College of Arts and Sciences

Academic Innovation

Develop and expand disciplinary and transdisciplinary programs, courses, research and creative activities

<table>
<thead>
<tr>
<th>329</th>
<th>Study market needs and collaborate with employers to design transdisciplinary programs</th>
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<td>College of Arts &amp; Sciences</td>
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2016-17 Progress Narrative

The college has made significant progress as a result of its evaluation of current course offerings, rotation, and cycling of courses in order to ensure that students can plan a realistic 4-year plan and graduate in a timely manner. The college continues in discussions with employers and community members on transdisciplinary programs and exploring opportunities to expand disciplinary/transdisciplinary research and creative efforts. Examples include the development of a B.S. in Mechatronics in partnership with Cincinnati State Technical and Community College.

2015-16 Progress Narrative

The college is continuing its evaluation of current course offerings, rotation, and cycling of courses to ensure that students can plan a realistic 4-year plan and graduate in a timely manner. The college continues in discussions with employers and community members on transdisciplinary programs and exploring opportunities to expand disciplinary/transdisciplinary research and creative efforts. Faculty from the college are active in Skyward, Northern Kentucky’s regional strategic visioning and planning efforts.

2014-15 Progress Narrative

The college has made initial progress collaborating with employers and community members to discuss/design transdisciplinary programs -- this is most notable in Visual Arts and the work on graphic design, the proposed photography BS, and museum studies. The college has begun the process of evaluating current course offerings; we began the year by each department evaluating their course offerings, rotations, and cycling of courses. This process will ensure that students can plan a realistic 4-year plan and graduate in a timely manner.

329.01 Catalog and evaluate current offerings (Y1-2) |
329.02 Collaborate with relevant community organizations and stakeholders to identify regional market needs (Y1) |
329.03 Expand programs, courses, research, and creative activities to align with regional and market needs (Y3-4) |
329.04 Develop hiring strategy to support and enhance transdisciplinary programs and opportunities (research) (Y1-4)
2016-17 Progress Narrative

CAS Strategic Investment funds are awarded to projects, ideas, and efforts that are aligned with the initiatives that support the College’s Strategic Plan and Fuel the Flame. This year’s awards included an innovative transdisciplinary partnership between the Theatre and Dance Program and the Chemistry department to create teaching videos that use dance to express chemical reactions. The College also supported faculty with almost $81,000 in funding provided through Professional Development Awards awarded in the fall, spring, and summer. Many faculty chose to use their funding in support of their scholarly presentations at regional, national, and international conferences. Other faculty used these funds to supplement the costs of their research/creative projects. This past year CAS faculty/staff submitted 63 external grant proposals; 38 proposals received funding for a total dollar amount of $1,944,222.

2015-16 Progress Narrative

CAS Strategic Investment funds are awarded to projects, ideas, and efforts that are aligned with the initiatives that support the College’s Strategic Plan and Fuel the Flame. Several awards this year were transdisciplinary in scope including: Biological and Cultural Contributors to Kidney Disease in Sri Lankan Farmworkers; Freedom’s Frontiers: Underground Railroad Film, Access, and Preservation Initiative; and the Intensive Summer Opportunity for Inter- or Transdisciplinary Curriculum Development. The College also supported faculty through Professional Development Awards. Many faculty chose to use their funding in support of their scholarly presentations at regional, national, and international conferences. Other faculty used these funds to supplement the costs of their research/creative projects. This past year CAS faculty/staff submitted 67 external grant proposals; 40 proposals received funding for a total dollar amount of $3,163,163.00; these numbers exceed CAS totals from the previous academic year.

2014-15 Progress Narrative

This past year the college initiated Strategic Investment (SI) Awards and awarded approximately $60,000 across the college to support approved projects. One of several awards was transdisciplinary in scope and is examining STEAM (which incorporates the arts into traditional STEM-based programs and activities); this award went to faculty from several disciplines who are working on course redesign. Another SI award expanded our outreach in Over the Rhine by partnering with the Peaselee Center and the English Department to expand community-based writing opportunities, an initiative directly tied to faculty research. The college also sponsored two grant-writing workshops (fall and spring) to promote grant writing. We also formed a college-wide committee to examine RPT and make recommendations to the Dean on this issue.
330.02 Expand college support for grants (development and maintenance) (Y1-4)
330.03 Support transdisciplinary activities that enhance college strategic goals (Y1-4)
330.04 Expand professional development to support transdisciplinary programs and courses (Y2-4)
330.05 Ensure that transdisciplinary work is reflected in the faculty workload and reward structure (RPT and performance review) (Y2-4)
330.06 Evaluate incentive models to encourage integration of best teaching practices and alternative teaching formats (Y1-2)

### Broaden the scope of applied and experiential learning within the college

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<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>331</td>
<td>Support civic and community engagement activities</td>
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#### 2016-17 Progress Narrative

CAS continues to collaborate and serve in the forefront of civic and community engagement activities. A few examples from the past year include the ongoing BookFest program featuring over 500 students from 30 area middle schools and the Kentucky State FIRST Lego League (CINSAM) event.

#### 2015-16 Progress Narrative

CAS continues to collaborate and serve in the forefront of civic and community engagement activities. A few examples from the past year include the financial literacy program sponsored by psychological sciences and the Edwards Foundation with high school students that expanded on campus and off campus P-12 programs aimed at college readiness; SOTA developed various projects with the Behringer-Crawford Museum, North Key Community Care, Highland Heights Police Department, Brighton Center, and local libraries. Our faculty collaborated with the Scripps Howard Center for Civic Engagement in the symposium The Environment as Muse at the Cincinnati Art Museum -- former KY Poet Laureate Richard Taylor moderated the event. Our college also hosted regional conferences for the National Association of Teachers of Singing as well as the Kentucky Music Educators Association and faculty from the college were involved in the planning/hosting of the Kentucky Academy of Science Annual Meeting held at NKU last fall.

#### 2014-15 Progress Narrative

From the successful Fotofocus lectures and associated programming with National Geographic photographers last fall to the multi-week Moby Dick (MD) student art exhibit at the Kenton County Library and successful MD evening at the Cincinnati Art Museum this spring, to hosting the Regional and State FIRST Lego League (CINSAM) as well as continuing efforts of P-12 outreach by our theatre and dance students and visits by school groups (8000+ students) to campus and our Planetarium this past academic year and the expanding work of the Strings Project and Music Preparatory -- Arts & Sciences remains at the forefront of civic and community engagement activities at the University.

331.01 Formalize relationships between departments and civic/community organizations (Y1)
331.02 Catalog and expand current college applied and experiential learning opportunities including service learning activities (Y1)

331.03 Help faculty to involve more students in applied and experiential learning opportunities including service learning activities (Y2-4)

332 Increase and enhance undergraduate research, creative activity, and capstone experiences

College of Arts & Sciences

Begin in 2014-15

3.2a, 3.2b, 3.2c, 3.2d

2016-17 Progress Narrative

The college continues to financially support undergraduate research and creative activities through the Collaborative Faculty-Student Project Awards, strategic investment awards, faculty professional development awards, and CINSAM grants. This year's CFSPAs included projects involving students participating in work on air pollution, invasive plant species, and transcribing the work of two innovative Victorian poets. CAS students continue to present over 60% of the projects in NKU's annual Celebration of Research and Creativity each April as well as presenting results of the scholarly work at regional and national conferences.

2015-16 Progress Narrative

The college continues to financially support undergraduate research and creative activities through grant support for faculty student collaboration (CFSPA grants), strategic investment awards, faculty professional development awards, and CINSAM grants. CAS students presented over 60% of the projects in NKU's annual Celebration of Research and Creativity each April. CAS students and faculty continue to present results of the scholarly work at regional and national conferences. This past year some departments/disciplines have begun to evaluate their capstone experiences and are exploring ways to enhance these experiences.

2014-15 Progress Narrative

The college has financially supported undergraduate research and creative activity this past year through its collaborative research grants (4 awards @ $5,000 each; 2 funded by CINSAM and 2 funded by A&S), F&A associated with grants, and its strategic investment awards. A&S remains a campus leader with respect to undergraduate research: more than 50% of the participants in the annual Celebration of Research & Creativity were associated with A&S—133 student posters; 42 artistic, interactive, or oral presentations; 78 faculty members. Also, our students and their faculty mentors are successfully disseminating results of their research and creative work at regional and national conferences including such venues as Posters@the-Capitol and the Kentucky Academy of Sciences.

332.01 Collaborate with Undergraduate Research Office (Y1 or when established)

332.02 Track, count, and evaluate current college-wide activities and opportunities (Y1)

332.03 Apply course numbering structure to facilitate future tracking (Y1-2)

332.04 Explore methods to reduce barriers to engage students more directly (Y2-3)
Ensure that course offerings and programs support collaboration across disciplines

333.01 Develop a list of programs and courses delivered in online or hybrid formats or during summer and winter sessions (Y1)

333.02 Use survey data to determine students' needs and challenges (Y1)

333.03 Review and modify scheduling and delivery methods at the departmental and programmatic level (Y1-2)

333.04 Assess effectiveness of modifications and revise accordingly (Y3-4)

333.05 Evaluate incentive models to foster collaboration across disciplines and colleges (Y1-2)

333.06 Advocate for faculty, staff, and student needs related to online learning. (Y1-4)

Community Engagement
### 2016-17 Progress Narrative

CAS disciplines and departments continue to work closely with community stakeholders to expand research, including a new bachelor's program in Mechatronics, an Addiction Science program, and the ongoing collaboration among History and Geography, Sociology/Anthropology/Philosophy, and English on the Parker Academy project.

### 2015-16 Progress Narrative

Many CAS disciplines and departments are working closely with community stakeholders to expand research. The STEM disciplines are in the forefront of the college's efforts in this area while many other disciplines as well as the Master in Public Administration and Master in Public History Programs are also active. CAS is also focused on promoting internships to our students as a way to expand research and creative opportunities; several programs work with community stakeholders in this effort.

### 2014-15 Progress Narrative

The Public Administration program as well as engineering technology, chemistry, and biological sciences have either begun and/or continued to build external relationships with community stakeholders to expand in this area. The financial literacy program sponsored by psychological sciences and the Edwards Foundation with high school students is an example of expanding on campus and off campus P-12 programs aimed at college readiness. Additionally, both KCM and CINSAM through teacher workshops as well as summer camps are examples of our reach in preparing P-12 students for the college experience.

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<td>334.04</td>
<td>Under Way</td>
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Develop a culture that values public engagement

College of Arts & Sciences

Begin in 2014-15

335.01 Develop process (mechanism and timeline) for reporting public engagement activities (Y1-2)
335.02 Articulate the ways in which public engagement activities should be valued as part of the reappointment, promotion, and tenure process (Y1)

2016-17 Progress Narrative

CAS has a strong, well-established culture which values public engagement. SOTA reached over 19,000 P-12 students in area schools reached by visits of the Musical Theatre Tour, Dance Tour, Improvisational Comedy, and Small Work Theatre Collective Troupes. SOTA performances in Theatre, Dance, and Music reached over 36,000 patrons and visitors to our campus. CINSAM continued to generate interest in STEM with events including Engineering Career Day, FIRST Lego League KY state tournament, and summer camps among other activities. The Parker Academy Project (History & Geography; Anthropology; English) include excavations and archival research that have generated much interest in the community and fostered new collaborations with community partners, and CAS faculty member Jessica Hindman participated in the "Appalachia: An American Story" event presented by the Scripps-Howard Center at the Cincinnati Art Museum.

2015-16 Progress Narrative

CAS has a strong, well-established culture which values public engagement. Our faculty, staff, and students continue to be involved in numerous activities. CAS outreach contributions should exceed last year’s record levels. SOTA increased its presence in area schools with over 22,000 P-12 students reached by visits of the Musical Theatre Tour, Dance Tour, Improvisational Comedy, and Small Work Theatre Collective Troupes. CINSAM continued to generate interest in STEM with events including Engineering Career Day, FIRST Lego League KY state tournament, and summer camps among other activities. The World Languages & Literatures Department received funding from the German Embassy to support events highlighting the German Reunification last fall while the Parker Academy Project (History & Geography; Anthropology) include excavations and archival research that have generated much interest in the community and fostered new collaborations with community partners.

2014-15 Progress Narrative

Arts & Sciences has a strong culture of valuing public engagement. Our faculty, staff, and students are involved in a wide variety of activities both on campus and off campus. We anticipate that A&S outreach contributions totaled 133,141 for 2014-2015. Two examples of off-campus activities involving faculty, staff, and students include: Theatre and Dance Tour Troupes visited more than fifty schools across our region and saw 16,500 P-12 students, and the Kentucky Center of Mathematics provided more than 32,000 person-hours of professional learning experiences to 1,459 elementary, middle and high school teachers in Kentucky during 2014-2015.

Friday, October 06, 2017

NKU
Support regional economic growth and job creation

College of Arts & Sciences

Begin in 2014-15

4.2a, 4.2b

Not Started Under Way Completed Ongoing

2016-17 Progress Narrative

The CAS continues to develop programs and curricula that enhance our students' work preparedness and benefit our regional economy, including the B.S. degree in Mechatronics, a new internship requirement in the department of World Languages and Literatures, and a revision of the curriculum in the English major to require writing studies majors to take coursework in Informatics, Business, and computer design.

2015-16 Progress Narrative

Many disciplines continue to revamp courses using evidence based instructional practices and active learning techniques; many have continued developing programs and course delivery methods that meet the diverse needs of our student body, and provide research experiences in courses at all levels throughout the curriculum. We continue to strengthen critical thinking, communication, writing skills, cultural awareness, and collaborative work skills of our students. CAS continues its strong focus of faculty and students also working outside of the classroom on research and creative projects – such activities distinguish our students and make them competitive in the job market. We continue to work on the creation of community boards at the school and college level.

2014-15 Progress Narrative

In preparing our students for jobs in the 21st century, we encourage critical thinking, writing across the disciplines, language skills, and cultural awareness and competency, among other skills and practices. More of our students are going to graduate school, including professional schools, and many of our graduates stay in this region, thus promoting a more educated workforce. Our strong focus on working with faculty and faculty mentoring outside of the classroom through research and creative projects also distinguishes our students who participate in these activities. We continue to rely on input from current advisory board members at the program and department level, and we are currently working on constituting community boards at the school and college level.

Encourage and support all students in the completion of an experiential learning component, active learning activity, service learning experience, capstone, internship, co-op, or practicum as part of degree attainment (Y3-4)

Collaborate with alumni to develop a network of career mentors to design a shadow program for students (Y2-4)

Institutional Excellence

Recruit, retain, and develop outstanding faculty and staff
Develop a formal mentoring process for faculty and staff, including leadership opportunities

2016-17 Progress Narrative

The CAS Mentoring Committee provided workshops on navigating the RPT process and on applying for grants. By the end of the year, the committee had begun a focus on work/life balance issues that will guide programming in the future. The Dean hosted open lunch hours and afternoon teas open to all faculty.

2015-16 Progress Narrative

The Dean formed a mentoring committee composed of faculty volunteers to provide guiding principles of mentoring for the college; the committee has a draft proposal in review. The college continued providing expanded leadership opportunities for both faculty and staff by soliciting volunteers on college wide committees and matching peoples' passions with college needs. The Dean continued to host small group lunches again this year with first-year faculty and also full professors to solicit feedback.

2014-15 Progress Narrative

The Dean hosted several lunches this past year with first-year faculty, faculty in the tenure process, and newly tenured faculty to solicit feedback on mentoring (among other topics - met with approximately 120 faculty members in small group settings). Formal and informal mentoring is highly variable across the college with different approaches among our departments. We expect more discussion and insight on mentoring this upcoming academic year. The college has expanded leadership opportunities for both faculty and staff by adopting an approach for soliciting volunteers on college wide committees and matching peoples' passions with college needs. One result is broader representation on committees.

337.01 Collect feedback from stakeholders on mentoring (Y1)
337.02 Develop mentoring committee (Y2)
337.03 Develop, implement, and assess formal mentoring processes (Y2-4)
2016-17 Progress Narrative

Faculty and staff were encouraged again this year to apply for strategic investment funds (approximately $50,000+ awarded to projects this year). Tenured/TT faculty had three opportunities to apply for professional development funds—fall, spring, and summer—receiving almost $81,000 in funding provided.

2015-16 Progress Narrative

Faculty and staff were encouraged again this year to apply for strategic investment funds (approximately $50,000+ awarded to projects this year). Tenured/TT faculty had three opportunities to apply for professional development funds (approximately $55,000 was awarded). Academic coordinators met regularly and address topics of interest to that group; Annette Pendery and Charita Brewer continued to lead these staff efforts.

2014-15 Progress Narrative

Both faculty and staff were encouraged to apply for the newly created strategic investment funds (approximately $60,000 awarded to a variety of projects). Faculty had two opportunities to submit proposals for professional development funds (fall and spring) during the academic year, and for the first time full professors were also eligible for these funds (approximately $60,000 awarded by A&S and another $10,000 by CINSAM). Academic coordinators, in consultation with Annette Pendery and Charita Brewer, are meeting regularly and addressing specific topics of interest to that group so that they can perform their jobs better.

338.01 Appoint annual PD committee (Y1-4)
338.02 Assess prior year results (Y2-4)
338.03 Review current year proposals and make recommendations to the Dean (Y2-4)
338.04 Announce opportunities by late September or early October (Y2-4)

Foster a culture of inclusive excellence where students, faculty, and staff feel valued, safe, and welcome
Form a college-level inclusive excellence committee (timing will correspond with planning at the university-level)  

College of Arts & Sciences  
Begin in 2014-15  
5.1c

2016-17 Progress Narrative

The CAS Inclusive Excellence Committee met regularly last fall and spring. The committee adopted a mission statement and helped facilitate CAS participation in university-wide open forums on the 2016 election. The committee began planning for developing and drafting a college-wide Inclusive Excellence strategic based on the new university plan, possibly beginning with a late summer workshop.

2015-16 Progress Narrative

The CAS Inclusive Excellence Committee met regularly last fall and spring. The committee initiated a brief survey to all staff and faculty on diversity and inclusive excellence and how this work relates to our college. As a follow-up to the survey, two college wide discussions were held seeking input on these issues. Two members of our committee were funded by the Dean's office to attend a local conference on inclusive excellence.

2014-15 Progress Narrative

In spring 2015 the college appointed an inclusive excellence committee composed of both faculty and staff. This committee will meet regularly during the 2015-2016 academic year.

339.01 Draft and implement a new college-level inclusive excellence plan (Y1-2)  
Under Way  

339.02 Committee reviews accomplishments of past year and offers recommendations for the next (Y2-4)  
Under Way

Improve organizational effectiveness in College
Develop a workload policy that accounts for all major faculty activities

2016-17 Progress Narrative
As the implementation of the new budget model goes forward, the CAS will be looking to develop workload policies that reflect the new college-centered budget formula, beginning with new CAS committee structures that will more closely link strategic planning and budgeting. The Mentoring Committee began a new focus on work/life balance issues, especially for junior faculty.

2015-16 Progress Narrative
Recommendations for workload policy have been reviewed. The new budget model will influence college guidelines.

2014-15 Progress Narrative
Departments were instructed to update and/or develop workload policies this past academic year. The department recommendations for workload are currently under review by the Dean’s office. The new budget model will influence college guidelines.

340.01 Evaluate current policies in college (Y1) ☑
340.02 Establish policy and link to RPT guidelines (Y1) ☑
340.03 Evaluate effectiveness of policy (Y2-4) ☑
340.04 Explore how new budget model might allow for consideration of a differential workload (Y3-4) ☑
Use data analytics to drive actions

2016-17 Progress Narrative

The college continues to work with IR, Enrollment Management, Institutional Effectiveness, and the new Management Dashboard to identify sources of data for the college. The CAS is planning on redefining committee structures to more closely link budgeting and planning.

2015-16 Progress Narrative

The college continues to work with IR, Enrollment Management, and Institutional Effectiveness to identify sources of data for the college. Effective use of data for various initiatives continues to be a regular agenda item at chairpersons/directors meetings. Many chairs are becoming more proficient and effectively using analytics in their decision-making. As mentioned in last year’s update, long-term progress in this area will be dependent on data reliability and access at the university level.

2014-15 Progress Narrative

Long-term progress in this area will be dependent on data reliability and access at the university level. The college has worked with IR, Enrollment Management, Institutional Effectiveness, etc. to identify sources of data for the college. Chairs have had discussions about the importance of data analytics in their regular meetings (mostly involving scheduling and enrollment) -- some chairs are effectively using analytics in their decision-making, while others are new to this approach. Effective use of data for various initiatives is a regular agenda item at chairpersons/directors meetings.

341.01 Identify and communicate sources of data for college (Y1, ongoing)
341.02 Augment college metrics with identified sources of data (Y1, ongoing)
Create a culture of assessment in the college

College of Arts & Sciences

Begin in 2014-15

5.4a, 5.4b, 5.4c, 5.4d, 5.4e, 5.4f

2016-17 Progress Narrative

Programs and departments across the university have finalized and/or are finalizing assessment plans linked to learning outcomes and strategic planning.

2015-16 Progress Narrative

Much progress has been made in the past year in creating a culture of assessment in the college. Susan Hatfield's visits and presentations, the training of assessment coordinators, individual presentations at the college meeting in April devoted to successful approaches of assessment by departments/programs/centers have all contributed to more awareness of this issue. Efforts such as these mentioned will continue in the upcoming years.

2014-15 Progress Narrative

A top priority of the college this past year has been to create a culture of assessment (learning). From the creation and training of program assessment coordinators [PACs] who held regular meetings throughout the past year to bringing assessment specialist Susan Hatfield to campus for meetings with chairs and advisors and to address assessment at a college wide meeting in spring -- there is now a more visible profile of assessment in our college. The focus on assessment will continue throughout the new academic year when Susan Hatfield comes back to address our college at convocation.

342.01 Establish deadlines for assessment (Y1)
- Under Way

342.02 Train program assessment coordinators (PACs) (Y1-4)
- Under Way

342.03 Collect, analyze, and apply data (Y1-4)
- Under Way
2016-17 Progress Narrative

The revision and articulation of RPT guidelines between the college and the various departments was completed this year. Discussions began on the possible restructuring of college committees—such as combining the Strategic Plan Implementation Team and the Budget Committee—to streamline and coordinate college planning, with targeted subcommittees used to address specific policy and procedure needs.

2015-16 Progress Narrative

The Strategic Plan Implementation Team has met regularly this year and is reviewing ongoing implementation, assessment and reporting. There has also been some initial discussion at the college level of how a policy and procedures committee would function. It is anticipated further discussion will occur in the upcoming academic year.

2014-15 Progress Narrative

A college committee was formed to examine RPT guideline this past year. Recommendations were made for faculty in the tenure track. This upcoming year, the committee will examine RPT guidelines for promotion to full professor. A Strategic Plan Implementation Team was also formed in Spring 2015 and will work on ongoing implementation, assessment, and reporting. It will look into the actual need for a separate committee on policies and procedures and perhaps revise this initiative as needed.

343.01 Create policies and procedures committee (Y1) □ ✓ □ ✓
343.02 Identify which policies and procedures are needed (Y1) □ ✓ □ ✓
343.03 Articulate a communication plan (Y1) □ ✓ □ ✓
343.04 Draft policies and procedures for dissemination, discussion, and approval as necessary (Y1-4) □ ✓ □ ✓
The CAS met its development goal this year, thanks to the close collaboration between the dean's office and our development officer. The college began preparing for the new university campaign by having departments and programs identify specific development opportunities related to their missions and vision statements.

CAS is expected and on track to meet its goal of $1.2 million this year. The Dean and our development officer have worked closely over the past year to identify opportunities and donors to meet this goal.

College hired a new development officer last fall. The college exceeded its stretch goal of $1.3 million. We have worked to expand donor base and funding opportunities and to improve stewardship of existing donors.
Increase and expand the number of grant proposals and innovative activities

College of Arts & Sciences

Begin in 2014-15

5.5a, 5.5b, 5.5c

2016-17 Progress Narrative

This past year CAS faculty/staff submitted 63 external grant proposals; 38 proposals received funding for a total dollar amount of $1,944,222. A CAS Associate Dean continues as an ex-officio member on the Research Council and acts as a liaison in terms of communicating information about grant opportunities to college faculty. The CAS Mentoring Committee in conjunction with the Office of Grants and Contracts offered a workshop to junior faculty on applying for funding.

2015-16 Progress Narrative

This past year CAS faculty/staff submitted 67 external grant proposals; 40 proposals received funding for a total dollar amount of $3,163,163.00; these numbers exceed CAS totals from the previous academic year. Discussions with Bill Thompson and Sam Langley occurred throughout the year in an effort to seek better communication and collaboration between our offices. The Dean's office has an ex-officio member on the Research Council; this should also promote more open lines of communication.

2014-15 Progress Narrative

Discussions of grant production and activity occurred at chairpersons/directors meetings this past year. Two grants workshops were held to encourage those unfamiliar or new to grant writing to ask questions and to better understand the grant process and to position faculty to write grants. The Dean's office has met 4-5 times with Bill Thompson regarding grant and contract issues and to seek ways for our office to better communicate and collaborate. Several departments are active in grant writing and an increased effort will be made in future academic years to better our ratio of grants submitted to grants awarded.

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Collaborate with the campus community to utilize and maintain facilities that reflect the growing capacity of the college
2016-17 Progress Narrative
The college continues to pursue opportunities to utilize the resources of the new Health Innovations center when it comes online next year. We are also preparing to facilitate and assist faculty in the move from the Blackboard to the Canvas LMS over the course of 2017-2018.

2015-16 Progress Narrative
Same as 2014-15 narrative; this area will be impacted by the new budget model. We will continue to work with Academic Affairs and other relevant campus units to address college facilities, equipment, and technology needs. The closure of Founders' Hall has and will continue to keep facilities as a major focus for the college, and lack of adequate resources to support equipment costs, including maintenance contracts, will necessitate continued problem-solving in this area.

2014-15 Progress Narrative
This area will be impacted by the new budget model. We will continue to work with Academic Affairs and other relevant campus units to address college facilities, equipment, and technology needs. The closure of Founders’ Hall has and will continue to keep facilities as a major focus for the college, and lack of adequate resources to support equipment costs, including maintenance contracts, will necessitate continued problem-solving in this area.

Student Success

*Strengthen critical thinking, communication, and teamwork across the disciplines*
A 2015-2016 CAS Strategic Investment Fund project identified and funded two new potential CAS programs: a Games Studies Minor and a B.A. in Environmental Science. Work continued in 2016-2017 on developing and submitting these programs to the curriculum process.

This past year one of the CAS Strategic Investment Fund funded awards promoted transdisciplinary program building. The goal of this project was to provide an intensive summer opportunity for faculty to work in interdisciplinary teams to develop relevant new inter- or transdisciplinary curricular programming. Six different team proposals were submitted for this SI project and two teams were funded based on the quality of their proposal, impact for investment, contribution to the strategic plan, and promise of success: Games Studies Minor and a B.A. in Environmental Science. Final team reports including progress and next steps are due soon. This particular SI award proposal may serve as a model for future groups.

The Strategic Plan Implementation Team will reevaluate this area and consider modifications. Rather than theme-based interest groups, we might consider affinity groups and focus on transdisciplinary program building. Due to Strategic Investment funds, research and creative activities, and outreach efforts, many faculty have informally begun these discussions.

Survey faculty to gather shared teaching themes and areas of research interests and creative activities (Y1)
Identify broader themes, topics, and areas of teaching, research, and creative activities through formal groups (Y2)
Facilitate meetings, symposia, or conferences to encourage collaboration and transdisciplinary teaching, research, and creative activities (Y3-4)

Set and maintain academic standards that align with college and departmental or programmatic curricula and best practices
Strengthen planning, reporting, and assessment efforts throughout college with attention to current best practices for curriculum and teaching

College of Arts & Sciences

Begin in 2014-15

1.1a

2016-17 Progress Narrative

Programs and departments across the university have finalized and/or are finalizing assessment plans linked to learning outcomes and strategic planning. The college has also begun considering ideas to more closely link the strategic planning and budgeting processes as we implement the new budget model, strengthening our culture of assessment and allowing us to coordinate even more closely assessment and planning with our core mission of educating students.

2015-16 Progress Narrative

The college continues to emphasize the importance of planning, reporting, and assessment efforts and assessment remains an ongoing focus of the college. Susan Hatfield's campus visits and interactions with faculty, advisors, staff, and administrators provided a broad understanding of best practices in assessment. Additionally the CAS Strategic Planning Initiative Team (SPIT), CAS Program Assessment Committee (PAC) have discussed reporting efforts throughout the college.

2014-15 Progress Narrative

The college has emphasized the importance of planning, reporting and assessment efforts in her first year. Mentioned in a previous section of this report was bringing Susan Hatfield to campus to help us better understand ways and best practices for assessment. This will be an ongoing focus of the college.

317.01 Research best practices for each department or program (Y1)

317.02 Establish best practices for each department or program (Y2)

317.03 Create a plan for reporting and assessment for each department and program (Y2)

317.04 Request, then assess, reports from all departments and programs; review and revise practices accordingly (Y3-4)
Identify and review or create transdisciplinary minors, foci, and courses to support undergraduate and graduate students in both face-to-face and online programs

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<th>Description</th>
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<th>Ongoing</th>
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<tr>
<td>318</td>
<td>Develop a list of current transdisciplinary minors, foci, and courses and invite revisions and new minors, foci, and courses (Y1)</td>
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<tr>
<td>318.02</td>
<td>Advertise transdisciplinary minors, foci, and courses (Y2)</td>
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<td>318.03</td>
<td>Gather data (survey, course evaluations) to determine effectiveness (Y3)</td>
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<td>318.04</td>
<td>Expand, revise, or discontinue accordingly (Y4)</td>
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2016-17 Progress Narrative
- Work continues on developing new minors and majors relating to the new Health Innovation Center, including: Addiction Science and Neuroscience. Strategic Investment funding also helped initiate new major and minor proposals in Environmental Science and Gaming Studies.

2015-16 Progress Narrative
- Departments have developed and/or are proposing new minors and majors relating to the new Health Innovation Center including: Culture, Health, and Society; Addiction Science; and Neuroscience, among others. As mentioned in a previous section SI funding was awarded for faculty to work in interdisciplinary teams to develop relevant new inter – or transdisciplinary curricular programming.

2014-15 Progress Narrative
- This past year the college has asked programs and departments to identify and/or begin the process of developing and proposing transdisciplinary degrees (minors, majors, certificates, graduate programs) particularly as they relate to the new Health Innovations Center and transdisciplinary efforts across campus. The college has also incentivized and supported faculty and student efforts in transdisciplinary program development and research through PD and SI funding and support for international efforts.

Enhance academic advising and learning resources, with additional emphasis on students
Strengthen academic advising within departments with attention to current best practices for curriculum and teaching

College of Arts & Sciences

Begin in 2014-15

1.2a

2016-17 Progress Narrative

The college started an EAB pilot program to facilitate the transition to the new advising and student record keeping system. The CAS Advising Center is revamping its data collection process to aid the assessment process and created Academic Warning workshops to increase retention of students at academic risk. Finally, the college is recruiting advisors/retention specialists in Sociology/Anthropology/Philosophy, the School of the Arts, and World Languages and Literatures/Math.

2015-16 Progress Narrative

CAS continues to seek new ways to improve and strengthen academic advising. The Assistant Dean has implemented a two advising meeting model (success meeting and registration meeting) for first time freshman at the CAS Advising Center. Following the second meeting both advisors and students take a survey; results indicated a majority of students were (now) able to choose appropriate FOK courses, 78% identified needing 45 hours of upper division credit, and 93% reported they could use online resources to identify potential majors. The Assistant Dean continues to work with the CAS Advising Committee and departments to promote awareness of best practices. Individual programs and departments continue to update their advising materials and many have now transitioned to electronic advising forms.

2014-15 Progress Narrative

Strengthening academic advising has been a success of the college this past year. Assistant Dean has formed a college advising committee and worked with this committee and the advising staff to heighten awareness of best practices for advising students. The Assistant Dean met with each department at least twice this past year to both answer faculty advising questions and to also provide an overview of best practices. Each department is now expected to meet with each major at least once per semester and advising holds to encourage this (while some departments have done this for many years, this practice was not consistent throughout the college).

319.01 Create a CAS Advising Committee comprised of faculty and professional advisors from each department to share and implement best practices across the College (Y1)

319.02 Advise students each semester with development of an individual 4 year plan (Y2-4)

319.03 Create and review opportunities for ongoing training for faculty in advising (Y2)

319.04 Employ degree audit to update individual 4-year plan each year (Y3)

319.05 Support college-wide use of MAP-Works (or appropriate program) by providing ongoing training for faculty (Y1-4)
Review all departmental and programmatic online and summer course offerings for undergraduate and graduate students

2016-17 Progress Narrative

The Dean's office continues to actively review all course offerings, including online and summer and winter courses, in order to better manage enrollment, offerings, rotation, and cycling. Summer scheduling for this year has been very successful in managing instructional costs versus enrollment. The CAS has also begun the process of implementing the university's new collaboration with Academic Programs designed to dramatically increase NKU's online presence. CAS degrees in Psychology, Sociology, Criminal Justice, and especially Integrative Studies will be featured programs in the collaboration.

2015-16 Progress Narrative

The Dean's office continues to actively review all course offerings, including online and summer and winter courses, in order to better manage enrollment, offerings, rotation, and cycling. The college continues to commit regular meeting time to this issue and continues to have 1-1 meetings with all of the chairpersons focused on all of the areas mentioned above.

2014-15 Progress Narrative

The Dean's office is actively reviewing all course offerings, including online and summer and winter courses, in order to better manage enrollment, offerings, rotation, and cycling. The college has also committed regular meeting time to this issue and conducted several 1-1 meetings with all of the chairpersons focused on all of the aforementioned areas.

320.01 Develop a list of majors, minors, foci, and courses delivered online or during summer and winter sessions (Y1)  Not Started  Under Way  Completed  Ongoing

320.02 Survey select groups of students, including post-traditional and graduate students, about their needs and challenges (Y1)  Not Started  Under Way  Completed  Ongoing

320.03 Review and modify scheduling and delivery methods at the departmental and programmatic level to support retention and progress toward graduation (Y1-2)  Not Started  Under Way  Completed  Ongoing

320.04 Assess effectiveness of modifications and revise accordingly (Y3-4)  Not Started  Under Way  Completed  Ongoing
Implement alternative advising strategies, such as online chat capabilities, peer-to-peer tutoring within departments, and connecting current students with alumni and potential employers

### 2016-17 Progress Narrative

Departments and disciplines continue to explore ways to increase internships opportunities for students, including the development of a new internship course in the department of World Languages and Literatures.

### 2015-16 Progress Narrative

Many departments and disciplines are exploring ways to increase internships opportunities for students. The Assistant Dean continues to work with Career Services on a pilot project for engineering technology co-ops and internships. As mentioned in a previous section the College is working with alumni at P&G on strategies for current students in understanding possible career options. Some departments have either initiated or are exploring peer mentoring and/or peer tutoring strategies for their disciplines.

### 2014-15 Progress Narrative

The college advising committee is exploring viable strategies for best connecting with students. In addition to attending a national conference on advising assessment, members of the A&S advising office have implemented assessment procedures in the A&S advising office. The Assistant Dean has also been working with Career Services on a pilot project involving engineering technology co-ops and internships.

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<tr>
<th>321.01</th>
<th>Charge advising committee with exploring alternative advising strategies currently used in CAS and other institutions (Y1)</th>
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<tr>
<th>321.02</th>
<th>Report on and then pilot strategies with attention to alignment and impact (Y2)</th>
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<th>321.03</th>
<th>Strengthen and expand partnerships with Career Services and the Alumni Association (Y3-4)</th>
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<tr>
<th>321.04</th>
<th>Assess advising strategies (Y3-4)</th>
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*Increase, diversify, and support global and multicultural perspectives in CAS curriculum*
Increase and diversify education abroad and study away opportunities

The CAS continues to be a campus leader in offering education abroad and study away opportunities, both through established consortia such as KIIS and CCSA and through individual NKU courses such as "Creative Writing in Ireland" (English), "Costa Rican Natural History" (Biological Sciences), and an art history class taught in Italy (SOTA). Several programs are considering ways to more fully integrate education abroad and study away in their major and minor curricula.

2015-16 Progress Narrative

The college continues to strongly support education abroad and study away opportunities (through NKU, CCAS, and KIIS). The Chemistry Department has expanded their international summer program with five chemistry majors travelling to partner institutions in Ecuador, France and Romania to perform undergraduate research while student scholars from these countries are being hosted NKU. We have continued and expanded our support of programming and partnerships in Sri Lanka, which includes transdisciplinary collaboration between faculty and students in biological sciences and anthropology, and also creative and scholarly activities by faculty in SOTA.

2014-15 Progress Narrative

A&S faculty offered fourteen study abroad experiences for our students during 2014-2015 (through NKU, CCSA, and KIIS) - more than any of the other colleges among all of the study abroad program options - and deepened our involvement in international affairs through our work on and support of programming and partnerships in Sri Lanka. We also partnered with several of the other colleges on study abroad program offerings.
Increase opportunities for multicultural experience on campus and within region

College of Arts & Sciences

Begin in 2014-15

1.3a

2016-17 Progress Narrative

Our college continues to provide numerous opportunities for multicultural experiences both on campus and within the broader region. This year the School of the Arts chose "Diversity in Our Nation" as a theme for this year's arts programming as exemplified by Theatre and Dance's production of August Wilson's play "Ma Rainey's Black Bottom." World Languages and Literatures sponsored "Celebrando el Día de la Raza," a program brought together the members of YES, Young Leaders for Immigrant Rights, NKU WLL and LSA students to learn more about the experiences of local immigrant college students. The Museum of Anthropology organized and sponsored 1st Annual Barbara Thiel Archaeology Lecture about Native American archaeology in the region, and English brought Affrilachian poet Bianca Lynn Spriggs on campus for a reading.

2015-16 Progress Narrative

Our college provides numerous opportunities for multicultural experiences both on campus and within the broader region. From the previously mentioned Discovery Series to foreign language film series for on and off campus stakeholders; from exhibits highlighting the collections of the Museum of Anthropology by students at libraries to SOTA’s aim of infusing global perspectives and multiculturalism within programming and guest artists and special projects – CAS is a leader in promotion of multicultural experiences at NKU. The CAS Inclusive Excellence Committee has also discussed ways to promote and advertise multicultural events by the college.

2014-15 Progress Narrative

Our college provides numerous opportunities for multicultural experiences both on campus and within the broader region. From the successful Fotofocus events of fall 2015 to the newly established CAS Distinguished Lecture Series, we are at the forefront of multiculturalism on campus. We provide community and scout days at the Museum of Anthropology, foreign language film series for on and off campus stakeholders, and even sponsorship of voter registration events for Hispanic citizens where our language majors volunteer. We anticipate that the newly formed Inclusive Excellence committee will also contribute to development in this area.

323.01 Catalog current multicultural coursework and departmental and programmatic events and identify areas for growth (Y1) ☐ ☑ ☐ ☑

323.02 Catalog existing experiences and partnerships within region and identify areas for growth (Y1) ☐ ☑ ☐ ☑

323.03 Increase awareness of existing campus-wide and regional opportunities and expand where appropriate (Y2-3) ☐ ☑ ☐ ☑

323.04 Assess effectiveness of modifications and revise accordingly (Y4) ☐ ☑ ☐ ☑

Talent Development
### College of Arts & Sciences

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<th>Objective</th>
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<tr>
<td>Consult with employers, industry groups, K-12, and non-profits to explore and enhance learning outcomes in consideration of workforce projections</td>
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#### 2016-17 Progress Narrative

Chairs, staff, and faculty across the college continue to consult with employers and industry groups to explore and enhance learning outcomes in consideration of workforce projections, resulting in the new BS degree in Mechatronics, a new internship course in World Languages and Literatures, and a revised English major curriculum that includes coursework in Business and Informatics.

#### 2015-16 Progress Narrative

This past year CAS Dean's office worked with NKU alumni at P&G (at their request) and hosted a panel discussion to a targeted group of largely freshman and sophomores in the social sciences and humanities on career opportunities and possible career paths. Students in GenEd courses in anthropology, history, and English were selected to participate in this initial event; feedback was excellent and a second panel is planned for fall 2016. Efforts have also continued at the department level with consultations of regional employers and industry groups; advisory groups and contact with alumni are part of this effort. CINSAM and KCM actively provide many opportunities for K-12 discussions.

#### 2014-15 Progress Narrative

At the department level, chairs, staff, and faculty are consulting with employers and industry groups to explore and enhance learning outcomes in consideration of workforce projections (many through advisory groups). CINSAM provides numerous opportunities for K-12 discussions, as does the KCM. Graduate programs in public history, psychology, and public administration work closely with non-profits and businesses, while faculty/chairs in biological sciences, chemistry, engineering technology, and sociology among others are in contact with industry groups and/or alumni to better understand and predict workforce needs.

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<th>Objective</th>
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<tbody>
<tr>
<td>324.01 Track, count, and evaluate college level co-ops, internships, and practica (through Digital Measures or other appropriate software) (Y1)</td>
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<td>324.02 Consult with external stakeholders and consider present and future needs of employers when reviewing our curriculum (Y2)</td>
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<td>324.03 Promote student engagement in internships, co-ops, and practica (Y2)</td>
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<td>324.04 Identify potential new undergraduate programs through Health Innovations Center (HIC) planning (Y1-2)</td>
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<td>324.05 Develop and implement action plan for increasing the number of internships, co-ops, and practica (Y3-4)</td>
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Foster participation of alumni, community members, students, faculty, staff, and administration at presentations, workshops, seminars, cultural and fine arts activities, and other campus activities

2016-17 Progress Narrative

CAS programs/departments continued to foster participation of alumni and community members in campus activities and events. SOTA reached over 19,000 P-12 students in area schools reached by visits of the Musical Theatre Tour, Dance Tour, Improvisational Comedy, and Small Work Theatre Collective Troupes. SOTA performances in Theatre, Dance, and Music reached over 36,000 patrons and visitors to our campus. CINSAM continued to generate interest in STEM with events including Engineering Career Day, FIRST Lego League KY state tournament, and summer camps among other activities. The Parker Academy Project (History & Geography; Anthropology; English) include excavations and archival research that have generated much interest in the community and fostered new collaborations with community partners, and CAS English faculty member Jessica Hindman participated in the "Appalachia: An American Story" event presented by the Scripps-Howard Center at the Cincinnati Art Museum.

2015-16 Progress Narrative

CAS programs/departments continued to foster participation of alumni and community members in campus activities and events. SOTA, among other areas has flourished in these efforts and has serviced over 35,000 patrons through shows, recitals, gallery exhibits, and other innovative transdisciplinary programming. Faculty from English and Psychological Sciences, among others organized writing workshops and participated in presentations with Sam Quinones on the heroin epidemic. The college also sponsored (with the support of a donor) the Discovery Series, which brought National Geographic explorers, photographers, and humanitarians to campus for lectures and seminars with students. The college worked closely with MarCom to promote these activities to all stakeholders including faculty, staff and students.

2014-15 Progress Narrative

Many programs/departments in our college are actively fostering participation of alumni and community members in campus activities and events, and other departments are currently reviewing strategies for doing so. The college is also encouraging strategic participation by faculty, staff, and students in various programming, and is also making efforts to be more strategic with regard to planning programming so as not to compete internally for attendance.

- Assess current activities and participation level (Y1)
- Expand participation in current activities (Y1-4)
- Collaborate with marketing and communications to publicize activities and successes (Y1-4)
Recruit talented students from the Tri-State region and from new student markets

2016-17 Progress Narrative

CAS faculty, advisors, staff, and many current students continue to recruit new students at such events as CAS Showcases, Norse Days, Black and Gold Days, and Welcome Wednesdays. The School Based Scholars program continues to grow with the recruitment this year of a lecturer and liaison for the ENG 101 courses being taught by high school faculty at area schools. SOTA reached over 19,000 P-12 students in area schools reached by visits of the Musical Theatre Tour, Dance Tour, Improvisational Comedy, and Small Work Theatre Collective Troupes.

2015-16 Progress Narrative

CAS faculty, advisors, staff, and many current students have continued their efforts to recruit new students at such events as CAS Showcases, Norse Days, Black and Gold Days, and Welcome Wednesdays. Many CAS programs and disciplines also promote P-12 outreach efforts by hosting school group visits on campus (through community connections) and also by visiting local schools. CAS faculty also teach many courses in the School Based Scholars' Dual Credit Program; such courses promote NKU and offer young students a window into the rigors of college academic life. CAS works closely with admissions in recruiting new students.

2014-15 Progress Narrative

Our faculty, advisors, staff all work to recruit new students at events such as Norse Days, Welcome Wednesdays, Black and Gold Days, and CAS Showcase events. Various members of the college participate in Road to NKU. The Dean's office and department chairs are currently working with admissions to better coordinate written communications to prospective and newly admitted students. We believe that our P-12 outreach efforts (including the traveling dance troupe and theatre group among others) also influence young students to learn about college and envision themselves at NKU following high school graduation.

326.01 Evaluate current efforts to recruit talented students (Y1)
326.02 Expand recruiting efforts of high-performing students (e.g. Governor's Scholars) (Y1-4)
326.03 Explore hosting on-campus events to engage talented high school student (Y3-4)

Provide opportunities for graduate education that meet regional needs
**Enhance current graduate programs to meet regional needs**

**College of Arts & Sciences**

**Begin in 2014-15**

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2016-17 Progress Narrative

The Dean's office continues to meet regularly with college graduate programs to focus on marketing, recruiting, and enrollment. Building on work in the MPA program last year, Marcomm has expanded their collaboration with CAS graduate programs in using social media as a marketing and recruitment strategy. The college is also actively involved in the development of micro-credentials that combine coursework from existing programs to create small multidisciplinary clusters aimed at meeting regional economic needs. Finally, the department of psychological science is working on developing a potential Masters program in Decision Science.

2015-16 Progress Narrative

The Graduate Program heads continue to meet regularly with the Dean's office. Discussions this past year have focused on enrollments, funding for graduate assistants, and marketing of our graduate programs within the broader region. The MPA program with assistance from the Dean's Office and MarCom launched a social media pilot program to advertise their program; effectiveness of this strategy will be reviewed this upcoming year.

2014-15 Progress Narrative

The graduate program heads in CAS have met regularly with the Dean's office this past year. Discussion topics have included enrollments, marketing, and identifying barriers to enrollment. The need for marketing funds at the program level, marketing guidance and assistance, as well as more GAs has been some of the topics of discussion. These meetings will continue.

327.01 Evaluate current graduate programs and enrollment (Y1)  
327.02 Identify barriers to student enrollment in graduate programs (Y2-3)  

**Explore new graduate programs that meet regional needs**

**College of Arts & Sciences**

**Begin in 2014-15**

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2016-17 Progress Narrative

The department of psychological science is working on developing a potential new Masters program in Decision Science.

2015-16 Progress Narrative

Conversations related to new graduate programs continue. Graduate program heads also discussed competing programs, offerings by other institutions within our region, and the potential impact of regional competition in graduate education this past year.

2014-15 Progress Narrative

Possible new graduate programs have been identified as part of the HIC initiative and new degree pipeline. The conversation will continue, and likely broaden, this year.

328.01 Assess current graduate programs across the region (Y2)
Identify potential new graduate programs that align with university priorities and regional needs (e.g. Health Innovations Center) (Y1-2)