

**Academic Portfolio Review**  
**Degree Program Niche Statement**  
**01.17.14**

**Directions and Guidelines**

**I. Niche Statement: Intent and Purpose**

1. Within the broader context of the University's long-term strategic planning, the academic portfolio review, and the respective missions of the University and its constitutive academic units, the intent and purpose of a niche statement is to offer unit and college-level perspectives on the "portfolio" of degree programs offered at both undergraduate and graduate levels. Degree program niche statements, submitted through academic departments/schools, will refer to five (5) basic performance indicators.

The five (5) performance indicators\* are:

- 5-year Degree Program Student Headcount (undergraduate and graduate)
- 5-year Degree Program FTE Student Major Count (undergraduate and graduate)
- 5-year Degree Program Annual Graduation Counts (undergraduate and graduate)
- 5-year Enrollment Trends: SCH Production for Degree and Service courses
- 5-year SCH Productivity per FTE Faculty Member (major (UD) courses by section, service (LD) courses by section; online sections, face-to-face sections).

**N.B.:**

a. Please refer to the following *Institutional Research and Planning* websites for relevant program data:

<http://inside.marshall.edu/services/informu/t1/Forms/Gallery.aspx>

b. When referring to different faculty appointment types, e.g., full-time tenure track, please use the attached definitions.

2. Niche statements should consult 5-year program review and annual assessment reports as needed (a) to minimize duplication of work and (b) to provide a baseline statement of fact and value regarding each academic department and degree program offered. **In general**, the unit-level degree program niche statement should:

- address the question: what is the role and place of a degree program in the college, university, and discipline? (Part I);
- provide a rationale for sustaining the major/program, offer a plan or strategy for doing so, with reference to the strengths and weaknesses of the program, and how the program can be sustained given current or reduced resources (Part I);
- provide a statement of programmatic educational value (distinctive features) (Part I);
- start a review of the currency and impact of program curricula (Part II)
  - A review of courses comprising degree requirements for a "major"; and
  - A review of service courses supported by the department/school, e.g., First-Year Seminar, Writing-Intensive courses, Core Curriculum courses, International courses, etc.
- start a review of how faculty time is allocated, e.g., What percentage of faculty time is devoted to advising? (Part II); and
- explore development possibilities for degree programs the university does not offer that could be added (Part III?)
  - How could such additions be accomplished and to what end?
  - What programs should be overhauled or eliminated?
  - What are possible sources of financial savings?
  - What are possible sources of potential revenue generation?

## II. Timeline

### Submission Deadlines

- 1) **Monday, March 31, 2014:** Department/School Degree Program Niche Statement submitted to College/School Dean
- 2) **Monday, April 21, 2014:** College/School Niche Statement summary analysis submitted to Academic Affairs
- 3) **Monday, May 5, 2014:** Provost/Academic Affairs Niche Statement summary analysis submitted to President
- 4) **NEXT: TBD**

## III. Outline and Structure

1. Each academic department/school will submit a niche statement for its respective undergraduate and graduate degree programs by **Monday, March 31, 2014**. **College/school deans will provide submission instructions.**
  - a. **Deans** will submit to the Provost a summary analysis of unit statements with assessments of strengths, weaknesses, opportunities, and challenges that face the College/School, with recommendations for action to be taken, in consultation with chair/directors. (**April 21, 2014**)
  - b. The **Provost** will submit to the University President a summary analysis of College/School assessments with assessments and recommendations regarding strengths, weaknesses, opportunities, and challenges addressed through the portfolio review, including an outline of actions to be taken in consultation with the deans (**May 5, 2014**).

### 2. Niche Statement Structure

**Three Parts**, each supported by reference to five (5) performance indicators, and other related data and considerations as deemed appropriate by the chair and dean.

**Part I. Narrative on Mission, Role, and Function.** What is the role and function of the department, and its degree programs (undergraduate and graduate), within the respective missions of the college and the university? The following performance indicators should serve as points of reference:

- a. 5-Year Degree Program Headcount\*
- b. 5-Year Degree Program FTE Major Count\*
- c. 5-year Enrollment Trends (SCH) for degree and service courses\*
- d. 5-year Annual Degree Program Graduation Counts\*
- e. Other notable measures and considerations may be referenced, such as tracking graduates: (What are program graduates doing?)

**Part II. Curricular Review.** What is the set of current curricular conditions that promote sustaining the program? How are degree program learning outcomes aligned with and supportive of the University's degree profile learning outcomes? The following indicators should serve as points of reference:

- a. Delivery of the degree: 4-year plans of study (120 credit hours)
- b. Planning: 4-year course rotation and staffing plans
- c. 5-year Enrollment Trends (SCH) for Degree (UD) and Service (LD) courses\*
- d. 5-year SCH Productivity per FTE Faculty\* (major courses by section, service courses by section)
- e. Fall Semester FTE Faculty Time Allocation:
  1. Percentage of FT TT Faculty (both tenured and probationary) teaching major courses:
    - i. Percentage teaching graduate courses

- ii. Percentage teaching UD (major) courses
- iii. Percentage teaching LD (service) courses
- iv. Percentage teaching overloads (e-course sections and F-2-F sections) (provided by department/school as needed)
- v. Potential realignment of faculty workload and potential savings
- 2. Percentage of FT TT Faculty receiving reassigned time:
  - i. Reassigned time purpose, productivity, and cost
  - ii. Potential realignment of reassigned time and potential savings
  - iii. Include term faculty with reassigned time as appropriate
- 3. Percentage of major (UD) courses taught by:
  - i. FT TT Faculty
  - ii. Term Faculty
  - iii. Temporary Faculty
  - iv. Adjunct Faculty
- 4. Percentage of service (LD) courses taught by:
  - i. FT TT Faculty
  - ii. Term Faculty
  - iii. Temporary Faculty
  - iv. Adjunct Faculty
- 5. Percentage of faculty time devoted to creative activity, performance, and research/scholarship? (Information provided by department/school as needed.)
- 6. Percentage of faculty time devoted to university citizenship and service activities (department/school, college, university, professional, community)? (Information provided by department/school as needed.)
- 7. Percentage of faculty time devoted to advising? (Information provided by department/school as needed.)
  - i. How is advising included in faculty workload?  
Reassigned time or some other mechanism?

**Part III. Emerging Disciplinary Conditions.** What are some emerging factors or considerations in the evolution of the discipline, e.g., external factors, that may influence program development (the curriculum and the practice of the curriculum), and that may require attention to ensure growth and sustainability of a degree program?

- a. Technology developments
- b. Faculty development needs
- c. Space needs: lab, classroom, common instructional areas
- d. Intellectual Resources
- e. Interdisciplinary opportunities
- f. Faculty demand: tenure-track, term, temporary, and adjunct
- g. Government agencies (state and federal); professional accreditations
- h. What do analyses from Degree Works and the EAB Student Success Collaborative reveal about course demand, student ability to meet certain learning goals, programmatic demand?

## Summary of Types of Faculty Appointments

**1. Tenured Appointments:** These are appointments of faculty members who have attained tenure status as determined by the institution. In some circumstances, new faculty may be appointed with tenure. Tenure Track appointments are benefits eligible and carry benefits in the summer.

**2. Probationary, Tenure Track Appointment:** These appointments are continuing appointments until tenure decision is made. Tenure Track appointments are benefits eligible and carry benefits in the summer.

**3. Librarian Track:** These appointments are similar to the clinical track appointments. There are no librarian track appointments in the Academic Affairs Division.

**4. Clinical Track:** These appointments are non-tenure track, but have no limit on the years one can be in a clinical track appointment. At this time, Health Professions and School of Medicine are the only schools at Marshall using this type appointment. Term appointments are benefits eligible and do carry benefits in the summer.

**5. Term:** These appointments are non-tenure track and can be for no more than a three-year appointment. We only use two or three years per term. If an appointment is for one year, it would be a temporary rather than term appointment. Term appointments are benefits eligible and do carry benefits in the summer. There is no limit to the number of term appointments one can have. But renewals must be approved by the dean and the provost.

**6. Temporary, Non-tenure Track Appointment:** One-year or one-semester only appointments. This category is normally used when replacing someone on leave of absence, sabbatical, or when you are unable to fill with a tenure-track probationary appointment. Every time a temporary appointment is made, it is considered as a new hire. The number of temporary appointments that can be held by one person is limited to six. Exceptions to the sixth year might be made if one of the following conditions exists:

1. A high demand or resource shortage area is involved
2. An area of highly specialized knowledge and/or skills is involved
3. A continuing annual appointment meets other critical institutional needs.

A temporary appointment beyond a sixth year must be authorized by specific written approval of the president. These appointments are benefits eligible through the actual appointment period, but there are no summer benefits no matter how many times one person may be appointed.

9/29/11

**Academic Portfolio Review**  
***Degree Program Niche Statement***

**College/School:** \_\_\_\_\_

**Department/School:** \_\_\_\_\_

**Contact:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Text Specifications**

1. 10 page limit
2. 10 pt. New Times Roman type
3. 1 ½ line spacing
4. Margins: 1" top, 1" bottom, 1.25" L and R
5. Dean's Instructions for submission and posting to Academic Portfolio Review Sharepoint
6. Submission deadline: March 31, 2014

**Part I. Narrative on Mission, Role, and Function.** What is the role and function of the department, and its degree programs (undergraduate and graduate), within the respective missions of the college and the university?

**Part II. Curricular Review.** What is the set of current curricular conditions that promote sustaining the program? Explain how degree program learning outcomes aligned with and support the University's degree profile learning outcomes?

**Part III. Emerging Disciplinary Conditions.** What are some emerging factors or considerations in the evolution of the discipline, e.g., external factors, that may influence program development (the curriculum and the practice of the curriculum), and that may require attention to ensure growth and sustainability of a degree program?