

Case Studies for Undergraduate Academic Programming for Financial Sustainability



2022 Institute for Chief Academic Officers
with Chief Financial and Chief Enrollment Officers



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TENACIOUS. CONFIDENT. FORWARD-LOOKING.



The Council of
Independent Colleges

guidebook



CIALFO

Presenters

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Chair: **Karlyn Crowley**, Provost, Ohio Wesleyan University

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The logo for the Institute for Chief Academic Officers (CIC) features a stylized white 'C' with a caduceus symbol inside, followed by the letters 'CIC' in a serif font.

Our Institutions

	CSB+SJU	IWU	Rider University
Location	St. Joseph Collegeville, MN	Bloomington, IL	Lawrenceville, NJ
Undergraduate enrollment	CSB 1424 SJU 1490 Total = 2914	1,653	3,168 (Graduate = 886)
Faculty FTE	261	140	302
Professional Programs	Education, business, accounting, nursing	Education, business, accounting, finance, marketing, BFA art, BFA theater, BFA music	Education, business portfolio, BFA , B.M. & BA performing arts portfolio, journalism, nursing
Graduate Programs	CSB – Nursing SJU - Theology	N/A	Ed.D, Business portfolio, Education portfolio , Applied Behavioral Analysis, Music portfolio, Nursing
Range of Program Sizes	3 – 577 (Before APP)	1 – 226 (before program prioritization)	3 – 315 (before current round of program eliminations)

Components of Prioritization

- Directive/charge
- Process determination
- Determining who is involved and at what point and level in the process
- Data to be used and gathered for the process
- Criteria used to make recommendations
- Report
- Action
- Follow up: teach-out and rebuilding trust

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CSB+SJU Goals of Academic Program Prioritization

- Academic program prioritization will be used to identify a strategic balance with an appropriate level of programming that meets the following goals:
- Positions CSB/SJU to be leaders in liberal arts education by providing students with education opportunities to meet our key general education learning outcomes and institutional learning goals.
- Makes CSB/SJU forward-thinking and supportive of the ongoing needs of our students into the future.
- Keeps CSB/SJU competitive in the future higher education marketplace.
- Allows for institutional financial sustainability within academic affairs but also nimbleness and flexibility.
- Maintains a 12:1 student faculty ratio.
- Develops an institutional structure that encourages academic program innovation and creativity that builds on our strengths.
- Focuses on our priorities and strengths, and not trying to be everything to everyone.

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CSB+SJU Data Committee Work Overview

- Operationalized and weighted metrics within each criterion
- Asked programs to check quantitative data for accuracy, validity, and completeness and made corrections
- Removed measures that were deemed to be unreliable or invalid upon review
- Coded structured program responses & analyzed all data within each criterion
- Performed cluster analysis on each criterion and overall results across the criteria (weighted)

CSB+SJU Steering Committee Charge

- Establish criteria for the prioritization of faculty-led departments and academic programs.
- Recommend metrics to support academic program sustainability given enrollment realities.
- Regularly report and seek feedback from various stakeholders.
- Collaborate with the data committee.
- Create a set of recommendations for the Provost that align with the goals by the end of the academic year.
 - Identify academic programs for enhancement, change, and reduction or closure.
 - Identify areas for innovation and efficiencies.
 - Determine an appropriate size and scope of academic programs.
 - Contribute to the strategic direction as it relates to academic programming.

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CSB+SJU: The Final Eight Criteria



MISSION



ADAPTABILITY



EXTERNAL DEMAND



INTERNAL DEMAND



STUDENT OUTCOMES



PROGRAM BENEFITS

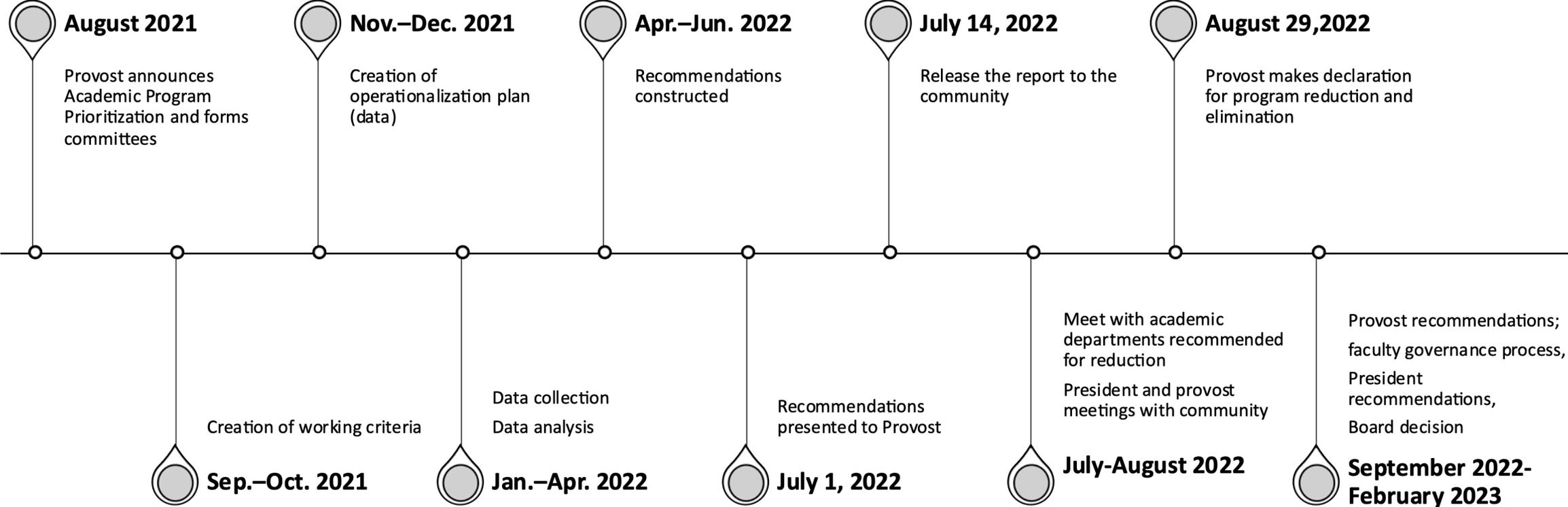


PROGRAM COST



VISION AND OPPORTUNITY ANALYSIS

CSB+SJU Prioritization Actual Timeline



IWU Goals of Academic Program Evaluation

The academic program review was mandated by the IWU board of trustees in September of 2019. The faculty and administration agreed that the process would be faculty-driven but overseen by mid-level administrators. It would also be agreed that there would be a parallel administrative review process. These processes were undertaken to:

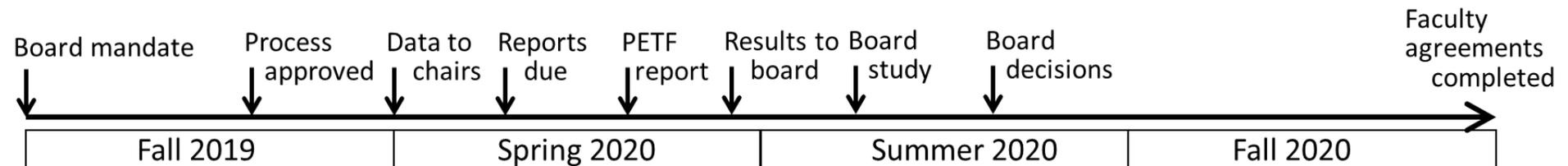
- Ensure programs were well aligned with IWU's mission.
- Assess program enrollment patterns, vibrancy, and outcomes (overall health).
- Ensure resources were optimally deployed to support student learning across the whole of the university.
- Position IWU to be attractive to prospective students of the future.
- Determine new opportunities for program strengthening and growth.

IWU Process

- Academic Affairs created a draft process based on an approach used by McDaniel College.
- IWU's Council on University Programs and Policies (CUPP) edited the draft and brought it forward to the faculty for approval.
- A Program Evaluation Task Force (PETF) tapped three members from CUPP, three from Curriculum Council, and one elected at-large. In addition, the Associate Dean for Curriculum and Faculty Development and the Associate VP for Institutional Effectiveness served as non-voting, *ex officio* members.
- Department and program chairs used quantitative (Gray Associates) data to provide qualitative narratives on program mission, 5-year trends, external and internal demand, outcomes, financial contributions, program vibrancy, and strengths & opportunities.
- The PETF analyzed the data and constructed a report that presented for each program one of four findings: strategic investment, no action, transformation, or closure.
- The faculty voted upon the findings and the administration provided comment.
- The report, faculty votes, and administrative comments were communicated to the board.

IWU Outcomes

- The PETF report recommendations: strategic investment (4 programs), no action (7), transformation (20), or closure (7).
- The faculty and administration both agreed with the PETF report's findings for 33 programs. Faculty differed with PETF findings on 2 programs. Administration differed with PETF findings on 3 programs.
- The board elected to get further insights on 4 programs recommended for transformation. They formed a study committee of 4 faculty (2 PETF, 2 at-large) and 3 board members.
- In the end, the board closed 8 programs (American Studies, Anthropology, French, "DTE," Greek & Roman Studies, Italian, and Religion) affecting 9 tenured faculty members and 24 students.



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IWU Outcomes

- Faculty agreements:
 - One retired outright
 - Three negotiated one-year teach-outs
 - One reassigned to another department
 - One elected to retrain
 - Three signed severance agreements
- Students completed closed majors by a combination of:
 - Being “taught out” by departing faculty
 - Using substitute courses
 - Taking courses at nearby institutions
 - Taking online courses
- Two years later, deep mistrust lingers, especially among our humanities and social sciences faculty. New hires made in business and health sciences disciplines > liberal arts disciplines.
- We continue to do academic program reviews as part of ongoing assessment work and for assessing proposals for new tenure line positions

Rider University: Goals of Academic Prioritization

- Identify strengths and weaknesses within our academic program portfolio.
- Make recommendations regarding the alignment of academic resources to support the identified strengths.
- Provide recommendations that will inform the strategic planning process.
- Provide the continual assessment needed to address Standard VI – Planning, Resources, and Institutional Improvement – as regard by the Middle States Commission on Higher Education.

Criteria

- History, Development, and Expectations of the Program
- External Demand for the Program
- Internal Demand for the Program
- Quality of Program Inputs and Processes
- Quality of Program Outcomes
- Size, Scope, and Productivity of the Program
- Revenue and Other Resources Generated by the Program
- Costs and Other Expenses Associated with the Program
- Impact and Mission Centrality
- Opportunity Analysis of the Program

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Unique Aspects of Process at Rider

- AAUP Collective Bargaining
 - Article XV: Lay-offs – allows for the elimination of programs and/or curtailment of curriculum for the financial *health* of the institution.
 - Impact of October 2015 announcement on process.
- Engaged in process in 2015-2016 (19 month process) and 2021-2022 (6 month process)
 - 2015-2016 process: elimination of 5 programs. No faculty lay-offs due to concessionary language with AAUP.
 - Reduction of 44 faculty from 2016-2021 as a result of the process.
 - Process described as “textbook” by consultant.
 - 2021-2022 process: elimination of 21 programs. 5 faculty lay-offs (due to the reduction in faculty resources from the 2015-2016 process).
 - AAUP persuaded faculty not to participate on the task force.

Rider Outcomes

- Teach out plans and lay-offs announced October 31st.
 - Lay-offs will be impacted by current Early Retirement Incentives and Phased Retirements negotiated this past summer.
- AAUP Grievance and Expedited Arbitration – Spring 2023
- Negative impact on faculty/administration and student/administration relationships.
- Given the financial issues, a second round of program examination will begin shortly.
 - Continuous need for evaluation of the academic portfolio.

QUESTIONS?

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THANK YOU



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