

**The University of North Carolina at Greensboro**

*Self-Study Report 2000-2003*

**CHAPTER II**

**INSTITUTIONAL PURPOSE**



**CONTENTS**  
Institutional Purpose

1.	Introduction .....	26
2.	The Evolution of The University of North Carolina at Greensboro’s Mission and Institutional Purpose (2.0).....	26
	1891-1963: From Normal School to University .....	26
	1963-1979: Development as a University.....	27
	1980-1995: Constrained Development .....	28
	1995-2001: Focus on Student-Centeredness and Research Productivity.....	30
3.	Development of the Purpose Statement Used as a Basis for this Self-Study (2.0).....	32
	The University Mission (2000).....	35
4.	Summary by Criteria .....	36
5.	Examination of Strengths, Weaknesses, Opportunities, and Threats .....	37
6.	Key Documents and Their Locations .....	39

## 1. Introduction

This chapter presents a historical description of the evolution of the institutional purpose of The University of North Carolina at Greensboro (UNCG) from 1891-2001 as a context for the development of the University Mission statement on which this Self-Study is based. It then reviews the current Mission of the University, providing the essential information on which to base an evaluation of the Mission's compliance with *SACS Criteria*, an analysis of the Mission's strengths and weaknesses, and a listing of the opportunities that might facilitate its accomplishment and the threats that might hinder its achievement. A clear and accurate University Mission statement is the foundation on which UNCG's institutional effectiveness is built and the starting point of its assessment measures.

## 2. The Evolution of the University of North Carolina at Greensboro's Mission and Institutional Purpose (2.0)

### 1891-1963: From Normal School to University

On February 18, 1891, the General Assembly of North Carolina enacted legislation to establish an institution that would become, many years later, The University of North Carolina at Greensboro. Its original name, however, was The Normal and Industrial School. As stated in the enabling legislation, the purpose of the institution was:

- (1) to give to young women such education as shall fit them for teaching;
- (2) to give instruction to young women in drawing, telegraphy, type-writing, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness.

The institution opened on October 5, 1892, with 223 students and a faculty of 15. Classes were organized in three departments: business, domestic science, and normal school training, the latter including pedagogy, history, literature, mathematics, science, languages, art, music, and physical culture.

Soon afterward the name of the institution was changed to the State Normal and Industrial College (1896-1919) and later to the North Carolina College for Women (1919-1932). From 1932 to 1963 the institution was known as The Woman's College of the University of North Carolina. Finally, in 1963 the institution became The University of North Carolina at Greensboro.

As these name changes suggest, the mission of the institution within the North Carolina state system of higher education has expanded and evolved over the years. From the time of its inception until 1963, the institution's primary mission was to educate women, particularly at the undergraduate level. The institution received an early acknowledgement of its growing reputation when it was awarded accreditation in 1921 by the Association of Secondary Schools and Colleges of the Southern States. At the time, the College for Women was one of only six in North Carolina to be accredited by that organization. Graduate programs were carefully and selectively added during this period. The Graduate School was formally established in 1921-22, with the first master's degree awarded in 1922. By 1960 master's degrees were offered in 12 disciplines. The first doctoral program, the Ph.D. in Home Economics (now Human Development and Family Studies), was approved in 1960. Although

the institution did not become fully coeducational until 1963, the graduate programs became coeducational in 1962.

During this period, a key principle, known as “allocation of function,” guided the development of the institution. This principle was clearly articulated in 1931 when the Consolidated University of North Carolina was formed from three institutions: the University of North Carolina (Chapel Hill), the North Carolina State College of Agriculture and Engineering (Raleigh), and the North Carolina College for Women (Greensboro). In essence the principle was that each of the constituent institutions had a unique set of educational responsibilities. Each institution, then, was expected to develop in ways appropriate to its own particular mission. The Woman's College was designated as “a distinctly and preeminently woman's college of arts and sciences.” Certain professional and graduate programs “of particular interest to women” were also reserved for this institution.

### 1963-1979: Development as a University

The changes initiated by legislative action in 1963 were profound. The institution was renamed The University of North Carolina at Greensboro, and it was authorized to develop as a university, with the implication of greatly increased involvement in graduate-level education and in research, scholarship, and creative expression. It also became fully coeducational.

It was well understood that such profound changes in mission posed significant challenges as well as opportunities. The principle of “allocation of function” was largely abandoned as a guide for development, although it continues, to a significant degree, to be pertinent at the graduate level. It was replaced by the principle of “development along lines of complementary strength.” The university-wide system recognized, in other words, that to function fully as a university, an institution had to have a minimum level of core programs and support. One program, for example, might be essential to support the development of graduate work in another program. If an institution were denied an essential program merely because it duplicated a program elsewhere in the UNC system, the institution would be unable to function as a true university.

Following these new assignments, a thorough, broad-based review of UNCG's purpose was conducted as part of the 1972 institutional self-study. The result of this review was a formal “Statement of Purpose.” This statement acknowledged and embraced the additional responsibilities in the areas of graduate education and scholarship. But the statement also forcefully expressed the view that further development toward university status should build upon historical strengths.

While recognizing resource limits, the *1972 Self-Study*, nevertheless, expressed optimism about the institution's prospects for continued evolution as a university. By 1972 considerable growth already had occurred in graduate programs at UNCG. No doctoral programs had been listed in the 1960 *Bulletin*, but ten years later, in 1970, twelve areas were listed.

Legislation enacted in October of 1971 expanded the consolidated university to include sixteen institutions, each with its own Board of Trustees. One outcome of this action was the increased competition for limited attention and resources at the state level. In this competitive environment, UNCG was at a disadvantage, ironically, because of its past successes. Its image in the public's mind was that of The Woman's College—a fine place to get an excellent undergraduate liberal and professional education. Its new role as a doctorate-granting university had not yet captured the public's attention. It was already apparent in 1972 that UNCG was not getting the resources it needed

to carry out its new responsibilities and that it would continue to suffer unless its public image changed. As the *Institutional Self-Study of 1972* stated, “the need to clarify the objectives and the accomplishments of the University to the state legislature and to the general public is explicitly recognized.” Consequently, one of its recommendations was to urge “more aggressive publicity about the wide range of programs and opportunities available on this campus for both men and women.”

#### 1980-1995: Constrained Development

So much had happened so quickly during the late 1960s and 1970s that the institution clearly discerned the distinct need to take stock of what had been accomplished and to plan for future developments. James S. Ferguson, who had served as Chancellor during most of this period (1966-1979), retired in 1979 and was succeeded by William E. Moran.

In 1980 Chancellor Moran initiated a comprehensive self-study and planning process that included a thorough review and revision of UNCG's statement of purpose. To coordinate this review, the Chancellor appointed a Planning Council representing faculty, students, staff, alumni, and trustees. The resulting “Mission and Goals” statement was approved by the Board of Trustees on November 17, 1983. In the *Institutional Self-Study 1991-92*, the authors described some of the progress UNCG had made towards achieving the funding, community, computing, and academic program goals included in this statement, noting that though efforts to secure additional funding were in process, progress towards the attainment of the other goals was constrained by the lack of sufficient funds.

In the *Institutional Self-Study 1991-92*, the authors compared the 1983 “Mission Statement” to the 1972 “Statement of Purpose” and concluded that the University had remained committed to excellent undergraduate education based in the liberal arts, the provision of professional education in selected areas, service, a sense of community, and newer responsibilities in graduate instruction and for productivity in research, scholarship, and creative activity. In addition, they commented that both statements showed “a sensitivity to the constraints on expansion imposed by limited resources.”

The *1991-92 Self-Study* also noted one significant difference between the 1972 and 1983 statements:

The word *unique* in the 1983 Mission and Goals statement was a significant addition. Recall that from 1931 to 1962, the institution had a special identity and mission within the Consolidated University of North Carolina. With the abandonment of the “allocation of function” principle in 1966 and with the increase in the number of constituent institutions within the University to sixteen in 1971, it became harder to define a special identity. And this difficulty was raised frequently as a major concern during the 1980-83 Self-Study.

The authors went on to note that “the 1972 self-study had already anticipated the ‘identity problem’.”

Although the *1991-92 Self-Study* judged “there need be no conflict between our traditional goals in the area of providing an excellent undergraduate education and our newer goals in the areas of graduate education and research,” it also noted that “there is evidence that some tension and conflict does, in fact, exist.” Faculty reported receiving “mixed messages,” and “the campus as a whole [had] been getting ambiguous messages from General Administration about its role.” The study concluded that UNCG was still “in transition” from a liberal arts college to a university.

The 1983 “Mission and Goals” statement included the comment that the “goals obtain for the period through 1991” and it is this purpose statement that was in effect during the last SACS self-study. The *Institutional Self-Study 1991-92* includes a description of the review of that mission which was then in progress. In 1992, Chancellor Moran charged the Mission Review Committee, consisting of faculty, administrators, staff, students, and alumni, to “schedule meetings to seek out the views of the University community” (Memorandum from the Chancellor to Members of the Faculty and Staff, President of Student Government, and President of Alumni Association, “University Mission Statement,” March 19, 1992) and to produce a document for him to discuss with the Faculty Senate and Advisory Council on Planning and Evaluation. The resulting “University Mission” statement was approved by the Board of Trustees on April 8, 1993, and revised slightly on June 15, 1994; note that neither this version of the University Mission nor the 1993 version was approved by the Board of Governors. The statement reads:

Dedicated to teaching, research, and service for the benefit of the people of North Carolina, The University of North Carolina at Greensboro provides excellence in mutually supportive undergraduate and graduate education. This mission is based upon its legacy of distinguished undergraduate education for women and on the responsibilities inherent in its present role as a doctoral-granting university.

Committed for over a century to the primacy of teaching based in scholarship, the University fosters knowledge, intellectual skills, and the joy of reasoned inquiry in its students so that they may become thoughtful and responsible members of society. It affords an exceptional opportunity for all students, at any stage in their lives, to secure professional or other specialized preparation firmly grounded in the liberal arts. In carrying out its responsibilities for research and creative endeavor, the University offers undergraduate and graduate programs of distinction and aims for national recognition for certain graduate programs, including all doctoral programs.

The University has a proud tradition of professional and public service. Recognizing that the society it serves is global, the University applies its intellectual resources to enhance the quality of life in the Piedmont Triad region, the state of North Carolina, the nation, and the world.

The University is dedicated to sustaining a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. As an institution in an urban setting, the University offers students a rich array of experiential opportunities. Through its co-curricular programs, the University contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. Intellectual curiosity and tolerance, the natural resources of any learning environment, are cultivated and prized by the University community.

Like the 1972 “Statement of Purpose” and the 1983 “Mission Statement,” this 1994 “University Mission” statement described UNCG’s commitments to undergraduate and graduate education based in the liberal arts, professional education, service, a sense of community, and productivity in research, scholarship, and creative activity. Also similar to the 1972 and 1983 mission statements, the 1994 statement reflected a concern with the constraints imposed on expansion by limited resources. As in the 1983 statement, the 1994 statement mentioned “mutually supportive undergraduate and graduate education.” The 1994 statement also stated that “the University offers undergraduate and graduate programs of distinction” but “aims for national recognition” only in “certain graduate programs, including all doctoral programs.”

The 1994 “University Mission” statement reflected changes in the environment external to the University that had occurred since 1983. For example, in response to the aging of the pool of potential college applicants, in the 1994 statement, for the first time, students “at any stage in their lives” were invited to secure an education firmly grounded in the liberal arts. Furthermore, as an acknowledgement of the increased stature of the faculty and the development of a global society, not only did the 1994 statement invite the members of the UNCG community to serve the “state” as the 1983 statement did, but it also charged them to serve “the nation” and “the world.”

Although the 1994 Mission Statement remained the guiding force behind the UNCG Plan, in that same year, UNC General Administration (now the Office of the President) requested that a general statement of the educational mission of UNCG be submitted for publication in the *UNC Long-Range Planning 1994-1999* document. This statement needed to be shorter than the official 1994 “University Mission” statement, and so the UNCG Planning Council began developing an abbreviated version of it. After reviewing it with the Chair of the Committee that authored the 1994 “Mission Statement,” this Planning Council document, the “General Statement of Educational Mission,” was approved by Chancellor Moran on January 14, 1994 and submitted to UNC General Administration for publication in the *UNC Long-Range Planning 1994-1999* document. Although the wording of this version of the Mission Statement was more concise, the shorter document is compatible with the longer one.

#### 1995-2001: Focus on Student-Centeredness and Research Productivity

Patricia A. Sullivan became Chancellor of The University of North Carolina at Greensboro (UNCG) on January 1, 1995, and was officially installed as UNCG’s ninth chief executive in a formal ceremony held on campus on October 2, 1995. That same month, she established the University Planning Council (UPC). The Chancellor chairs the UPC, and the Vice Chancellor for Information Technology and Planning co-chairs it.

In Spring 1996, the UPC’s Vision/Guidelines Committee reexamined the short version of the Mission Statement and developed two new planning documents, a University Vision Statement and University Planning Guidelines. These were approved by The UNCG Board of Trustees on August 29, 1996. The 1996 “Vision Statement,” “the University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service,” was then incorporated into the “General Statement of Educational Mission” as the lead sentence and the revised document became known on campus as the “Short Version of the UNCG Mission Statement.” This statement, which follows, first appeared in the *UNC Supplement to Long-Range Planning 1994-99* and subsequently in the *UNC Supplement to Long-Range Planning 2000-05*:

The University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service. UNCG has for the past century offered rigorous undergraduate programs in the liberal arts and professions. Assuming additional responsibility in 1963 for doctoral work, it now provides an array of nationally recognized graduate programs. The University affirms the primacy of teaching and learning at all levels. Teaching, research, scholarship, creative work, and service are expected to be excellent and mutually reinforcing of one another. Intellectual curiosity, tolerance, and a commitment to build and sustain community are the foundation for our endeavors as a University.

Note that throughout the time period during which the “General Statement of Educational Mission” was developed, revised, and published in UNC system documents, the 1994 “Mission Statement” was published as the institution’s official statement of purpose in the *Undergraduate Bulletin* and *The Graduate School Bulletin* and continued to be used as a basis for planning.

In 1997, the Chancellor asked the Vice Chancellor for Information Technology and Planning and the University Planning Council (UPC) to combine the existing planning documents and add what was necessary for an overall plan for UNCG. In June 1997, the Provost and the Vice Chancellors submitted information to the UPC Plan Drafting Committee. This Committee studied additional information from divisions as well as interim results from other UPC committees. The Draft Committee’s report was presented to the University Planning Council on October 29, 1997. The committee recommended five Strategic Directions for primary institutional attention during the next five years, as well as Core Values and Cornerstones.

The Council treated the October 29 report as a draft plan and solicited comments and suggestions from all University constituencies. In December, the Drafting Committee reviewed all suggestions, incorporated many of them, and recommended a revised plan. On January 13, 1998, the University Planning Council recommended the revised plan to Chancellor Sullivan. The Board of Trustees approved the *1998-2003 UNCG Plan* on February 12, 1998. This plan was submitted to the UNC General Administration (now Office of the President) on February 17, 1998. The five strategic directions included in this *Plan* are:

- Strategic Direction #1: UNCG will provide exemplary learning environments.
- Strategic Direction #2: UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning.
- Strategic Direction #3: UNCG will build a strong sense of community as a student-centered university.
- Strategic Direction #4: UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond.
- Strategic Direction #5: UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment.

Since its adoption, the *1998-2003 UNCG Plan* has guided the University’s leadership in making institutional choices. Each division and academic unit has since developed its own plan consistent with the *UNCG Plan*. The Chancellor’s Executive Staff and the University Planning

Council review divisional plans, each of which includes information on budgeting, implementation, and assessment. In 1999, the Chancellor's Executive Staff began the practice of designating Areas of University Focus on an annual basis, selecting goals from the *Plan* that would receive particular attention in the coming year.

In Academic Affairs, division-wide planning efforts toward achievement of *Plan* goals are particularly broad-based. In 1998, with the participation of the departments in each unit, the Deans Council developed *The Academic Affairs Plan*, a series of goals under each strategic direction of the *UNCG Plan*, each with associated initiatives for their achievement. Each goal has been designated as an ongoing goal or assigned as a priority item to a particular year. Each summer an important focus of the Deans Retreat is the review of success in achieving the past year's priority goals and the efforts needed to meet the priorities of the upcoming year. Since 1998-99, annual reports in Academic Affairs at both the department and unit level have been structured according to the *Plan* outline in order to focus on achievement of *Plan* goals. Each summer the Office of the Provost utilizes the annual reports of the Deans and other units in Academic Affairs to create the *Academic Affairs Annual Report*.

Since 2000, the Division of Information Technology and Planning has used the reports from Academic Affairs and the other divisions of the University to produce the document *Planning Outcomes: A Report on the Areas of Focus*. These annual reports at all levels provide a clear record of the importance the administration places on strategic planning and the record of accomplishment that has resulted.

### **3. Development of the Purpose Statement Used as Basis for this Self-Study (2.0)**

The *Institutional Self-Study 1991-1992* recommended that "the review and revision of UNCG's mission statement should begin no later than seven years after the last site visit by SACS" which was March 22-25, 1993. In keeping with this recommendation and with the SACS Criterion requiring a periodic review of the institution's statement of purpose (*Criteria*, Section II, p. 15, ll. 14-17), in Spring 2000, the Chancellor appointed the Purpose Committee consisting of the Chair of the Faculty Senate, two other faculty members, an undergraduate student, a graduate student who was also an alumnus, and a member of the Board of Trustees to examine the "current Mission Statement, Short Mission Statement, and other official language which sets forth the University's vision in order to provide the single statement of purpose needed as a foundation for the self-study" (Appointment letter from the Chancellor to the Chair of the Purpose Committee, October 18, 1999). The goal set for this committee was thus to produce a statement of purpose short enough to be included in the UNC Long-Range Planning document, but comprehensive enough to serve as the basis for the UNCG planning process.

The Purpose Committee met eight times and carried on a lively and productive email discussion between face-to-face meetings. The Committee began by discussing which elements of the 1994 University Mission and the 1996 Short Version should be preserved in order to ensure that the mission statement would be "appropriate to collegiate education as well as to its own specific educational role" (*Criteria*, Section II, p. 15, ll. 2-3) and would "describe the institution and its characteristics and address the components of the institution and its operations" (*Criteria*, Section II, p. 15, ll. 4-6). Then, in order to verify that the new version of the mission statement would be

consistent with the “official posture and practice of the institution” (*Criteria*, Section II, p. 15, ll. 6-7) and would reflect “the changing responsibilities of the institution to its constituencies” (*Criteria*, Section II, p. 15, ll. 16-17), each member reviewed specific parts of the SACS and University planning documents in detail and compared the content of the *Areas of University Focus (1999-2000)* and the *Divisional Plans: To Advance the Goals of the UNCG Plan (1998-2003)* with the current versions of the mission statements. The Committee agreed that though the University had continued to fulfill the mission as it was outlined in the two then current statements and the working draft of the new version, new areas of focus and goals included in the planning documents should be incorporated into the new version as well. Some of the new areas identified were: an emphasis on learning in addition to teaching, faculty role flexibility, distance learning, and exemplary learning environments.

The Purpose Committee began to solicit input from various constituencies of the campus. During the development of the Mission Statement, feedback was solicited in *Campus Weekly* (UNCG’s weekly newsletter), through an announcement at a General Faculty meeting, and when members of the Purpose Committee visited the Faculty Senate (three times), Deans Council, the Graduate Policies Committee, the University Planning Council, Student Government, Staff Council, and the Alumni Board (two times). Each time the Committee received feedback, it considered the suggestions and revised the statement accordingly. This iterative review process determined that the resulting statement was “clearly defined” and “appropriate to collegiate education” as well as to the institution’s “own specific educational role” (*Criteria*, Section II, p. 15, ll. 1-3), that it accurately described the characteristics and components of the institution, (*Criteria*, Section II, p. 15, ll. 3-5) and that it was consistent with the “official posture and practice of the institution” (*Criteria*, Section II, p. 15, ll. 6-7). This campus-wide process also encouraged community members to begin thinking about the upcoming Self-Study.

The Purpose Committee received feedback from all campus constituencies. Administrators encouraged a distinction between the mission of the University and its vision. It became clear that students are particularly proud of the diversity of the campus community, and that they view their education holistically, as including more than academic work. Faculty reminded the Committee that international programs have grown, a variety of new learning environments have been developed, and a renewed sense of community has developed on campus. Alumni and staff merely wanted to be officially recognized as part of that community.

Three issues precipitated particularly lively discussions. First, faculty and students expressed pride in how heterogeneous the campus community is, but not all of them agreed that the term “race” should appear in the diversity statement. One group thought “race” should be excluded, because there is no physical basis for distinctions. From their perspective, including the term “race” perpetuates an unnecessarily divisive tradition. Another group argued that the term should be included because people perceived to belong to one race continue to be treated differently from those perceived to belong to another. From their perspective, failing to acknowledge the continuing effects of racism is irresponsible, especially for a public institution in the South. To resolve this issue, the Purpose Committee included the phrase “racial identities” rather than the term “race.”

A second debate centered on whether “the liberal arts” include the sciences. The Committee conducted an informal survey of the heads of the science departments to supplement the opinions that were expressed online and in various other settings. Some scientists argued that the public does not perceive the liberal arts to include the sciences, and therefore the phrase “and sciences” must be

included after “liberal arts” in order to reflect UNCG’s strengths accurately. Other scientists firmly stated that the sciences are indeed “liberating” in the classical sense, and have always been a central component of the liberal arts. They did not want to be excluded from the category. The Purpose Committee’s solution was to refer to the UNCG academic units as “the College of Arts and Sciences” and “the six professional schools.”

The most stimulating debate focused on the relative importance at UNCG of graduate and undergraduate education and of research and teaching. Some graduate faculty wanted the Purpose Committee to emphasize the importance of research. Other graduate faculty wanted the Committee to emphasize the quality of graduate education. To complicate issues further, students, alumni, staff, and other faculty encouraged the Purpose Committee to emphasize UNCG faculty’s traditional strength as teachers of undergraduates. Although the Committee incorporated language on which there seemed to be consensus, they left it for the Faculty Senate to debate this issue and to amend the proposed draft to reflect faculty sentiment.

It is worth noting that this issue of the relative emphasis on teaching (sometimes associated with undergraduate education) and on research (sometimes associated with graduate education) is a continuation of the debate that has taken place on campus since the University became co-educational in 1963. Progress has been made, however, because this time the debate was not between traditionalists who wanted to continue to emphasize the memory and strengths of The Woman’s College and the modernists who wanted UNCG to develop further as a university. In fact, when the Senate Forum first discussed a draft of the purpose statement, faculty recommended striking “women and men” from the draft and instead using “people” or “persons,” explicitly concluding that the historical issue was no longer salient.

To address this perceived debate between undergraduate and graduate education and teaching and research, and in an attempt to acknowledge and reward faculty for the varying roles they assume, in 1996, the Provost and the Chair of the Faculty Senate appointed the University Commission on Faculty Roles, Rewards and Responsibilities (Memorandum to UNCG Faculty, September 25, 1996). They charged the commission to recommend changes to the *Handbook for Faculty* and the guidelines and policies for promotion and tenure and to develop a set of guidelines or expectations for research, teaching, and service. Although the guidelines developed by the Roles, Rewards, and Responsibilities Commission and the subsequent revision of the *Promotion and Tenure Guidelines* have led faculty to accept the multi-faceted mission of the University, faculty still express concern about the relative importance of the two institutional priorities centering on undergraduate teaching and graduate research and the allocation of resources to meet these priorities.

In the context of Chancellor Sullivan’s Spring 2000 charge to the Purpose Committee, its solicitation of views from the various campus constituencies, and the lively debate on several issues of identity, the members of the Purpose Committee completed the mission revision process by the end of the semester in Spring 2000. The Board of Trustees approved the final version on April 13, 2000, as did the Board of Governors on August 11, 2000, as required by *SACS Criteria* (Section II, p. 15, ll. 13-14). During Spring 2001, the Office of the President adjusted the language of all system mission statements to reflect Carnegie classification language before publishing them in *Long-Range Planning 2002-2007*, a document which was approved by the UNC Board of Governors on January 11, 2002.

### **The University Mission (2000)**

The University of North Carolina at Greensboro is a student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service. As a doctoral/research intensive institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the University provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular and residential programs contribute to students' social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

The University Mission (2000) statement has much in common with the earlier versions adopted in 1972, 1983, and 1994, but it also includes new emphases. All of these documents mention UNCG's strength as a community and its traditional commitments to teaching and service as well as its newer growth in research productivity and creative accomplishments. The most recent version specifically mentions staff and alumni in its description of the UNCG community. Although the importance of teaching, undergraduate education, and the liberal arts remains in the current version of the University Mission, the articulation of research and creative activity is stronger, reflecting the University's development as a doctorate-granting institution, the increasing stature of its faculty, and its aspirations to "be the Triad's leading public Research University, with more than \$50 million a year in external funding" ("The UNCG 2008 Profile," approved by the Chancellor's Executive Staff, October 9, 2000, in the *UNCG Plan 1998-2003 and Beyond: A Summary*, p. 3). Rather than singling out the "primacy of teaching," the current version specifies the interconnection between the teaching and research missions of the University, describing its "teaching [as] based in scholarship," its faculty as "outstanding teachers, including nationally recognized researchers and artists," and its programs as providing "exemplary learning environments," all acknowledging that learning can occur in both teaching and research activities. By describing UNCG as a "student-centered" institution, however, the current version makes it clear that students will still come first at UNCG, no matter how successful the institution is in increasing its research productivity.

The new statement reflects the University's maturation as a university in other ways as well. For example, it specifically mentions the six professional schools in addition to the College of Arts

and Sciences. Also, the wording indicating that the University was in transition from a woman's college has been removed as has gendered language.

The current version of the University Mission also reflects the changing external environment in which it operates. The language describing UNCG as an urban institution has been removed from the current version, and its role as a regional institution recognized instead. With each revision, in response to a changing world and UNCG's increasing involvement in international academic programs and global research and service agendas, a greater emphasis is being placed on the University's contributions to a global society. Although UNCG has been involved in the delivery of distance education at least since 1975 when independent studies by extension (i.e., correspondence courses) were first offered, this University Mission statement is the first to include a reference to this type of program. The addition reflects the growing population of college-aged citizens in North Carolina and the need for UNC institutions to serve more students than can be taught on campus.

#### 4. Summary by Criteria

(2.0, p. 15, ll. 1-3) The Purpose Statement is clearly defined and appropriate to the University's educational role as a regional institution that offers graduate and undergraduate programs in the liberal arts and professions and is charged to teach, to engage in research, and to serve. According to the surveys conducted in the spring of 2001 almost all of the faculty (95% of 269) and staff (95% of 596) agreed that the Mission Statement is appropriate for UNCG.

(2.0, p. 15, ll. 3-6) The Mission Statement "describes the institution and its characteristics and addresses the components of the institution and its operations," as is required by the *SACS Criteria*. As stated in the first paragraph of the Mission Statement, The University of North Carolina at Greensboro is a "doctoral/research intensive institution," and has a "College of Arts and Sciences and six professional schools" which "offer graduate and undergraduate programs."

(2.0, p. 15, ll. 6-8) The Mission Statement is "consistent with" the University's "posture and practices" as expressed in the *Areas of University Focus, 2001-2002 (Planning Outcomes: A Report on Areas of University Focus, 2000-2001, September 2001)*. As part of the SACS Self-Study process, academic departments, academic units, and non-academic offices provided numerous examples of initiatives they have undertaken to fulfill various aspects of the University Mission. It is therefore not surprising that most of the faculty (87% of 257) and staff (82% of 592) agree that "the official posture (image) and practice (behavior) of UNCG is consistent with the Mission of the University."

(2.0, p. 15, ll. 8-9) The Mission Statement is accurately published in the *Undergraduate Bulletin 2002-2003*, *The Graduate School Bulletin 2002-2003*, the Chancellor's Web page, the *Student Calendar and Handbook 2002-2003*, and *Long-Range Planning 2002-2007* (UNC Board of Governors, 2002). Before the Office of the President added "research intensive" to "doctoral" to describe the type of institution UNCG is, the Mission Statement was published in *The UNCG Plan 1998-2003 and Beyond: A Summary*.

(2.0, p. 15, ll. 11-13) As described at length in this chapter, The University Mission statement was developed “through the efforts of the institution’s faculty, administration and governing board.”

(2.0, p. 15, ll. 13-14) The University of North Carolina Board of Governors approved the University Mission on August 11, 2000 and approved the slightly revised version using Carnegie classification language to describe the University on January 11, 2002. Please note, however, that the date of the approval by the Board of Governors was inaccurately published in various documents during the time of this Self-Study. Steps to correct this situation have been successfully completed.

(2.0, p. 15, ll. 14-17) During the period since UNCG’s last self-study, two comprehensive studies of the mission have occurred, one resulting in the 1993/1994 version and the other resulting in the 2000 version, the latter of which provided the foundation for this Self-Study. At a meeting of the University Planning Council on Thursday, September 26, 2002, the Vice Chancellor for Information Technology and Planning announced that, under a new policy, the University Mission would be reviewed and revised as necessary every five years as a part of the production of a new UNCG Plan, with the next review scheduled for late Spring 2003.

(2.0, p. 15, ll. 17-24) The Self-Study that follows is based on the University Mission (2000). The chapters in this report demonstrate that this statement of purpose serves as the foundation for all of UNCG’s institutional operations, programs, and activities and, with recommendations as indicated, that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill it.

## **5. Examination of Strengths, Weaknesses, Opportunities, and Threats**

In this section, the strengths and weaknesses of the University Mission Statement are summarized as are the opportunities for and threats to its fulfillment by the University.

### *Strengths*

- The University has a well-established reputation for excellent student-centered teaching that encompasses both undergraduate and graduate education. At the same time, the University strives to be the Triad’s leading public research institution. Because the UNCG faculty recognizes that excellence in research and creative endeavors enhances the quality of teaching and ensures that undergraduate and graduate programs reinforce each other, students benefit from a rich educational experience. (See Proposal 27)
- Early in its history, UNCG established a reputation as an institution strong in the liberal arts and particularly in the social sciences and humanities. This strong foundation has allowed the institution to develop as a research-extensive university, to establish respected professional schools, and more recently, to emphasize the development of programs in the sciences.
- The University is the acknowledged leader in North Carolina in terms of international programs. A large number of UNCG students spend a semester or more abroad through our exchange

partnerships around the world, and the entire student body benefits from contact with the hundreds of international students who study here. The University of North Carolina Exchange Program, which sponsors student exchanges with Finland, Mexico, Israel, and states in Germany, Denmark, Sweden, Australia, and Brazil, is housed on the UNCG campus. Efforts to internationalize the curriculum have made it possible for students to achieve “an informed appreciation of their own and different cultures.” (See Proposal 7)

- Exemplary learning environments at UNCG are enhanced by widespread use of technology, employed both on campus and in distance learning, as well as by residential learning communities. As a result, the University’s faculty members are well-positioned to use the newest pedagogical approaches as they teach and graduates are well-prepared to function in today’s world.
- The UNCG faculty, staff, students, and alumni form a strong, diverse community. The Faculty Senate, Staff Council, the Graduate Student Organization, the Student Government Association, and the Alumni Board work together with the administration to implement a model of shared governance. The Human Relations Council and other groups on campus strive to create an environment of civility, respect, and openness. This atmosphere makes it possible for community members in various roles to work together to help the University adapt to its changing environment and to deliver high quality academic programs.

#### *Weaknesses*

- None noted.

#### *Opportunities*

- During the next decade, the pool of potential college-aged applicants residing in North Carolina will continue to grow and become more diverse. This affords UNCG an opportunity to expand programs and to raise admission standards. (See Proposal 60)
- Technological developments allow expansion of the student population to include those who cannot come to campus as frequently as residential students. (See Proposals 14, 15, 16, and 17)
- Because of UNCG’s location in proximity to numerous community colleges, four-year colleges, and universities, great potential exists for the development of collaborative programs with other institutions.
- “Internationalization” involving both student and faculty opportunities is one of the six “strategic directions” identified by the UNC Board of Governors for the planning period 2002-2007. Given UNCG’s leadership in this area (see the third strength listed above), the institution should be in a position to secure the resources to enhance its already successful international programs. (See Proposal 7)

#### *Threats*

- The instability of state funding levels, with periods of growth alternating with economic downturns and subsequent budget reductions, makes it difficult to make steady progress toward goals. Although UNCG, like other state-supported institutions, has responded by seeking greater external funding, state revenues (including tuition) still account for about 43 percent of the budget. In 2001-02, a particularly weak economy in North Carolina brought about a mid-year

budget reduction for UNCG of \$1.4 million; state budget cuts for higher education that may hit 8% or even higher are projected for 2002-03. Also, sky-rocketing costs of health care, prisons, and public education may significantly affect the level of state support available for the university system in future years.

- Physical space limitations at UNCG have been a particular challenge. While a recently approved higher education bond referendum for the NC University system will provide resources to help renovate existing facilities and build some new ones, providing the resources to meet the growth needs of the University has not been comprehensively addressed. Distance learning, either through satellite campuses or e-learning, will help meet the anticipated needs to some extent, if state support for such programs remains adequate.

## 6. Key Documents and Their Locations

Academic Affairs Annual Reports: 1999-2000, LIB ID 115; 2000-2001, LIB ID 116; 2001-2002, LIB ID 567; [shadow.uncg.edu/pvt/publications/general/annualreports.html](http://shadow.uncg.edu/pvt/publications/general/annualreports.html)

*Areas of University Focus (2001-2002)*: LIB ID 581; [www.uncg.edu/cha](http://www.uncg.edu/cha)

Chancellor's Web site: [www.uncg.edu/cha](http://www.uncg.edu/cha)

*Divisional Plans to Advance the Goals of the UNCG Plan (1998-2003)*: LIB ID 580; includes Academic Affairs, Business Affairs, ITP, Student Affairs, University Advancement, Intercollegiate Athletics; [www.uncg.edu/apl/divplans.html](http://www.uncg.edu/apl/divplans.html)

*General Statement of Educational Mission*, approved by Chancellor Moran, 01-14-94: LIB ID 395  
Letter and copy of *UNCG Plan 1998-2003*, from Chancellor Patricia Sullivan to UNC President Molly Broad, 02-17-98: LIB ID 335

*Long-Range Planning 1994-1999*, UNC Board of Governors (11-04-94): LIB ID 261

Minutes, UNC Board of Governors, 08-11-00: LIB ID 393

Minutes, UNCG Board of Trustees, 04-08-93: LIB ID 262

Minutes, UNCG Board of Trustees, 06-15-94: LIB ID 263

Minutes, UNCG Board of Trustees, 08-29-96: LIB ID 396

Minutes, UNCG Board of Trustees, 02-12-98: LIB ID 261

Minutes, UNCG Board of Trustees, 04-13-00: LIB ID 392

*Planning Outcomes: A Report on Areas of University Focus, 2001-2002*, Sept 2001: LIB 233

*Student Calendar and Handbook, 2002-2003*: LIB ID 449

*Supplement to Long-Range Planning 1994-99*, UNC Board of Governors, 1996: LIB ID 397

*Supplement to Long-Range Planning 2000-05*, UNC Board of Governors, 2000: LIB ID 343

*UNCG Plan 1998-2003*: LIB ID 103; [www.uncg.edu/cha/uncgplan.htm](http://www.uncg.edu/cha/uncgplan.htm)

*UNCG Plan 1998-2003 and Beyond: A Summary*: LIB ID 276; [www.uncg.edu/cha/uncg\\_plan\\_98-03.html](http://www.uncg.edu/cha/uncg_plan_98-03.html)

*UNC Long-Range Planning 1994-1999* (UNC Board of Governors, 1999): LIB ID 261

*UNC Long-Range Planning, 2002-2007* (UNC Board of Governors, 2002): LIB ID 391

*Undergraduate Bulletin 2002-2003*: LIB ID 523; [www.uncg.edu/reg/Catalog](http://www.uncg.edu/reg/Catalog)