

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO



Supplement to
The Self-Study Report 2000-2003

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Supplement to the Self-Study Report 2000-2003

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1. Significant Events of Summer and Fall 2002

Resolution of the State Budget Situation

The North Carolina General Assembly approved the 2002-03 state budget on September 20, 2002. The final budget provided more support for The University of North Carolina system than some of the possibilities which had been considered. The 2.9% statewide budget reduction, on top of cuts in 2001-02, will require continued belt-tightening, particularly considering that some statewide cuts in additional categories are included that have not yet been defined by the Governor.

The budget, as passed, retained some line items threatened during legislative deliberation that will greatly benefit UNCG. A proposed early-retirement bill that could have had devastating impacts on the University was rejected, all overhead receipts earned by UNCG through research activity were ultimately protected, the salary base was fully funded, graduate student tuition remissions were spared, the campus-based tuition increase was approved and proceeds were granted to the campus, and the enrollment change budget was fully funded for both on-campus and distance-learning students. The enrollment change budget will allow faculty lines lost due to the previous budget reduction to be restored while providing additional lines to meet enrollment increases.

Although the General Assembly appropriated no funds for a salary increase for faculty or staff, a portion of the proceeds from the UNCG campus-based tuition increase, amounting to approximately 2.5% of the base of faculty salaries, is to be distributed for faculty salary raises based upon equity and market issues. The UNCG plan for the deployment of the proceeds of this campus-based tuition increase included a provision for a portion to be used to improve staff salaries, but the Board of Governors did not approve this portion in its proposal. The current economic situation in North Carolina is not encouraging, and the assumption is widespread that more cuts will be forthcoming.

Enrollment Growth

UNCG efforts to increase enrollment while maintaining student quality resulted in record enrollments in Fall 2002. An entering freshman class of 2,099, a 10.0% increase over fall 2001, set a UNCG record, as did the total on-campus graduate enrollment of 3,167, a 6.8% increase over the previous year. Unduplicated off-campus (extension) enrollment grew from 432 in Fall 2001 to 535 in Fall 2002, an increase of 23.8%. Total enrollment (combined on-campus and unduplicated off-campus) was 14,453 in Fall 2002, a 4.9% increase over Fall 2001.

UNCG should receive the benefits of this growth in the Enrollment Change Budget for this year. Its budgeted full-time equivalent (FTE) campus enrollment for 2002-03 was 11,571; the actual FTE enrollment is estimated to be 11,935. Total on-campus growth for UNCG was 4.3%, compared with 3.4% in the UNC system as a whole.

The combination of high enrollment and uncertain funding created challenges for the academic leadership of the University. The strategy was to take a measured risk, to assume that, as proved to be the case, the enrollment change budget would be funded and would make up for some of the decrease in the appropriation. In addition, the academic leadership chose to meet projected student course needs in the fall semester, postponing any adjustments required by budget cuts to the spring semester. Student needs were met by spreading the schedule to offer more classes outside morning and mid-day hours, to increase maximum enrollments in classes, and to offer additional sections of

courses most in demand, in particular, general education courses. The burden on faculty has been greater than usual in fall 2002, but the new faculty lines that will be provided by the enrollment generated will alleviate the situation in future years. (See Proposal #59)

New Admissions Criteria

Enrollment growth has prompted UNCG to revise its Admissions Criteria for the Fall 2003 freshman class. Because the University seeks to improve its retention and the quality of its incoming freshmen, it will target an entering freshman class of only 2000. The Admissions Criteria will continue to utilize the predicted grade point average (PGPA) based on high school grade point average and SAT scores to separate applicants into categories, but those categories have been altered by a few decimal points to increase the quality of the students. In the new criteria, students with a 2.2 PGPA qualify for automatic acceptance, while those with a PGPA of 1.7 or lower are automatically rejected. Two categories between 1.8 and 1.99 allow a wait for adjustments to the PGPA by late SAT scores and second semester high school grades. Applicants between 2.0 and 2.19 are reviewed on a case-by-case basis, with positive consideration given for extenuating circumstances, the reputation of the high school, a trend toward academic improvement, or a record of more challenging courses. (See Proposal #59)

Employee Gift Campaign

Because the state legislature provided no salary increase package and the Board of Governors allowed the UNCG campus tuition increase to be used only to provide raises for faculty, not for staff, the Chair of the Faculty Senate has called on UNCG faculty to contribute to a fund to provide a one-time gift to all staff in the University who are being paid on an hourly basis. Donations increased after notifications of faculty raises were distributed in November. (See Proposal #35)

Retention Task Force

Chancellor Sullivan has appointed members of the Enrollment Management Committee of the Faculty Senate and additional faculty and staff to a Retention Task Force charged with four tasks: (1) to identify high-risk experiences for first-year students; (2) to evaluate existing retention programs to determine their effectiveness; (3) to study relevant data; and (4) to make recommendations for improvements. A Report from the Task Force is expected in May 2002. (See Proposal # 59)

New Ph.D. Programs

UNCG efforts to broaden offerings at the doctoral level continue to be successful. Chapter VII of the *Self-Study Report* notes that the Ph.D. in History was approved by The University of North Carolina Board of Governors (BOG) in Spring 2002 for establishment. Students will first be admitted to that program in Fall 2004. The Ph.D. in Economics and the Ph.D. in Geography received final approval for establishment from the UNC BOG in November 2002, and the Ph.D. in Special Education received approval for planning. The UNC Graduate Council has acted favorably on a proposal to establish a Ph.D. in Information Systems; this proposal awaits BOG action. (See Proposal #5)

Draft Report on International Programs

A draft of a report from the Committee on the Future of International Programs at UNCG has been completed and is currently being circulated for campus comment. The report presents seven goals for 2008 and a plan for achieving them. One goal calls for internationalizing the curriculum through course revisions, enhancements of existing majors, redesigned language courses, and establishing an interdisciplinary program in Latin American Studies. Another goal seeks to enhance the global perspectives of faculty through hiring and promotion decisions, greater opportunities to gain international experience, and an expanded visiting scholars program. Other goals set specific enrollment targets for students studying abroad and international students, recognition of global commitment in the University Mission Statement, global education in the Triad community, and identifying funding to support these initiatives. After the report is presented in final form, the proposals will be considered for inclusion in the *UNCG Plan 2003-2008*.

Support for Cross-disciplinary Research

During the 2001-02 academic year UNCG identified five Areas of Research Emphases (ARE), each of which represents a strength that overarches UNCG's programs of research and scholarship. Respectively, the five ARE are dedicated to discovering new knowledge and improving the quality of life through research and creative activities in

- Learning and development;
- Human diversity and culture;
- Health and the life sciences;
- Environment and society; and
- Performance, composition, and communication.

The External Proposal Development Incentive Program (EDIP) was announced at the beginning of the 2002-03 academic year to provide faculty with intramural funding to support the development and submission of proposals to external funding agencies. Proposals, which are due January 15, 2003, will be funded up to \$50,000 for released time or other justified needs. A proposal must identify a research program within an ARE, describe the work to be done, and identify the specific office or program at the funding agency which is being targeted.

Service-Learning/Internships

In support of a priority goal for 2002-03 in the 1998-2003 Academic Affairs plan, several activities have been targeted to increasing service-learning courses and internship opportunities for UNCG students. A nationally known consultant on service-learning worked with faculty and academic administrators to explore curriculum development, while the Undergraduate Curriculum Committee (UCC) developed procedures for approving service-learning courses and designating them in the course schedule. Also, an appointed subcommittee produced a report on internships which recommended several ways to promote internship development and quality. (See Proposal # 2)

Information Skills Guidelines

The UCC approved two sets of Information Skills Guidelines (ISG) developed by professional librarians of Jackson Library, one for students and a related set for students in their majors.

The guidelines for new students parallel the Basic Technology Competencies, in that they are basic skills which are identified for students and then linked to non-credit means of acquiring them. Obtaining the skills can be accomplished through the tutorial available on the Jackson Library Web page or through instructional components offered by Jackson Library staff in freshmen courses. The guidelines for majors are templates for the particular skills sought by faculty in a discipline as appropriate for their majors. Jackson Library staff work with faculty to design research units for their students that will be incorporated in required coursework.

New Information Technology Service

In September the Information Technology Group introduced one phone number (6-TECH) on campus for faculty, staff, and students to use in seeking information technology services of all kinds. The Information Technology Group, which seeks to improve technological support for the campus, includes representatives from Instructional, Research, and Client Services (IRCS), Management Information Systems (MIS), and Networks. The services of the ResNet group in Housing & Residence Life, the Teaching & Learning Center, and the Telephone Services department are also included in the routing provided by the 6-TECH number. (See Proposal # 21)

Improvements in Distance Education Registration

The Division of Continual Learning has merged its registration process for distance education or extension courses with the *UNCGenie/Campus Pipeline* process used for on-campus courses. The merged system will be available as students pre-register for Spring 2003 classes in November 2002. Registration for distance education or extension courses can now be conducted online in real time by *UNCGenie* or *Campus Pipeline*. Because "space availability" in classes is updated in real-time, wait-listing and lag-time problems will be altogether eliminated. When the registration processes are identical for both on-campus and off-campus, distance education students will be able to "cross-register" with less confusion and with one single process. (See Proposals # 17 and #20)

Note: Developments relating to the Recommendations are presented in the next section.

2. Progress on Recommendations of the *Self-Study Report*

Procedures for Implementing Recommendations

The Associate Provost for Undergraduate Education and Special Academic Initiatives (UE/SAI) in her capacity as Director of the Self-Study worked with the Provost to design a plan for addressing the seven Recommendations of the Self-Study, all of which concerned the Division of Academic Affairs, and, more specifically, the academic units and the faculty. The Deans were thus identified as the responsible parties for ensuring that these Recommendations be addressed and the Deans Council selected as the forum for discussion and consensus on the best approach for implementation.

A new half-time position, Academic Assessment Specialist, has been created in Academic Affairs and filled by splitting the position of the Research Associate in the Office of Institutional Research who has already been engaged in support of assessment in general education and degree programs. This new reporting structure will allow greater attention to assessment support.

The first two Recommendations, which concern assessment in the General Education Program (# 1) and in the degree programs (# 2), call for the University to continue ongoing efforts to strengthen academic assessment. Updates of these efforts are described under the headings for these Recommendations below. The Deans have ensured that their departments and programs understand the importance of a strong assessment program.

Recommendations #3 through #7 call for the development of new procedures or policies, in most cases at the academic unit level. In a series of Deans Council presentations throughout early fall 2002, the Director of the Self-Study offered guidance to the Deans in directing activities required in each unit to implement the Recommendations. Templates designed for responses from each academic dean were used in drawing up the charts that present activities in support of Recommendations #3 through #6. The Deans Council worked as a whole to develop and approve the new policy presented in support of Recommendation # 7.

Recommendation #1

Recommendation #1: Continue and strengthen efforts to develop a comprehensive assessment program to evaluate student attainment of the General Education Goals and utilize the results to improve the General Education Program and other aspects of undergraduate education.

The UNCG Student Learning Goals are goals for UNCG Graduates, within which the General Education Core (GEC) is designed to provide students with a foundation for acquiring these competencies, knowledge, and attributes. The chart included as Appendix I relates the UNCG Student Learning Goals to the GEC and other activities and resources.

Table 3.1-1 in the *Self-Study Report* outlines some limited assessments in courses in their GEC categories designed by the GEC chairs and administered in a pilot fashion. Additional activities in the fall semester are indicated in bold in this updated version of that table.

Table S-1. UNCG General Assessment Core: Updated Assessment Plans by Category

Core Category	Assessment Tool	Administration
1. Literature - GLT Chris Hodgkins, Chair	8-item instrument covers literature read in course, qualities of literary writing, reading and writing skills	The GLT Committee has agreed to “trade off” administration of assessment questions with the GNS/GMT Committee, so that students from GNS/GMT departments will answer out-of-field GLT questions. Begun Spring 2002. Fall 2002: 60% of questionnaires received as of 10/24.
2. Fine Arts - GFA Bob Gerhart, Chair	Developing instrument for each art category	Administration of the instrument and gathering of data for review is under development for implementation in Fall 2003. Fall 2002: Requests for involvement have gone out to arts departments.
3. Philosophical/ Religious/Ethical Principles - GPR Charles Orzech, Chair	Course portfolios to include syllabus and sample exams, essays, measures of student performance	Instructors in 3 courses assemble the portfolios each semester to cover all courses in rotation. They are collected every semester and reviewed by GRP Committee on 3-5 year basis. Begun Spring 2002. Fall 2002: rotation continues.
4. Historical Perspectives - GHP Bill Link, Chair	Student portfolios	Course portfolios assembled in five courses over a number of semesters. Committee will review every 2 years. Begun Spring 2002. Fall 2002: Committee is reviewing process of assessment and will fine-tune as it assembles materials.
5. Social & Behavioral Sciences - GSB Gordon Bennett, Chair	Three-item instrument keyed to category goals	Each of 8 departments with GSB courses will administer the instrument in one section each semester, rotating until all are covered. Summary data and course syllabus will go back to GSB Committee for review. Begun Spring 2002 with 3 departments. Two more departments in Summer 2002. Fall 2003: All other GSB departments will administer instrument.
6. Mathematics & Natural Sciences - GMT & GNS Steve Danford, Chair	8-item instrument on basic math skills	Administered in selected sections of related courses and in several departmental end-of-year evaluations of graduating seniors. Begun Spring 2002. Fall 2002: Math assessment analyzed; results utilized in invitation to additional instructors to participate.

Table S-1 continued

Core Category	Assessment Tool	Administration
7. Reasoning & Discourse - GRD John King, Chair	Instruments on library skills and critical thinking skills. Also department judgments about student abilities	Instruments in alternate years to gain sample of students depending on funding support. Departmental judgments would ideally be from centrally administered report from Provost's Office. Fall 2002: Exploring use of ENG 101-102 portfolios for assessment; developing analytical reading/reasoning questions for trial administration in sample of sections; seeking funding to purchase a national test for a random sample of seniors.
Marker Category	Assessment Tool	Administration
1. Global & Nonwestern Perspectives - GL & GN Andreas Lixl, Chair	Instrument linked to GL and GN goals	Administered web-based survey in selected sections of GL and GN courses in Spring 2002. Fall 2002: administered in more sections. A refined version will be available on sophomore, senior, Spartan Experience surveys.
2. Writing Intensive - WI Bob Hansen, Chair	Preliminary survey in spring 2002 of academic departments about their assessment of writing yielded 30 responses	In 2002 collected and reviewed assessment results from participating departments. Fall 2003: Developed 3 questions for use by 8-9 departments annually. Also developed a list of "best practices" for dissemination to all units.
3. Speaking Intensive - SI Joyce Ferguson, Chair	Portfolios of student progress with videos and written critiques, reflections, etc, in CST 105 and ENG 102	Review of portfolios by random sampling beginning fall 2002. Fall 2003: Working with majors to develop their SI assessment plans (exit interviews, employee surveys, etc.).

Recommendation # 2

Recommendation #2: Ensure that each academic department has developed an effective assessment plan, uses that plan to gather and regularly review data on the performance of its students, and documents improvements to its degree programs based on that review.

Designated assessment coordinators in the College and each School continued to work with departments to improve their learning goals, assessment plans, and use of assessment data.

Representatives of the Institutional Effectiveness Committee and Institutional Research staff reviewed the Academic Assessment Database in early and late summer and determined that many departments that were flagged during the self-study because at least one component of their assessment plans had been evaluated to be below the “acceptable” level have made considerable improvement. Further improvements in this area are expected throughout this academic year.

Beginning with 2002-03, each Departmental Review will include a review of the assessment plan and related activities of that department. A protocol is under development to provide specific guidelines for various levels of achievement in the four areas of departmental mission, degree program learning goals, evaluation methods, and use of results. Workshops will be provided to assist departments in improving their assessment plans. A draft plan to institute these procedures as part of the 2002-03 departmental review process was presented to the Deans Council on December 5, 2002.

The academic assessment database created during the Self-Study has been reformatted to make it more readable and has been transformed into a permanent resource which can be accessed at any time by an academic department to improve or update its entries. This database will be available to the Reaffirmation Committee.

Initial planning is underway to create a campus-wide Academic Assessment Committee, with one representative from each unit to be appointed by the Dean. The Standing Institutional Effectiveness Committee will continue its responsibilities in survey development and administration and non-academic assessment. The Academic Assessment Committee will support assessment in degree programs through working with faculty to improve their departmental plans and practices.

The feasibility of responding to Proposal #9 concerning a home for academic assessment and Proposal #10 concerning a Coordinator of Assessment with appropriate support will be reviewed as part of the Academic Affairs planning process.

Recommendation #3

Recommendation #3: Develop procedures to ensure that syllabi for all UNCG courses include information about the goals and requirements of the course, the nature of the course content, and the methods of evaluation to be employed.

Table S-2. Academic Unit Efforts in Support of Recommendation #3

Unit	Review/Improvement of Current Syllabi	Procedures for Ongoing Review
College of Arts & Sciences	Department heads reviewed all syllabi, returning noncompliant ones for improvement. A form to the Dean's Office ensures that all syllabi are compliant and are posted on the Web.	Following department head review of all syllabi, a form goes to the Dean's Office each semester ensuring that all syllabi are compliant and posted on the Web.
Bryan School of Business & Economics	Department heads reviewed all syllabi.	Department heads will collect and review all syllabi each semester.
School of Education	In the 2000-01 NCATE review syllabi were reviewed for compliance with NCATE guidelines, which include these features.	The Associate Dean for Operations asks department chairs to certify annually that all syllabi are compliant.
School of Health & Human Performance	Designated faculty have used a checklist to provide feedback to instructors on syllabus contents. Associate Dean monitored process.	HHP Curriculum Committee will check new course proposals. Department Heads and Associate Dean will conduct an annual collection and review of syllabi.
School of Human Environmental Sciences	The Assistant Dean has worked with Department Chairs to conduct a review and ensure needed improvements.	The Assistant Dean will collect and review all syllabi each semester. She will be available for consultation when improvements are needed.
School of Music	Syllabi were collected and reviewed in the Dean's Office; those not in compliance were returned for editing.	Required syllabus format will be a feature of new faculty orientation.
School of Nursing	School collects and Assistant Dean monitors all syllabi for appropriate format (ongoing process).	School collects and Assistant Dean monitors all syllabi for appropriate format (ongoing process).
Graduate School	Directors of interdisciplinary master's programs reviewed current syllabi.	The review of syllabi will be an ongoing semester activity, with problems brought to faculty attention for correction.

Recommendation #4

Recommendation #4: Develop a system of procedures to assess, document, and compare the learning outcomes of UNCG undergraduate and graduate courses delivered in traditional and non-traditional formats.

This recommendation refers to particular courses offered by UNCG in two different formats. A non-traditional course is defined as one that is offered entirely by web or other asynchronous means or in a short time-frame, for example, over winter break or in a summer format shorter than the 5-week regular summer school format.

**Table S-3. Academic Unit Courses and Planned Evaluation Methods
in Support of Recommendation #4**

Unit	Courses taught in two formats	Procedures for Comparison of Student Performance	Procedures for Course Improvements
College of Arts & Sciences	SPA 101, 102, 203, 204	Courses taught as summer-intensive Spanish use the same exams as traditional courses. Results are compared.	Faculty adjust the summer courses to ensure equivalent results.
	BIO 425	Comparisons between Web course and traditional course based on exams and student feedback.	Changes to the course will be made if indicated.
Bryan School of Business & Economics	MKT 320 FIN 315 MGT 330 MGT 309 MGT 312	Business Administration began offering these online courses in Spring 2002. Departmental guidelines require faculty to utilize similar topical outlines in both courses, ensure comparable grading standards, develop comparable exams, and compare the final grade distribution and instructor evaluations for both groups.	Faculty are expected to make changes as needed to bring learning outcomes of online students closer to those of classroom students.
School of Education	No courses offered in two formats	NA	NA
School of Health & Human Performance	CSD 600 CSD 617	Faculty who teach both versions of a course use similar evaluation methods and compare the performance of on-campus and off-campus students. Student feedback is also sought	Faculty make continual improvements in the course to enhance the performance of both groups.
School of Human Environmental Sciences	HDF 211 HDF 212	These courses are taught in a blended model (50% web, 50% face-to-face) at Wake Tech. Faculty compare performance of these students to on-campus performance.	Improvements are made in the blended courses as indicated.
School of Music	No courses offered in two formats	NA	NA

Table S-3 continued

Unit	Courses taught in two formats	Procedures for Comparison of Student Performance	Procedures for Course Improvements
School of Nursing	No courses offered in two formats	NA	NA
Graduate School	No courses offered in two formats	NA	NA

Recommendation #5

Recommendation #5: Develop a policy and procedures in each unit for the regular review of syllabi for 500-level courses to ensure that enrolled undergraduate and graduate students are expected to complete distinctly different requirements.

Table S-4. Academic Unit Efforts in Support of Recommendation #5

Unit	Review/Improvement of Current 500-level Syllabi	Procedures for Ongoing Review
College of Arts & Sciences	Department Heads reviewed all 500-level syllabi and sent non-compliant ones back to faculty for improvement.	Department Heads review of 500-level syllabi will be performed each semester.
Bryan School of Business & Economics	Only Economics offers 500-level courses. The department head reviews all syllabi each semester.	Only Economics offers 500-level courses. The department head reviews all syllabi each semester.
School of Education	In the 2000-01 NCATE review all 500-level syllabi were examined to ensure a distinction between undergraduate and graduate requirements.	The Associate Dean for Operations asks department chairs to certify annually that all 500-level syllabi are compliant.
School of Health & Human Performance	Designated faculty have used a checklist to provide feedback to instructors on syllabus contents. Associate Dean monitored process.	HHP Curriculum Committee will check new course proposals. Department Heads and Associate Dean will conduct an annual collection and review of syllabi.
School of Human Environmental Sciences	The Assistant Dean has worked with Department Chairs to conduct a review of 500-level syllabi and ensure needed improvements.	The Assistant Dean will collect and review all syllabi each semester. She will be available for consultation when improvements are needed.
School of Music	Syllabi were collected and reviewed in the Dean's Office; those not in compliance were returned for editing.	Required syllabus format will be a feature of new faculty orientation.
School of Nursing	The School of Nursing Curriculum Committee reviewed all 500-level syllabi.	The curriculum evaluation plan has been modified to include a systematic review of 500-level courses.
Graduate School	The Genetic Counseling Program offers no 500-level courses. The Director of the Gerontology program reviewed current syllabi.	The review of syllabi will be an ongoing semester activity in the Gerontology program.

Recommendation #6

Recommendation #6: Ensure that departmental assessment plans encompass all distance learning programs offered by departments.

The information in the Academic Assessment Database at the time of the Self-Study did not clarify that departments with distance learning programs, that is, degree programs available off-campus or over the Web, include assessment of the learning outcomes of their distance learning students in their assessment plans and assessment activities. Units with degree programs for which 50% or more of the requirements are available through distance learning, either at an off-campus site, over the Web, or through a blended model provided the following information.

Table S-5. Academic Unit Efforts in Support of Recommendation #6

Unit	Means by which learning outcome data are collected and reviewed in distance education programs	How data is used for improvement of the distance education program
College of Arts & Sciences: No degree programs offered by distance education	NA	NA
Bryan School of Business & Economics: No degree programs offered by distance education	NA	NA
School of Education: MEd in Elementary, Middle Grades, ESOL, Reading; MEd in Cross-categorical Special Education; Master of School Administration; Master of Library and Information Sciences	Currently student learning outcome data is collected for all students through coursework, exit portfolios, and capstone written and oral reflections, and then reviewed by faculty. This process is currently being reviewed for effectiveness.	Departments use student outcomes data to set program goals and guide such programmatic changes as adjustments in program delivery modes, course content, and course experiences.
School of Health & Human Performance: No degree programs offered by distance education	NA	NA
School of Human Environmental Sciences: Courses for BK licensure and non-licensure at Wake Tech	The same faculty teach in both sites. The same class requirements, assignments, and tests are utilized. Individual faculty compare the records of their on-campus and distance students.	Faculty improve their off-campus courses based on the data from both groups.
School of Music: No degree programs offered by distance education	NA	NA
School of Nursing: BSN and MSN Education Concentration at Hickory	Learning tools for both programs are measured through the same tools and procedures as used on campus and described in the School assessment plan.	Process of use of data to improve the programs is the same for the distance programs as on campus.
Graduate School: No degree programs offered by distance education	NA	NA

Recommendation #7

Recommendation #7: Develop a system to ensure that course assignments are based on a review of faculty qualifications to teach at the undergraduate or graduate level and that official transcripts and any necessary documentation justifying the assignment are on file.

The issue of appropriate procedures for ensuring that official transcripts are on file for all faculty has been extensively addressed during the Self-Study period. Following a thorough review of the files, faculty without official transcripts on file have ordered them, and, except for the most recent hires, all transcripts have arrived and are now on file. Since the mid-nineties, the Office of EPA Personnel in the Office of the Provost has sent requests for official transcripts to all new faculty (full-time and part-time), with follow-up notices as necessary. In order to provide appropriate incentive for ensuring that transcripts are ordered, a new policy has been developed by the Office of the Provost with the support of the Deans Council. Beginning November 2002, the document “Guidelines for Appointment to Positions Exempt from the State Personnel Act” which all new faculty and EPA staff receive will contain the following statement:

You must also submit to the Office of the Provost, via your department head/chair and dean, official transcripts of all graduate work completed, unless the bachelor’s degree is the only degree completed. In the latter instance, an official transcript of undergraduate work will be the requirement. Failure to complete this employment verification process within 90 days of your initial date of employment will result in suspension without pay until it can be verified that you have completed the certification form and formally requested the appropriate official transcript be provided for inclusion in your Office of the Provost-Personnel File.

These guidelines, which are based on UNC regulations and North Carolina statute, will be enforced by the Office of the Provost working with the department head/chair. To ensure that the transcripts on file for all tenure track faculty reflect the most recent degree, an individual who has not completed the doctorate and thus joins the faculty as an Instructor will only receive promotion to Assistant Professor and the related salary increase after an official transcript showing the degree as granted has been received by the Office of the Provost.

The need for additional justification and documentation in some faculty files identified during the Self-Study period has also been addressed. Two check-off memo forms were produced, one printed on blue to be used for cases in which an interpretation of the transcript was all that was necessary to justify the assignment, and one printed on yellow to justify the assignment in terms of external documentation. These forms will continue to be used. Ensuring that each assignment is properly justified will be the task of the Department Head, monitored by a system set up in each College or School.

Currently UNCG is exploring ways to ensure that faculty credentials information collected to produce the roster for the Reaffirmation Team can be preserved in an accessible electronic database

and that similar information can be collected for all new faculty. When such a system is in place, deans and department heads will be able to access information on a certain individual to ensure that justifications, where needed, have already been filed.

3. Role of the *Self-Study Report* in Production of the *UNCG Plan 2003-2008*

Vision of the Self-Study Role in the Planning Process

From the earliest planning stages Chancellor Patricia Sullivan called for the Self-Study for reaffirmation of SACS accreditation to be a broad-based planning activity for the University, an effort that would not only ensure compliance with SACS *Criteria* but would also provide UNCG with guidelines for improving the institution in other ways as well. Because the current UNCG Plan 1998-2003 would expire in the semester of the Reaffirmation Committee visit, it seemed appropriate to tie these planning activities to the development of the UNCG Plan 2003-2008. Although the input from the self-study was to be a new feature of the planning process, in other ways the process would be modeled on that used five years earlier. A draft of the campus-wide plan would be produced by a committee of the University Planning Council (UPC), a group which includes the Chancellor, the Provost, the Vice Chancellors and representatives of UNCG faculty, staff, students, and alumni as well as representatives of the Greensboro community. The outline of the plan would also be similar; like the UNCG Plan 1998-2003, the new campus-wide plan, would provide a broad foundation through identified Core Values, Cornerstones, and Strategic Directions, which would then be elaborated through more concrete plans developed in the Divisions of the University.

As the self-study review process was designed and carried out, opportunities were provided through several means, including the review of the Mission Statement, the unit, departmental, and office reports, and the faculty and staff surveys, for campus personnel to voice their opinions on topics both broad and specific. Utilizing review by Principal Committees and Advisory Groups, the Steering Committee developed what became Chapter VII of *The Self-Study Report*, “Recommendations and Proposals for the Plan.” In addition to criteria-based recommendations, this chapter includes 60 proposals and rationales for carrying them out.

In addition to the self-study, three other documents were produced which proved quite beneficial to the Drafting Committee. The Chancellor’s Executive Staff in 2000-2001 developed *Profile 2008*, a bulleted statement of preliminary goals for the five-year period, and the Office of Institutional Research produced *Progress Toward Achieving UNCG 2008 Goals*, based on that document. Finally, the report “UNCG Environmental Scan for 2003-2008” was developed by an outside consultant.

Use of the *Self-Study Report* in Developing the Draft of the *UNCG Plan, 2003-2008*

In early summer 2002 the Chancellor and her Executive Staff reviewed early drafts of the proposals and contributed to their final form. They were also made available to the UPC Drafting Committee, which adopted some of the language used in them and ensured that the draft of the UNCG Plan 2003-2008 was flexible enough to encompass them. The Drafting Committee has produced a draft of the new Plan which is currently available for campus review on the website of the Vice Chancellor for Information Technology and Planning. The draft document, which is also included below as Appendix II, retains the Core Values and Cornerstones of the 1998-2003 Plan but rewords the Strategic Directions of the earlier Plan with some shift of focus, particularly in Strategic Direction 4, which now emphasizes UNCG’s role in strengthening the economy of the Piedmont Triad. In the process of producing the final Plan, the Proposals for the Plan included in Chapter 7 of the *Self-Study Report* will be reviewed for inclusion in the goal clusters to be listed under the Strategic Directions.

The final version will be produced following campus receipt of the Report of the Reaffirmation Committee.

Use of the *Self-Study Report* in the Development of the Division Plans

While the Drafting Committee was at work, the Provost and Vice Chancellors began review of the proposals, and, as it became available, the text of Chapter VII with the supporting rationales, to build their Division Plans. A chart developed by the Vice Chancellor for Information Technology & Planning and presented below as Appendix III indicates that responsibility for each proposal has been accepted by the Chancellor, the Provost, one of the Vice Chancellors, or a combination of these administrators. Accepting responsibility means that the proposal will receive thoughtful review for possible inclusion in the next plan for that division.

The great majority of the proposals have been identified by the Provost for the Academic Affairs Plan, the most extensive and elaborate of the Division plans. The Deans Council has been presented with the Proposals designated by the Provost for consideration for inclusion in the Academic Affairs Plan. During 2002-2003 the Deans Council will work with these proposals and other objectives they generate to produce the final planning document for the Division.

Appendix I: Student Learning Goals: Curriculum, Resources, Assessment

[See key at end of chart for full names of General Education Core categories.]

Student Learning Goals	Delivery Methods	Assessment Methods
<p>PROFICIENCIES: Ability to write and speak clearly, coherently, and effectively as well as to adapt modes of communication to one's audience</p>	<p><i>GEC Requirements:</i> ENG 101, FMS 115, or RCO 101; 1 Writing Intensive course, 1 Speaking Intensive course, writing/communication is a goal of GLT, GFA, GPR, GHP, GNS, GRD categories as well as WI, SI <i>Major Requirements:</i> 1WI course, 1 SI course; additional writing/speaking requirements in most majors <i>Campus Resources:</i> Communication across the Curriculum program; Writing Center, Speaking Center</p>	<p><i>GEC:</i> Assessment activities for each GEC category* <i>Majors:</i> assessment methods vary by department**</p>
<p>Ability to interpret academic writing and discourse in a variety of disciplines</p>	<p><i>GEC Requirements:</i> goal of GLT, GFA, GPR, GHP, GSB, GNS, GRD</p>	<p><i>GEC:</i> Assessment activities for each GEC category*</p>
<p>Ability to interpret numerical data and perform basic computation</p>	<p><i>GEC Requirements:</i> math placement exam; goal of GMT <i>Campus resources:</i> Student Success Center</p>	<p><i>GEC:</i> Assessment activities for each GEC category*</p>
<p>Ability to locate, analyze, synthesize, and evaluate information</p>	<p><i>GEC Requirements:</i> goal of GFA, GSB, GNS, GRD <i>Major Requirements:</i> each major has set a minimum competency for relevant information skills and a demonstration requirement, usually in a specific course or courses. <i>Campus Resources:</i> Jackson Library (staff support to students and faculty, presentations, online tutorials)</p>	<p><i>GEC:</i> Assessment activities for each GEC category* <i>Majors:</i> assessment methods vary by department**</p>
<p>Ability to utilize appropriate technologies</p>	<p><i>Campus Resources:</i> "Basic Technology Competencies" with online and tutorial resources available <i>Major Requirements:</i> each major has designated a minimum technological competency for its majors and a demonstration requirement, usually in a specific course or courses.</p>	<p><i>Majors:</i> assessment methods vary by department**</p>
<p>KNOWLEDGE AND UNDERSTANDING OF: Scientific principles and their use in scientific inquiry</p>	<p><i>GEC Requirements:</i> goal of GNS, GSB</p>	<p><i>GEC:</i> Assessment activities for each GEC category*</p>

Appendix I, continued:

Student Learning Goals	Delivery Methods	Assessment Methods
Mathematical principles and their use in solving problems	<i>GEC Requirements:</i> goal of GMT, GNS	<i>GEC:</i> Assessment activities for each GEC category*
Historical, cultural, and philosophical traditions that have shaped our diverse society	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, GHP, GL, GN	<i>GEC:</i> Assessment activities for each GEC category*
Significant elements of the world's diversity of cultural and national experiences, and interconnections among them	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, GHP, Gl. GN <i>Campus Resources:</i> Multicultural Resource Center, Center for International Programs, Center for New North Carolinians	<i>GEC:</i> Assessment activities for each GEC category*
The aims and methods of intellectual, spiritual, literary, and artistic expression	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, <i>Campus Resources:</i> arts presentations; Weatherspoon Museum, College Concert/Lecture Series, Ashby Dialogues	<i>GEC:</i> Assessment activities for each GEC category*
The importance that abstract ideas and artistic expression have in the process of self-understanding and in the shaping of society	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, GHP, GSB	<i>GEC:</i> Assessment activities for each GEC category*
The individual, society, and interactions between them	<i>GEC Requirements:</i> goal of GPR, GSB	<i>GEC:</i> Assessment activities for each GEC category*
HABITS OF MIND AND ATTRIBUTES OF CHARACTER: Sensitivity to social and cultural differences	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, GSB, GL, GN <i>Campus Resources:</i> Multicultural Resource Center, Center for International Programs, Center for New North Carolinians	<i>GEC:</i> Assessment activities for each GEC category*
:Sensitivity and attentiveness to the ethical dimensions of any problem or experience	<i>GEC Requirements:</i> goal of GPR, GL, GN <i>Campus Resources:</i> Ashby Dialogues, other speaker series	<i>GEC:</i> Assessment activities for each GEC category*
A disposition to weigh opposing viewpoints in the balance of reason and to develop an informed perspective	<i>GEC Requirements:</i> goal of GPR, GHP, GSB, GMT, GNS, GRD	<i>GEC:</i> Assessment activities for each GEC category*
A disposition to continue learning and to welcome new knowledge and insight (intellectual curiosity)	<i>GEC Requirements:</i> goal of GFA, GSB, GNS <i>Campus Resources:</i> Honors Program, Division of Continual Learning	<i>GEC:</i> Assessment activities for each GEC category*
Openness to the value of new social, cultural, or aesthetic forms (flexibility of mind and sensibility)	<i>GEC Requirements:</i> goal of GLT, GFA, GL, GN	<i>GEC:</i> Assessment activities for each GEC category*

Appendix I, continued

Student Learning Goals	Delivery Methods	Assessment Methods
An appreciation for the broader social, intellectual, and historical contexts of individual events and situations	<i>GEC Requirements:</i> goal of GLT, GFA, GPR, GHP, GSB, GL, GN	<i>GEC:</i> Assessment activities for each GEC category*
Recognition of social and intellectual responsibility	<i>GEC Requirements:</i> goal of GPR, GHP, GSB <i>Campus Resources:</i> Campus Compact membership, Service Learning Program, IMPACT	<i>GEC:</i> Assessment activities for each GEC category*

GEC categories: Literature (GLT), Fine Arts (GFA), Philosophical/Religious/ Ethical Perspectives (GPR), Historical Perspectives (GHP), Social & Behavioral Sciences (GSB), Mathematics (GMT), Natural Sciences (GNS), Reasoning & Discourse (GRD), Global Perspectives (GL), Global Nonwestern Perspectives (GN), Writing Intensive (WI), Speaking Intensive (SI).

* See Table S-1 entitled “General Education Core Category Assessment”

** The Academic Assessment Database available on the SACS Self-Study website provides specific learning goals and assessment measures for undergraduate degree programs by department.

Appendix II: UNCG Plan 2003-2008

Draft #2

December 3, 2002

The University Planning Council presents Draft #2 of UNCG's next five-year strategic plan. This draft will be used by the Provost and Vice Chancellors, over the next six months, to develop their divisional plans. The Provosts and Vice Chancellors will prepare revisions in the draft goal clusters included here under "B". Anyone is welcome to make suggestions directly to Information Technology and Planning, Barbara_Tookey@uncg.edu.

This document eventually will exist in three sizes, for three audiences:

- A. a one-page document (Vision Statement; five Strategic Directions; four Cornerstones) for widest distribution;
- B. a three- or four-page document (the above, plus the goal clusters under each Strategic Direction; and the Core Values) for approval by the Board of Trustees and official publication;
- C. a much larger document (the above, plus the five divisional plans to be developed in 2003) for detailed internal planning.

THE UNCG PLAN 2003-2008

Definitions

The **Vision Statement** summarizes, in one sentence, what UNCG aspires to be at the end of the planning period. It uses the present tense because it is written from the perspective of the last year of the planning period.

The five **Strategic Directions** are the University's highest priorities for the next five years.* Under each will be goal clusters, to be developed for Draft #3 of the UNCG Plan. The goal clusters listed here are illustrative.

Cornerstones are means by which the faculty, students, staff, alumni, and friends will achieve the University's goals. This requires a strong infrastructure – including technology, facilities, and staff support.

Core Values are fundamental principles that guide the institution in carrying out its mission.

Quantitative benchmarks will be developed for Draft #3 of the plan. Examples:

In 2008, UNCG:

- *Enrolls 17,000 students, including 2,000 in distance learning*
- *Is awarded more than \$50 million a year in external funding*

* The UNC System has six Strategic Directions, and UNCG endorses all six and is integrating them into the UNCG Plan. The UNC Strategic Directions for Access, Intellectual Capital Formation and Creation and Transfer of Knowledge appear as UNCG Strategic Directions #1, #2/#4, and #5. UNC's Transformation and Change appears as UNCG's Technology Cornerstone and goals under UNCG Strategic Directions. UNC's K-16 Education and Internationalization appear as goals under UNCG Strategic Directions.

THE UNCG PLAN 2003-2008
(“A” document)

VISION 2008

The University of North Carolina at Greensboro is a diverse, student-centered research university and a leader in linking the Triad and North Carolina to the world through learning, discovery, and service.

STRATEGIC DIRECTIONS

Strategic Direction #1

Teaching and Learning:

Promote excellence in teaching and learning as the highest university priority.

Strategic Direction #2

Creation and Application of Knowledge:

Strengthen research, scholarship, and creative activity, while integrating undergraduate and graduate research and learning opportunities.

Strategic Direction #3

Campus Community:

Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

Strategic Direction #4

Economy and Quality of Life:

Be the leading university in enhancing the economy of the Piedmont Triad and the quality of life for its citizens.

Strategic Direction #5

Access and Student Success:

Recruit and retain students with the potential to succeed in a rigorous academic environment.

(Quantitative benchmarks may be added)

CORNERSTONES

C #1 Public and Private Support

Pursue and effectively use all sources of public and private support.

C #2 Technology

Strengthen technology resources for effective use in academic programs and administrative services.

C #3 Administration

Use effective policies and processes to deliver services to the University community.

C #4 Facilities

Build and maintain high-quality facilities that permit good academic and support programs to operate.

THE UNCG PLAN 2003-2008

(“B” document)

VISION 2008

The University of North Carolina at Greensboro is a diverse, student-centered research university and a leader in linking the Triad and North Carolina to the world through learning, discovery, and service.

STRATEGIC DIRECTIONS

Strategic Direction #1

Teaching and Learning:

Promote excellence in teaching and learning as the highest university priority.

(Goal clusters might include:)

- 1.1 Maintain and develop high-quality academic programs.
- 1.2 Offer one of the best opportunities in the nation for students and faculty to participate actively in innovative education, e.g., communication-across-the-curriculum.
- 1.3 Use best teaching practices.
- 1.4 Use technology to enhance learning.
- 1.5 Expand opportunities for experiential learning.
- 1.6 Expand opportunities for international education for students, faculty, and staff.
- 1.7 Improve assessment of learning.

(Quantitative benchmarks to be added)

Strategic Direction #2

Creation and Application of Knowledge:

Strengthen research, scholarship, and creative activity, while integrating undergraduate and graduate research and learning opportunities.

(Goal clusters might include:)

- 2.1 Promote research, scholarship, and creative activity as important components of an active learning experience for undergraduates, graduate students, and faculty.
- 2.2 Increase number of nationally and regionally recognized graduate programs.
- 2.3 Promote university areas of research emphasis - basic, applied, interdisciplinary.
- 2.4 Strengthen Centers and Institutes.
- 2.5 Increase external and internal support for faculty and student research, scholarship, and creative activity.
- 2.6 Continue major initiatives in the life sciences and information technology.

(Quantitative benchmarks to be added)

Strategic Direction #3

Campus Community:

Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

(Goal clusters might include:)

- 3.1 Reflect and embrace the increasing diversity of North Carolina.
- 3.2 Cultivate a community life based on open dialog, shared responsibility, and respect for the distinct contributions and needs of each member.
- 3.3 Develop outstanding residential learning communities.
- 3.4 Develop a competitive Division I athletics program that is nationally recognized as a leader in the welfare of the student-athlete.
- 3.5 Promote leadership development.
- 3.6 Encourage the work of the Human Relations Council.

(Quantitative benchmarks to be added)

Strategic Direction #4

Economy and Quality of Life:

Be the leading university in enhancing the economy of the Piedmont Triad and the quality of life for its citizens.

(Goal clusters might include:)

- 4.1 Develop outstanding lifelong learning opportunities for Greensboro, Guilford County, the Piedmont Triad, and North Carolina.
- 4.2 Promote the entrepreneurial life of the Triad.
- 4.3 Encourage technology transfer to promote job creation.
- 4.4 Address community needs in the arts and humanities.
- 4.5 Address community needs in the social sciences (including education, counseling, the environment, and urban development.)
- 4.6 Address community needs in the biological and physical sciences.
- 4.7 Strengthen university partnerships, including K-12 education.

(Quantitative benchmarks to be added)

Strategic Direction #5

Access and Student Success:

Recruit and retain students with the potential to succeed in a rigorous academic environment.

(Goal clusters might include:)

- 5.1 Redouble efforts to retain successful students from diverse backgrounds.
- 5.2 Seek steady increases in enrollment at all levels – first-time freshmen, transfer students, older returning students, and graduate students.
- 5.3 Recruit a diverse student body from North Carolina, the nation, and the world.
- 5.4 Become a university of first choice for an increasing number of students.
- 5.5 Increase student financial assistance.
- 5.6 Encourage all divisions of the University to work together to manage enrollment growth effectively.

(Quantitative benchmarks to be added)

CORNERSTONES

C #1 PUBLIC AND PRIVATE SUPPORT

Pursue and effectively use all sources of public and private support.

C #2 TECHNOLOGY

Strengthen technology resources for effective use in academic programs and administrative services.

C #3 ADMINISTRATION

Use effective policies and processes to deliver services to the University community.

C #4 FACILITIES

Build and maintain high-quality facilities that permit good academic and support programs to operate.

CORE VALUES

A SPIRIT OF INQUIRY

Encourage and preserve the joy of reasoned inquiry and the free expression of ideas.

A RECORD OF EXCELLENCE

Strive for excellence in all programs and services.

A DIVERSE COMMUNITY

Celebrate diversity, while strengthening community.

ACCOUNTABILITY

Be accountable to the people of North Carolina. For this purpose, it will measure the effectiveness of its programs and make improvements on the basis of these measurements.

Appendix III: Divisional Responsibilities for the Self-Study Proposals

Proposal	Responsible Division(s)	Divisions or groups that might provide support
<i>Strategic Direction #1: Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.</i>		
1. Actively investigate new academic disciplines to meet the needs of external constituents. These disciplines should be responsive to new employment opportunities, industrial development, demographic changes, growth in the service sectors, research innovations, and cultural enrichment.	Academic Affairs	
2. Continue to explore and implement ways to incorporate extra-classroom learning modes such as field learning, internships, service learning courses, honors programs, and living-learning units in more discipline areas.	Academic Affairs	Student Affairs
3. Continue to strengthen the applied mathematical skills and global perspectives of undergraduate students.	Academic Affairs	
4. Study ways to facilitate interdisciplinary instruction to make it easier for departments to offer linked courses, team-taught courses, and other innovative efforts.	Academic Affairs	
5. Identify possible new graduate programs at the master's, certificate, or doctoral levels that serve local and regional needs for professional advancement, or provide distinctive research opportunities that can attract a strong national applicant pool. Special attention should be paid to the development of interdisciplinary programs.	Academic Affairs	
6. Increase financial support for graduate programs with a vigorous development effort aimed at fund-raising for fellowships, student research and travel support, professional development workshops, and other program enhancements.	Academic Affairs University Advancement	
7. Promote international opportunities (e.g., research projects, study tours, exchange programs) for graduate students and faculty, building on the successful international programs already established at the undergraduate level.	Academic Affairs	University Advancement
8. Improve the implementation at the unit level of existing University policies on the evaluation of teaching.	Academic Affairs	
9. Assign an institutional home for academic assessment external to any single academic unit.	Academic Affairs	ITP (Institutional Research)
10. Establish a Coordinator of Assessment position with appropriate staffing and resources to provide on-going assistance to the General Education Committees and all academic departments in the development, implementation, and improvement of academic assessment, including administrative assistance for the development and analysis of databases.	Academic Affairs	All divisions
11. Through the Faculty Senate and its Committees, develop an institutional assessment mission statement and a university policy to guide educational assessment efforts in the academic departments. This policy should establish assessment at UNCG as primarily a faculty-driven process and include guidelines for the ethical collection and use of assessment data.	Academic Affairs	

Proposal	Responsible Division(s)	Divisions or groups that might provide support
12. Maintain the faculty credentials database developed for the SACS Self-Study as the starting point for an ongoing system to check faculty credentials during the development of semester teaching schedules to ensure that courses are appropriately assigned.	Academic Affairs	
13. Under the guidance of the Office of the Chancellor, develop a process to gather confidential evaluations of the Vice Chancellors from appropriate campus constituencies periodically as one element of the review process.	Chancellor	
14. Work with the Office of the President and peer institutions to develop a system to facilitate inter-institutional collaboration in the design and delivery of distance education programs.	Academic Affairs	ITP
15. Review the adequacy of the distance learning-related infrastructure (facilities, technology, and human resources) to better serve faculty and students and develop a plan to remedy any deficiencies.	Academic Affairs ITP	
16. Investigate ways to improve Distance Education services and the efficiency of their delivery by strengthening relationships between the Division of Information Technology & Planning and the Division of Academic Affairs (the Division of Continual Learning, Jackson Library, the Teaching, Learning, and Technology Roundtable, and the University Teaching and Learning Center.	Academic Affairs ITP	
17. Examine how well the needs of distance education students are being met and recommend changes as appropriate.	Academic Affairs ITP	Student Affairs
18. Develop procedures to ensure that information about program requirements on Web sites is accurate.	All divisions	Web Oversight Committee
19. Seek ways to ensure steady growth in the library materials/electronic resources budget to maintain continuing support for current and new academic programs.	Academic Affairs	
20. Explore ways to improve and streamline online student services, and provide adequate training to campus constituents for these activities (e.g., admissions, advising, registration, classroom scheduling, cashiering).	Academic Affairs Business Affairs ITP	Student Affairs
21. Through a joint effort by the Divisions of Academic Affairs (University Teaching and Learning Center, academic units) and Information Technology (Chief Technology Officer, Instructional, Research, and Client Services), develop a system to clear access to technology service and support (hardware and software) for faculty and staff.	Academic Affairs ITP	Business Affairs Student Affairs University Advancement
22. Clarify the relationship and improve communication between the Division of Continual Learning and the College and Schools.	Academic Affairs	

Proposal	Responsible Division(s)	Divisions or groups that might provide support
23. Study the space and facility needs of Jackson Library to determine whether space relief should be funded earlier than suggested by the University's 10-year Capital Plan, Phase II 2004-2008. Coordinate this study with overall space management plan being developed by Information Technology & Planning.	Academic Affairs ITP	
24. With the help of the Bookstore Advisory Committee formed in Fall 2001, UNCG faculty and the staff of the UNCG Bookstore should work together to ensure sufficient number of textbooks at the beginning of each semester, availability of textbooks before the semester begins, and timely arrival of course packets, as addressed in the original Agreement with Barnes & Noble (July 1, 1999).	Business Affairs	
25. Develop a workable automated degree audit system that meets the needs of both faculty and staff.	Academic Affairs ITP	
26. Support the development of the new Master Advisor Program.	Academic Affairs	
<i>Strategic Direction #2: Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity, while integrating undergraduate and graduate research and learning opportunities.</i>		
27. Build on the successes already achieved in the integration of graduate and undergraduate programs by enhancing opportunities for collaborative research among graduate and undergraduate students.	Academic Affairs	
<i>Strategic Direction #3: Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.</i>		
28. Explore available avenues to improve the personnel classification structure so that positions within the university system have titles that more clearly identify and match the roles of staff in an academic setting. Identify position descriptions for the positions that need to be reviewed for reclassification. Work with the Associate Vice Chancellor for Human Resource Services to gain approval for UNCG to be chosen as a participant in the pilot plan sponsored by the Office of State Personnel through its task force to revamp the state classification system set to start in Fall 2002. Implement the new system as quickly as possible through pre-planning for the wholesale change projected to be operational in the Summer 2003.	Chancellor Business Affairs	
29. Strengthen the mission of Staff Council and encourage the Council to more actively represent staff needs, issues, and concerns to a wider audience of students, faculty, and administration.	All divisions	
30. Prepare a "one-stop" handbook for all supervisors, academic department heads and program directors, and administrators to use in the supervision of staff. Encourage the Office of Human Resource Services to include such a "one-stop" policy manual on its Web site and to increase its efforts to ensure uniform campus-wide use.	Business Affairs Academic Affairs	

Proposal	Responsible Division(s)	Divisions or groups that might provide support
31. Dedicate a fixed space in <i>The Campus Weekly</i> for periodic reporting of staff achievements, staff news, staff concerns, Staff Council activities, and other items unique to staff.	University Advancement	
32. Improve organization of staff training activities to facilitate participation in such activities.	Business Affairs	
33. Work with appropriate offices to expand training in general computer skills that would keep employees current in the use of advanced and updated technology programs as they are being adopted and utilized by University administrative offices.	ITP	All divisions
34. Provide resources to support financial and human resources systems.	Business Affairs ITP	Academic Affairs
35. Continue to seek legislative action to improve salaries and benefits for staff (e.g., improved health insurance, partner benefits, personal annual leave). Develop a UNCG salary equity policy for all staff to eliminate the inequities among units of the University and, when feasible, identify funds for the implementation of the equity policy. Support efforts of UNCG Staff Council and the Faculty Senate to work with staff councils and the faculty senates from the other 15 campuses (as representatives of a very large group of state employees) on this issue. Work with the Office of the President to support legislative action on staff salaries and benefits.	Chancellor	
36. Continue to work with the Office of the President to support legislative action to provide competitive faculty compensation. Continue to act on the recommendations of the Faculty Benefits Study Group.	Chancellor	
37. Develop a comprehensive plan for faculty development through collaboration of the Committee on Faculty Welfare and Professional Development, the University Teaching & Learning Center, and the Office of Research Services.	Academic Affairs	
38. Seek ways to improve successful recruitment of new professional librarians and the retention of those currently employed. Increase the number of professional librarian positions.	Academic Affairs	
39. Explore ways to compensate staff and faculty for low salaries and poor benefits packages. In addition, work with the Office of the President to consider discounts or waivers on tuition for children of faculty and staff.	Chancellor	Business Affairs
40. Develop, review, and support basic standards of conduct to which all faculty and staff are held equally. SPA and EPA employees should have the opportunity to review and comment on these standards. Work with faculty and administrators to help them accept that all employees are professionals in their fields and should be treated with respect and valued as important and contributing University citizens.	All divisions	Human Relations Council

Proposal	Responsible Division(s)	Divisions or groups that might provide support
41. Explore expanding recognition of outstanding service at the unit and university levels. Retain a pool of salary funds at the unit or division level to reward excellence in service. Improve methods of documenting service and service-related activities with respect to the criteria for salary increases, tenure, and promotion by means of detailed, objective, and authoritative evaluations. Ensure that the service is recognized as an appropriate part of faculty workload under the Faculty Workload Policy adopted in Spring 2002.	Academic Affairs Business Affairs	
42. Enhance current and develop new programs to increase contact between undergraduate students and faculty. Explore ways to encourage students to value these activities and to provide incentives for faculty for involvement in them.	Academic Affairs	
43. Develop better ways to recognize and promote student excellence.	Academic Affairs Student Affairs	University Advancement
44. Explore how UNCG can retain and utilize its heritage as the institution reaches toward an expanded image and vision. Identify a few central features and promote them as part of UNCG's image. Incorporate these themes across the university in planning documents, Web sites, and programming. Study the advisability of establishing comprehensive and integrated academic unit-level plans to "market" UNCG in the region.	University Advancement	
45. Develop a strategy to ensure that the expansion of the Evening University and remote campuses does not diminish the sense of UNCG community. Work to make sure faculty and students in Evening University and on remote campuses feel a part of the UNCG community.	Academic Affairs	Student Affairs
46. Strengthen and increase interdepartmental programs, courses and activities that develop a sense of identity with UNCG. Find ways to promote interdepartmental symposia and discussions. Explore incentives for faculty, students, and staff to participate in such activities.	Academic Affairs	Student Affairs Business Affairs
47. Review campus traditions and rituals, both current and lapsed, and consider reviving or developing some to celebrate UNCG's identity and unity.	All divisions especially AA/SA/UA	
48. Examine the way in which UNCG celebrates the accomplishments of the members of the campus community and recommend enhancements.	All divisions especially AA/SA/UA	
49. Consider ways to provide more opportunities for interaction among community members (e.g., increasing the number of social events for the entire community, creating a faculty club).	University Advancement Academic Affairs Student Affairs	Faculty Senate Staff Council
50. Explore methods to ensure that planning activities at the unit, division, and university levels include appropriate participation by faculty and staff. Establish practices that promote this type of activity.	Academic Affairs	ITP

Proposal	Responsible Division(s)	Divisions or groups that might provide support
51. Establish and maintain a concise, web-based campus calendar.	University Advancement	
<i>Strategic Direction #4: Economy and Quality of Life: Be the leading university in enhancing the economy of the Piedmont Triad and the quality of life for its citizens.</i>		
52. Develop more non-credit organized volunteer efforts for student. Include the contributions and expertise of staff in these activities.	Academic Affairs Student Affairs	
53. Study how better to serve area communities with special needs. Develop plans for reaching out to the Hispanic community and other ethnic minorities, possibly in collaboration with other area colleges and universities. Identify areas of particular faculty expertise (e.g., women’s health, public schools, other instructional programs) and bring faculty across academic units together in joint service efforts. Explore what academic programs with direct connections to the Triad community might be developed.	Academic Affairs Student Affairs	
54. Maintain and ensure completeness of a list of all Centers, Institutes, the Office of Business and Economic Research, the Science Advisory Board, the Technology Transfer Office, and unit and department advisory boards. Ensure that all are fully engaged in identifying needs and forming collaborations.	Academic Affairs	
55. Review current regional participation (e.g., Forward Guilford, Action Greensboro) to determine if a stronger UNCG role is desirable. Explore collaboration with local developers and businesses and/or regional educational institutions on a business and technology park. Review advantages of promoting and developing UNCG as a metropolitan university. Review and consider enhancing involvement in regional efforts related to the environment or parks and recreation.	University Advancement Academic Affairs	ITP
56. Develop additional academic offerings tailored for employees of specific area employers, perhaps to be offered at a satellite campus.	Academic Affairs	
57. Explore expanding representation and recognition of UNCG arts programs in community endeavors. Increase educational programming for the Triad community featuring a global, multicultural focus, in keeping with UNCG’s mission statement (i.e., “linking the Piedmont to the world”). Offer more culture-focused programming with a broad Triad community appeal.	Academic Affairs	Student Affairs University Advancement
58. Catalogue and coordinate UNCG’s non-credit courses and programs.	Academic Affairs	

Proposal	Responsible Division(s)	Divisions or groups that might provide support
<i>Strategic Direction #5: Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.</i>		
59. Enhance current efforts and develop new strategies to retain freshmen and sophomores to graduation.	Academic Affairs Student Affairs	University Advancement
60. Because UNCG's mix of students contributes to the University's image and identity, ensure that recruitment and retention initiatives attract, retain, and support a diverse student body.	Academic Affairs Student Affairs	

