the review and we are consequently providing a combined action plan. We believe that the recommendation that these programs be candidates for enhancement was justified.

What type of response to that recommendation do you propose?

☐ No Action
X Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)
     1. Hire in condensed matter/nano physics to replace retiring faculty member. This hire will be constructed so as to maximize the opportunity to increase department diversity.
     2. Joint hire in accelerator physics as part of continuing partnership with Fermilab. This hire will be constructed so as to maximize the opportunity to increase department diversity.
     3. Upgrade to department laboratory facilities, including both startup funds for new condensed matter physics hire and space renovation for accelerator physics group.

   • Individuals impacted and how
     1. The replacement hire in condensed matter/nano physics will be crucial for maintaining critical mass in the departments condensed matter physics program. This will especially impact that M.S. program as the expected retirement would leave the department with a deficit of on-campus research
activities in condensed matter physics which are essential to M.S. students who typically have more difficulty finding time to perform off-campus research at Argonne.

2. The joint accelerator hire will maintain NIU’s existing commitments to its partnership with Fermilab.

3. Startup funding and space renovation will be essential to keep the departments laboratories research space up to date and to enable new faculty to succeed.

- **Resources required/released**
  1. The replacement hire in condensed matter/nano physics would require startup funding of approximately $200K.
  2. Resources have already been committed by Fermilab and the president’s office for the development of the accelerator cluster.
  3. Approximately $200K will be needed for laboratory space renovation.

- **Anticipated outcomes**
  1. Maintaining a critical mass of research in both condensed matter and accelerator physics will ensure the continuance of the department’s exceptional record of externally supported research over a range of diverse research activities.
  2. Two new hires in physics provide the best opportunity to diversify the departmental faculty and better serve the diverse student population.
  3. Improved space and facilities will enable new faculty to successfully compete for external funding.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not) The recommendation was “Category 5” – Candidate for Review. The purpose of the center needs to be clearly articulated to attract interest and resources. Identifying specific student learning outcomes for those students participating in the center would be helpful. This is a no-cost add-on for the department.

We agree that the purpose of the center needs to be clearly articulated should resources be sought for its function. Indeed, it was already pointed out in the narrative that the PMBC has re-defined its purpose as a plant bioinformatics center, which drives contemporary research among its investigators. However, like so many research centers, PMBC is simply a consortium of faculty engaged in related research, and that umbrella can be used as the mortar for submission of collaborative extramural plant research grants. While we agree that the AcTF did an admirable job of reviewing numerous narratives, they applied the same rigid rubric to all programs, and conflated research centers with academic centers. “Student learning outcomes” is a manifestation of such. The learning outcomes of students that participate in PMBC laboratories were identified, and involved experiential learning in plant bioscience research and the conversion of those experiences into career success. The PMBC does not award degrees or certificates. Elimination of a “center” that is zero cost to the university makes no sense, as the purpose of Program Prioritization was to align available resources to institutional priorities. The PMBC currently receives no targeted support from the university or college, and BIOS has likewise ceased the practice of providing an increment to the PMBC “director”. Therefore, as the AcTF concludes, PMBC is a no-cost add-on for BIOS.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
• Description of action steps (w/ timeline)

We plan to maintain the PMBC in name, and leverage its designation for collaborative extramural funding proposals focused on plant science; if successful, we plan to designate an IDC return on our SPA form to the investigators securing the funding – yes, under the PMBC moniker. Coalescing the bioinformatics, ecological and molecular biological aspects of plant research with infrastructural resources (e.g., our greenhouses, which have improved dramatically under the management of Craig Schultz) under a single (already existing) center makes sense from a “critical mass” optics, and institutional facilities perspective when funding proposals are written. The bioinformatics side of PMBC research also includes computer servers in biology and computer clusters like Gaea and ARC maintained by the Center for Research Computing & Data at NIU.

• Individuals impacted and how

There will be no impact on the current plant researchers in BIOS

• Resources required/released

None

• Anticipated outcomes

Hopefully, some funded collaborative grants between members and perhaps external partners (Nachusa Grasslands, Rockford Wastewater Treatment Plant, and Lake County Forest Preserve are three current ones). We anticipate other potential partners such as Monsanto’s Waterman research facility, Ball Horticulture and regional botanical gardens could materialize.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Scientists in the PMBC always look to collaborate with others; a natural alliance with the Center for Environmental Studies is always a possibility, as current projects among PMBC members relate directly to Sustainability, Energy and the Environment, including algae-based biofuels (Energy), bacterial-plant cell wall interactions (as they apply to the production of biofuels), plant diversity and ecology (e.g., prairie restoration), and evolution of energy metabolism in plants (grasses), and its implication in climate change.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes. All three of the POLS academic programs are placed in “enhance.”

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

The routine action that should be taken is related to hiring. The task force report specifically mentioned being understaffed in IR. Since the program narratives were written, the Department has lost two faculty (one in political theory; one in American Government). Reobtaining these lines is extremely important to get the Department back to where it was staffed at the time of the writing of the narrative. Being enhanced would require additional lines than the two just lost.

The Department intends to submit a hiring plan with the following lines:

1) **Political Theory (tied to impending Seagrave departure)**

The selected candidate’s research and teaching interests will fall in the area of Political Theory. The new faculty member must have a broad background in the history of political philosophy from Plato to the present. Candidates will be expected to teach broadly in the history of political thought, and will also be responsible for meeting the curricular needs in American political thought.

With its emphasis on the history of political thought, the political theory subfield has long been a strength of the Department of Political Science. Our graduate program in this area is particularly strong and has a national reputation. The program has attracted significant funds from external sources at both graduate and undergraduate levels over the years. The political theory field has produced some of the highest quality students in our Ph.D. program. Over the past twenty years, 11 dissertations have been published as books; and the department’s political theory graduates enjoy a high placement rate at quality liberal arts institutions even though this subfield is the most difficult area of political science to obtain a position.
The department has traditionally had three political theory faculty members and is currently down to one. The department would like to maintain this strength and focus, and it is not able to do so without additional staffing.

**Curricular need**

The faculty member in this position will be responsible for teaching POLS 150: Democracy in America and training graduate students to teach independent sections of this course. POLS 150 is a general education course that has consistently had healthy enrollments. In the last two semesters, four sections of POLS 150 were .88, .96, .98, 1.01% subscribed. The courses that this faculty member would teach (e.g., American Political Thought; Democratic Theory; Religion and the Constitution) comprise a critical part of the Justice and Democracy emphasis. The American political thought curricular content is crucial for continuing the emphasis, which is essential to attracting the funding that makes possible programming through the Tocqueville Forum, including paid undergraduate research fellowships. Political theory courses that comprise the emphasis have had healthy enrollments over the past several semesters:

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>POLS 355 (online)</td>
<td>61</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>POLS 356 (online)</td>
<td>48</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>POLS 353</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>POLS 355 (online)</td>
<td>48</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>POLS 353</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>POLS 356 (online)</td>
<td>46</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>POLS 357</td>
<td>34</td>
</tr>
</tbody>
</table>

Political theory students represent the largest portion of the graduate population in political science currently. The theory subfield at NIU has always had a specialization in history of political thought and American political development. Programs with these specializations are not common, and ours is very established with a national reputation. Hence, it has been able to attract students throughout its existence.

One faculty member in political theory is currently responsible for directing three MA theses, and advising eight doctoral students. Additionally, a handful of students have theory as their second field and still need to take their comprehensive exams. In general, as a result of political theory’s national reputation and excellent job placement record, graduate applications are robust. To continue this program and provide adequate guidance for even existing students it is imperative to replace Dr. Seagrave. We simply cannot maintain this program without additional staffing.

**External funding opportunities**

Political theory faculty have been extremely successful in securing external funding, both related to research and teaching. Recently, Drs. Radasanu and Seagrave established the Tocqueville Forum, which has brought in $37,000 from the Koch Foundation to spend on undergraduate research and programming. The donor provided this support because of the Justice and Democracy emphasis. There is a strong possibility that this funding will continue, but it is imperative that the Justice and Democracy emphasis remain viable and that will be difficult without replacing Seagrave. The grant money obtained for the
Tocqueville Forum has produced eight research fellowships (totaling approximately $16,000) and two intensive seminars in which students receive a $300 stipend and free books for completing. Faculty teach these seminars as an overload at no cost to the university.

In addition, political theory faculty has been awarded several prestigious grants for research and teaching over the last few years, including recognition from the National Endowment for the Humanities and the Earhart Foundation.

Enhancing student engagement

The selected candidate will be able to enhance student engagement in the following ways:

- Providing opportunities for research collaboration and serving as a thesis or dissertation advisor to undergraduate and graduate students
- Taking part in the Tocqueville Forum, which provides research fellowships to 2-3 students per year and offers an intensive one-credit seminar on a topic in political theory

Interdisciplinary opportunities

This position is not a joint position with another unit. However, it is possible that synergies may exist with faculty in the history and philosophy departments. Very preliminary discussions have taken place about possible collaborations with these units. And, some collaborations have already occurred. For example, Ismael Montana from the History Department led a session in the Tocqueville Forum seminar this past spring on the history of the African slave trade.

2) International Relations (tied to Brathwaite and Ripsman departures)

The successful candidate will teach courses in international relations (IR), broadly defined. Additionally, it is expected that the candidate will teach quantitative and/or qualitative methods courses at the graduate level.

This position is essential because of the loss of two faculty (Brathwaite and Ripsman) in this substantive area in the past few years. The selected candidate will allow the department to resurrect the important field of international relations, joining Chez Thurber (starting fall 2016) and Santino Regilme (starting winter 2018). The importance of this line was noted by the Academic Task Force in its program prioritization report.

Curricular need

This position would allow the department to continue offering popular undergraduate courses in international relations. Currently, the department has only one faculty member (Thurber) with an IR focus and he cannot staff all of our IR courses. The lack of IR faculty becomes more problematic when one considers that the department has an emphasis in International Politics. This emphasis serves a significant number of students (around 75) and IR courses form the backbone of the emphasis. In recent years, IR undergraduate courses were taught by visiting assistant professors or adjuncts. This solution is not sustainable.
With the losses of Brathwaite and Michael Buehler, the department will need a new faculty member who can contribute to teaching methods courses, especially at the graduate level.

In terms of programmatic changes, if this request is not approved it will continue to prevent the department from having an IR graduate field, which has had drastic effects for the department as a whole. Graduate student recruitment has become more difficult without an IR field. This especially applies to students with an interest in Southeast Asian politics who want IR as a second field. It will be difficult for the political science graduate program to remain viable without such a position. Moreover, without this hire the department will likely have to reformulate the International Politics emphasis. Because of the popularity of the emphasis, enrollments are likely to continue to decline if the department is not able to offer several courses on international relations. For all of these reasons, the Academic Task Force noted in its report the importance of making a hire in international relations.

**External funding opportunities**

This position has the potential to bring in substantial funding, because many external funding opportunities exist in the field of international relations. For example, Norrin Ripsman, a former IR faculty member in the department, has obtained close to $1 million in grants over the course of his career.

**Enhancing student engagement**

The selected candidate will be able to enhance student engagement in the following ways:

- Providing opportunities for research collaboration and serving as a thesis or dissertation advisor to undergraduate and graduate students
- Helping to establish internships with an international focus
- Potentially serving as the advisor to the department’s Model UN club

**Interdisciplinary opportunities**

Although this position is not a joint hire, given the global focus of the request, the successful candidate would find synergies with faculty in the School of Public and Global Affairs.

3) **Latino Politics (joint hire with Latino and Latin American Studies; tied to Hannagan departure)**

The selected candidate’s research and teaching interests will fall in the area of Latino politics with specific foci on political behavior and immigration. This position will bolster the department’s strength in political behavior, allow the department to expand its curriculum (at both the undergraduate and graduate levels), and respond to the changing demographics of the university’s student population. The department does not need to replace Rebecca Hannagan’s teaching and research foci, because it already has two faculty (April Clark and Matt Streb) with similar interests. Replacing Hannagan with a Latino politics specialist with an emphasis on political behavior will allow the department to expand its strength in that area while creating opportunities for collaboration with the Center for Latino and Latin American Studies.

**Curricular need**

The successful candidate will be able to contribute to many of the popular political behavior courses already on the books both at the undergraduate and graduate levels (e.g., Political Parties and Elections; Public Opinion; Political Participation and Behavior). Moreover, the candidate will be able to provide
much needed help in teaching research methods at both levels (e.g., POLS 340, POLS 602, POLS 641, POLS 642, and possibly POLS 643). POLS 340 is required of all majors pursuing a B.S. and POLS 602 is required of all political science graduate students.

More importantly, however, the successful candidate will allow the department to offer new courses that will be popular with students, especially given the demographics of political science majors/minors, including Latino Politics; Race, Ethnicity, and Politics; Immigration; and Social Movements. New course offerings on race, immigration, and social movements will also draw more Latino undergraduates to NIU and the College of Liberal Arts and Sciences. These courses will be excellent additions to the department’s Justice and Democracy emphasis. The successful candidate could offer similar courses at the graduate level.

A joint hire with the Center for Latino and Latin American Studies will also enable the Center to offer more sections of the Introduction to Latino Studies, a course that regularly enrolls 55 students per class. Additionally, it will make available the study of Latino politics on crucially important issues including immigration, incarceration, deportation, and state violence. This will complement nicely current faculty and graduate-student research on Latino organizing in Chicago (SimónWeffer-Elizondo, Sociology), the recent history of Latinos and healthcare accessibility (Beatrix Hoffman, History), and the NIU Latino Oral History Project (Kristin Huffine, History).

External funding opportunities

In the field of political science, American government in general, and political behavior more specifically, is an area where there are more funding opportunities than in some other areas of the discipline. Certainly the ability to obtain external funding is dependent on the quality of the faculty member and the grant proposal, but Rebecca Hannagan’s (the position this person would be replacing) NSF grant is one recent example of a behaviorist receiving significant external funding.

Funding opportunities exist more specifically related to Latino politics as well, especially given the increasing prominence of debates over subjects such as immigration and voter identification and the growing influence of the Latino electorate. Organizations including the Ford Foundation, the National Council of La Raza, the National Institute for Latino Policy, and the American Political Science Association have all recently funded research on Latino politics. In collaborative grant proposals with the Center, we can also apply for National Endowment for the Humanities grants. Once NIU reaches the 25% Latino enrollment marker, we will be able to apply for Title V funds for research on Political Science and Latino Studies topics.

Enhancing student engagement

The selected candidate will be able to enhance student engagement in the following ways:

- Providing opportunities for research collaboration and serving as a thesis or dissertation advisor to undergraduate and graduate students
- Helping to establish internships with organizations that focus on diversity and inclusion
- Being active in undergraduate and graduate student recruiting of Latinos/Latinas
- Contributing to the NIU Latino Oral History Project and future Migration Studies Program developed by the Center for Latino and Latin American Studies with the University of Guadalajara.
• Collaborating with the Center for Latino and Latin American Studies and the Illinois Coalition for Immigrant and Refugee Rights in their efforts to record first-person narratives of undocumented people in Illinois and across the Midwest and East Coast.
• Developing new engagement opportunities with the Center for Latino and Latin American Studies

Interdisciplinary opportunities

This position will be a joint hire with the Center for Latino and Latin American Studies. There are several exciting opportunities for collaboration between the two units as a result of this hire. Most notably, the successful candidate could contribute to the NIU Latino Oral History Project and to the future Migration Studies Program currently being discussed with the University of Guadalajara. History and sociology faculty and students are currently contributing to NIU’s collection of Latino interviews, photos, and material culture held at the Illinois Regional Archive Depository and Regional History Center Archive at Founder’s Library. The new joint hire with the Center for Latino and Latin American Studies will be in a good position to collaborate with graduate students and undergraduates on this project. Many of the courses offered would be logical inclusions in the Latino and Latin American Studies minor. Additionally, the faculty member may offer courses that can contribute to the graduate concentration in Latino and Latin American Studies.

Improving diversity and inclusion

This position will contribute to the university’s diversity and inclusion efforts in important ways. Although not guaranteed, because this subfield of political science is comprised primarily of Latinos/Latinas, it is quite likely that the successful candidate will improve the diversity of the political science faculty. Doing so is important because the POLS faculty is entirely Caucasian or Asian, yet roughly 15 percent of political science majors/minors are Latino/Latina.

Even if this position does not improve the diversity of the faculty, the kinds of courses the successful faculty member will teach will promote diversity and inclusion. The expansion of courses will better reflect the demographics of political science majors/minors, and it will attract new Latino students to the department, college, and university. The Center for Latino and Latin American Studies is currently establishing a partnership with the College of Liberal Arts and Sciences at Elgin Community College that will bring students already active in the NIU Latino Oral History Project to NIU after earning their AA degrees at Elgin Community College. Many of these students will go on to major in Political Science. The Director of the Center for Latino and Latin American Studies is working together with Associate Vice Provost Renique Kersh and the Dean of ECCs College of Liberal Arts and Sciences to develop a pipeline for students who want to major in political science, history, and Spanish. This hire will help bring more Latino students from Elgin Community College and from other parts of the state and Chicagoland region. Adding the kinds of courses mentioned above will make the major more attractive for potential students and may increase the number of Latinos/Latina political science majors.

4) Environmental Policy (joint hire with ENVS; tied to Bishop departure)

The selected candidate’s research and teaching interests will fall in the area of environmental policy. This position is a joint hire with the Institute for the Study of the Environment, Sustainability and Energy (ESE) and is tied to the departure of Bradford Bishop. The position is essential for ESE, because Bishop
regularly taught ENVS 304, a requirement for environmental studies majors. The position is important for Political Science, because Bishop regularly taught the department’s advanced quantitative methods courses as the graduate level.

**Curricular need**

See above.

**External funding opportunities**

Given the increasing focus on environmental policy, the opportunity to secure external funding is growing. ESE will discuss these opportunities in its action plan.

**Enhancing student engagement**

The selected candidate will be able to enhance student engagement in the following ways:

- Providing opportunities for research collaboration and serving as a thesis or dissertation advisor to undergraduate and graduate students
- Helping to establish internships with organizations that focus on environmental policy
- Developing new engagement opportunities with ESE

**Interdisciplinary opportunities**

This position is a joint hire with ESE.

**5) Political Theory (tied to Arnhart retirement)**

The selected candidate’s research and teaching interests will fall in the area of Political Theory. The new faculty member must have a broad background in the history of political philosophy from Plato to the present. Preference will be given to candidates with a demonstrated interest in ancient political theory.

The department has traditionally had three political theory faculty members and is currently down to one. The department would like to maintain this strength and focus, and it is not able to do so without additional staffing. **This position was granted to the department in fall 2012 only to be retracted due to budget cuts.** The department was able to maintain its teaching and advising in this area because Larry Arnhart remained active after his retirement. As of spring 2016, Arnhart is no longer teaching or advising graduate students for the department, so it is important to once again fill this position.

**Curricular need**

The faculty member in this position will be responsible for teaching POLS 251: Introduction to Political Philosophy and training graduate students to teach independent sections of this course. POLS 251 is a general education course that has consistently had healthy enrollments.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2015 (section 1)</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2015 (section 2)</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>41</td>
</tr>
</tbody>
</table>
The courses that this faculty member would teach at the 300-level (e.g., Classical and Medieval Theory; Nietzsche and Postmodern Politics) have not been taught in the last several years because of staffing reductions.

The contributions to the graduate program are discussed above. It is important to note that, even with a second theorist, the student-to-faculty ratio in political theory would still be greater than in other subfields in the department. Moreover, students will have trouble putting together committees with faculty members who have the requisite expertise. Arnhart remained engaged with many graduate students after his retirement, which meant that the department had a third theorist to serve on committees. That will no longer be the case in the future. As a result, there is a definite need for a third theory line.

**External funding opportunities**

See Request 1.

**Enhancing student engagement**

See Request 1.

**Interdisciplinary opportunities**

See Request 1.

1. **If a Significant New Action is proposed, provide the following:**

   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

   N/A

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

   N/A
CLAS Action Plan Development

Developing a college action plan in response to the Task Force recommendations will be an iterative process with opportunities for feedback. The first step in this process is for program chairs and directors to provide comment via the template below. We are looking for your insights, as well as rough outlines of the actions you believe are required. If action involved other units in other colleges or divisions, we need to be aware as soon as possible.

Conversations with specific program chairs and directors will follow, if necessary. Two drafts will be distributed to Senate members for comment before the final draft is submitted to the Provost’s Office on July 1.

Timeline

May

5 Feedback Sheet distributed to Program Chairs and Directors
18 Feedback due back to the College Office (send to CLAS-Communication@niu.edu)

June

2 First draft of CLAS Action Plan distributed to Senate for comment
13 First draft of CLAS Action Plan submitted to Provost's Office
15 Council of Deans Retreat to review action plan first drafts; begins to construct Academic Affairs Action Plan
23 Feedback on CLAS Action Plan and outline of Academic Affairs Action Plan distributed to Senate for comment
27 Revisions of CLAS and Academic Affairs Action Plans submitted to Provost’s Office
29 Council of Deans Retreat to review action plan drafts

July

1 Final CLAS Action Plan submitted to Provost’s Office
13 Final Council of Deans review of Academic Affairs Action Plan
15 Academic Affairs Action Plan submitted to Senior Cabinet
CLAS Program Prioritization Response and Action Template

Program: Psychological Services Center Director: Karen J. White, Ph.D.

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes/No (if no, why not)

What type of response to that recommendation do you propose?

   No Action
   X  Routine Action
   Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:
   • Description of action steps (w/ timeline)

Adoption of Titanium Schedule, an electronic medical records (EMR) system designed specifically for university and college counseling centers, for use in the Psychological Services Center.

   • Note. Titanium is used by the NIU Counseling and Consultative Services (CCS) and the NIU Community Counseling Training Center (CCTC)
      o Based upon a survey (Taylor, M.J. & Whelan, J.P.; 2015) conducted by the Association of Psychology Training Clinics (APTC), the national organization for directors of psychology training clinics.
         ▪ 53% clinics have Electronic Medical Records
         ▪ Titanium most common (78%) EMR
         ▪ PSC has no EMR

   • Timeline
      o Ideal timeline:
         ▪ Summer 2016
            • Purchase of Titanium package
• NIU support from IT during summer to facilitate installment and training for PSC staff
  o Less desirable timeline: adoption of Titanium by end of 2016 calendar year.

• **Individuals impacted and how**
  • All clinical psychology graduate students
  • School psychology doctoral students who participate in practicum training in PSC
  • All clinical and school psychology faculty and adjunct faculty supervisors
  • Service to clients of the clinic, including undergraduate student and the NIU community

• **Resources required/released**
  • Support from NIU Department of Information Technology
  • Funding for purchase and maintenance of Titanium system (see rough outline of budget with one-time and continuing costs (estimated); attached.

• **Anticipated outcomes**
  • Implementation of up-to-date record keeping system
  • Training of graduate students in clinical record keeping system that is similar to systems they will encounter in nearly every clinical and educational setting they will encounter in their training and professional life
  • State-of-the-Art HIPAA compliance for recording keeping

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**
CLAS Program Prioritization Response and Action Template

PROGRAM: Undergraduate Certificate in Public Service Leadership
DIRECTOR: Kurt Thurmaier

Task Force Comments: Program began FA 15 so there is no data. No way to assess the program.

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?

Yes, too early to evaluate.

What type of response to that recommendation do you propose?

☐ No Action
☒ Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)
   • Individuals impacted and how
   • Resources required/released
   • Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
CLAS Program Prioritization Response and Action Template

PROGRAM: Graduate Certificate Of Public Management   DIRECTOR: Kurt Thurmaier

Task Force Comments: Narrative does not address certificate directly and no data on students. AcTF acknowledges that certificate is a good idea because it serves as marketing strategy for MPA.

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?

NO. The GCPM program is an essential component of our nationally-ranked public administration program and is the primary path for mid-career professionals to enter the MPA program as well as to receive a terminal graduate certificate. Enrollment numbers in the narrative bear out the success of the program. We demonstrated in our narrative that there is a high conversion rate of GCPM students into the MPA program, and that GCPM enrollments have been increasing.

We do not believe that the program should be a candidate for a REDUCTION in resources, but rather a program where the resource investment is steady. Additional resources for recruiting of mid-career professionals for the MPA program can be utilized in conjunction with the GCPM, but it would be counterproductive to the investment in the MPA program to reduce resources for the GCPM.

The department faculty are interested in pursuing an Executive MPA program, and an online GCPM program is one option we are exploring for that degree. The online GCPM and EMPA are only feasible once MPA core faculty strength is restored, and we are able to increase faculty strength.

What type of response to that recommendation do you propose?

☐ No Action
X Routine Action
☐ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.
CLAS Action Plan Development: Master of Public Administration

TASK FORCE COMMENTS: Narrative highlights program’s alignment with NIU mission, but gave cause for concern over the out-migration of faculty and its effect on program’s ability to grow. AcTF appreciates that the program has a developed strategic diversity plan. It needs to hire additional faculty (emphasis added).

Program: Master of Public Administration  Director: Kurt M. Thurmaier

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes

In addition, we are almost certain to lose another 1.0 FTE faculty member to long-term sick leave and/or disability, further reducing our capacity to deliver the MPA so that it meets national accreditation standards. We note that the ATF did not mention our outstanding national and international reputation and ranking; restoring and maintaining that ranking is a high priority in the department’s strategic plan. We proudly note that the MPA program’s national reputation increased with a third specialization being nationally ranked for the first time, a reflection of some success with a very limited marketing campaign (including faculty presentations) at key scholarly conferences.

What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
☒ Significant New Action

Hiring of multiple new faculty according to hiring plan to be submitted to CLAS, additional resources for recruitment and retention of faculty (e.g., travel funds), additional resources for implementation of the department’s strategic plan and strategic diversity plan.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:

• DESCRIPTION OF ACTION STEPS (W/ TIMELINE)

Faculty Hiring

The department proposes to aggressively recruit 4FTE tenure track faculty (TTF) over 2 years to rebuild core faculty, greatly diminishing reliance on adjuncts and instructors. In the third year, we propose to recruit an additional 2 FTE TTF to enhance the MPA program’s ability to deliver parallel the graduate certificate in public management online as a recruiting tool into the MPA program, as well as to begin developing capacity to deliver an executive MPA in the Chicago marketplace.
RESTORE FACULTY CAPACITY

FY 2017 Recruit 2 FTE TTF (1 assistant, 1 open rank [reopens suspended search to replace Gabris]), open field, with preference for human resources management (HRM) teaching and research, organization theory/organization development/organization behavior, quantitative methods, performance management, and intersectoral research.

FY 2018 Recruit 2 FTE TTF (1 assistant, 1 open rank), open field, with preference for whichever fields were not filled in the FY2017 search.

ENHANCE FACULTY CAPACITY

FY 2019 Enhancement: Recruit 2 FTE TTF (1 assistant, 1 open rank), open field, with preference for whichever fields were not filled in the FY2017 AND FY2018 searches, and with strategic interest in fields of research and teaching that will enhance the department’s ability to develop an Executive MPA Program.

• Additional resources for recruitment and retention of faculty (e.g., travel funds),

The department proposes to regain a strong and visible presence at national and international scholarly conferences that are critical to rebuilding the department’s reputation as the leading source of local government innovation research and teaching. This visibility and scholarly contribution plan is essential to attracting new faculty to NIU and to retaining current faculty (senior and junior) who have highly productive publication records and ambitious research agendas to build their national and international reputations. Having faculty spend thousands of dollars out of pocket on travel is not a good retention mechanism, especially when competing schools have much more generous travel budgets than NIU. Travel resources are also critical for faculty attendance at professional meetings of practitioners that are very important to our alumni and other stakeholders.

• Additional resources for implementation of the department’s strategic plan, including our strategic diversity plan.

The department’s strategic plan is framed on three issues, 2015-2020:

• Adapting to a Changing Market
• National Reputation for Excellence
• Resource Sustainability

The goals attendant with these issues require developing and implementing a sustained marketing campaign to

• increase and diversify the student body
• improve the faculty’s national reputation so that we can recruit a diversified faculty
• increase resource sustainability by increasing alumni and friends donations and annual giving
The department proposes to increase our recruitment travel to high quality undergraduate programs to retain and enhance the pipeline of precareers students into the MPA program. Travel reductions for Midwest student recruitment this year have negatively affected the flow of precareers students from these traditional sources. Additionally, increased recruitment events (e.g., open houses, lunch and learns) in metropolitan Chicago can also increase our applications by midcareer professionals to the MPA (often through the Graduate Certificate in Public Management route).

- **Individuals impacted and how**

Immediate benefits from the faculty hiring will accrue to MPA students, who will have research grounded faculty teaching MPA courses.

Immediate benefits also will accrue to current faculty who are overwhelmed with service responsibilities for a growing program with shrinking faculty resources. The junior faculty are required to provide service level responsibilities normally reserved for associate level faculty, diminishing their research productivity.

- **Resources required/released**

In addition to funds for faculty recruitment and hiring, we propose increasing the start-up packages to be more competitive with other departments and schools that are hiring faculty. Guaranteed faculty travel for three years ($2000/year), in addition to the current $8000 startup package, will help recruit the best faculty candidates to join NIU. (Previous conference travel support using funds from a senior professor’s personal research account is unsustainable, as the account has been severely depleted in the last 2 years.)

Marketing the program by sponsoring portions of national scholarly conferences is essential to restoring and maintaining our national reputation. Annual sponsorships will total a minimum of $8000, and should be about $10,000. We note that these sponsorships often include registrations for a limited number of faculty presenters, reducing the net cost to the university of faculty conference attendance. (Previous conference sponsorships using funds from a senior professor’s personal research account is unsustainable, as the account has been severely depleted in the last 2 years.)

Hire a graduate assistant with public relations skills to help implement the comprehensive marketing plan to achieve the strategic planning goals of improving national reputation and improving alumni and friends donations (approx.. $16,000/year).

Midwest recruitment travel costs about $300 per circuit; consequently, FY2017 funding should be increased by $600. Metropolitan recruitment events cost about $50; consequently, FY2017 funding should be increased by $200.
• **Anticipated outcomes**

The department’s 2015-2020 strategic plan is for overall MPA enrollment to grow by 20% (from 100 to 120 students) by 2020. FY2016 enrollment as of May 15 (before graduation) was 110 students, with fall admissions we expect total enrollment to be at least 115. An effective marketing campaign will allow us to meet and exceed the 20% benchmark.

Aggressive and effective faculty recruitment will enable us to reach our strategic goal of a faculty and staff that will represent the diversity of our student body and Illinois more broadly, including achieving a 50/50 gender representation on the faculty by 2020. We will also be able to meet or exceed another strategic goal of DPA faculty research being publish in leading public administration journals in the United States and abroad, with the total number of scholarly publications, presentations and other activities that result in the dissemination of the products of scholarship activity increasing by 5% by 2020.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

Once the department has restored core faculty strength to deliver the core MPA program, and in FY 2019 particularly, we are interested in intersectoral joint hires with units in the School of Public & Global Affairs (SPGA) and ENVS that will enhance our reputation for research and teaching. We will gladly entertain joint hire options from partner units prior to FY2019 if they do not jeopardize our ability to restore core MPA faculty teaching and research specializations. Examples include:

• Joint hire in public finance with Department of Economics
• Joint hire in local government environmental with ENVS
• Joint hire in intersectoral management and finance with NGOLD (NNGO).
• Joint hire in development administration with POLS.
CLAS Action Plan Development

Developing a college action plan in response to the Task Force recommendations will be an iterative process with opportunities for feedback. The first step in this process is for program chairs and directors to provide comment via the template below. We are looking for your insights, as well as rough outlines of the actions you believe are required. If action involved other units in other colleges or divisions, we need to be aware as soon as possible.

Conversations with specific program chairs and directors will follow, if necessary. Two drafts will be distributed to Senate members for comment before the final draft is submitted to the Provost’s Office on July 1.

Timeline

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CLAS Program Prioritization Response and Action Template

Program: Psychology – B.A./B.S.  
Director: Leslie Matuszewich

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here?  
Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Feedback:

“Narrative showcases strong internal demand for the program. Weak retention of students should be addressed. Program would benefit from a dedicated advisor and/or an Introduction to career course.”

The one aspect that I would like to address is retention rates. The following two bullet points are excerpts from the narrative. I am not sure I see “weak retention of students” in this data or at least weaker than other CLAS programs. I would appreciate CLAS’ perspective on our rates, especially given that we rarely have freshmen who are psychology majors enrolled in our classes, even PSYC102.

• Overall, retention rates of Psychology majors (Freshmen 67%; Transfer 80%) are similar to the rates for CLAS (Freshmen 69%; Transfer 78%).

• One component of retention is underclassman advising. The psychology department is committed to high quality advising, which has been performed through our faculty primarily for juniors and seniors. This approach beneficially affects transfer students, which is captured in the transfer data with an 80% retention rate. One area of growth for our department is greater consistency in access and information for lower division students through a full-time undergraduate advisor. This model has worked in other departments with large number of majors and 1 primary advisor (e.g. Computer Science has a 72% retention rate of freshmen compared to 67% in PSYC).

Do you consider the action recommended to be valid?  
Yes/No (if no, why not)

Yes – Based on the trend in majors and minors, I could see the categorization of sustain but not to enhance.
No – The recommendation was that the program would benefit from a dedicated advisor and our department does not have the funding or approval for that personnel addition. I suggested that enhanced advising would improve retention rates in the narrative.

The task force categorized the program as “sustain”. However, the recommendation is to provide a dedicated advisor to the program. We do not have approval for a position for a dedicated advisor and would require the salary + benefit support.

What type of response to that recommendation do you propose?

- No Action
- Routine Action
- Significant New Action

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“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

Description of action steps (w/ timeline)

- Summer 2016: Search for psychology advisor(s) for undergraduate students
- Late Summer 2016 and Fall 2016: Train advisor on departmental and CLAS requirements
- Late Fall 2016: Provide advising during transfer orientation and begin tracking engaged learning activities for PSYC

Individuals impacted and how

The psychology department at NIU serves a large number of majors and minors (over 700 in 2015-2016). A dedicated advisor(s) would provide more comprehensive advising to our undergraduate students to assure adequate progress in the major and more directed advising when needed. There are a number of advising initiatives that have been started at NIU, such as the Student Success Collaborative (SSC), which a dedicated advisor could take advantage of and track students more closely. Our current model has distributed advising across all faculty members, which would not work well with SSC due to the training that would be required for the faculty to take advantage of the software.

Resources required/released:

Salary for the new advisor(s) and office equipment (computer, printer/scanner and office supplies).
Anticipated Outcomes:

We anticipate that providing a professional advisor for psychology majors would enhance the students’ experiences of the department and NIU overall. In a department with over 700 undergraduate majors, it is easy to feel disconnected from the department unless you develop a relationship with a faculty member or graduate student. Although many of our students do develop this relationship, we believe that the students knowing a consistent advisor, similar to Computer Science or Sociology, could strengthen their connection with the department. Moreover, we would like the advisor to be well versed in our engaged learning activities (research through OSEEL programs, honors, internships, etc.) to help direct students based on their interests and career goals to a productive engaged learning experience within the department. This type of relationship can lead to “Quality, high-touch advising from this office is extremely important to improve retention.” -- NIU Task Force Report

Measurable outcomes:

Retention rates in junior and senior psychology majors (fully in the major classes), we predict that they will improve.

Graduation rates (percent of those graduating and time to graduation), we predict that they will increase.

Initiate tracking of number of students who have been advised.

Alumni survey data of their perception of their experience within the psychology department and more generally, at NIU.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The psychology department would like to work with CLAS advising to develop the best possible model for psychology majors. We would focus on a combination model of advising that would address student success within the major and more generally at NIU. A collaboration with CLAS advising would potentially reduce their case load for their general advisors.

Steve Estes discussed several models that could work in his Action Plan for advising. For example, there could be a single, full-time advisor in psychology that is also trained by CLAS for CLAS-related advising issues. Alternatively, there could be 2 full-time advisors that split their time with Psychology and CLAS advising. In this way, the advisors would be fully trained on issues related to CLAS advising but they would advise within the psychology department, specifically for psychology majors and minors. We are willing to explore either or both options at this point as we see advantages with both models.
CLAS Program Prioritization Response and Action Template

Program: Psychology – M.A./Ph.D.  Director: Leslie Matuszewich

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Feedback:

“High admissions requirements in this quality program. It has good faculty quality, admirable grantsmanship, and significant outreach into the community. Applications are high. Future potential appears sound. The program is doing satisfactorily in terms of demand and diversity actions. Resources are needed to hire a faculty member with background in quantitative analysis.”

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes – We appreciate the task force’s recommendation and would like to hire faculty.

What type of response to that recommendation do you propose?

No Action

Routine Action

Significant New Action

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1. If either Routine Action or Significant New Action is proposed, provide the following:

Description of action steps (w/ timeline)

Summer 2016: Announce new faculty position(s) that would fit our departmental need for quantitative expertise and replace recent faculty vacancies.

Fall 2016: Interview applicants and select best candidate(s). Make appropriate offers.
August 2017: Start date for new faculty hire(s)

Individuals impacted and how

There are approximately 150 graduate students (M.A. and Ph.D. combined) pursuing advanced degrees in psychology at NIU. Due to recent faculty retirements and additional administrative positions assumed by our active faculty, we have only been able to offer limited training in quantitative methods for psychology graduate students. We have and will continue to collaborate with other units on campus to meet quantitative methods needs (e.g. ETR) but some statistical nuances within our field would be best addressed by psychology faculty. We would like to further our graduate student training and research programs by hiring faculty with expertise in quantitative methods.

The impact will be directly on our graduate students and faculty. The new faculty would participate in teaching graduate students quantitative methods and advising graduate students on their thesis and dissertations. In addition, additional expertise in statistical methods could aid faculty in developing more sophisticated, cutting-edge research questions and proposals. Finally, indirectly this would benefit our undergraduate program by increasing the number of available faculty to teach students in traditional classroom methods and through engaged learning experiences.

Resources required/released:

Salary for the new faculty and start up funds.

Anticipated Outcomes:

We anticipate that providing additional faculty would enhance the graduate students’ training in statistical methods and design. With the improved training in cutting-edge statistical approaches, we could recruit graduate students who would like to conduct research using novel methods.

Additional faculty would also allow the department to increase the number of graduate students that can be supervised appropriately. Our graduate acceptance rate of is just above 5%, limited by the number of faculty to adequately mentor graduate students and the amount of graduate financial support available. The additional faculty would allow for us to supervise more students who apply to pursue their graduate degree in psychology.

Adding new faculty would also teach undergraduate courses, which would enhance our undergraduate program in the faculty’s area of expertise as well as standard quantitative courses (e.g. Research Methods). The faculty may be able to teach new classes for the undergraduate program, which would improve the diversity of our course offerings. The new faculty with their graduate students could subsequently also provide additional undergraduate students engaged learning experiences.

Measurable outcomes:

Number of full-time faculty
Number of graduate quantitative credit hours generated

Number of graduate students in the combined graduate programs and faculty:graduate student ratio

Number of undergraduate students who participate in engaged learning activities within the department of psychology

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

The hires would be faculty within the department of psychology.
Program Prioritization Feedback

International Training Office

The Center for Southeast Asian Studies raises strong concerns about the loss of the International Training Office, which among its activities operates important grant-funded projects such as the Philippine Youth Leadership Program (PYLP) and a training program for university administrators from Malaysia. ITO has just completed the first year of a three-year US Department of State grant for PYLP, the 13th year ITO has run PYLP. ITO accepted the first year of this US Department of State grant ($250,000) in 2015-16 with the understanding that NIU would run the program in 2016-17 and 2017-18. Without qualified staff and resources, ITO cannot run this program. Such State Department programs as PYLP and the Southeast Asia Youth Leadership Program, which is administered by the Center, are vital outreach programs that bring outside funding into the university and build our Global NIU brand.

NIU Press

The Center for Southeast Asian Studies strongly objects to any efforts to phase out the NIU Press. The existence of a well-regarded Press is vital to calling attention to a university’s national and international status as a serious research institution. Without the Press, the university’s deserved reputation will be diminished. The Center is especially concerned because in recent years the Press has made Southeast Asia one of its most important areas of focus. NIU has most recently published exciting major works on the Philippines, Indonesia, and Burma. There are only a few other university presses with significant lists in Southeast Asian Studies, among them Cornell, Wisconsin, and Hawaii. When the Center hosts academic and policy people from all parts of Southeast Asia, it is always a point of pride to mention the excellence and importance of the Press to the Center’s mission.

Asian American Studies Certificate

The Center for Southeast Asian Studies also objects to discontinuing the Asian American Studies Certificate program. The program currently has 27 students working on the certificate. Several Asian American Studies certificate classes are on CSEAS’s course listing. The most important reason to continue is because of the program’s recruitment potential for Asian American students in Illinois, which has the sixth largest concentration of Asian Americans in the US. According to the 2010 census, Asians are Illinois’ fastest growing population, increasing 17 percent between 2000 and 2010. Five percent of NIU’s student body is Asian American now; if we were able to increase that by 5 percent to tap into that demographic trend, NIU would qualify to apply for Asian American and Native American Pacific Islander-Serving Institutions grants (http://www2.ed.gov/programs/aanapi/index.html) from the US Department of Education.

Collections and Technical Services

CSEAS strongly supports the Founders Memorial Library’s Collections and Technical Services being placed in the category to be considered for enhanced resources. The significant cuts to the library’s collections budgets should be restored. The inability to buy books and other resources significantly impacts our ability to conduct research and attract top scholars to the university.
CLAS Program Prioritization Response and Action Template

Program: Center for Southeast Asian Studies

Director: Judy Ledgerwood

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes. We are delighted that the CSEAS has been placed in the candidate for enhancement category.

What type of response to that recommendation do you propose?

□ No Action
X Routine Action
X Significant New Action

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“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)

In line with the Program prioritization report’s recommendation that the program “needs to fill open faculty lines to maintain strengths,” the primary action needed is hiring new faculty, hires given 10 recent departures and only 2 tenure-track hires. What makes the action significant is that we wish to expand our focus beyond our social sciences and humanities coverage (primarily but not exclusively Anthropology, Foreign Languages, History and Political Science) in order to connect to a wider array of departments and interdisciplinary programs. The timeline for hiring these positions would depend in part on the priorities of the home departments submitting these requests.

1. Hire in Anthropology – Southeast Asian Archaeologist. The Department of Anthropology has lost four archaeologists and hired 1; they are requesting an additional archaeologist focused on the rise of complex societies. We have discussed with the department adding language saying the hire should complement department strengths including SEA. Anthropology supports this idea.
2. Hire for Indonesian language – We have discussed with FLAL the need for a tenure-track hire for faculty to teach Indonesian. The goal is for that person to conduct research and teach beyond just language instruction, as do the recent hires for Burmese and Thai, Tharaphi Than in History and Kanjana Thepboriruk in linguistics and Asian American studies. FLAL supports this idea.

3. Hire in collaboration with the Center for the Study of Women, Gender and Sexuality (CSWGS). This hire would be in gender and sexuality, but with a focus on LGBT studies. We have had students who have come to NIU specifically because we have the combination of LGBT studies and SEA studies; we feel we could significantly increase this number if we advertised this as a formal collaboration. The tenure home for this position could be in a variety of departments. The Center for the study of Women, Gender and Sexuality studies supports this idea.

4. Hires in the Geography department, in biogeography and meteorology. These searches have the support of the Institute Environment, Sustainability and Energy and the Geography department. Priority could be given to qualified applicants who also work in Southeast Asia, who could teach courses on the region, such as the popular tropical hazards course that was lost with a recent departure. There is the potential for a hire in these areas to participate in new research just being started by colleagues in ESE, Biology, Public Health and Geology in Myanmar and Indonesia.

- Individuals impacted and how

The primary goal is to reinforce the depth and breadth of SEAS at NIU lost to retirements and departures, thereby stemming the decline in undergraduate minors and graduate certificate students. With our highly desirable Foreign Language and Area Studies fellowships we should be able to recruit highly qualified students at both the graduate and undergraduate levels.

- Resources required/released

Resources required are faculty lines, including start-up packages.

- Anticipated outcomes

New faculty growth should help invigorate the research program and strengthen our ability to maintain our Department of Education Title VI National Resource status (we are finishing year 2 of a four-year cycle). Depending on who applies for which positions, we should also be able to strengthen our teaching profile with new courses and assisting with coverage of the region. We are particularly weak at the moment in Thai Studies, and would like to add more capacity on Burma/Myanmar.
2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

As per the discussion above, partnerships include: Anthropology, FLAL, CSWGS, ESE, Geography, Public Health, and Biology.
CLAS Program Prioritization Response and Action Template

Program: BA/BS in SOCIOLOGY
Director: Kirk Miller

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes
What type of response to that recommendation do you propose? Routine Action

1. If a Significant New Action is proposed, provide the following:
   - Description of action steps (w/ timeline)
   - Individuals impacted and how
   - Resources required/released
   - Anticipated outcomes

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.
If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid? Yes

What type of response to that recommendation do you propose?

Routine (Action Steps 1-3)

Significant Action (Action Step 4)

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:
   
   • Description of action steps (w/ timeline)
   
   • Action Step 1: Developing a non-thesis track to complete the MA, most likely by counting a graduate internship as a capstone experience (equivalent to the thesis.) This could also involve developing an applied sociology track in the program. Partnerships with NGOLD and Public Administration could be logical in this regard. We expect to have a proposal for consideration to be included in the 2017-18 graduate catalog.
   
   • Action Step 2: Developing a five-year (4+1) accelerated Bachelor’s/MA degree program, which would capitalize on program collaboration between the Bachelor’s and MA programs. We expect to have a proposal for consideration to be included in the 2017-18 graduate catalog.
   
   • Action Step 3: Creating new graduate certificates programs. Certificates in criminology and social inequality (race, class, gender, sexuality) better align with student demand and current faculty expertise. We also will explore the creation of a certificate in applied sociology, but this would require additional investments because only 1-2 faculty are engaged in this specialization. We expect to have proposals for consideration to be included in the 2017-18 graduate catalog. These initiatives will contribute to the diversity goals of the university by attracting increased graduate enrollments, and are especially attractive among racial and ethnic minority and women students.
• Action Step 4: Developing a criminology MA degree program, perhaps in conjunction with the School of Global and Public Affairs. This would require investment in additional faculty line(s) and could be enhanced in collaboration with other programs, such as the MPA program. Sociology has 15 or more courses currently in the graduate catalog that could be built into a criminology degree program, which is sufficient to offer a distinct MA degree in Criminology. This will take at least 2-4 years to fully develop because it will require completing a formal program proposal, the time needed to have the program proposal go through the entire review process and will require hiring at least 1-2 criminology specialists to effectively deliver this program. Program curricular design could be completed in the next year. The length of the process for degree program approval after that is unknown. Institutional resource commitment to hiring in criminology is currently weak; understandable given resource constraints. Considering the racialized patterns of crime and societal and system responses to crime, these initiatives will contribute to the diversity goals of the university by attracting increased graduate enrollments among racial and ethnic minorities.

• Individuals impacted and how

This will positively impact students and potential students. It will force some re-arrangement of workload assignments for criminology specialist faculty members in Sociology, which may have a ripple effect in terms of other course assignments.

• Resources required/released

Action Step 3 and especially Action Step 4 would require faculty hires in order to offer sufficient course sections to address student enrollment demand. Hiring would emphasize the importance of online graduate course delivery in order to compete more effectively for criminology graduate students with the goal of developing a fully online graduate certificate in Criminology and largely online MA program in Criminology. At least some additional hiring could be undertaken in partnership with other units, especially units that have a diversity focus. We expect that hires in criminology could be high probability diversity candidate faculty hires.

• Anticipated outcomes

• Attractive curricular offerings drawing new graduate students to NIU
• Increased enrollment demand, especially among mid-career professionals, more likely to be tuition-paying graduate students
• Increased certificate and degree conferral
• High profile and policy-relevant research with high potential for external funding
• Potential for more diverse faculty
• Potential for more diverse students

Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

See above. Possible partnerships with School of Public and Global Affairs, MPA, WGS, NGOLD, LLAS.
**TASK FORCE COMMENTS:** Narrative provided no argument why someone needs a PhD in this area. Program is contingent on grants making success more challenging. General comments on other programs should not be included in narrative. If more faculty are needed why are there no numbers? Overall narrative is not convincing. Program not recommended at this time.

**CLAS Program Prioritization Response and Action Template**

**Program:** Interdisciplinary PhD in Public Affairs  
**Director:** Jeremy Groves, Economics

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?

Yes/No (if no, why not)

**NO**

[NOTE: this is a degree of the School of Public & Global Affairs and not the Department of Public Administration.]

1. Narrative provided no argument why someone needs a PhD in this area.

   **Response:** The full proposal contains substantial marketing evidence of a strong demand for graduates trained in nonprofit leadership and development, financial management of public and nonprofit agencies, and program evaluation. As the proposal outlines, this higher demand is comprised of an increasing number of practitioners seeking to add to their education and increases in the number of students seeking academic appointments in the growing field of Public Affairs across academia. Many of the existing program are finding it difficult to expand to meet this increased demand due to the inability to find qualified faculty holding PhDs in Public Affairs. This program is specifically designed to be able to meet this increased market demand without requiring a large investment by the university by exploiting untapped faculty resources already on campus. The result is a new, highly demanded degree program and the explicit creation of a framework to facilitate and expand interdisciplinary research and collaboration among the faculty of NIU.

2. Program is contingent on grants making success more challenging.

   **Response:** This element was misunderstood by the taskforce. The program is NOT contingent on grant proposals being successful. Rather, the internship/practicum experiences are enhanced with funding of students by CGS projects and ally programs such as Political Science, NGOLD, and Economics, to name a few. All of these are possible without additional grant funding. Grant funding is only highlighted as a strongly encouraged element of the program for faculty to expand their
research, to increase the collaboration with students in this research, and enhance the importance and visibility of both the IPPA program and allied programs and departments.

3. General comments on other programs should not be included in narrative.

**Response:** We believe that including information and comments on other programs is absolutely necessary for this program given its unique, interdisciplinary design. The interdisciplinary nature of this proposed PhD is what gives it a comparative advantage over other programs and allows this program to move forward in light of the limited supply of academics with PhD in Public Affairs (highlighted above). Additionally the design provides the University maximum benefit at a minimal cost by exploiting faculty resources currently on campus. We are in the process of compiling evidence showing a majority of the faculty that has expressed interest in participating in this program already have an established track record of interdisciplinary collaboration and research. This program is design to tap into this resource thereby tying this program to its allied programs and departments. The success of this program is intrinsically related to the strategic growth and development of the allied degree programs and departments. As the IPPA program grows (given the high demand for such programs coupled with the few number of existing programs) it will provide opportunities for growth within the allied programs and departments.

4. If more faculty are needed why are there no numbers?

**Response:** As stated, the interdisciplinary nature of the IPPA means it is largely dependent on the strategic growth and development of contributing degrees and departments. The design of the program is to exploit existing and new resources from existing programs and departments. At the start of the program, the proposal assumes course buyouts from contributing departments so that core IPPA courses are taught in a timely manner with no need for new faculty lines. Elective courses for the IPPA program are taken from courses already offered on campus therefore requiring a minimal initial investment by the university. As the program grows, the proposal discusses the value of adding joint hires in key substantive areas that would enhance the IPPA’s value to the marketplace and the strategic growth and development of allied programs. One such example is the addition of a development economist with a joint appointment between the Department of Economics and CLCE, both members of the School of Public and Global Affairs, to serve those programs in addition to IPPA students.
What type of response to that recommendation do you propose?

☐ No Action
☐ Routine Action
X Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If a Significant New Action is proposed, provide the following:

   • Description of action steps (w/ timeline)

     **Summer 2016**: Completion of review of evidence of existing interdisciplinary research and collaboration among interested NIU faculty.

     **Fall 2016**: Submission of final proposal to the College of Liberal Arts and Sciences Curriculum Committee to begin approval process.

     **Fall 2017/Spring 2018**:

     • Search and placement of a Director of the program and program administrative assistant.
     • Search for initial applicant class and further advertisement of program.

     **Fall 2018**: Start of first class of IPPA students.

   • Individuals impacted and how

     The list includes existing faculty members who have expressed explicit interest in being part of the program and are associated with the School of Public and Global Affairs. These faculty will be providing instruction for either the four core IPPA course or necessary electives (courses already taught by the faculty). Additionally, these faculty will make up the faculty of the IPPA program and will therefore serve as advisors and committee members for the PhD students who are part of the program. As the proposal outlines, a committee must be made up of members from at least two different departments.

   • Resources required/released

     **Space and Materials**: As a program of the School of Public and Global Affairs, the program will have full access to all available space and materials currently assigned to
the members of the School (Department of Public Administration, Economics, Political Science, and NGOLD).

**Administration:** The program will be in need of a Director serving a role similar to current Directors of Graduate Studies for existing PhD programs. This includes a single course release and one additional month of pay (totaling a 10 month salary). Additionally, the program requires a single administrative assistant position to assist the Director and students and act as the coordinator for recruiting and marketing activities for the degree including, but not limited to, overseeing online and social assets.

**Financial:** Funding for the additional month of salary for the Director and the salary for the program administrative assistant. Additionally the program will need funding for course buyouts for faculty from allied departments to cover the core IPPA courses. Finally, the program plans on offering a total of 15 graduate assistantships (at 5 per year) for students of the program. These funds will be more than offset by the ability of these graduate assistants to provide undergraduate course instruction for the allied departments of the IPPA program.

- **Anticipated outcomes**

The program expects to admit 5 full-time students per year and at least 3 part-time students per year during its early stages. These students will be both academics and practitioners with existing Master’s degrees in various related fields. As stated earlier, the full-time students will be serving as graduate assistants providing instructional support for allied departments depending on the student’s existing Master’s degree field. The program anticipates producing graduate students with multiple competencies. Upon earning an IPPA, graduates will be able to:

- Critically evaluate, build on, and utilize the theories and practices of Public Affairs in government and nonprofit applications.
- Effectively frame problems, discuss relevant research, and frame alternative solutions to a diverse group of stakeholders engaged in a public affairs problem or issue.
- Apply in-depth interdisciplinary knowledge and skills relevant to public affairs problems or issues.
- Understand and utilize basic data management and statistical analysis using both quantitative and qualitative data.
- Clearly and critically communicate and cooperate with professionals and academics in various fields outside but related to public affairs.
- Research, construct, employ, and evaluate interdisciplinary solutions to problems and issues faced by government or non-governmental agencies.
As the program grows, it is expected that new (most likely joint) faculty lines will be added among the allied departments to enhance both the quality and market demand of the IPPA program and the quality of allied programs across the university. Furthermore, it is expected that the interdisciplinary design of the program will provide the framework to facilitate and expand the interdisciplinary research and collaboration of NIU faculty members across departments and colleges further increasing the scholarship of the university.

2. **Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.**

As this is a program housed in the School of Public and Global Affairs, all of the member units (which are the Departments of Public Administration, Political Science, and Economics, NGOLD, and the Center for Governmental Studies) will be impacted. The interdisciplinary nature of the program and the fact that membership within the School and the IPPA faculty is open to all faculty at NIU allows for impacts across other departments including Engineering, Accounting, and the Allied Health Programs. The most immediate and basic impact on these units is the creation of an explicit infrastructure to facilitate increased interdisciplinary collaboration and research at NIU. This will increase the exposure and notoriety of the various participating units across the university. As this program grows and new areas of specialization and study are identified, member units will be able to work together under the umbrella of the School of Public and Global Affairs to add to their own faculty via new, possibly joint, faculty lines. These lines will not only provide direct support to the individual units, but also the increased growth and marketability of the IPPA program.
This is an action plan and response to the Academic Task Force Report for the following programs of the Division of Statistics

1. **CLAS STAT (C-KV00000-01) - M.S. in Applied Probability and Statistics**
   
   AcTF report: **Candidate for Enhancement**
   
   "Program boasts high scholarly productivity, high student satisfaction and outcomes, and strongly supportive reviews from employers. Program has good plans for interdisciplinary programs with CSCI, ISYE, and Public Health. AcTF agrees with separation of Math and Statistics as it would enhance both departments. It is appropriate to add resources to a program separating from an existing department."

2. **CLAS STAT (C-KV00000-02) - Statistical Consulting Services**

   AcTF report: **Candidate for Transformation**

   "Program important resource to NIU. Needs better marketing plan for internal and external constituencies. Needs clear billing structure. Narrative gave no data regarding services rendered, who directs center or who provides services. Program would benefit from transformation and marketing."

3. **CLAS STAT (C-KV00000-03) – Proposed Bachelor of Science in Statistics**

   AcTF report: **Proposed Academic Programs The AcTF supports**

   "AcTF believes that separating statistics from math would strengthen both programs. Student demand is there but program needs more faculty to maintain current operations. A major in stats would support social sciences that rely on stat courses and raise internal demand. AcTF supports this program if resources are available."

**Response**

- **Department of Statistics:** We appreciate the strong recommendation from the AcTF to separate the Department of Statistics from math. This strong recommendations from a third body external to the Division of Statistics adds to two previous strong recommendations

  1. Mathematician External reviewer in Program Review 2012: “The ideal, long term solution for ensuring strong statistics on the NIU campus is to create a separate department of statistics”

  2. A 2014 report from Dean McCord (and Provost Freeman) “We support the creation of a separate Department of Statistics, coupled with the creation of a separate Bachelor of Science in Statistics”.
• **BS in Statistics:** We also appreciate the strong recommendations from the AcTF to create a Bachelor of Science in Statistics which adds to previous strong recommendations from (1) the External reviewers in 2012 Program Review and (2) Dean McCord (and Provost Freeman)

• **Quality:** We also appreciate AcTF report on high scholarly productivity, high student satisfaction and outcomes, and strongly supportive reviews from employers.

• **Statistical Consulting Service (SCS):** We appreciate the strong endorsement from AcTF that the SCS is an important resource to NIU. SCS services, operating structure and other information are detailed below.

**Action Plan**

• **Resources:** We appreciate the strong recommendations from the AcTF to add resources in both its report on C-KV00000-01 “It is appropriate to add resources to a program separating from an existing department.” and on C-KV00000-03 “AcTF supports this program if resources are available”

• **Faculty Hiring**
  o Statistics has been operating with 22% loss of TTE faculty since 2013. The faculty loss is expected to reach 33% in beginning Fall 2016. In contrast, nationally, including at UIUC, statistics programs have been rapidly expanding.
  
  o **AY17 action plan:** Approval is requested for a senior TTE statistics faculty position search for the position of the Director of the Division of Statistics.
  o **AY17 action plan:** Approval is requested for a tenure-track Actuarial Science faculty position to meet the demands of the Actuarial Science program
  o **AY18 action plan:** Approval is requested for two TTE statistics faculty position search with specialties to be decided by the then Statistics leadership. These positions are requested to meet the demands of the new Bachelors of Statistics program, the new Department of Statistics and the enhancement of the MS program in Applied Probability and Statistics
  o **AY19 action plan:** Approval is requested for one TTE statistics faculty position search with specialties to be decided by the then Statistics leadership. This position is requested to meet the demands of the new Bachelors of Statistics program, the new Department of Statistics and the enhancement of the MS program in Applied Probability and Statistics.
• **Bachelors of Statistics: a new Program**

  o This proposal is for a new Bachelor of Science in Statistics (BS-STAT) which does not currently exist in NIU curriculum.
  o The current BS in Mathematical Sciences (BS-MATH) includes Emphasis 4: Probability and Statistics and Emphasis 6: Actuarial Science. This proposal will separate these two emphases from BS-MATH and will structure these two emphases within BS-STAT.
  o The proposed BS-STAT will include multiple emphases. Emphasis 1: Actuarial Science and Emphasis 2: Mathematical Statistics will be re-thought/re-structured revisions of existing STAT/Actuarial emphases. New emphases will include Emphasis 3: Statistical data analytics, Emphasis 4: Biostatistics and others.
  o The proposed BS-STAT program will be based on the foundations of the STAT cores courses already offered in the current Actuarial-STAT emphases, with modification and addition of emphasis-specific courses.

**Bachelors degree in Statistics**

- **Actuarial Science Emphasis:**
  - Math prereqs up to Calc III and Linear Algebra
  - 4 Existing Stat Core Courses
  - 5 Existing Actuarial Core Courses
  - ACCY, ECON,FINA courses

- **Mathematical Statistics Emphasis (with potential of double major in Math)**
  - Math courses up to Advanced Calculus
  - 4 Existing Stat Core Courses
  - 3 Existing Emphasis Specific Stat Courses

- **Statistical Data Analytics Emphasis**
  - Math prereqs up to Calc III
  - 4 Existing Stat Core Courses
  - 1 Existing + 1 New shared + 1 New Emphasis Specific Stat Courses + SAS/SPSS certification
  - CS/OMIS courses

- **Biostatistics Emphasis**
  - Math prereqs up to Calc II
  - 4 Existing Stat Core Courses
  - 1 Existing + 1 New shared + 2 New Emphasis Specific Stat Courses
  - Biology and CHHS courses
The Division of Statistics’ TTE and non-TTE faculties presently serve and support:

- more than 2000 students annually through its 200/300 level STAT service courses,
- students in the BS in Actuarial and STAT emphases through its upper division core and emphases specific courses
- majors from many disciplines through its upper division courses,
- masters students in the MS in Applied Probability and Statistics program
- a significant number of Statistics PhD students in the Mathematical Sciences PhD program
- students, faculties, staff, alumni from the NIU community as well as external clients through its Statistical Consulting Service

The proposed BS-STAT program will strongly complement this Statistics portfolio of the Division in particular and NIU in general. It will also address the significant demands for a BS-STAT degree.

**Timeline**

- **AY17**: Development of the curriculum for the BS in Statistics program by the Statistics leadership.
- *The Statistics unit requests autonomy, with the supervision of CLAS, for the development of the BS in Statistics program which is to be housed in the Department of Statistics.*
- **AY17**: Submission of the BS in Statistics program to the CLAS and University committees and bodies for review and feedback.
- **AY18**: Revision of the program based on feedback and resubmission with expected approval
- **AY19**: Expected beginning of enrollment into the program
• **Department of Statistics: a new Department**

  o **In the current structure of the Division of Statistics**

    - **Budget:** The Division independently manages all budget lines, including Instructional Staffing budgets, operating budgets, Foundation accounts, indirect cost and related budgets (41 account) and GA budgets.

    - **Personnel and Hiring:** The Division has independent Personnel committee and runs independent faculty hiring process, separate staff and instructor hiring processes, separate Annual merit review process and separate faculty promotion processes.

    - **By-Laws and Personnel Procedure:** The Division of Statistics has been operating under its By-Laws and Personnel Procedure documents since the inception of the Division in the mid-1980s. These documents specify the positions and roles of the Director of the Division, the Statistical Consulting Service, and the various committees of the Division. The Division has an office manager and a secretary. The Recruiting and Advising Assistant assists in undergraduate recruiting and advising.

    - **Office, Computing etc.:** The Division of Statistics operates its own physical office and has one office manager and another secretary. The statistics faculty offices are in the Division of Statistics at Du Sable Hall. The computing structure is maintained by CLAS computing staff.

    The Division operates the Statistics Assistance Center (SAC) which is run in the same room as the Mathematics Assistance Center (MAC).

    - **Program: MS in Applied Probability and Statistics:** The Division independently operates all facets of this program.

    - **Program: BS in Math Actuarial Science Emphasis 6 and Probability and Statistics Emphasis 4:** The Division currently offers and operates all Actuarial Science, Probability and Statistics courses for these emphases. The Director of Undergraduate and Graduate Studies of the Division and the Recruiting and Advising Assistant of the Division advise the majors in these emphases.

    - **Program: Statistics Ph.D. students in the PhD program in Mathematical Sciences (n = 10+).** These students are currently jointly advised by the Director of Graduate studies in the Department of Mathematical Sciences and the Graduate and Undergraduate Studies director in the Division of Statistics. They work with Statistics faculty as their PhD advisors.
In the proposed structure for the Department of Statistics

- **Budget:** The Department will independently manages all budget lines which are currently managed by the Division
- **By-Laws and Personnel Procedure and Personnel and Hiring** The Division By-Laws and Personnel procedures will be modified and updated to reflect the structure of the department. All other aspects will mostly remain similar.
- The faculty tenure lines will be transferred to the Department of Statistics
- **Office, Computing etc.:** The new Department of Statistics may require additional space for its majors and faculty.

The Statistics unit would like to make a strong request to separate the physical location of the Statistics Assistance Unit (SAC) from the Mathematics Assistance Unit (MAC). The current location is often extremely crowded and the Statistics Graduate Tutors are often pushed to one table in the room.

- **Program: MS in Applied Probability and Statistics:** The Department will independently operates all facets of this program
- **Program: Bachelor of Science in Statistics (BS-STAT new):** BS-STAT will include multiple emphases. Emphasis 1: Actuarial Science and Emphasis 2: Mathematical Statistics will be re-thought/re-structured revisions of existing STAT/Actuarial emphases. New emphases will include Emphasis 3: Statistical data analytics, Emphasis 4: Biostatistics and others.

*The Statistics unit requests autonomy, with the supervision of CLAS, for the development of the BS-STAT program which is to be housed in the Department of Statistics*

- **Program:** Statistics Ph.D. students in the PhD program in Mathematical Sciences. No immediate change is expected to this program but it is expected that this program will evolve into an independent program with the development of the Department of Statistics

- **Timeline**
  - **AY17:** External search to fill the position of the Director of the Division and to-be-Chair of the Department of Statistics
  - **AY17:** Initiation of the process for the creation of the Department of Statistics
  - **AY18:** Continuation of the process under the leadership of the newly hired Direct
  - **AY19:** Expected beginning of the Department of Statistics
• **Statistical Consulting Service (SCS)**

  o Statistical Consulting Service (SCS) provides statistical service for the advancement of knowledge in learning, research and scholarship. Its services go substantially beyond what is commonly considered to be “statistical consulting”.

  o The integral role of Statistical Consulting Service (SCS) within the Statistics Unit is defined in its By-Laws “The University's Statistical Consulting Laboratory shall exist within the Division of Statistics. Its main function shall be to provide the university community with the help they need in developing and/or implementing statistical aspects of their research activities. Consulting services may be extended to governmental agencies, business and industrial organizations and others in the wider community. It will also serve as a laboratory for the training of graduate students in the Division."

  o The By-Laws also define the Director of the Division and the SCS director (faculty consultant) as the primary individuals responsible for the operations of the SCS.

  o The Statistics unit office manager and secretary manages the secretarial work for SCS.

  o **SCS Fee structure:**

    ▪ **Initial Consultation Fee:** SCS charges a nominal $25 fee for NIU students, $40 for NIU alumni, $50 for other clients, for the first meeting. The first meeting usually lasts from one-half to one hour. Hourly fees (see below) apply for services provided beyond the first meeting.

    ▪ **Extended Services:** Clients are charged hourly fees for services beyond the first meeting. Our current fee schedule follows:
      - Clients who are NIU Undergraduate students are charged $25 per hour
      - Clients who are NIU Graduate students are charged $30 per hour
      - Clients who are NIU Alumni are charged $50 per hour
      - Clients who are NIU Staff are charged $50 per hour
      - Clients who are NIU Faculty/Administrators/Departments are charged $100 per hour
      - Clients from outside of NIU are charged $150 per hour

    ▪ **Sponsored Research:** Clients who engage in sponsored research are encouraged to include statistical consulting in their proposals. This can take the form of a direct-cost line item, a partial or full graduate assistantship, or partial funding of faculty member.
o **SCS clients:**
  - 56% of SCS clients are NIU graduate students, and 23% are NIU faculties
  - Other clients include NIU Alumni (2%), NIU Undergraduate students (4%), NIU staff (4%) and External clients (14%).
  - SCS clients have included members of all seven colleges of NIU, NIU Athletics, NIU Centers and NIU Alumni
  - 29% of SCS clients are from CHHS, 20% from CLAS, 15% from CEDU whereas 14% are external clients and 10% have unrecorded NIU affiliations.

o **SCS strives to provide the following for advancement of knowledge**
  - A climate for engaged learning for its graduate and undergraduate student clients
  - A climate for engaged learning to the student consultants who work at SCS that evolves from the synergy of research, artistry,
  - A climate for engaged teaching in the Statistical consulting course, a core requirement for the MS and PhD STAT students
  - A climate for Student-Success for the student-clients and student consultants
  - A climate for interdisciplinary collaborations across many fields and disciplines and a rich climate for scholarly endeavors for NIU faculty, alumni, staff and external clients

o **Engaged learning for Student Consultants who work at SCS**
  - The student consultants of the SCS strongly benefit from engaged learning in the SCS that evolves from the synergy of research, artistry, and service, and from the climate of scholarly endeavors, that lead to Student-Success in their graduate studies at NIU and in their career beyond NIU.
  - AbbVie Inc. Externship: Statistics graduate students have been working on an Externship program (work as GA at AbbVie Inc. locations) that is continuing uninterrupted since 2012. The externs are selected each year by AbbVie scientist researchers via an extensive interview process. So far, each extern selected by AbbVie researchers have had prior experience as student consultant in SCS
  - The course on Statistical Consulting is a core requirement of both the MS in Statistics and the current Statistics track in the Mathematical Sciences PhD program. This course is in the true spirit of engaged learning where the students are exposed to real world statistical problems. This course teaches and evaluates career preparedness in terms of synthesis of formulation, methodology, data analysis and communication. This course is usually taught by the faculty director of SCS drawing from the experiences and examples at
Engaged learning from SCS student clients

- The SCS student clients are from a variety of disciplines with substantially varying statistical backgrounds and SCS provides them with the necessary training in statistical knowledge and skills for understanding and development of their projects.
- In the initial meeting, the student clients are provided with feedback on appropriateness of the experimental design, data collection and the usefulness of appropriate statistical methodologies. The student clients also need to formulate and explain research hypotheses to the SCS team, a deep learning exercise in itself.
- Through the statistical analysis project cycle, the SCS team continues to communicate with the student client on the research questions and the formulation and appropriateness of the statistical methods. This process reinforces the learning of the clients on the statistical methods and considerations regarding their research questions.
- At the conclusion of the statistical analysis, the SCS team meets face-to-face with the student client to explain the statistical analyses, its interpretations and conclusion. The student client learns the statistical methods which are appropriate for the project, any alternatives and data issues that cause certain drawbacks on these methods. The training will provide the student clients adequate statistical knowledge in understanding and interpreting the results from the statistical analyses.
- For clients from areas such as education and nursing, there will also be email communications after the final face-to-face meeting to answer any questions that the client may have regarding the analyses. These questions include why a specific method is used, what are the assumptions of the method and how to interpret a result. Due to the fact that
- SCS projects from Master’s and PhD student clients in disciplines such as in Education and Nursing often require a variety of statistical methods (e.g., from different branches of statistics) that are not covered by the standard statistical training in these disciplines. The SCS team often provides these students targeted training in statistical methods that will allow them to succeed in their Master’s and PhD research.

Statistical Consulting at Peer Universities:
Statistical Consulting Service is a common theme in Statistics program at many Universities, such as the "Illinois Statistics Office" in the Department of Statistics at UIUC (http://www.stat.illinois.edu/statconsulting/index.shtml), the "Statistical
Laboratory” in the Department of Math-Stat-CS at UIC (http://www.math.uic.edu/StatLab), and many others.

- **Issues with current fee structure:** SCS is a provider of statistical service for the advancement of knowledge in learning, research and scholarship. SCS services are currently provided based on a tiered (student, alumni, staff, faculty, external clients) fee structure. The structure often creates significant philosophical conflicts with academic principles and especially with SCS’s broader academic missions, for those involved in SCS operations. These conflicts are acute, for example, with self-supporting self-paying student clients, or when SCS services have to be declined to NIU student clients for lack of payment promise.

- **Alternative fee structure?** SCS is the provider of a core service of statistical support to the NIU community. Its statistical services provide engaged learning to NIU students, interdisciplinary collaborations to NIU faculty, alumni and staff, and go well beyond what is usually considered as “statistical consulting”. An alternative system has the potential to lead to improved effectiveness for SCS in its contribution to advance NIU student and faculty learning and research. One possibility is to have a unit/college/university level fund to which prospective student (and other NIU) clients can apply to for using SCS service.

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**Internal/External Demand and Impact.**
The use of statistics towards advancement of knowledge and the demand for statistics in every aspects of the society are both sharply rising. As a consequence of this society demand, Statistics is the fastest growing STEM undergraduate degree (NCES). The creation of a new Department of Statistics and structuring the enhancement of the existing MS-STAT, the proposed BS-STAT, the transformed Statistical Consulting Service the will be strongly aligned with NIU’s vision to be the premier student-centered, research-focused public university in the Midwest, contributing to the advancement of knowledge. The new department and its programs will contribute to NIU’s mission to promote excellence and engagement in teaching and learning by

- Advancing training of the students in communication, presentation, technical and analytical skills and help provide the broader context of preparing the students as lifelong learners and productive, socially conscious citizens of the society in the role of Actuaries, Biostatisticians, Data Analytics, and Statisticians.
- Providing an excellent academic climate of learning and respect for the intrinsic dignity of each individual.
- The BS and MS program curriculum and activities will address the outcome of general and specialized skills and knowledge in Actuarial Science, Biostatistics, Data Analytics and Statistics, and will lead to Student Success for its graduates entering the work place as professional statisticians or entering higher studies.
- As noted by the AcTF, the existing MS-STAT “Program boasts high scholarly productivity, high student satisfaction and outcomes, and strongly supportive reviews from employers” which could be taken as strong predictors of the success of the new Department of Statistics and the new BS-STAT program

Career/Society Demand for undergraduate and graduate Statistics Programs

- “Last year, LinkedIn named "statistical analysis and data mining" one of the "hottest skills that got people hired."
- “Job site CareerCast and advocacy organization Young Invincibles recently named statistics in separate reports one of the best careers for millennials”
- “In a 2011 report, McKinsey Global Institute stated a "significant constraint on realizing value from Big Data will be a shortage of talent, particularly of people with deep expertise in statistics and machine learning," and predicted a potential shortage in the U.S. of 140,000 to 190,000 workers with deep analytical skills by the year 2018.”
- “Total employment for statisticians has grown from 28,000 positions in 2010 to 85,000 in 2014”- “BLS projects job growth for statisticians will increase 27% between 2012 and 2022, outpacing the projected 11% rate for all other occupations.”
- “The number of graduates in statistics each year--approximately 2,000 bachelor's degrees, 3,000 master's degrees and 575 doctorate degrees”
“Statistics is one of the fastest-growing degrees in the U.S., but the growth may not be enough to satisfy the high demand for statisticians”

- “... by the National Center for Education Statistics shows bachelor's degrees in statistics grew 17% from 2013 to 2014. This marks 15 consecutive years the number of undergraduates in statistics has risen, increasing by more than 300% since the 1990s. For comparison, the number of undergraduates earning science and engineering degrees grew by 72% over the same period”

- “From 2000 to 2014, master's and doctorate degrees in statistics also grew significantly at 260% and 132%, respectively.”

- “The number of universities granting degrees in statistics also has grown, increasing by 50% for bachelor's degrees and 20% for master's degrees from 2003 to 2014.”

- Wall Street Journal 2013/03/01 “More students arrive in college with an interest in statistics thanks to the launch of an Advanced Placement examination in the subject in 1997. The number of high-school students taking the college-level test has more than tripled since 2001, to 149,165 last year”

- Fastest-Growing STEM Undergraduate Degrees (Data from NCES, analysis by ASA)

<table>
<thead>
<tr>
<th>Degree</th>
<th>% Increase from 2010</th>
<th># of 2013 Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>95.1</td>
<td>1,656</td>
</tr>
<tr>
<td>Computer Info Tech Admin. &amp; Mgmt.</td>
<td>92.0</td>
<td>1,985</td>
</tr>
<tr>
<td>Environmental/Environmental Health Engineering</td>
<td>86.4</td>
<td>1,195</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics, Other</td>
<td>80.0</td>
<td>216</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>77.2</td>
<td>466</td>
</tr>
</tbody>
</table>
In 2015, American Statistical Association interviewed departments with large BS-STAT enrollments. Excerpts from the UIUC interview “At our university, we have seen a dramatic rise in the number of newly admitted freshmen declaring statistics as their major on the application, so it is clear high-school students are becoming more aware of the field. The growth of AP Statistics and K–12 statistical education is surely a factor, as is the recent media coverage of data science opportunities in the job market.”

Regionally, UIUC, with its independent BS, MS and PhD STAT programs, has seen strong surge in enrollment, parallel to the national demand for statistics programs.

Enrollment in NIU BS emphases in Actuarial and STAT shows growing trends. The currently existing undergraduate STAT offerings at NIU are two emphases within BS in Mathematical Sciences. Emphasis 4: Probability and Statistics and Emphasis 6: Actuarial Science. These emphases, not being separate BS degrees, do not show up in most online searches.

- A Google search under “BS in statistics” locates BS-STAT program at UIOWA, Loyola, UChicago, UIC, UIUC, and even CMU, UCLA, Wright State, but not NIU.
- IBHE does not list any Bachelors level Statistics option at NIU in its databases.
- NIU Careers Services http://www.niu.edu/careerservices/weblinks/majors/index.shtml list of “Careers by NIU/Majors” does not list any option in Statistics.
- “Statistics” does not appear in the Contents Page 5 in the 2015-16 NIU undergraduate catalog.

Despite this hidden stature of NIU’s Statistics in almost all NIU, state and global knowledge outlets, enrollment in BS emphases in Actuarial and STAT has achieved a 1.5 times growth from 2009 to 2014.
Much of this growth is due to increase in the number of students transferring into the emphases or declaring the emphases as a second major. Students who are already at NIU learn about the STAT either by their exposure to STAT course or by the increasing need in other disciplines to understand statistical methods and to perform proper data analyses. Once NIU students learn about the Actuarial and STAT emphases, some find these opportunities to be attractive, partly fueled by AP-STATs in high school and strong demand for statisticians in the job market.

The situation has changed somewhat in recent years. High school students are now more aware of Actuarial Science and they learn about the NIU program, not directly from NIU outlets, but from Society of Actuaries where the NIU program is listed. As a consequence, 16% of current Actuarial-STAT emphases students are freshmen, mostly in Actuarial Science. At NIU-STAT, we are getting calls and meeting with high school juniors, seniors and their parents focused to pursue the Actuarial programs; this was unheard off in the past. They are generally completely unaware that NIU also offers a BS-STAT emphasis and often becomes interested once they know about the emphasis.

As many reports point out, the rise in demand for STAT degrees is fueled by the rise in AP-STAT exam takers (160,000 in 2012). This demand is however, currently unmet at NIU as potential recruits may not know about the STAT offerings at NIU. The new Department of Statistics and the proposed BS-STAT program is poised to address this demand. Further, the proposed BS-STAT will offer new emphases in Statistical Data Analytics and Biostatistics, both of which have strong and sustained demands.
CLAS Program Prioritization Response and Action Template

Program: Center for the Study of Women, Gender & Sexuality  Director: Myers

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

Do you consider the action recommended to be valid?  
Yes/No (if no, why not)  Yes

What type of response to that recommendation do you propose?  
☐ No Action  
☐ Routine Action  
☒ X  Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. Overview of plan

A. CSWGS plans to revise and resubmit a proposal to create a new major in Women, Gender, & Sexuality Studies (WGSS) at NIU. In 2010, a proposal to create a BA/BS in Women’s Studies (WOMS) was submitted and approved through all of the appropriate curricular channels. Provost Alden tabled the proposal, arguing that the IBHE would not approve new majors with low enrollments.

CSWGS is poised and ready for this move. We offer a rich, comprehensive curriculum with spiraling, increasingly complex student learning outcomes. We offer enough WGST and LGBT courses on a regular basis for students to be able to complete a major in a timely manner. As Table 1 shows, CSWGS currently offers 54 credit hours of undergraduate courses in Women’s and Gender Studies and LGBT Studies. This does not include courses taught by other departments, like SOCI 357 (Sociology of Gender), which we count toward our existing academic products. Nor does it count new courses to be created if we are able to hire more faculty. As compared to other academic diversity centers at NIU, the CSWGS offers the most courses with its own unique course designators (as compared to ILAS courses). We have demand for the major right now. And we have a working draft of the proposal that can be edited with ease.

The proposed WGSS major will have a broad intellectual focus, including courses on gender and sexuality as well as Women’s Studies. We will argue that this major will draw larger numbers of enrollments than a major in Women’s Studies. As Chart 1 indicates, annual completions in CSWGS increase as we continue to offer more products.
### Table 1: CSWGS Courses Currently Listed in the Catalog

<table>
<thead>
<tr>
<th>Introductory level</th>
<th>Developing level</th>
<th>Advanced level</th>
<th>Experiential/enhanced training</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGST 101*: Women, Sex, and Gender Today</td>
<td>LGBT 350*: LGBT Studies</td>
<td>LGBT 400*: Queer Theory</td>
<td>LGBT 390: Internship in LGBT Studies</td>
</tr>
<tr>
<td>WGST 201*: Gender and Justice in Global Perspectives</td>
<td>LGBT 351+: Research in Lesbian, Gay, Bisexual, &amp; Transgender Studies</td>
<td>LGBT 450+: Transgender Studies</td>
<td>WGST 390:- Internship in Women’s and Gender Studies</td>
</tr>
<tr>
<td>WGST202*: Women and Cultural Expression</td>
<td>WGST 324+: Women in Science</td>
<td>LGBT 460: Special Topics in Lesbian, Gay, Bisexual, Transgender Studies</td>
<td>WGST 439: Independent Study in Women’s and Gender Studies</td>
</tr>
<tr>
<td>WGST 240: Issues in Women’s and Gender Studies</td>
<td>WGST 332: Growing Up Girl</td>
<td>WGST 424+: Topics in Gender and STEM</td>
<td>Note: An independent study in LGBT Studies is forthcoming</td>
</tr>
</tbody>
</table>

*Currently required for one or more undergraduate academic products
+ Challenges offering course due to lack of staff

### Chart 1: CSWGS Product Completions by Term, 2010-2015

![Chart showing CSWGS product completions by term, 2010-2015](chart.png)
We will argue that this major will also draw new students to NIU, and help retain strong students who may not be getting what they want out of the current academic offerings at NIU.

B. **CSWGS also plans to meet with the new Dean of the Law School to explore the possibility of designing a joint MA/JD in Sexuality and the Law.** This idea emerged out of a conversation at a Program Prioritization workshop, which encouraged collaboration across units. The MA/JD would meld law courses with graduate coursework in WGSS to focus on emerging and ever-evolving legal issues involving sexuality, including gay marriage, transgender rights, the rights of small businesses to refuse to cater to LGBTQ customers, reproductive rights, partnership rights related to end-of-life legal issues, and much more.

2. **Description of action steps (w/ timeline)**

   May 2016: submit hiring requests to CLAS for review/ranking.

   Summer 2016:
   - Revise major proposal
   - Meet with the new Dean of the Law School regarding MA/JD idea

   Fall 2016:
   - Submit major proposal into the university curricular process.
   - Simultaneously submit catalog language changes for the major, pending approval of proposal
   - Draft MA/JD proposal

   Fall 2017:
   - Submit MA/JD proposal into the curricular process

   *Ideally, if all proposals accepted through the IBHE: Major and MA/JD go into catalog for FY 19 at the latest*

3. **Individuals impacted and how**

   Undergraduate students: the major will allow us to meet student demand and expand their academic options. A major in WGSS will be much more efficient and expedient than a contract major, and it will be more attractive to a broad array of students.

   CSWGS Faculty: a major will raise the prestige level of the program, which will benefit faculty. It would necessitate a larger faculty body, which would allow faculty to teach in their area, explore new courses, and form new interdisciplinary research connections, including the creation of new grant-writing teams. Having more faculty to cover core courses would allow all faculty more time to devote to research agendas and student engagement opportunities.

4. **Resources required/released**

   **New faculty.** Post merge between WOMS and LGBT Studies, the curriculum in CSWGS is already larger than our current faculty can cover. CSWGS expanded its offerings when we created the
minor in LGBT Studies to a) create curricular parity with WOMS and b) to increase the rigor of LGBT Studies. While these changes improve the curriculum and student learning outcomes, they have spread the faculty too thin, as Table 2 shows.

Table 2: Curriculum and Staffing Before and After the Merge of WOMS and LGBT Programs

<table>
<thead>
<tr>
<th>Products offered</th>
<th>Pre-merge (before 2013)</th>
<th>Post merge (since 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMS</td>
<td>Undergraduate minor</td>
<td>Undergraduate Certificate in Women’s &amp; Gender Studies</td>
</tr>
<tr>
<td></td>
<td>Graduate certificate in Women’s Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate certificate in Women’s Studies &amp; the Law</td>
<td></td>
</tr>
<tr>
<td>LGBT</td>
<td>Undergraduate certificate</td>
<td>Undergraduate Certificate in LGBT Studies</td>
</tr>
<tr>
<td></td>
<td>Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>Core courses (8)</td>
<td>WOMS</td>
<td>Core courses (10)</td>
</tr>
<tr>
<td></td>
<td>WOMS 230 (Gen-Ed)</td>
<td>WGST 101 (Gen-Ed)*</td>
</tr>
<tr>
<td></td>
<td>WOMS 235 (Gen-Ed)</td>
<td>WGST 201 (Gen-Ed)*</td>
</tr>
<tr>
<td></td>
<td>WOMS 432</td>
<td>WGST 202 (Gen-Ed)*</td>
</tr>
<tr>
<td></td>
<td>LGBT 350</td>
<td>WGST 432</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LGBT 350 (Gen-Ed)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LGBT 400 *</td>
</tr>
<tr>
<td>Who taught core courses</td>
<td>WOMS</td>
<td>Who teaches core courses</td>
</tr>
<tr>
<td></td>
<td>4 Joint Appointment Faculty</td>
<td>4 Joint Appointment Faculty</td>
</tr>
<tr>
<td></td>
<td>1 SPS</td>
<td>1 SPS</td>
</tr>
<tr>
<td></td>
<td>2.5 FTE GAs for support</td>
<td>2.5-3.5 FTE GAs for support</td>
</tr>
<tr>
<td></td>
<td>Taught as paid overloads</td>
<td></td>
</tr>
</tbody>
</table>

Note: this table excludes electives that are regularly offered, such as WGST 324 Women in Science; WGST 332 Growing up Girl; and LGBT 450 Transgender Studies.

CSWGS faculty are covering more courses with fewer resources (with a cut to both personnel – through the elimination of the LGBT Studies’ budget—and non-personnel budgets).

The CSWGS will submit hiring requests for up to three (3) new joint appointments so as to be able to staff our courses, but also to help fill what we see as intellectual gaps in interdisciplinary programs at NIU and to catch up to the state of our discipline.

Rationale: CSWGS hiring requests will:
- Build upon existing partnerships and expand new ones
- Enable us to diversify faculty, meeting NIU’s mission
Draw in more diverse students
Address emergent issues important to NIU’s campus
Push the curriculum in CSWGS to the cutting edge
Enable CSWGS to deliver the core courses required for our existing curriculum.

Costs:
Salary for each hire would be about $65,000 annually.
If all 3 hires were approved, the cost would be about $195,000 annually.

5. Anticipated Outcomes
This action plan will enhance what CSWGS already does by:

- Recruiting/retaining more diverse faculty and students
- Expanding unique curricular offerings in the region, drawing new students to NIU
- Fostering state-of-the art, interdisciplinary research
  Faculty bring diverse backgrounds and training to the CSWGS. Effective interdisciplinary collaboration is difficult due to the boundaries constructed by different methodologies, theoretical frameworks, standards, and expectations in different disciplines. To work effectively across boundaries, you must master the material within each discipline before you can fully integrate core ideas and build new knowledge. To be successful, you must be a student of many fields, which takes time and resources. More common is multidisciplinarity, in which scholars in one field collaborate with scholars in other fields. Multidisciplinarity requires people to communicate and compromise, but does not require the depth and breadth of learning that interdisciplinarity does. CSWGS has interdisciplinary faculty who publish and teach interdisciplinary material.

- Employing state-of-the art pedagogy
  CSWGS is ripe for this sort of growth. As described in our Program Prioritization narrative, CSWGS uses “high touch” pedagogical practices, diverse academic credentials, and interdisciplinarity to enhance course work in other departments/colleges at NIU, fomenting educational growth of students. The curriculum imparts skills essential for academic success. CSWGS provides a “home,” retaining students who otherwise feel alienated from college life due to marginalizing experiences in society:

  “This program is the best educational experience I had my entire time at NIU. Because of this program, I went to law school, published a book, and became an overall palatable human being (for the most part). I went to one of the best law schools in this country, without the critical thinking skills I learned in these classes I would not have thrived. I am a gender non-conforming queer person of color, without this department I would not have survived academically, professionally, or personally. Consider this the strongest endorsement I have ever given anything. Ever.” (Alum, Women’s Studies Minor, 2006)

  Students explore their role in the world as responsible, active, aware citizens. Students will enter the workforce as culturally competent workers, able to pivot and innovate based on the changing demands of their fields.

- Designing a state-of-the art curriculum
  CSWGS’s literacy-centered curriculum:
- Trains students to reflect and understand how to collect and interpret various forms of information.
- Requires written and oral communication, and collaboration in and out of class.
- Fosters creativity and innovation across broad fields of study.
- Teaches many kinds of diversity throughout history and in different world regions

- Better-credentialing alums
  CSWGS plays a vital role in NIU’s Mission. We are the only academic program that focuses on
  the experiences, status, and history of women and LGBTQ+ people, and the application of
  intersectional analyses of race/ethnicity, gender, class and sexual orientation, including the
  growing field of childhood/girls studies and the trans-gender movement. Given larger social/structural changes in the US and global society related to women’s and LGBTQ+ people’s rights, the curriculum and research opportunities offered by CSWGS remain core to a liberal arts education. Our courses help NIU comply with IL Public Act 87-581, which requires all university students to take courses on human diversity.

- Expanding our community of high-performing student-scholars
  CSWGS attracts high-performing undergraduate and graduate students in various majors,
  mostly in CLAS. On average, CSWGS undergraduates finish with higher GPAs than CLAS
  students. Students are drawn to CSWGS to enhance portfolios, improve marketability, and to
  expand/deepen analytical connections in their coursework.

- Creating a program-specific study-abroad experience and other experiential learning
  opportunities. See Table 3. Recent examples include:
  - Study Abroad in Puerto Rico
  - Student presentations at International Conference on Virginia Woolf
  - Women’s Rights Alliance’s Take Back the Night

**Table 3: CSWGS Student Engagement (as reported by students) FY11-15:**

<table>
<thead>
<tr>
<th></th>
<th>Study abroad</th>
<th>Internships</th>
<th>Independent research</th>
<th>Presentations</th>
<th>Honors/Awards</th>
<th>Publications</th>
<th>OSEEL Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrads (N=145)</td>
<td>4</td>
<td>11</td>
<td>16</td>
<td>9</td>
<td>33</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grads (N=54)</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>43</td>
<td>27</td>
<td>11</td>
<td>n/a</td>
</tr>
</tbody>
</table>

_In sum:_ This action plan will only expand and enhance the footprint of CSWGS at NIU and in the region.

6. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Yes—we will formally partner with other units through joint appointment faculty. As Table 4 shows, CSWGS is inherently interdisciplinary. As usual, students and faculty will have opportunities to work with other academic units and other interdisciplinary academic centers. In particular, we will lay the
groundwork for joint appointments with Southeast Asian Studies, Sociology, and the Law School. We will plant the seeds for several new interdisciplinary products, including the major and the MA/JD, but also a certificate in interpersonal violence.

Table 4: Number of Disciplines and Colleges Represented by CSWGS

<table>
<thead>
<tr>
<th></th>
<th>Different Disciplines</th>
<th>Different NIU Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSWGS Core Faculty</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CSWGS Faculty Associates</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>CSWGS Undergraduate Students</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>CSWGS Graduate Students</td>
<td>14</td>
<td>5</td>
</tr>
</tbody>
</table>
CLAS Program Prioritization Response and Action Template

Program:
Office of Clinical Placements and School Partnerships in the College of Liberal Arts & Sciences

Director:
Kathryn Maley

If the Task Force indicated that there were gaps in the program(s) narratives, what addition information can be provided here? Note: at this point, we’re only asking for an outline of the information that could be provided, not the full text of that information.

The Task Force indicated that this office is redundant and that several major responsibilities, including making clinical and student teaching placements. There were no gaps indicated or additional information to provide.

Do you consider the action recommended to be valid?
Yes/No (if no, why not)

Yes, this is a valid recommendation.

What type of response to that recommendation do you propose?
☐ No Action
☐ Routine Action
☒ Significant New Action

“Routine Action” means that the actions to be taken fall within the normal scope of the administration. This would apply primarily to programs that are in the Sustain category, or who are targeted for modest reductions, enhancements or changes in practices.

“Significant New Action” would indicate a major restructuring, merger of programs, elimination or major enhancement that involves a larger scale of planning and resource allocation.

1. If either Routine Action or Significant New Action is proposed, provide the following:

- Description of action steps (w/ timeline)

Moving clinical placements and student teaching placements to the University Office of Educator Licensure and Preparation will be a substantial undertaking. I would anticipate that 1 full time person, or 1 full time person assisted by 1 office support person, could handle all clinical placements and student teaching placements for the College of Liberal Arts and Sciences and work directly with these districts to build true clinical partnerships as outlined in the new CAEP accreditation guidelines.
There are many people who would need to be involved in the conversation but it seems reasonable that placements could begin coming from UOELP as soon as someone is hired or moved into the office for that purpose. CLAS has a database with all placement contacts we use that is updated regularly. This could be modified with assistance from ITS for use in the new “Placement Office”.

- Individuals impacted and how

There are two main CLAS employees who would be impacted by this change, the Director of Teacher Preparation and Development and the Office Support Specialist for the Office of Clinical Placements and School Partnerships.

How these employees or their positions are impacted would depend to a large extent on whether the positions are phased out or re-purposed with the move of placements. There are still substantial administrative responsibilities handled by these positions that do not fall under the category of clinical and student teaching placements. CLAS will need to decide how to re-envision and reconfigure positions to handle these responsibilities which include:

- Administering, monitoring, creating assignments for and submitting grades for ILAS 201 and ILAS 301

- Communicating with programs about the performance of their students in the ILAS 201 and ILAS 301 clinical experiences.

- Tracking and submitting travel vouchers for university supervisor travel.

- Communicating with programs about how their course fees correspond to the amount they are spending on university supervisor travel to ensure that fees cover associated costs.

- Hiring small group facilitators for ILAS 201 and ILAS 301, acting as liason between the small group facilitators and the programs/college/university.

- Setting agendas and distributing minutes, materials, etc. for CTPD

- Convening relevant CTPD subcommittees to accomplish designated necessary tasks.

- Organizing and holding the annual Exemplary Student Teacher Awards ceremony.

- Resources required/released

Personnel will need to be hired or moved into UOELP in order for that office to begin making clinical placements.
• Anticipated outcomes

The anticipated outcome is that all clinical and student teaching placements for CLAS, COE, and the other colleges and programs that license teachers at NIU would come from the same central office.

2. Are there opportunities that involve other units? If, yes, please list the units and outline the possibilities.

Yes—I believe that all of the colleges with teacher licensure programs, along with the personnel in the University Office of Educator Licensure and Preparation should be involved in this process.
College of Visual and Performing Arts
Response to Program Prioritization

College of Visual and Performing Arts

Context

The College of Visual and Performing Arts is home to nearly 1,000 students, 100 faculty and dozens of staff and administrative personnel. It houses three Schools—Art & Design, Music, and Theatre & Dance, which together offer eight undergraduate degrees, six masters programs, one advanced certificate, and a PhD in Art Education. Besides serving their own majors, the Schools provide general education courses to thousands of students each year and present hundreds of events—concerts, plays, exhibits—to the entire university and regional community. The faculty includes national and internationally recognized artists, educators and scholars, and our graduates can be found around the world in finest music ensembles, performing arts companies, museums, galleries, in the best K-12 schools, colleges and universities. In addition, CVPA hosts the Community School of the Arts and the Art Museum, with serves a broad constituency from preschool children to senior citizens. While an economic impact assessment has not been made, there can be no doubt that the work of the College, unlike any other unit, contributes to economic, cultural and educational welfare of the greater regional community well beyond what might be expected for one of the smallest units on campus.¹ We fight above our weight, and our impact is strong.

CVPA currently has a budget of just over $8.38 million, which represents just under 7% of the division budget. In FY 15 personnel represented 92% of CVPA operating expenses. Currently, it is 93%. In recent years, budget cuts in each of the Schools has greatly reduced expenses (57% reduction in below-the-line expenses from FY15 – 16) so that now the College is operating at near minimum levels. The cut in FY 16 was felt primarily by the SOAD, bringing their operating expenses in line with the other two Schools in cost/FTE. As the PP report was based on data from F14, the recommendation for reduction in resources for programs in SOAD has already occurred and might best be seen as the first step in creating more efficiencies (additional steps are detailed below in specific response to TF recommendations).

The Program Prioritization process has, in many ways, recognized the challenges facing CVPA. We received recommendations for enhancing four units and maintaining three at their current levels, while receiving no recommendations for review. However, 11 programs have been recommended for reduction (7) or transformation (4), the bulk of these in SOAD. Like most units at NIU, CVPA has experienced a significant drop in undergraduate enrollment (2011-2015: 33% AD, 15% M, 9% TD). While at the same time, the number of full-time personnel has only reduced (by separation or retirement) by 13%. The national projection for enrollments indicate that Illinois was down 4.4% from S15-S16.² Nationally, traditional student population (ages 18-24) will drop another 4% through 2022.³ On the other hand, there are projected increases in non-traditional students whose needs and aims are quite different from traditional students. Non-traditional (and international) students, however, tend to migrate toward majors and programs with a traditional path to employment. CVPA graduates are doing quite well (as detailed below), but there is the persist and erroneous meme of the starving artist that might make this population hesitate to study the arts. Thus, units like CVPA across the country and in the region are competing for a shrinking population of traditional students, and pursuing wary (if misinformed) non-traditional students. One more important factor is the nature of the professoriate. Most of us were trained in traditional methods of artistry and scholarship. But both traditional and non-traditional students are demanding greater variety, flexibility, and access to content and instructional delivery. At the same time, there are justifiable demands for clear and concrete student learning outcomes. Our strength as teachers lies in the intimacy of our interactions with our students. Small classes, one-on-one instruction, and nurturing talent over time, is the foundation of our work in the studio, rehearsal hall, and practice room. We are hands-on, face-to-face, moment-to-moment as we facilitate the growing artistry of our students. Nonetheless, the fundamental commitment to master-apprentice mentoring in the arts disciplines limits achievement in fiscal efficiency realized via economy of scale and similar strategies. The arts require a great deal of temporal, spatial, and financial resources. Yet the return on investment can be found not only in the economic impact on the community, but in the cultural and emotional development of our citizenry.

² National Student Clearinghouse Research Center. https://nscresearchcenter.org/currenttermenrollmentestimate-spring2016/

Candidate for Enhancement: CVPA Office

1. Recommended action per the Task Force Report(s): To adequately serve the students and faculty of this college, the university should consider either providing additional resources to the College or increasing the level of support to the college from partner departments across campus (e.g., IT, alumni support, marketing).

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? N/A

3. Do you consider the action recommended to be reasonable? Yes

4. What type of response to that recommendation do you propose?
   
   Significant New Action

5. If a Significant New Action is proposed, provide the following:
   o Description of action steps (w/ timeline)
     1. Development officer exclusive to CVPA—search in progress
     2. Comm/Marketing hire dedicated to CVPA—discussions have begun, ideal start date 1/1/17
     3. Event Manager—the College and Schools will need to discuss optimal role/function. Start date 9/1/2017
     4. IT support (possibly shared with other units)—discussions not yet initiated.
     5. Dedicated wireless Printer/Scanner/Fax for Dean’s office—as soon as possible
     6. Re-organization of staff duties to more effectively align with College needs & staff talent. Discussions begun. Implementation, 12/2016
     7. Consider an art fee for all students ($0.50 - $1.00/credit); free tickets to all students. Discussion with EVP/P, CFO regarding feasibility, approval process, implementation. Begin F16. Proposal end of S17.
   o Individuals impacted and how:
     The entire College will be impacted, but most significantly, the dean’s office staff—Dean, Asst. to the Dean, Associate Dean, Asst. to AD. There will be workload reduction and efficiencies achieved with new hires. Goals for fund-raising and increased attendance/ticket sales will be created.
   o Resources required
     1. Development officer: $75-85K
     2. Comm/Marketing associate: $60-70K
     3. Box Office Manager: $60 K
     4. IT Support: TBD
     5. Printer/Scanner: ~$5000K (cost, plus annual service contract). ASAP
   o Anticipated outcomes
     1. Increase in donations—scholarships, special event funding, programs
     2. Increase attendance at events, increased enrollments in programs
     3. Greater efficiencies in communication, use of technology, online/hybrid course development

6. Summary of actions proposed in the Action Plan from this division:
   • New hires, re-allocation of personnel resource, proper IT support (personnel and hardware) will bring the Dean’s office to par with other similar units on campus and allow CVPA to advance the many opportunities identified by the Task Force. Student Art Fee, if feasible and approved, will provide a sustainable source to support the work of the College and provide greater access to CVPA events to all students.
   • Workloads and course rotation will be examined across the College to ensure equity and access, as well as to increase student success. Allied with that, CVPA is eager to partner with the Division of Research and Innovation to identify highly productive artist/scholars who may qualify for a research workload.
   • Develop online/hybrid courses throughout College
Candidate for Enhancement: Theatre BFA

1. Recommended action per the Task Force Report(s): “Narrative highlights an important program and need for an increased production budget.”

2. Program(s) associated with this recommendation: BFA Theatre

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? N/A

4. Do you consider the action recommended to be reasonable? Yes

5. What type of response to that recommendation do you propose? Significant

6. Summary of actions proposed in the Action Plan from this division:

   - Increase SOTD budgets (BA, BFA, MFA) F17
   - New TT line in Dance (currently an Instructor on Academic leave, set to return Fall 2017) (BFA). F17
   - Allow SOTD to keep instructor line to hire Sound Designer (BA, BFA, MFA)
   - New Instructor line for Stage/Production/Theatre Management Instructor (BA, BFA, MFA)
     1. (Supporting Organic Theater Company collaboration, currently $30,000—compare to Illinois State University’s support for Illinois Shakespeare Festival in the neighborhood of $300,000) (BA, BFA, MFA)
   - Sustained support for recruitment (current expenditure at ~ $50k/year)
   - Individuals impacted and how
     1. School of Theatre & Dance faculty, staff, students; Theatre patrons; greater campus community.

Resources required/released

   - Increase SOTD budget by $50K to cover production, support recruitment, prepare for return to Stevens, upgrade Dance for NASD accreditation. F17
   - New and repurposed lines: $50-60K Dance, $45-55K Sound Designer, $45-55K Stage/Production Management. F17

Anticipated outcomes

   - Increased recruitment/retention
   - Increased attendance at production
   - Increased professional development for faculty
Candidate for Enhancement: Theatre MFA

1. Recommended action per the Task Force Report(s): Program faces severe budget constraints in spite of good fundraising. Production budget should be expanded.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? N/A

3. Do you consider the action recommended to be reasonable? Yes

4. What type of response to that recommendation do you propose?
   - Significant New Action
   - Description of action steps (w/ timeline)
     1. Increase Graduates Stipends (Currently $8,000). F17
     2. Increase SOTD budgets. F17
     3. New TT line in Dance (currently an Instructor on Academic leave, set to return Fall 2017) (BFA). F17
     4. Allow SOTD to keep instructor line to hire Sound Designer (BA, BFA, MFA). F17
     5. New Instructor line for Stage/Production/Theatre Management Instructor (BA, BFA, MFA). F17
     6. Increase SummerNITE budget (Supporting Organic Theater Company collaboration, currently $30,000—compare to Illinois State University’s support for Illinois Shakespeare Festival in the neighborhood of $300,000). F17
     7. Devise a plan for sustained support of recruitment efforts (current expenditure at ~ $50k/year). F17

   - Individuals impacted and how
     1. School of Theatre & Dance faculty, staff, students; Theatre patrons; greater campus community.

   - Resources required/released
     1. Increase SOTD budget by $50K to cover production, support recruitment, prepare for return to Stevens, upgrade Dance for NASD accreditation. F17
     2. New and repurposed lines: $50-60K Dance, $45--55K Sound Designer, $45-55K Stage/Production Management. F17
     3. Increase SummerNITE budget to $60K. F17

   - Anticipated outcomes
     1. Increased recruitment/retention
     2. Increased attendance at production
     3. Increased professional development for faculty

7. Summary of actions proposed in the Action Plan from this division:
   - New lines
   - Increased budget allocation

* Salary compression is a significant issue in SOTD and across the College. A plan to mitigate this issue is recommended.
Candidate for Enhancement: Master of Music

1. Recommended action per the Task Force Report(s): “Excellent program, but operates on scarce resources and cannot do more without enhancements, particularly for equipment.”

2. Do you consider the action recommended to be reasonable?
   Yes, but equipment, while important, is not the central issue

3. What type of response to that recommendation do you propose?
   Significant New Action

Description of action steps (w/ timeline)

Graduate Assistantships
Restoration of three graduate assistantships (GAs) @ $15,318. FY 17. (From FY 13 to FY 17, the SoM has had to decrease General Revenue-funded piano assistantships by two [from eight to six]. Classical performance area/teaching assistantships have also been reduced by two positions [from seven to five].)

Rosebud Jazz funding has ceased, which means a loss of three jazz assistantships and with it a decreased ability to recruit three strong jazz MM students. The Rosebud Foundation provided support for three assistantships, and the SoM provided funds for the other three.

Graduate assistants provide essential services that relate directly to their curriculum and training: accompaniment (piano) and coaching of student combos/ensembles (jazz). Thus, additional assistantships would both increase graduate enrollment and provide more assistance for the SoM.

At $5,106, our GA stipends are not competitive with our peer and aspirational institutions. Our GA budget for 2016-17 is $114,885 (General Revenue). Modestly increasing the stipend to $5,600 would bring the 2016-17 GA budget to $126,000 (a difference of $11,115). With the restoration of the three GAs the total would for AY 16-17 would be $142,600.

Instruction
Areas of pressing need: Theory and Composition (preferably film/TV/video game scoring/new media/digital) and Piano. FY 17.

These areas provide instruction to all programs. We need two graduate theory classes (minimum) a year. We have composition students at both the grad and undergrad level. The majority of our piano students are graduate students, virtually all of whom earn an MM even if they also earn a PC. It may be possible to find someone who could teach theory and comp and another area, such as theory and piano. These are possibilities that the faculty must discuss in Fall 2016.

The SoM has lost two full-time tenured faculty in theory, one of whom also taught composition. There is an anticipated departure at the end of 2016-17. This departure would leave the SoM with only one full-time theory/composition tenured faculty member and one full-time theory tenured faculty member in 2017-18. One of the faculty members is currently both the area coordinator and assistant director and receives one course/semester release time for service and composition instruction. Composition faculty currently teach composition on a volunteer/overload basis.

--The SoM lost a full-time tenured faculty member in computer music/new media.

<table>
<thead>
<tr>
<th>Retired / moved to different area</th>
<th>Area</th>
<th>Final year</th>
<th>Position now held by/courses covered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated instructor retirement</td>
<td>Music theory and composition</td>
<td>(2015-2016)</td>
<td>TBD</td>
</tr>
<tr>
<td>Ed Klonoski (TTE)</td>
<td>Music theory</td>
<td>2014</td>
<td>Part-time, temporary faculty (ave 38% for the year)</td>
</tr>
<tr>
<td>Robert Fleisher (TTE)</td>
<td>Music theory and composition; area coordinator</td>
<td>2013-14</td>
<td>Part-time, temporary faculty (ave 38% for the year); course release given to new area coordinator (loss of 0.25 FTE)</td>
</tr>
<tr>
<td>Jim Phelps (TTE)</td>
<td>Computer and electronic music</td>
<td>2012-13</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

--The SoM lost a full-time tenured faculty member in piano in 2012, which reduced the number of piano students the faculty can accept. (The SoM turns applicants away in that area.) Piano students serve a vital role as accompanists in the SoM, and piano students and GAs have more demands now that there are fewer of them. Piano faculty also support ensembles as accompanists and recruit nationally and internationally. The SoM needs either additional GAs or a full-time piano instructor at a minimum to cover its piano accompaniment and ensemble needs.

Equipment (an on-going plan of maintenance and acquisition should be devised and supported). FY 17

Instruments
Instruments and instrument maintenance/repair for graduate students are needed in the following areas: percussion, harp, organ, bass clarinet, English horn, and other less common instruments that students are unlikely to own. Regular repairs and maintenance are needed for these instruments as well as for instruments used primarily by undergraduates in music education classes and ensembles. Examples of necessary regular maintenance include piano tuning/maintenance at $36,000 a year, which covers the SoM's minimal needs, and percussion repair and replacements (parts and instruments) at $1,800 at a minimum. High-use instruments are to be maintained annually, at the end of the academic year.

For graduate programs, the SoM is most likely to purchase percussion and world music instruments. In the past several years, the SoM has seen the creation of the Middle Eastern Music Ensemble (initiated by an M.M. world music student) and the Chinese Music Ensemble. In order to maintain the program’s growth and visibility and to continue to attract M.M. world music students, additional instrument purchases as well as repairs/maintenance will be needed.

Practice rooms: repairs, replacing stands and chairs, and tethering/cabling stands and chairs to deter theft and loss. It is essential that the SoM provide adequate practice spaces to accommodate our students as well as the Community School of the Arts, with whom the SoM shares space.

Music Purchase

While we can supplement ensemble music with works in the public domain and in our library, this limits our ability to program new/recent music, less familiar works, and otherwise expose our students to an appropriately wide range of repertory. In Fall 14 $29,700 was allotted for large ensemble music acquisition. In FY 16, $6,900 was allotted—a reduction of 77%. Even doubling current amount to ~$14K would still be less than FY 15 ($18,320). These funds support the following ensembles: Philharmonic Orchestra, Opera Theatre, Wind Ensemble, Chamber Choir, Concert Choir, Wind Symphony, University Band, University Chorus, NIU Steelband, Jazz Orchestra, Jazz Ensemble, Percussion Ensemble, and New Music Ensemble. The repertory studied and performed in the ensembles constitutes the core of the curriculum for those courses.

Recording Arts

The MM Individualized Specialization in Recording Arts represents an area of growth since its inception several years ago. The nature of the field means that new equipment and software will be purchased on an ongoing, if conservative, basis. A well-outfitted Recording Services area (audio, video, webcasting, Internet2) will attract students as well as support the activities of the students and faculty of the SoM.
Candidate for Unchanged Resources: BM in Music

1. Recommended action per the Task Force Report(s): AcTF impressed by program’s outreach and performances in the community. Program would benefit from a student retention plan.

2. Do you consider the action recommended to be reasonable? Yes, with the following request:

3. What type of response to that recommendation do you propose? Routine Action

   o Areas of pressing need: faculty in the areas of theory and composition (preferably film/TV/video game scoring/new media) and piano. FY 17.
     1. These areas provide instruction to all programs. The SoM must provide two graduate theory classes a year. The SoM has composition students at both the graduate and undergraduate levels. The majority of piano students are graduate students, and an additional piano faculty member would help the SoM attract more undergraduate piano students. It may be possible to find someone who could teach theory and composition and another area, for example, piano. These are possibilities that the faculty must discuss in F16.
     2. Music has lost two full-time tenured faculty in theory, one of whom also taught composition; a full-time instructor in theory and composition is anticipated to retire in May 2017. This would leave Music with one full-time theory/comp tenured faculty member and one full-time theory tenured faculty member in 2017-18. One of them is the area coordinator and assistant director and receives one course/semester release time for service and composition instruction. Composition faculty currently teach composition on a volunteer/overload basis.

4. Summary of actions proposed in the Action Plan from this division:
   o Recruitment and retention plans to be more fully developed Fall 16

      Efforts and actions to date:

      Recruitment

      Organized visits to high schools by individual faculty to work with music students (a refinement and expansion of existing, effective practices). Visits underway in Fall 2016.

      Discussion of Mock Audition Day taking place in Fall 2016; opportunity to bring high school students to campus; prepare them for auditions; provide a service to local/regional schools

      Continuation of High School Days through CVPA Office of External Programs (Choir Day; Jazz Day; Jazz Combo Day; String Day; Clarinet Cornucopia), which brings high school students and their band/choir directors to campus for a day.

      Continuation of Summer Jazz Camp, an important feeder for our jazz program.

      Continuation of free “sample” lessons with faculty, which brings students to campus and provides an opportunity for them to benefit from working with a faculty member.

      Retention

      Continuation of early intervention efforts (tracking students in gateway courses; documenting student progress and creating requisites for tutoring, etc. for students who take a class a second time).

      Summer advising session during Orientation has been expanded; session emphasizes skills and information for being a successful music major.

      Faculty communication regarding students’ progress is increasingly robust; retention a topic of every faculty meeting.

      Faculty advisors increasingly hands-on with student groups (National Assn for Music Education chapter; SoM student advisory committee, etc.); engagement encouraged, while at the same time students’ loads are monitored to help prevent them from becoming overwhelmed.

   o Replace lost faculty. Fall 17
Candidate for Unchanged Resources: BA in Theatre Studies

1. Recommended action per the Task Force Report(s): Completion of Stevens building will offer a home base and catalyze growth of the program.

2. Do you consider the action recommended to be reasonable?
   Yes

3. What type of response to that recommendation do you propose?
   Routine Action

4. Summary of actions proposed in the Action Plan from this division:
   - Approve search for TT Head of BA to replace retired faculty. This position is responsible for the curriculum and administration of the BA program, as well as teaching in the program—likely a theory/history specialty.
   - Recruitment and retention plans to be developed F16
   - The College is working on a holistic approach to the BAs in the Schools. Discussions have begun. Proposal drafted F16, submit for approval S17, implement F17.
Candidate for Unchanged Resources: Art Museum

1. Recommended action per the Task Force Report(s): Based on compelling data supplied in the narrative, the quality of this program appears to be excellent. Although the program suffers from some limitation issues with its storage and public space, it has operated in a manner to make its multi-roomed exhibition space one of its strengths. The program has great educational value for faculty, students, staff, and the community at-large and appears to be innovative and effective at working within its means.

2. Do you consider the action recommended to be reasonable?
Yes, but additional support should be seriously considered.

   a. While the Museum has made due with current resources, it is clear that much more could be done with additional resources, which also could be shared by the College and SOAD.

3. What type of response to that recommendation do you propose?
Significant Action

4. Summary of actions proposed in the Action Plan from this division:

   o Create strategic plan. Fall 2016
   o Move current P/T Coordinator to F/T. $36-40K F17
      1. Significant turnover in this position (four times in last eight years)
      2. It might be possible to share this position with other museums on campus (although not ideal)
   o Provide funding for Student Association Collection. $10-15K. F17
      1. SA Art Collection storage has been moved around campus several times and is currently stored in the basement of Founders Memorial Library – a space as good as the Museum’s on site storage and better than the Museum’s off-site storage.
      2. The SA Art Collection has some very good contemporary art pieces. It has not had a student curator or purchasing budget in years (since 2005). A previous Collections Management Database with collection records was surplussed with the computer at the time of a staff
      3. A proposal has been drafted to get the SA Art Collection “reinvigorated and restored” or, at least, be overseen by a multi-unit campus-wide committee.
   o Mitigate space needs: Lack of space for permanent collection; Lack of a Print Study room, limiting student and faculty research; Lack of Studio workshop space. Cost TBD. Part of strategic plan/development initiative. F18
   o Enhance user experience. Execution of Orientation Gallery Welcome Area. Space will provide direct eye contact to hall, and with addition of internet access, will enable staff to work productively while guarding the gallery. The work has been approved, but has been stalled due to state budget impasse. ASAP.
Candidate for Reduction in Resources: Performer's Certificate in Music

1. Recommended action per the Task Force Report(s): Narrative does not explain why there is a drop in certificates recently. AcTF unable to discern the difference between this and the MM degree. Certificate impacts the program’s resources due to the need for individualized instruction. AcTF recognizes that program offers many public concerts to community enhancing NIU’s reputation. Narrative not convincing as to importance of certificate.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - Narrative does not explain why there is a drop in certificates recently.
   - The pre-populated data shows an increase in the number of annual certificate completers, 30% from 1st to 4th year, although numbers are not large (10 to 13). The average number of degree completers for the 4 years is 9.5 per year and the 4th year was 13 completers. Enrollment numbers for the pre-populated data of 5 years shows Fall 2014 with a one-year dip, which is not a trend. The 3 previous years shows a trend of stable enrollment.
   - AcTF unable to discern the difference between this and the MM degree.
   - The program narrative first paragraph (Program Summary) describes the two programs differently. PC “…enables advanced students to attain greater mastery of their chosen fields through intensive performance experiences and individual instruction. Program is designed to train fully independent professional musicians…” MM “…Program includes study/application of research methods, historical/ethnomusicological knowledge, and music analysis. Graduates are prepared to perform, teach, or pursue doctoral-level study or related musical careers.” The PC focuses entirely on musical performance skills development and does not provide a credential that would support admission to a doctoral program. The MM is a credential that supports admission to doctoral study as well as professional development (artistry and teaching). It includes a rigorous core curriculum of academic studies, and supports the scholarly and artistic development of the students.
   - Certificate impacts the program’s resources due to the need for individualized instruction.
   - Individualized instruction, established common practice internationally for generations and required by national accreditation, does not realize any economy of scale, and thus is expensive when compared to instructing students in groups. The individualized instruction costs of any music degree program (undergraduate or graduate) that includes applied (performance) study increase or decrease with enrollment, regardless of degree program, so the PC is not unique in this regard. All SoM programs are limited admission, which allows the SoM to select the strongest students across all programs. Support for the PC helps allow the SoM to maintain high performance standards.
   - AcTF recognizes that program offers many public concerts to community enhancing NIU’s reputation.
   - The engagement of the public via 150+ annual performances, is central to the university’s mission of engaged learning, transmitting knowledge through artistry, and commitment to public purpose, not to mention supporting NIU’s Carnegie Foundation “Community Engagement” classification.
   - Narrative not convincing as to importance of certificate.
   - The Performer’s Certificate provides a pathway for admission to graduate study and increased enrollment at NIU for post-masters degree study and notably for international students who have earned diplomas, certificates, and other credentials which may not initially be considered equivalent to a US baccalaureate degree. Some of these students may also lack sufficient English language skills to be admitted to the MM. Once they matriculate to NIU, it is common for students to verify credentials and English language competency sufficient to gain admission to the MM, and it is also common for such students to ultimately earn both the PC and MM to continue study with the outstanding faculty, which supports enrollment growth from within. Ultimately, admission via the PC supports a continuing pipeline of international students earning multiple NIU degrees and makes NIU an attractive institution nationally for post-graduate music performance study, attracting such students as NIU’s graduate string quartets-in-residence.

3. Do you consider the action recommended to be reasonable? No

The Performer’s Certificate is a sound credential for those wishing to enhance their performance skills and teaching through focused, intensive study. The PC has come to function in part as an important point of entry for our international students, which aligns with the university’s desire to increase international enrollment. The PC operates as a freestanding program, but it can also serve as a means by which international students may improve English language skills prior to enrolling in the MM. Up to 20% of SoM graduate students pursue both the PC and the MM, or (less frequently) switch from the PC to the MM.

The Performer’s Certificate program does not significantly impact the SoM budget, though the benefits gained are very real. PC candidates are among the strongest performers in the SoM; without this program, the SoM would very likely see both decreased enrollment and lower performance standards. The only discrete costs of the program in terms of dollars relate to faculty salary. Each full-time faculty member has a fixed capacity (student load) and ranks auditioning applicants. If the costs of accommodating dance and models for art. The applied lesson fees help cover costs of piano maintenance, masterclass honorariums, and other more general costs.

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5 It is important to understand that applied lesson fees do not support the cost of instruction, as course fees in general at NIU cannot be used to pay salary. Exceptions include costs of accompanist for dance and models for art. The applied lesson fees help cover costs of piano maintenance, masterclass honorariums, and other more general costs.
faculty member can accept, for example, eight students in a given fall semester, the pool of applicants will likely be less deep. The SoM may accept eight students across all programs, but without the strong PC candidates, the overall level of performance will likely be lower. Even in the case of part-time, temporary faculty, like other Schools of Music, we aim to achieve an equilibrium across instruments (for optimal ensemble experiences, a core of the curriculum and of most musicians’ training). To maintain a viable balance for our many musical opportunities, we would aim for a particular number of students in each instrument area. A School of Music is an ecosystem of sorts, and its success rests in good part on a well calibrated balance and proficiency level of instruments, voices, and performance opportunities that prepares students for professional paths.

4. What type of response to that recommendation do you propose? 
   Routine Action
   1. More aggressive recruiting in Asia needed
   2. More effective marketing articulating value and opportunity Performer’s Certificate offers
   3. Maintain strength of program
School of Art & Design

Context

All units within the school are interdependent and together support our eight degree programs and the museum studies program. SOAD is subdivided: Studio, Design and Media Arts, Art and Design Education, Art History, and Art, which includes Foundations, capstone courses, internships, experimental courses that serve all undergraduate programs and studio based graduate programs within the school as well as the Museum Studies Certificate program. This is done for organizational purposes within the school, for alignment with expectations of our accrediting body, the National Association of Schools of Art and Design, and for both internal and external reporting mechanism such as tracking majors, credit hours, assessment, advising, and course identification purposes by students, faculty, staff, registrar, and all bodies throughout the university.

The interdependence of the units within the School of Art and Design

- **The Studio** unit supports seven programs: BFA, BA/BS, B.A. Art History, B.S. Ed, M.F.A., M.A. M.S. Ed.
- **The Design and Media Arts** Unit supports seven programs: BFA, BA/BS, B.A. Art History, B.S. Ed, M.F.A., M.A. M.S. Ed.
- **Art and Design Education** supports six units: BA/BS, B.A. Art History, B.S. Ed, M.F.A., M.A. M.S. Ed., PhD.
- **Art History** supports seven units: BFA, BA/BS, B.A. Art History, B.S. Ed, M.F.A., M.A. M.S. Ed. And the Museum Studies Certificate program.
- **Art** supports seven units: BFA, BA/BS, B.A. Art History, B.S. Ed, M.F.A., M.A. M.S. Ed. And the Museum Studies Certificate program.

In addition, the school supports general education needs as well as writing intensive courses, and honors courses throughout the university particularly from the areas of Art History, and Art and Design Education. Art and Design Education supports the College of Education, and the Museum Studies program supports the College of Education and the College of Liberal Arts and Sciences.

The areas of Studio Art, Design and Media Arts, Art History and Art provide support of general electives through numerous courses of interest in traditional studio art, design, technology and digital media.

<table>
<thead>
<tr>
<th>Area</th>
<th>Personnel Cost</th>
<th>% cost total personnel</th>
<th>% major school-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA</td>
<td>$1,392,796.90</td>
<td>46.2%</td>
<td>60.4%</td>
</tr>
<tr>
<td>BSED</td>
<td>435,514.94</td>
<td>14.4%</td>
<td>12.3%</td>
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<tr>
<td>BA</td>
<td>165,677.49</td>
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<td>10.0%</td>
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<tr>
<td>MFA</td>
<td>183,881.90</td>
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<tr>
<td>BA Art History</td>
<td>31,353.02</td>
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<td>1.5%</td>
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<tr>
<td>MS</td>
<td>125,059.10</td>
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<td>3.6%</td>
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<td>PhD</td>
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<tr>
<td>MA Art /MA Art History</td>
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<td>2.5%</td>
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<tr>
<td>Cost of Gen Ed Art H</td>
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<tr>
<td>Art H for all Art programs⁶</td>
<td>429,938.00</td>
<td>14.3%</td>
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<tr>
<td></td>
<td>3,016,159.80</td>
<td>100.0%</td>
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<tr>
<td>FY 16 personnel costs</td>
<td>3,016,159.80</td>
<td>100.4%</td>
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</tr>
</tbody>
</table>

We cannot ignore that enrollment has fallen significantly and that changes must be made. Our general approach is twofold: grow enrollment and optimize faculty workload. Expanding and organizing recruiting efforts, creating sound matriculation agreements with two-year colleges, and casting a wider net within the university itself will address growth. This will take time to bear fruit. Targets have been identified and we will report regularly on our progress. Faculty workload will be addressed through curriculum changes and course management (as outlined by Dr. Spear in her report on scheduling). We believe this is best understood as a transformation that will create significant savings and, in effect, meet the call by the Task Force for a reduction in resources to our programs.

⁶ *covers 10% of NASAD required coursework in Art History for B.A., B.S. ed., B.F. A.,M.F.A., MA. Or 92.9% of the majors served within the school.
**SOAD update on time line**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| April 2016    | Suspend the foundations coordinator position and advance a temporary structure to include a foundations administrator, foundations outreach administrator, and the conceptual construction and course revision, the responsibility of the foundations Advisory committee. | • critical personnel identified above  
• Representative to communicate with Provost Freeman—completed |
| April 2016-April 2017 | Discussion of transformation of the foundations curriculum: the School is undertaking a review of foundations with the focus on **retention** | • Foundation Advisory committee, SOAD faculty |
| Sp 2016-summer 2016 | Diversify Visual Resource Center to include serving as Art Foundations computer lab | • ITS, staff, faculty, Director |
| Sp 2016-Fall 2017 | • Reorganize SOAD staff with greater efficiency by organizing by function  
• Implement an enrollment management philosophy within the advising functions within the front office | • SOAD Director, Faculty, Staff |
| Fall 2016     | Discussion of workload (3+2 to 3+3)                                                       | • SOAD director, SOAD faculty, Dean Kassel, Paul Bauer |
| Fall 2016     | Adhere to Provost report for course scheduling (Sheri Spear report for guidance on faculty teaching load through Spring of 2017 (acknowledges 3+2 teach load for SOAD through this timeline) | • SOAD Director, DEAN Kassel, Paul Bauer, Provost’s office |
| Fall 2016     | Begin to outline 2020 NASAD accreditation process                                         | • SOAD director |
| Fall 2016     | Outline discussion by critical personnel                                                   | Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s) |
| Fall 2016     | Outcomes to include:                                                                      |                                                    |
|               | • Develop curricular proposals                                                             |                                                    |
|               | • Proposal through curriculum pipeline                                                    |                                                    |
| Fall 2016 –Summer 2017 | *Review and revise SOAD bylaws to align with CVPA and NIU bylaws (includes work load policy and contextualize research | SOAD rules committee, SOAD director, Dean Kassel, Paul Bauer |
| Fall 2016-Fall 2017 | Revise SOAD strategic plan including SOAD outcomes                                      | • SOAD faculty, SOAD Director |
| Fall 2016-Fall 2017 | Continue to develop community college 2+2 agreements                                       | • SOAD Director and faculty |
| Fall 2016-Spring 2016 | Develop SOAD student advisory committee with representation by the 8 student Art organizations within the school | • Soad director, Faculty, staff |
| Fall 2016-Summer 2017 | Continue robust recruitment effort (see recruitment plan submitted to Dean Kassel         | SOAD Director |

**Brief of Curriculum activity for Fall 2016 for SOAD**

1. Undergraduate Course List (credit hour shift ARTS, ARTD, minor revisions
2. Graduate Course List (credit hour shift ARTS, ARTD, minor revisions
3. Studio Art Major BFA (revised course requirements based on credit hour shift-
4. MFA Studio Art (art and design curriculum integration; revised course requirements based on credit hour shift
5. A+DE Major BSEd (revised course requirements based on credit hour shift, state-mandated licensure language and requirement change-
6. Art Major BA-BS (minor revisions, new advising language
7. MA Art (revised requirements, new specializations in Art History Teaching and Art Museum Studies--
8. MS Art Education (state-mandated requirement change)
9. PhD elimination of one course, replace with new course, core requirements remain at 15 credits

New Courses: ART 299 - Transfer Coursework in Art or Design; ARTS 551 - Beginning Metalwork, Jewelry Design, and Digital Fabrication

The following items slated for consideration at the College-level were discussed and endorsed:

New Courses: IVPA 400 and 600

*Notes: Committee was very enthusiastic about this proposal, but had questions for College CC about staffing and also how best to integrate undergraduate section with School programs that have little room for general electives.*

**Data Visualization** Discussions: NIU and Argonne

Jerry Blazey: VP of research and Innovation

Paul Kassel: Dean, College of Visual and Preforming Arts

Mike Papka, Associate Professor, Department of Computer Science

Data, Devices and Interaction Laboratory, ddiLab

Joe Insley: Argonne Data Visualization Lab (NIU BFA Art, ’90, UIC Data Cave)

**School of Art and Design**

John Siblik, Director

Bart Woodstrup, Assoc. Prof Art, Design and Media Arts

Kurt Schultz: Assoc. Prof. of Art, Animation, 3-D design, VR

Alexandra Giza: Associate professor of Art: Visual Communication

Perrin Stamatis, Assistant Prof. Research on human perception and human interaction, forms of storytelling as a first year may not be ready to jump to but could be an asset moving forward (MFA U of I Chicago)
Discussion: Data Visualization 50/50 engineering and Art. Discussion included, high performance computing, process engineering, data sciences, statistics. Discussion included a joint appointment between Argonne (Joe Insley) and NIU.

Recent discussion:

Discussion is underway with NIU College of Business. COB would like School of Art and Design to offer an upper-level course in data visualization for business students.

Contacts:

Dr. Chang Liu: Chair, Department of Operations Management and Information Systems

Gerald Aase, Department of Operations Management and Information Systems. FYI, chair of the department is Dr. Chang Liu.

Dremel product managers meet with NIU School of Art and Design (Director, Faculty, Research and Innovation)

Discuss collaborative partnership, explore opportunities to test new ideas and prototypes for rotary tools, oscillating tools and 3D printers

Initial meeting July 20, 2016 10:30 am

Contacts: Bosch/Dremel

- Susan Morris, PT-NA Market Research (PT/MKR-NA)
  Robert Bosch Tool Corporation | 1800 W. Central Rd. | Mount Prospect, IL
- Chuck Rodriguez, Marketing Research Specialist under Susan Morris at Robert Bosch
- Jon Markwald, PT-RT Marketing Product (PT-RT/MKP1)
- Brandon Eble, Marketing

NIU Participants:

- John Siblik, Director of the School of Art and Design
- James Obermeier, Associate Professor of Art, 3-D design and fabrication
- Kurt Schultz: Assoc. Prof. of Art, Animation, 3-D design, VR
- Dara C. Little, MPA, CRA Assistant Vice President for Research and Sponsored Programs
- April Arnold, Director of Corporate Engagement
- Jason Laux, Graduate student, 3-d design and fabrication

Notes:
Discussed maker spaces in the Chicagoland area such as “1871” and “Catalyst”
Ideas moving forward:

- set a research agenda and partnership with Dremel/Bosch and NIU
- include: Internship opportunities, experiential learning opportunities, student visits to the plant and research facilities
- test equipment: 3-D printers, CNC, Laser, work with existing rotary tools
- test various materials for 3-D printers: ABS, PLA
- develop survey instruments for user experience
- develop a product team approach to expand use and application of current and new equipment
- Idea development for next generation 3-D, Laser, CNC
- develop curriculum: innovative curriculum for various user age groups
- Develop foundations curriculum (beginning art and design classes) with a partnership with Dremel in mind, with the outcome of digital Competencies.
- Develop a Design Summer Art Camp for upper level High School Students at NIU in partnership with Dremel. Curriculum and equipment as a result of this partnership with Dremel would be implemented.

Additional notes:

- Work with Christine Mooney College of Business (I-Lab) to connect this partnership with the I-Lab partnership with Microsoft.
- Expand this partnership opportunity to include the college of Engineering and the commuter science department.
- work with Reneaque Kerch in student engagement and experiential learning on this project
Candidate for Reduction in Resources: BFA Art Studio

1. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

Data regarding the quality of faculty was difficult to interpret as there was no contextualization for disciplinary norms.

- The BFA & MFA faculty are the same (TF noted quality of MFA faculty). However, plans are now underway to create and implement clear and assessable norms for productivity.

Portfolio review mentioned in narrative but lacked student learning outcomes.

- Reflect and update the learning outcomes of the programs and connect learning to the course work and learning outside of the classroom in a meaningful way. The concept of a portfolio has broadened considerably and has been used extensively in a number of fields outside of art.

Narrative would have benefited from a more substantive discussion regarding regional engagement and program growth.

- Current industry partnerships in development: Springboard (NIU), Pepsi, Torque, MaconRaine, Frontier Communications, Collins Dental, Mid-West Orthopedic (Spring board is supporting a GA for this Fall, creating relief for our graduate GA funding) Spring board is helping us manage a student design team, Conference call with Sabrina Chang (NIU alumni) and Walter Perlowski of Pepsi to develop partnership for student benefit 9/27/16,

  ✓ Research/Innovation: Robert Bosch Corporation (Dremel subsidiary). F16 (initial meeting with Dremel team and RIPS at NIU 7/20/16, a product testing, curriculum development agreement is in development see addendum, Dremel

  ✓ Argonne partnership, see Data Visualization School of Art and Design context (intro).

  ✓ Community Engagement: ArtLink (new CVPA proposal a community engagement model); DeKalb Arts Council, ARTiglas, ACE corridor, Launch—Chicago Artists Coalition F16-S17

  ✓ Community College articulations: 30 in development; current working partners: COD, City College, Elgin, Wabaunsee. On-going.

  ✓ Curriculum: integrate Media & Design courses into core; reduce requirements, increase flexibility. Return to 3-credit course model. Bring total BFA credit hours to 80 hrs. as recommended by NASAD.

  ✓ Recruitment: National Portfolio Days (6), Art College events (F16), High School visits (F16-S17), On-campus events; redevelop print and digital media material; international recruiting

  ✓ Website: Reconstruction. S17

ActTF supports an arts program for NIU and the digital design area needs support in order to develop.

- Include Media and Design course work options in core studio component of the program with greater flexibility and less overall requirements within this category of the degree plan.

Program would benefit from more focus on retention, particularly on graduating minority students.

- SoAD is actively engaged in the equity study conducted by Vernese Edgehill-Walton.
- Reorganization of our staff with an enrollment management best practice methodology with a student success advisor (Academic coordinator) on staff
- Training of faculty and staff on working with students with accommodations, Faculty Week, August 2016
- Implementation of academic Improvement plans on a just in time basis
- Degree completion planning, internships, experiential learning and career planning
- Develop a recruiting focus on Aurora area and CPS

2. Do you consider the action recommended to be reasonable?

We recognize that the program must identify savings, and suggest that this program is a candidate for transformation.

3. What type of response to that recommendation do you propose?

Significant Action

4. Summary of actions proposed in the Action Plan from this division:

- Reduce total required credit hours to align with NASAD requirements
- Create flexibility, interdisciplinary practices within and access university programmatic assets
- Include digital competencies in Foundation curriculum
- Transform assessment practices
- Implement external advisory panels
- Reorganized staff to meet needs of students, faculty and school
- Transform internal, community, regional, and alumni marketing and engagement
- Implement incremental target enrollment goals within subunits
- Develop strong 2 + 2 agreements with community college partners
- Generate productivity norms for faculty artistry; review and optimize faculty workload

Action Plan update 10/9/16
<table>
<thead>
<tr>
<th>Updated Timeline</th>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 2016</td>
<td>Submit new curriculum for BFA studio Arts and Design and Media Arts. REDUCTIONS: studio hours reduced from 4 hours to 3 credit hours for both Studio BFA and Design and Media Arts BFA. BFA studio goes from 93 credit hours to 81 credit hours. Design and media Arts goes from 80 to 79 hours. Both tracks increase flexibility of curriculum with increased electives from 8 hours of electives to 18 hours of electives in these tracks.</td>
<td>Studio and Design and Media Arts Division faculty,</td>
</tr>
<tr>
<td>OCT 2016- April 2017</td>
<td>● Begin curricular review to add design and media arts coursework options to the studio BFA program. Begin discussion to combine studio area emphasize for greater critical mass and sustainability</td>
<td>● critical personnel identified above</td>
</tr>
<tr>
<td>Fall 2016-Fall 2017</td>
<td>● Begin review and update of SLO’s</td>
<td>Faculty within the division, School curriculum committee,</td>
</tr>
<tr>
<td>Fall 2016-Fall 2017</td>
<td>● revise portfolio review to include core requirements</td>
<td></td>
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<tr>
<td>Fall 2016-Fall 2017</td>
<td>● visual communications are begins exploration of courses for online and hybrid instruction</td>
<td>Design and Media Arts Area</td>
</tr>
<tr>
<td>Jan-Feb 2017</td>
<td>Develop Marketing/Communication materials</td>
<td>SOAD recruitment, CVPA Marketing Dir.</td>
</tr>
<tr>
<td>March-April 2017</td>
<td>Communication with external constituents: H.S.’s CC’s</td>
<td>SOAD recruitment, Studio and Design and Media Arts Faculty</td>
</tr>
<tr>
<td>F17-F20.</td>
<td>Incremental goal of 450 students for this program.</td>
<td>● critical personnel identified above</td>
</tr>
<tr>
<td>May/June 2017</td>
<td>Implementation of Action Plan</td>
<td>All involved in the plan</td>
</tr>
</tbody>
</table>
Candidate for Reduction in Resources: BS Ed Art & Design Education

1. Recommended action per the Task Force Report(s): Data on scholarship and financial efficiency is not consistent across programs. Program is expensive but it may be that data provided is for all art and design. Demand for art education is not high, per data provided; growth in this field is < 1%. Very diverse students enrolled but little diversity in degrees conferred. Enrollment is down.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   o The six faculty members of the A+DE division service three programs at undergraduate, masters and doctoral levels. There is a vertical relationship between the three programs, with each a natural extension of the other, and the Ph.D. in turn, rendering critical cost-efficiencies to the management of the BS. Ed and the MS. Ed through the work of highly skilled graduate teaching assistants.
   o 100% job placement for all graduates who sought employment at each level for the past two years (B.S., M.S. and Ph.D.). The last two Ph.D. candidates to complete their programs each received two offers of tenure track employment at leading universities. The average scores for the EdTPA licensure examination for our undergraduate and graduate teacher candidates (52) significantly exceeds the Stanford benchmark for excellence (45) and is amongst the highest in the university.
   o Art Ed programs across the country are suffering enrollment decline due, in part, to budget constraints in K-12. The NIU program, however, with its high quality and commitment to developing strong practicing artists as well as educators, is positioned to be the School of choice for Illinois students. The state is actually experiencing a deficit in credentialed art teachers. When/if a stable, full-year budget is achieved, we expect to see solid growth and good placement for our Art Ed students.

3. Do you consider the action recommended to be reasonable?
   We recognize that the program must identify savings, and suggest that this program is a candidate for transformation.

4. What type of response to that recommendation do you propose?
   Routine Action

5. Summary of actions proposed in the Action Plan from this division:
   o The BSed to undergo review for efficiencies and transformation. The quality of teaching is unquestionable. Strategic planning required to address naturally occurring variations in K-12 population. Conceptual broadening of Art Ed, in coordination of reconceived BAs in the College. F16-S17
   o Develop strong 2 + 2 agreements with community college partners. In progress.
   o Develop current partnerships with Chicago Public Schools. In progress.
     1. Doug Boughton, Kerry Freedman and Richard Sigismund have, since 2014, served on the Chicago Public Schools, Department of Arts Education, Higher Education Panel, which is now led by Evan Plummer, Director of Arts Education, Department of Arts Education/Chicago Public Schools. CPS Department of Arts Education has developed criteria for an arts-rich school, conducted surveys, and now has a very interesting map of where the arts are taught in the CPS system. The task now is trying now is to reach out to the schools that eschew the arts, rather than concentrate resources on making those schools who have a basic arts program more replete in their offering. An item that is under discussion, is bringing NIU faculty in over in-service faculty/administrative training.
   o Develop partnership with Ingenuity. In progress.
     1. Ingenuity is Chicago’s single hub for data, strategy, advocacy, and partnerships for ensuring an arts education for every Chicago Public Schools student.
     2. Director Siblik is now engaged with Ingenuity to recruit from CPS (Dean Kassel is now also involved with Ingenuity on an initiative to diversify symphony orchestras. This is a major partnership to be developed.)
   o Develop partnership with Gallery 37. Located in the Loop next to Millennium Park, Gallery 37 is an after school program run by CPS for students whose high schools do not offer arts education opportunities. In progress.
   o Reduce credit hours in the major. Review F16-S17. Implemented F17
   o Include design and media arts within studio practice. Review F16-S17. Implemented F17
   o Consider graphic design certificate which could benefit not only the B.S. Ed. But studio B.F.A, B.A/B.S, but also students campus wide. Review F16.
   o Implement incremental target enrollment goals. In Progress.

   Action Plan update 10/9/16
| OCT 2016 | Submit revised curriculum to reflect credit hour reduction in Studio course (From 4 to 3 CH)  
- Add state mandated requirement (but with the reduction in studio credit hours the major remained at the same credit hours.  
- Candidates who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure. | Art and Design Education, SOAD CC, Studio and Design and Media Arts Division faculty, |
| OCT 2016- April 2017 | Begin curricular review to add design and media arts coursework options to the studio BS. Ed program. | critical personnel identified above |
| Fall 2016-Fall 2017 | Begin review to identify credit hour reductions within the major | Faculty within the division, School curriculum committee, |
| F17-F19. | Incremental goal of 100 students for this program. | critical personnel identified above |
| March-April 2017 | Communication with external constituents: H.S.’s CC’s | SOAD recruitment, Studio and Design and Media Arts Faculty |
| May/June 2017 | Implementation of Action Plan | All involved in the plan |
Candidate for Reduction in Resources: BA in Art

1. Recommended action per the Task Force Report(s): Faculty data was unclear and difficult to discern. Narrative provided no benchmark data to compare faculty with other institutions. No student learning outcomes. Degrees have dropped in half, which is worrisome.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - Faculty data was unclear and difficult to discern.
     1. BA faculty is the same faculty that teach in the MFA program (which was highlighted as a strength in the MFA by the review committee). Faculty that teach in the BA also teach in BA Art History, BFA, MA, MFA.
     2. See SOAD contextualization data set above, which shows the B.A. as cost efficient, a fairly significant contributor to our head count, and an extremely flexible art degree with a liberal arts emphasis that prepares students for innovative careers in the creative economy.
   - Narrative provided no benchmark data to compare faculty with other institutions.
     1. Director will work with accreditor to provide this data.
   - Degrees have dropped in half, which is worrisome
     1. Improvement is already seen in the number of B.A. Art majors, as a result of better advising and clearer distinctions being made between the B.A. and B.F.A. degrees. We assume this change in status will have a positive impact also on degree completion in the B.A. Art and will be carefully tracking the results.
     2. The process of expanding the B.A. Art into a B.A./B.S. option has been approved by the IBHE as a “reasonable and moderate extension” and is in place for FY 16. The new opportunities represented by degree paths focus, respectively, on the humanities and on technology, and will be promoted through appropriate recruitment and advising materials and strategies.
     3. To encourage interdisciplinary initiatives, approaches with a focus of technology, design and digital media will be emphasized, and which will be available to all majors. Multiple advising pathways will be developed, including design and digital media, pre-art therapy, and arts administration (ART 465 Introduction to Museum Studies will be submitted for general education credit approval and for use in this pathway).

4. Do you consider the action recommended to be reasonable?
   - Yes

4. What type of response to that recommendation do you propose?
   - Routine Action

5. Summary of actions proposed in the Action Plan from this division:
   - The B.A. in Art assessment plan will be revisited to ensure that it aligns with student learning outcomes.\(^7\) SLOs—proposed
   - Revise promotional and advising materials and strategies to better communicate job options available to graduates with the B.A. / B.S. Art. Involve alumni in creating internships opportunities.
   - Submit ART courses for general education approval.
   - Monitor new BA/BS enrollments, in partnership with Enrollment Management
   - Develop interdisciplinary opportunities within CVPA and with other Colleges
   - Increase recruiting activity
   - Return to 3 credit hours for studio classes; will be able to take more classes with a greater variety of professors, will increase interdisciplinary approaches
   - Review faculty workload for efficiencies and align with university standards
   - Gather data for program/faculty comparisons at other institutions

\(^7\) An updated assessment plan may include analyzing and gathering data for the following: milestones, foundations & art education, 300 level courses, and newly implements capstone. These would be reviewed relative to students’ education and personal goals, along with analyzing their progress in art foundation courses.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>May 2016</td>
<td>Confirm involvement and support for the action plan development process by critical personnel</td>
<td>Studio and Design and Media Arts Division faculty, Siblik, Dean Kassel</td>
</tr>
<tr>
<td>May-Oct 2016</td>
<td>Develop Pre-Professional Art Therapy advising pathway with LAS</td>
<td>Psychology faculty, Art Faculty</td>
</tr>
</tbody>
</table>
| June/July 2016   | • Critical personnel meet to develop overarching questions/assumptions to guide discussions  
                    • Confirm answers to/approval of overarching questions/assumptions with Provost Freeman or designee | • critical personnel identified above 
                                                                              • Representative to communicate with Provost Freeman                                           |
| Fall 2016        | • **Major credit hours for BA/BS reduced by 21 hours**               | Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s), NASAD (accrediting agency) |
| Fall 2016-Summer 2017 | Develop partnerships with Art Therapy Masters programs at Art Institute, Southern Illinois U. Edwardsville | SOAD Director                                                                                     |
| Summer-fall 2017 | Develop 3+1 with Western Illinois for undergraduate museum studies certificate | Western, SOAD director, Soad faculty                                                              |
| Jan-Feb 2017     | Develop Marketing/Communications materials                           | SOAD recruitment/CVPA Marketing Dir.                                                              |
| March-April 2017 | Communication with external constituents: H.S.’s CC’s               | SOAD recruitment, Studio and Design and Media Arts Faculty                                        |
| May/June 2017    | Implementation of Action Plan                                       | All involved in the plan                                                                           |
Candidate for Reduction in Resources: MA in Art

1. Recommended action per the Task Force Report(s): Enrollment and demand are very low and program cost is high. Program needs to focus on raising minority degrees. Transformation should include further development of online option for degree delivery.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

   M.A. in Art Narrative does not identify who teaches this program.
   ○ MA faculty is the same faculty that teach in the MFA program which was highlighted as a strength in the MFA by the review committee. Faculty that teach in the MA also teach in, BFA, BA, MFA, MA Art history emphasis, BA Art History.

   Financial information doesn't seem to be specific to the program.
   ○ See page 9 above

   Program potential is formulated in very vague terms. Author states that enrollments will be a challenge in the future. Program cannot continue to operate as it currently configured.
   ○ Propose a 4+1 and 2+2+1 for transfer students in the studio and design and media arts area, in combination with the Museum Studies program (see appendix for details).

3. Do you consider the action recommended to be reasonable?

   We recognize that the program must identify savings, and suggest that this program is a candidate for transformation.

4. What type of response to that recommendation do you propose?

   Routine Action

3. Summary of actions proposed in the Action Plan from this division:

   ○ Propose a 4+1 and 2+2+1 F16. Submit for approval S17.
   ○ Create MA in Museum Studies as a third concentration (does not require IBHE approval)
   ○ Interdisciplinary Arts Administration track for the MA, in coordination with Colleges of Business and Liberal Arts
   ○ Move from 4 credit hours back to 3 credit hours for studio classes. Graduate students will be able to take more classes with a greater variety of professors, will increase interdisciplinary approaches, will improve percentage of stand-alone grad classes.

   Proposed Action Plan

   Revised Action Plan 10/10/16

<table>
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<tr>
<th>Timeline</th>
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<tbody>
<tr>
<td>May 2016-June 2016</td>
<td>Confirm involvement and support for the action plan development process by critical personnel</td>
<td>Art History, College of Law, College of LAS, Studio, Design and Media Arts Division faculty, Siblik, Dean Kassel</td>
</tr>
</tbody>
</table>
| June/July 2016    | • Critical personnel meet to develop overarching questions/assumptions to guide discussions  
                     • Confirm answers to/approval of overarching questions/assumptions with Provost Freeman or designee | • critical personnel identified above  
                                                                                       • Representative to communicate with Provost Freeman |
| Spring-Fall 2016  | • Move from 4 credit to 3 credits studio and design courses reduces studio emphasis to 30 hours | •                                                                                       |
| Fall 2016         | • New emphasis in Art History teaching at the Community college level and Art Museum studies emphasis. | Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s) |
| Fall 2016         | • Discussion for online development for Art History courses | E-learning, Art History faculty |
| May/June 2017     | Implementation of Action Plan                                        | All involved in the plan |
Candidate for Reduction in Resources: MFA in Art

1. Recommended action per the Task Force Report(s): Impressive quality of faculty accomplishments. Large decrease in credit hours and enrollment is dropping. Facilities are in need of upgrading. Like other programs in Art, this program needs review.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - Credit hour decline:

<table>
<thead>
<tr>
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<th>F10</th>
<th>F11</th>
<th>F12</th>
<th>F13</th>
<th>F14</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA Art</td>
<td>838</td>
<td>997</td>
<td>966</td>
<td>874</td>
<td>697</td>
</tr>
</tbody>
</table>

   - Facilities are in need of upgrading. The facilities require upgrades and maintenance. Long term planning should include a schedule to replace aging furnishings and mechanicals of the 50-year old building, as well as acquisition of state-of-the-art technologies.

1. Do you consider the action recommended to be reasonable?
   - We recognize that the program must identify savings, and suggest that this program is a candidate for transformation.

3. What type of response to that recommendation do you propose?
   - Significant Action

4. Summary of actions proposed in the Action Plan from this division:
   - Revamp recruitment through a unified approach; allocate funds for marketing (SOAD and CVPA). ASAP.
   - Organize and distribute promotional materials featuring upcoming visiting artist events and speaker engagements, partnering with new CVPA Director of Marketing. ASAP and upon hire.
   - Improve collection of alumni data to better understand program assessment and outcomes, as well as provide marketing material. F16-S17
   - Increase number of graduate-only studio courses to improve in recruitment and retention. (NASAD recommends 50% grad only courses, and a more interdisciplinary approach within the MFA could help meet this recommendation.)
   - Develop interdisciplinary approaches as recommended in 2010 NASAD accreditation report. F17
   - Create pathways from the MA to the MFA programs. F17
   - Return to 3-credit hour model for studio courses. Outcomes:
     1. Graduate students will be able to take more classes with a greater variety of professors,
     2. will increase interdisciplinary approaches
     3. will improve percentage of stand-alone grad classes.

Revised Proposed Action Plan 10/6/16

<table>
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<tbody>
<tr>
<td>May 2016</td>
<td>Confirm involvement and support for the action plan development process by critical personnel</td>
<td>Studio and Design and Media Arts Division faculty, Siblik, Dean Kassel</td>
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<tr>
<td>June/July 2016</td>
<td>Critical personnel meet to develop overarching questions/assumptions to guide discussions</td>
<td>critical personnel identified above Representative to communicate with Provost Freeman</td>
</tr>
<tr>
<td></td>
<td>Confirm answers to/approval of overarching questions/assumptions with Provost Freeman</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Curriculum moves to 3 credit hours from 4 credit hours for studio and design and media arts courses Reduce credit hours to 60 Move the MFA from two tracks to one</td>
<td>Faculty within the division, School curriculum committee, CVPA, University CC</td>
</tr>
<tr>
<td></td>
<td>This change simplifies the MFA program structure, making advisement and the process of monitoring student progress easier. It also presents the MFA degree in a broader and more open fashion, appropriate to the current, more interdisciplinary approach to the curriculum. Changes in semester hour requirements make it possible for students to take either a wider variety of courses or greater depth in their field, as does the new requirement of 6 semester hours of any university course.</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>Outline discussion by critical personnel Outcomes to include: Develop curricular proposals</td>
<td>Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Develop Marketing/Communication materials</td>
<td>SOAD recruitment, CVPA Marketing Dir.</td>
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<tr>
<td>Fall 2016</td>
<td>Implement campaign to raise profile of the MFA nationally</td>
<td>SOAD recruitment, Studio and Design and Media Arts Faculty</td>
</tr>
<tr>
<td>Fall 2016- Fall 2017</td>
<td>Strategic recruitment with key undergraduate programs, create partnerships with Eastern, Western Elmhurst college, others</td>
<td></td>
</tr>
<tr>
<td>May/June 2017</td>
<td>Implementation of Action Plan</td>
<td>All involved in the plan</td>
</tr>
</tbody>
</table>
Candidate for Reduction in Resources: PhD in Art Education

1. Recommended action per the Task Force Report(s): Narrative stated that there is potential for an interdisciplinary program but did not explain what that entails. There is modest enrollment. No job growth reported. This is a very costly program and in 7 years there have only been 4 degrees. Need to consider growth to stabilize the program.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - The six faculty members of the A+DE division service three programs at undergraduate, masters and doctoral levels. There is a vertical relationship between our three programs, with each a natural extension of the other, and the Ph.D. in turn, rendering critical cost-efficiencies to the management of the BS. Ed and the MS. Ed through the work of highly skilled graduate teaching assistants.
   - 100% job placement for all graduates who sought employment at each level for the past two years (B.S., M.S. and Ph.D.). The last two Ph.D. candidates to complete their programs each received two offers of tenure track employment at leading universities.

3. Do you consider the action recommended to be reasonable?
   - We recognize that the program must identify savings, and suggest that this program is a candidate for transformation. The program’s quality is quite high, and the costs are within norms, given that the faculty serve three programs.

4. What type of response to that recommendation do you propose?
   - Routine Action

5. Summary of actions proposed in the Action Plan from this division:
   - Increase recruitment efforts. F17
   - The A+DE faculty productivity significantly contributes to non-majors and doctoral studies outside of NIU. It is an aspirational goal that with Program Prioritization that the A+DE faculty can work collaboratively across disciplines within NIU to create new opportunities for cross-disciplinary learning. In this way, the faculty could model for doctoral students the forms of cross-disciplinary scholarship that will be critical for 21st century academics. F17
   - Increase the range of minority representation in the program through collaborations with Chicago Public Schools. F17
   - We believe our track record of producing transformational educational leaders through art is a compelling quantitative and qualitative story. We see this as an outstanding opportunity for private sector fundraising to endow doctoral study, particularly study by minority students. With a new Director in the School of Art and Design and a new Dean for the College of Visual and Performing Arts, the A+DE division will work with NIU Foundation to create funding packages that would endow support of transformative art educators. F17.
   - Incremental goal of 20 doctoral students for this program. F17-F19.

Revised Action Plan 10/10/16

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| Fall 2016    | • Change title of program to Art and Design Education to align with program title  
              • Minor changes in core requirements                               | Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s) |
| F17-F19      | • Incremental goal of 20 doctoral students for this program.         | • critical personnel identified above                                        |
| May/June 2017| Discuss with Western a partnership agreement for offering of program | • critical personnel identified above                                        |
                                                                 | • Representative to communicate with Provost Freeman                       |

*Timetable for these changes will be analysis and review during AY 16-17 for implementation in Fall 2017.
Candidate for Transformation: MS in Art

1. Recommended action per the Task Force Report(s): Enrollment and demand are very low and program cost is high. Program needs to focus on raising minority degrees. Transformation should include further development of online option for degree delivery.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

3. Do you consider the action recommended to be reasonable?
   Yes

4. What type of response to that recommendation do you propose?
   Significant New Action

5. Summary of actions proposed in the Action Plan from this division:
   - With assistance from NIU’s department of online programs, securing the expertise necessary for developing an effective webpage that can communicate the online and face-to-face Masters program. Emphasize the employment opportunities for NIU graduates.
     1. Online and hybrid deliver should allow for capacity of 50 to 75 students in the MS ED. Program. Although cohorts will not be altogether consistent due to a number of students in this program completing course on a part-time basis, 10 thesis and 15 practitioners per cohort of a three year cycle is to be expected.
     2. Some PhD. Students will contribute teaching to this program.
   - Improve external marketing through greater use of the A+DE division’s own internal mailing list of over 400 high school art teachers in Chicago and the greater Chicagoland area.
     1. Use of tools like SALESFORCE to track and nurture interest in the online Masters program.

Note: M.S. Ed program recognizes the challenges to teacher licensure and public education. But, it is also an opportunity to demonstrate that the A& D M.S. Ed at NIU is the premier licensure program not only in Illinois, but also for the Great Lakes region—a goal shared with the College of Education.

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**On-Line Ms. Ed Art Education Sequence**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Title</th>
<th>Semester Taught</th>
<th>Course Release?</th>
<th>Graduate Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boughton</td>
<td>ARTE 685</td>
<td>Research Reading</td>
<td>Summer 16 (July)</td>
<td>pay</td>
<td>Leonard</td>
</tr>
<tr>
<td>Wang</td>
<td>ART 680/ARTE 683</td>
<td>Studio Pedagogy</td>
<td>Summer 16 (June 20-July 1)</td>
<td>pay</td>
<td>Yang</td>
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</table>

**Academic year 16-17**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Title</th>
<th>Semester Taught</th>
<th>Course Release?</th>
<th>Graduate Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stalkidis</td>
<td>ARTE 684</td>
<td>History &amp; Philosophy</td>
<td>Fall 16</td>
<td>Siegesmund to help</td>
<td>Gross</td>
</tr>
<tr>
<td>Goss</td>
<td>ARTE 683</td>
<td>Special Needs</td>
<td>Fall 16</td>
<td>None: doctoral student</td>
<td>Division GA</td>
</tr>
<tr>
<td>Boughton</td>
<td>ARTE 687</td>
<td>Assessment</td>
<td>Spring 17</td>
<td>Fall 16</td>
<td>Leonard</td>
</tr>
<tr>
<td>Freedman?</td>
<td>ART 680/ARTE 683</td>
<td>Comics</td>
<td>Spring 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedman</td>
<td>ARTE 685</td>
<td>Research Reading</td>
<td>Summer 17</td>
<td>n/a Developed</td>
<td>TBD</td>
</tr>
<tr>
<td>Freedman</td>
<td>ARTE 780</td>
<td>On-Line Thesis</td>
<td>Summer 17</td>
<td>Spring 17</td>
<td>TBD</td>
</tr>
<tr>
<td>Wang</td>
<td>ART 680/ARTE 683</td>
<td>Studio Pedagogy</td>
<td>Summer 17</td>
<td>Developed</td>
<td>TBD</td>
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</table>

**Academic year 17-18**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Title</th>
<th>Semester Taught</th>
<th>Course Release?</th>
<th>Graduate Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedman?</td>
<td>ARTE 682</td>
<td>New Trends</td>
<td>Fall 17</td>
<td>Spring 17</td>
<td>TBD</td>
</tr>
<tr>
<td>Campiglia</td>
<td>ARTE 680/ARTE 683</td>
<td>Technology</td>
<td>Fall 17</td>
<td>Spring 17</td>
<td>TBD</td>
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<tr>
<td>Boughton</td>
<td>ARTE 687</td>
<td>Assessment</td>
<td>Spring 18</td>
<td>n/a Developed</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>ART 680/ARTE 683</td>
<td>TBD</td>
<td>Spring 18</td>
<td>Fall 17</td>
<td>TBD</td>
</tr>
<tr>
<td>Boughton</td>
<td>ARTE 685</td>
<td>Research Reading</td>
<td>Summer 18</td>
<td>n/a Developed</td>
<td>TBD</td>
</tr>
<tr>
<td>Freedman?</td>
<td>ARTE 780</td>
<td>On-Line Thesis</td>
<td>Summer 18</td>
<td>n/a Developed</td>
<td>TBD</td>
</tr>
<tr>
<td>Wang</td>
<td>ART 680/ARTE 683</td>
<td>Studio Pedagogy</td>
<td>Summer 18</td>
<td>n/a Developed</td>
<td>TBD</td>
</tr>
<tr>
<td>Timeline</td>
<td>Task</td>
<td>Responsibility</td>
<td></td>
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<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Fall 2016-Fall 2017</td>
<td>Continue to develop online MS Ed degree</td>
<td>e-learning, Art and Design Education faculty, Director and Dean for funding of the plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Fall 2016-Fall 2017 | • Continue to develop marketing plan with e-learning                | • critical personnel identified above  
|                  |                                                                      | • Representative to communicate with Provost Freeman                           |
| Fall 2016        | • Catalog language change, include online delivery language.        | Faculty within the division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s) |
|                  | • Change title of program to Art and Design Education to align with program title |                                                                     |
| F17-F19.         | • Incremental goal of 60 students for this program.                 | • critical personnel identified above                                         |
| May/June 2017    | Discuss with Western a partnership agreement for offering of program | • critical personnel identified above  
|                  |                                                                      | Representative to communicate with Provost Freeman                             |
Candidate for Transformation: Certificate in Museum Studies

2. Recommended action per the Task Force Report(s): Narrative contained little data making it difficult to assess program. Program provides exceptional hands-on experience for students. Program supports other programs at NIU but needs critical transformation to be competitive.

3. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?

4. Do you consider the action recommended to be reasonable?
   Yes

5. What type of response to that recommendation do you propose?
   Routine Action

6. Summary of actions proposed in the Action Plan from this division:
   - Continue the current CGS in Museum Studies as it is configured as an interdisciplinary offering between CVPA, LAS and CEDU

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2016</td>
<td>Confirm involvement and support for the action plan development process by critical personnel</td>
<td>Museum Studies coordinator, Art History Division faculty, Siblik, Dean Kassel</td>
</tr>
<tr>
<td>Fall 2016-</td>
<td>Discussion between the units and the CGS executive committee</td>
<td>VCPA, LAS, CEDU Faculty DIRECTORS, Dean(s)</td>
</tr>
</tbody>
</table>
| Spring 2020      | • Continue discussion between the units and the CGS executive committee  
                   • Functional organizational structure discussed                      | VCPA, LAS, CEDU Faculty DIRECTORS, Dean(s)  |
| Jan-Feb 2017     | Discuss partnerships with Western Illinois                           | SOAD, CVPA                                  |
Candidate for Transformation: BA in Music

1. Recommended action per the Task Force Report(s): Program does not appear to be a priority or have a clear identity. Few applications, very low retention and graduation rates. Based on the narrative, AcTF was unable to identify a clear need for this program. Faculty needs to review how this fits in music program and consider what students seeking this degree need. BA is too close to BM in terms of curriculum and BA enrollments are too small.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here? N/A

3. Do you consider the action recommended to be reasonable?
   
   Yes

4. What type of response to that recommendation do you propose?
   
   Routine Action

5. Summary of actions proposed in the Action Plan from this division
   
   o BA is being examined for possible addition of a recording concentration, or a BM emphasis
   
   o In program prioritization deliberations, SoM faculty discussed possible changes to BA, including adjustment down of music core hours, and emphasizing the liberal arts framework more clearly.
   
   o SoM faculty will discuss addition of a supporting minor (e.g., Business Innovation and Entrepreneurship in the College of Business)
   
   o The College is working on a holistic review all the Bas in each School. Proposal drafted F16, submit for approval S17, implement F17
Candidate for Transformation: BA Art History

1. Recommended action per the Task Force Report(s): Program is very small. Strong service teaching to other departments acknowledged by AcTF. Courses are important for all students, though degree may not be viable.

2. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - AH, like Philosophy, is central to both CVPA and the university. It is the hallmark of a liberal education and its inclusion in the major offerings at NIU is essential. That said, the declining enrollment (occurring nationally) requires re-imagining the SLOs, casting a wider net, and developing greater interdisciplinary opportunities and widening access. AH faculty rightly state that the discipline has changed.

3. Do you consider the action recommended to be reasonable?
   - Yes

4. What type of response to that recommendation do you propose?
   - Significant New Action

5. Summary of actions proposed in the Action Plan from this division:
   - Develop 2 + 2 transfer guide—F17
   - BA/JD accelerated program—draft of proposal due mid-term, Spring 2017

6. Updated timeline 10-10-16

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>July/August 2016</td>
<td>Gather information regarding structure at comparable institutions both in Illinois and out of state</td>
<td>Art History Division--completed</td>
</tr>
<tr>
<td>Fall 2016</td>
<td><strong>Reduce</strong> hours in existing Ba Art History by 21 credit hours</td>
<td>Art History Division, School curriculum committee, CVPA, University CC, DIRECTOR, Dean(s)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td><strong>Discussion for online Art History offering</strong></td>
<td>e-learning, Art History Division</td>
</tr>
<tr>
<td>Fall 2016-Fall 2020</td>
<td><strong>Incremental goal of 50 students for this program</strong></td>
<td>SOAD recruitment, Art History Division</td>
</tr>
<tr>
<td>Jan-Feb 2017</td>
<td>Develop Marketing/Communication materials</td>
<td>SOAD recruitment, CVPA Marketing Dir.</td>
</tr>
<tr>
<td>March-April 2017</td>
<td>Communication with external constituents: H.S.’s CC’s</td>
<td>SOAD recruitment, Art History Division</td>
</tr>
<tr>
<td>May/June 2017</td>
<td>Implementation of Action Plan</td>
<td>All involved in the plan</td>
</tr>
</tbody>
</table>

7. 754
Candidate for Review/Elimination: External Programs—Community School of the Arts

Recommended action per the Task Force Report(s): The task force strongly recommends eliminating college-specific external programming units and establishing a university-wide office to handle the outreach, engagement, and educational programs that these programs sponsor. Doing so will save resources by creating more efficiency. However, the task force believes that any restructuring should preserve the unique contribution that this program makes to the local arts community and its strong connection to the curriculum. Additionally, the university needs to investigate scheduling online or off-campus courses the same way that scheduling on-campus courses is done (through academic departments with college support). Scheduling courses through an external programming office is unnecessary.

1. If the Task Force indicated that there were gaps in the program(s) narratives, what additional information can be provided here?
   - We concur with the TF and believe that the Community Arts School and associated programs are integrally linked to the Schools in the College and cannot truly be considered equivalent to external programs across the university. In fact, these programs are essential for community engagement, recruiting, diversity, and donor relations & development. That said, we are eager to expand offerings and partner with other Colleges in delivering effective programming and believe there is synergy to be found in programs such as STEAMworks.
   - Online and hybrid instructional delivery, off-campus courses ought to be part of the overall CVPA and University plan but may be best managed within the Schools. Currently, CVPA does not have an office or individual assigned to manage this initiative, although Josh Anderson has done essentially registration tasks for AH 282 and 292. However, we believe that assistance from a central office managing online courses and offering training would be essential to increase CVPA’s online presence.

2. Do you consider the action recommended to be reasonable?
   - The President has determined to review all external programs for the university

3. What type of response to that recommendation do you propose?
   - Routine Action

4. Summary of actions proposed in the Action Plan from this division:
   - Expand offerings in CSA so all Schools are routinely and effectively represented (based on market analysis)
   - Develop CSA partnerships with sister Colleges, particularly College of Education and CLAS, Steamworks
   - Use Dean funds in CVPA to incentivize development and offering of online courses in the college
<table>
<thead>
<tr>
<th>Unit</th>
<th>Program(s)</th>
<th>Type of Action</th>
<th>Action Step</th>
<th>Action Step</th>
<th>Level of Action</th>
<th>Success Impact</th>
<th>Enroll Impact</th>
<th>Budget Impact</th>
<th>Research Impact</th>
<th>Engagement Impact</th>
<th>Diversity Impact</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVPA</td>
<td>Dean's Office</td>
<td>Enhance</td>
<td>Hire Development officer</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Hire Comm/Marketing professional</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
<td>IN PROGRESS</td>
<td></td>
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<td></td>
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<td>Determine need/hire Event Manager</td>
<td>Significant</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Fall 17</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Work with DOIT to improve IT support</td>
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<td>Staff Reorganization</td>
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<td></td>
<td></td>
<td></td>
<td>Art Fee--EVP/P &amp; CFO</td>
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<td>X</td>
<td>X</td>
<td></td>
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<td>IN PROGRESS</td>
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<tr>
<td></td>
<td></td>
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<td>Analyze and optimize faculty workload</td>
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<td>X</td>
<td>X</td>
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<td>COMPLETE BY S16</td>
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<td></td>
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<td></td>
<td>Develop online/hybrid courses</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>COMPLETE BY S16</td>
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<tr>
<td>SOTD</td>
<td>BFA/MFA</td>
<td>Enhance</td>
<td>Increase SOTD budgets (BA, BFA, MFA)</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>F17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New TT line in Dance</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>F17</td>
<td></td>
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<td>Sound Designer</td>
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<td>X</td>
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<td>X</td>
<td>F17</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor line for Stage/Production/Theatre Management</td>
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<td>X</td>
<td>X</td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td>Increase SummerNITE budget</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>SOM</td>
<td>Master of Music</td>
<td>Enhance</td>
<td>3 Graduate Assistantships</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>F17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory/Comp TT hire</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>F17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Piano TT hire</td>
<td>Significant</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>F17</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>Equipment: Instruments/Music</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
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<td></td>
<td>BM in Music</td>
<td>Develop recruitment/rentention plan</td>
<td>Routine</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>F17</td>
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</tr>
</tbody>
</table>

*Note: New TT hires will impact this program significantly.*
<table>
<thead>
<tr>
<th>Unit</th>
<th>Program(s)</th>
<th>Type of Action</th>
<th>Action Step</th>
<th>Action Step</th>
<th>Level of Action</th>
<th>Student Success Impact</th>
<th>Enrollment Impact</th>
<th>Budget Impact</th>
<th>Research Impact</th>
<th>Engagement Impact</th>
<th>Diversity Impact</th>
<th>Time Frame</th>
</tr>
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<tbody>
<tr>
<td>SOTD</td>
<td>BA in Theatre Studies</td>
<td>Unchanged</td>
<td>Replace retired Head of BA (TT)</td>
<td>Significant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>F17</td>
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<td>Develop recruitment/retention plan</td>
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Note: CVPA is working on a holistic approach to the BAs in the Schools. Discussions have begun. Proposal drafted F16, submit for approval S17, implement F17.

| CVPA         | Art Museum          | Unchanged      | Create Strategic plan                            | Routine     | X              |                       |                   |               |                 |                   |               | Complete by 12/16|
|             |                     |                | Coordinator to F/T status                        | Significant | X              |                       | X                 | ASAP          |
|             |                     |                | New funding for SA Collection                    | Significant | X              | X                      | X                 | F17           |
|             |                     |                | Mitigate space needs                             | Significant | X              | X                      | X                 | long-term     |
|             |                     |                | Enhance User Experience                          | Routine     |                |                         |                   |               |

| SOM          | Performer's Certificate | Unchanged*     | See narrative                                    | Routine     | X              |                       |                   |               |                 |                   |               | ASAP      |
|             |                     |                | Develop recruiting strategy/marketing plan      | X           | X              | X                      | X                 | X             | X               | X                 | by 12/16       |

| SOAD         | BFA Art Studio       | Transformation* | See narrative                                    | Significant | X              | X                      | X                 | X             | X               | X                 | F17           |
|             | BS Ed Art & Design   | Transformation* | See narrative                                    | Routine     | X              | X                      | X                 | X             | X               | X                 | F17           |
|             | BA in Art            | Reduction      | See narrative                                    | Routine     | X              | X                      | X                 | X             | X               | X                 | F17           |
|             | MA in Art            | Transformation* | See narrative                                    | Routine     | X              | X                      | X                 | X             | X               | X                 | F17           |

*Rejection of TF Recommendation
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<th>Unit</th>
<th>Program(s)</th>
<th>Type of Action</th>
<th>Action Step</th>
<th>Level of Action</th>
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<th>Enrollment Impact</th>
<th>Budget Impact</th>
<th>Research Impact</th>
<th>Engagement Impact</th>
<th>Diversity Impact</th>
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*Rejection of TF Recommendation
| Off-load online course development | Routine | X | TBD |

*Rejection of TF Recommendation*
Administrative Offices
Administrative Programs Encompasses in this Response:
Office of the Executive Vice President & Provost (OEVP/P);
Division of Academic Affairs, Executive Staff and Office Operations

Description of the Programs:
The Office of the Executive Vice President and Provost has two administrative programs critical to NIU’s mission and operations.

The Provost’s Office provides strategic leadership, operational support, and administrative and fiscal oversight to the Academic Affairs division, including seven academic colleges, the Graduate School, and the library. It also supports student academic success and faculty excellence. This program was evaluated as the Division of Academic Affairs, Executive Staff and Office Operations.

The Office of the Executive Vice President (OEVP) has significant responsibility for integration of strategic and financial planning across academic and administrative programs, and provides direct oversight to Human Resource Services. Prior to the Fall 2016 reorganization related to institutional effectiveness, the OEVP also provided direct oversight to Institutional Research.

The EVP&P shares executive management responsibility with the president and the vice president for Administration & Finance; interfaces with shared governance to promote participation as well as accountability in decision making; and plays a critical role in defining institutional goals, implementing strategic initiatives and allocating resources, as well as in gathering and analyzing data to gauge progress. This program was evaluated as the Office of the Executive Vice President and Provost.

Task Force Recommendations:

Office of the Executive Vice President and Provost [SUSTAIN]: Given the portfolio of the Executive Vice President and Provost, the size of the staff and the budget allocated to the office seem appropriate. The task force appreciates that this office has been making significant changes in operation from the past.

Division of Academic Affairs, Executive Staff, and Office Operations [REDUCE]: The evidence of quality in this narrative does not justify the number of personnel in the Division. This program may want to consider reducing the number of people with vice-provost and associate vice-provost titles. There seems to be an imbalance of direct reporting lines to the various roles and an absence of mechanisms for faculty and staff to provide feedback for the services provided by the Division.

Do You Consider the Action(s) Recommended to be Reasonable; Why or Why not?
Yes and No (see explanation below)

The task force is accurate in recognizing that these offices are in the process of significant change, based on a desire to be as efficient and effective possible. Certainly, addressing the imbalance in reporting lines will be part of these ongoing efforts. The task force is correct in pointing out that annual and end-of-term evaluation of the vice provosts is insufficient as a feedback mechanism to support continuous improvement of the services provided to the campus. We would also note that the units associated with the Division of Academic Affairs and Office of the Executive Vice President and Provost have not communicated effectively with the campus about the essential, but largely invisible, functions that they provide to the university, where some but not all of these activities require confidentiality.
Going forward, the Academic Affairs leadership is committed to improving communication and accountability. Some of the specific action steps taken to these ends are detailed in the response to the task force recommendation regarding an Office of Institutional Effectiveness. The following paragraphs address specifically the task force suggestions related to reducing personnel and revising titles.

As noted in the program narratives associated with these two administrative programs, three vice provosts have effort split between the OEVP and the Provost Office/Division of Academic Affairs. Appropriately, the vice provost for Undergraduate Academic Affairs has full-time effort in the Division of Academic Affairs with significant responsibility for oversight of undergraduate education per the NIU bylaws. In addition, as noted in the program narrative for the Division of Academic Affairs, the vice provosts already dedicate on average between 52 hours and 73 hours per week to their assigned responsibilities. These constraints make it challenging to reduce the number of vice provosts in the Division of Academic Affairs, and simultaneously to sustain the staffing levels in the Office of the Executive Vice President.

**What Types of Responses to the Recommendations Do You Propose?**

To address the task force recommendations, and the members’ understandable sensitivity to the dedication of academic division resources to administrative personnel, we propose increasing the effort devoted by the vice provosts to the NIU’s instructional mission, and also reducing the number of individuals titled associate vice provosts.

*Note:* These changes will occur through a combination of routine and significant new actions. Routine actions are described below. The action steps and timelines for significant new actions associated with restructuring units in the Division of Academic Affairs can be found in the responses submitted by the vice provost of Undergraduate Academic Affairs and the Institutional Effectiveness team members, as well as in the President’s Program Prioritization Progress Report released November 28, 2016.

During Dr. Freeman’s tenure as EVP/P, the vice provosts have been encouraged to teach when invited, and these contributions have included teaching sections of UNIV 101 (Birberick; Douglass), leading study abroad (Birberick), as well as teaching courses in their disciplines (FLFR 371 (Birberick); PHHE 467 and 601 (Douglass); ISYE482/582, 442/452 and 695 (Krishnamurthi). Historically, this work has been considered to be above and beyond the scope of assigned responsibilities in the Provost’s Office. Going forward, the vice provosts will be expected to contribute to NIU’s instructional mission, as their schedules permit. The Provost’s Office will work with Human Resources Services to modify position descriptions to clarify this expectation. As a result of their knowledge about higher education, student success and NIU, the EVP/P and vice provosts are well-positioned not only to teach UNIV 101, but also to contribute substantively to the development and delivery of courses in the new Community College Leadership Ed.D.

The Division of Academic Affairs agrees with the task force recommendation to reduce the number of positions assigned the title of associate vice provost. To this end, when the associate vice provost of University Honors departed NIU to pursue another opportunity, the position was refilled as director for University Honors. Moreover, in addressing the task force recommendation for creation of a consolidated unit dedicated to Institutional Effectiveness, the position of associate vice provost for Academic Outcomes Assessment was eliminated.