

April 8, 1999

MEMORANDUM

TO: Faculty and Staff in Academic Affairs

FROM: A. Edward Uprichard, Provost

RE: Academic Affairs-UNCG Plan

I am pleased to present to you the working draft of the UNCG Plan for the Division of Academic Affairs. This document is attached and may also be found at <http://shadow.uncg.edu/pvt/publicat.html>.

Following a campus-wide planning process that began over two years ago, Chancellor Sullivan presented *The UNCG Plan* to the University's Board of Trustees in February 1998. In approving this document, the trustees validated the core values, cornerstones, and strategic directions that will guide the institution during the period 1998 through 2003. To fully develop the plan, the Chancellor's Executive Staff determined that the Division of Academic Affairs would first prepare its response to the plan's statement of cornerstones and strategic directions. Upon completion of an initial draft of the Academic Affairs document (February 1999), each of the University's other administrative divisions began preparing their own drafts in support of both the Academic Affairs plan and the broader statements contained in *The UNCG Plan*. A target date for completion of all divisional plans is April 9, 1999.

I encourage you to review the working draft of the Academic Affairs-UNCG Plan and provide written comments to me. I want to emphasize that this is a working draft and it will be revised periodically. I would also ask that you keep in mind the following considerations as you review the document.

- This is a division-wide plan, and therefore responsibility for attaining the goals will be assigned to specific offices or academic departments, as appropriate. That is, not everyone will be expected to take major responsibility for achieving each goal.
- Because the planning period began in 1998, many of the goals have already been attained. Other goals are being pursued now, and some will not be fully addressed until a future date. Prioritization of goals will be a primary topic of discussion and decision-making for the Deans Council this summer.
- What is not achieved by the year 2003 will be carried forward to the next planning period.
- The plan represents a broad blueprint for moving UNCG forward in significant ways. When special opportunities come along that were not contemplated when the plan was drafted, the plan will be amended or we will take advantage of the new opportunities outside the scope of the plan. This document will not force us to decline participation in initiatives that are in the University's best interests.
- We recognize that budgetary considerations may accelerate or impede progress toward achieving certain goals.
- The Key Success Indicators are relatively simplistic measures (such as scores on student satisfaction surveys) by which we can gauge certain elements of our progress in attaining goals. We realize that other significant achievements will occur, and we anticipate that many of these will be recorded and recognized through other means in academic departments and administrative offices.

I am hopeful that you will find the Academic Affairs-UNCG Plan to be interesting reading and a valuable resource. It shows that our faculty and staff have done some truly outstanding work, yet numerous exciting and worthwhile challenges lie ahead. Thank you for your important contributions to our many successes.

Attachment

UNCG Plan
Division of Academic Affairs
1998-2003

Summary of Division's Planning Activities, 1998-99

The Academic Affairs portion of The UNCG Plan is the product of important work completed during the 1998-99 academic year. To fully understand the planning process, however, an awareness of relevant actions and events that occurred in the previous fiscal year is necessary. The first of these relates to the intensive period of divisional planning that occurred in June 1997 immediately following release of the working outline for the proposed UNCG Plan. This resulted in the preparation within Academic Affairs of an important document that addressed the following seven concepts and initiatives:

1. The student-centered concept;
2. Maintaining and enriching academic programs of distinction – linking liberal arts, technology, professional studies, and experiential education;
3. Using technology to enhance teaching, learning, scholarship, and service, and to improve administrative processes;
4. The role of the faculty at UNCG;
5. Building community, diversity, and unity in a student-centered university;
6. Serving North Carolina through research, service, and community outreach; and
7. Accountability and performance.

This document was extremely important for several reasons. For example, it was instrumental in helping to stimulate discussion and creative thinking in Deans Council and among academic units related to the development of a plan for Academic Affairs and the University as a whole. In addition, it was critical to the Deans and the Office of the Provost in their understanding of how previous institutional and divisional planning experiences could be used constructively in the current task. Finally, the information contained in this document was important to the University Planning Council and its Drafting Committee as it worked to develop the first draft of The UNCG Plan.

The draft UNCG Plan is central to the second milestone event that occurred in the Academic Affairs planning process during the 1997-98 academic year. It is a well understood principle that planning is most effective when the subject community feels a sense of commitment to and ownership of the proposed plan. For this reason, it is significant to note that the Deans Council and academic units made the draft UNCG Plan a central focus of discussions during the Fall 1997 semester. Consequently, the faculty and academic leadership became active partners in the planning process. This involvement was crucial in allowing the draft UNCG Plan to receive the unanimous endorsement of the Deans Council. The endorsement was given following a lengthy discussion during a specially called Deans Council meeting on November 5, 1997. Provost Uprichard communicated this outcome to Vice Chancellor Clotfelter in a memorandum dated November 11, 1997.

Following Board of Trustees approval of The UNCG Plan in February 1998, the Division of Academic Affairs was asked to develop divisional and College/School plans that are consistent with The UNCG Plan. The Deans Council discussed this assignment at length during its Summer 1998 retreat. The deans enthusiastically embraced the planning effort (and especially the Chancellor's mandate that this work incorporate previously developed plans as much as possible), but they requested additional guidance from the Provost prior to initiating additional planning efforts in their units. In response, the Office of the Provost prepared a draft document designed to guide planning in academic units and support offices in the Division of Academic Affairs. This document addressed core values, cornerstones, and strategic directions and goals.

Following the receipt of comments from the Deans Council, the document was finalized on August 5, 1998. A week later, in his remarks during the year-opening Faculty Convocation, Provost

Uprichard distributed the document and explained the planning process that would take place during the Fall semester. A three-step process was employed to facilitate divisional planning. First, academic units were asked to develop objectives under each strategic direction and goal deemed appropriate to their unit. Second, the Provost invited them to propose additional unit-specific goals and objectives, possibly borrowing from previous unit-planning exercises. Finally, they were requested to provide measures or performance indicators for each of the goals and objectives. In conducting this work, Deans and Heads of support offices were encouraged to consult with one another, where appropriate. For example, in constructing their plans the deans often found it useful to consult with the leadership of Jackson Library, the International Programs, the Teaching and Learning Center, and other offices. Bodies such as the Teaching, Learning, Technology Roundtable (TLTR), Undergraduate Studies Council, and Graduate Studies Council were also involved in the planning process.

Planning documents from each of the academic units were forwarded to the Office of the Provost in December 1998. Over the next two months the Provost's staff thoroughly reviewed each unit plan, recording the major themes identified by each unit and adding others as necessary. The end product was the first draft plan for the Division of Academic Affairs. Immediately following preparation of this document, the Provost launched an extensive period of review and comment by academic units and administrative offices throughout the division.

The Provost shared the draft plan with the Faculty Senate leadership on February 15, 1999, and presented the plan in detail during the Faculty Senate meeting on March 10, 1999. An additional series of meetings took place from January through March 1999, in which the Provost and his staff explained how the division plan was developed, sought verbal input on the draft, and encouraged written suggestions to improve the plan. Attending these ten meetings were the deans of instructional units and their planning and budget committees; the director and department heads of the Jackson Library; the leadership of the Graduate School and Research Services; and the chief administrators in Continual Learning, Enrollment Services, International Programs, the Weatherspoon Art Gallery, and other academic support areas. During this period the Provost received additional input from the Chancellor's Executive Staff. Based upon the substantial input received as a result of this extensive, participatory planning process, the final plan for the Division of Academic Affairs was developed in the Office of the Provost and submitted to the Chancellor on April 9, 1999. Prioritization of initiatives outlined in the plan and determination of the budget implications of these activities were identified as tasks to be undertaken in Summer 1999 during the Deans Council retreat.

UNCG Plan

Division of Academic Affairs

1998-2003

Cornerstones

Technology

- T-1 Upgrade telephone systems throughout Academic Affairs (Provost's Office, Academic Units, Information Technology and Planning)
- T-2 Continue active participation in the UNC Information Technology Project Phase I and Phase II (Academic Affairs, Information Technology and Planning, Business Affairs, Student Affairs)
- T-3 Build information technology infrastructure to support administrative systems such as Banner (Provost's Office, Information Technology and Planning, Business Affairs)
- T-4 Continue to build and strengthen relationships between/among units of Computing and Information Systems and academic units, Division of Continual Learning, Jackson Library, the Teaching, Learning, and Technology Roundtable and the University Teaching and Learning Center (Academic Affairs, Information Technology and Planning)
- T-5 Ensure that each academic unit has a plan to update faculty computing resources (PCs) on a timely basis (Academic Units)

[See also 1-4 for Instructional Technology Initiatives]

Facilities

- F-1 Hire a space consultant to assess current space usage and to determine future space needs after Eva Klein and Associates complete their work for the UNC General Administration (Provost's Office, Business Affairs)
- F-2 Develop a plan for converting underutilized classrooms to faculty offices (Provost's Office, Business Affairs, Academic Units, Registrar's Office)
- F-3 Develop a plan for upgrading and renovating classrooms/laboratories on a regular basis (Provost's Office, University Teaching and Learning Center, Business Affairs)
- F-4 Develop a plan for creating "technology classrooms" strategically located across campus (Provost's Office, University Teaching and Learning Center, Division of Continual Learning, Information Technology and Planning, Business Affairs)
- F-5 Continue to seek funding for a new Instructional Science Building (Chancellor's Office, University Divisions)
- F-6 Develop a plan for facility usage for special academic programming (Provost's Office, Student Affairs)
- F-7 Convert old instructional science laboratories to research science laboratories in Eberhart Building after new Instructional Science Building is completed (Provost's Office, College of Arts and Sciences, Business Affairs)
- F-8 Seek location for Admissions Welcome Center and office workspace for all of the ACES staff (Provost's Office, Business Affairs, Student Affairs)
- F-9 Relocate the Registration Office from the Elliott Center to space that is centrally located and easily accessible for students (Provost's Office, Student Affairs, Business Affairs, Information Technology and Planning)
- F-10 Assess the feasibility of building a student learning center and/or a structural connection to the Jackson Library as part of the Elliott renovation project (Provost's Office, Student Affairs, Business Affairs)
- F-11 Renovate Petty Science after new instructional Science Building is completed (Provost's Office College of Arts and Sciences, Business Affairs)
- F-12 Continue to seek funding for the School of Music Concert Hall (Provost's Office, School of Music Business Affairs, University Advancement)
- F-13 Seek facilities improvements for the Humanities disciplines, including the possible replacement of McIver with a new building (Provost's Office, College of Arts and Sciences, Business Affairs)

Public and Private Support

- P-1 Establish a process for developing a set of development priorities (e.g. scholarships/fellowships, program and professorship endowments, equipment, acquisition and preservations of library and art collections) for each academic unit as well as the Division of Academic Affairs (Provost's Office, Deans Council, University Advancement)
- P-2 Coordinate and monitor fund raising activities relative to development priorities with University Advancement (Provost Office, Deans Council, University Advancement)
- P-3 Participate in new ways with the Annual Fund Raising Program (Deans Council, University Advancement)
- P-4 Establish a process for developing state legislative priorities (Chancellor's Office, Provost's Office, Deans Council, University Planning Council)
- P-5 Establish a process for developing federal legislative priorities (Chancellor's Office, Provost's Office, Deans Council, University Planning Council)
- P-6 Establish a plan to market the University and its programs that will place it in a position of strength relative to competing colleges/universities (Provost's Office, Deans Council, Division of Continual Learning, University Advancement)

Administrative Systems

- As-1 Design a plan to identify policies and/or procedures that are an obstacle for or impede the work of faculty, staff, and students (Provost's Office, Business Affairs, Student Affairs)
- As-2 Develop, modify, or reengineer selected policies and procedures to facilitate the work of faculty, staff and students (Provost's Office, Business Affairs, Student Affairs)
- As-3 Develop training programs, utilize technology and build human resources as necessary to provide exemplary student services (Provost's Office, Business Affairs, Student Affairs)
- As-4 Continue the development and/or the refinement of the Banner System, including the development of a secure server for financial transactions (Provost's Office, Business Affairs, Information Technology and Planning, University Advancement)
- As-5 Develop and implement an accountability framework for the allocation of financial resources (e.g. faculty positions, OTP) from the Provost's Office to the Academic Units (Provost's Office, Deans Council, Institutional Research)
- As-6 Provide leadership and full participation to ensure a successful 2001-2003 self-study for SACS accreditation reaffirmation and integrate the University strategic planning process with the self-study process (Provost's Office, Academic Units, Information Technology and Planning)

*Strategic Directions, Goals, Initiatives **

1. UNCG will provide exemplary learning environments. UNCG embraces student learning as its highest priority. The University will offer one of the best opportunities in the nation for students and faculty to participate in an active learning and teaching community grounded in trust, respect, and open dialogue.

1-1 A program of undergraduate liberal education requirements that reflects student learning goals (proficiencies, areas of knowledge and understandings, and habits of mind and attributes of character) will be in place by Fall 2001.

Key Success Indicator: The general education assessment plan (see 1-1-5 and 1-1-6, below) will provide for regular review of student outcomes measures for program improvement. (Source: Provost's Office)

- 1-1-1 Develop and gain endorsement by Faculty Senate of conceptual framework for reviewing All University Liberal Education Requirements - AULER (AULER Commission)
- 1-1-2 Conduct review of AULER (AULER Commission, Undergraduate Curriculum Committee)
- 1-1-3 Develop and gain approval by Faculty Senate and General Faculty of new/revised general education curriculum (AULER Commission, Undergraduate Curriculum Committee)
- 1-1-4 Implement the new/revised general education curriculum (AULER Commission, Academic Units, Jackson Library)
- 1-1-5 Develop an assessment plan to determine the effectiveness of the general education curriculum (AULER Commission, Institutional Effectiveness Committee)
- 1-1-6 Develop a calendar for evaluation/revision of the general education curriculum (AULER Commission, Institutional Research)

1-2 A campus-wide vision for teaching and learning will be developed and adopted.

Key Success Indicator: Completion by 1999.

- 1-2-1 Develop vision statement, present it to academic units and gain approval of statement by Faculty Senate (TLTR Vision Working Group)

* Key: **blue = completed goals, red = ongoing goals, green = goals to be initiated**

- 1-2-2 Distribute vision statement to faculty and staff and publish it in university undergraduate and graduate catalogs and other literature, as appropriate (TLTR, Provost's Office)

1-3 Learning environments (on campus and off campus) will be evaluated and improved using student learning outcome data and the vision for teaching and learning as a benchmark.

Key Success Indicators: Vision Statement: On sophomore, senior, and Spartan Experience surveys, 90 percent or more will answer "excellent" or "good" on "Faculty Contributions" section. (Source: Institutional Research) Student learning outcomes: Each academic unit will demonstrate a steady growth in programs citing improvements based on evaluation of student learning, to include all degree programs by 2002. (Source: Academic Affairs annual reports)

- 1-3-1 Develop, improve, and expand data-based department/program assessment plans for improving student learning (Academic Departments, Institutional Research)
- 1-3-2 Review, update, and revise courses/programs via the University Department Review Process and/or Accreditation Self Studies (Academic Departments)
- 1-3-3 Evaluate, modify, and enhance, if appropriate, student academic support services appropriate for diverse learning environments (Enrollment Services, Academic Units, Banner Group, Division of Continual Learning)
- 1-3-4 Design and develop programmatic connections between Academic Affairs and Student Affairs (Undergraduate Studies Council, Graduate Studies Committee)
- 1-3-5 Provide enhanced information systems and services through administrative and physical integration of information service points, examination of remote access issues, and reorganization and expansion of electronic data and access methods (Jackson Library)
- 1-3-6 Develop a UNCG comprehensive assessment program which consolidates and builds on academic and non-academic plans

1.4 Instructional/informational technologies will be used to facilitate learning where appropriate (target year 1999-2000).

Key Success Indicator: Technological services/support: On sophomore and senior surveys, 90 percent will respond "good" or "excellent" to technology services" question. (Source: Institutional Research) Instruction: Unit annual reports will indicate 10 percent annual growth in courses with technology component. (Source: Academic Affairs annual reports)

- 1-4-1 Develop instructional/informational technologies priorities across the Division of Academic Affairs and within academic units (UPC Technology Committee, Deans Council, Academic Units)
- 1-4-2 Build/develop infrastructure (hardware, software, maintenance, personnel, classrooms, training) to support instructional/informational technologies priorities (Informational Technology and Planning, Business Affairs, Provost's Office, Academic Units, University Teaching and Learning Center, Jackson Library, Division of Continual Learning)
- 1-4-3 Support faculty curriculum and instructional grants integrating instructional/informational technologies into courses/programs (University Teaching and Learning Center, Division of Continual Learning)
- 1-4-4 Develop a list of desired instructional/informational technologies competencies for faculty and students (TLTR Vision Working Group, Jackson Library, Division of Continual Learning)

1-5 Best practices for diverse learning environments will be specified and professional development programs designed and offered to faculty (target year 2000-2001).

Key Success Indicator: By 2003, at least 50 percent of faculty in each academic unit will have participated in a "best practice" TLC workshop and/or applied for TLC grant to design new modes of instruction. (Source: unit annual reports)

- 1-5-1 Identify best practices for facilitating student learning within different learning environments (e.g. lecture, seminar, internship/practicum, distance learning, small group, large group) given the University's Vision for Teaching and Learning and other resources (TLTR Vision Working Group, Division of Continual Learning)
- 1-5-2 Design, develop, and conduct professional development programs for faculty (University Teaching and Learning Center, Instructional Research Computing, Academic Units, Jackson Library, Division of Continual Learning)
- 1-5-3 Support faculty grants to identify best practices for facilitating student learning (University Teaching and Learning Center, Division of Continual Learning)

1.6 Special academic programs and initiatives such as honors, teaching fellows, living/learning communities, and international student exchanges that can demonstrate effectiveness relative to student learning outcomes and retention will be enhanced and/or expanded (target year 2000-2001).

Key Success Indicator: On a majority of key indicators (faculty-student interaction, intellectual climate, student-centeredness section, "choose again") answers of students in selected programs/initiatives will exceed class cohorts by at least 5 percentage points. Also, retention to graduation rates of these students will exceed all university figures by at least 5 percent. (Source: Institutional Research)

- 1-6-1 Maintain appropriate levels of support for all special academic programs (Academic Units, Provost's Office, Student Affairs)
- 1-6-2 Evaluate selected special academic programs relative to student learning outcomes, retention, and student satisfaction (Special Academic Program Faculty, Undergraduate Studies Council)
- 1-6-3 Increase support for and expand most effective special academic programs (Provost's Office, Academic Units, Student Affairs)
- 1-6-4 Explore the development of new programming that will impact a broader range of students (Undergraduate Studies Council, Graduate Studies Committee, Academic Units, Student Affairs)

1-7 Diversity and global awareness will be promoted by increasing the number of international students on campus and by developing new international programming.

Key Success Indicator: By 2003, degree-seeking students in international programs will increase to 300. (Source: Office of International Programs)

- 1-7-1 Design and develop new international student recruitment programs (International Programs, Academic Units)
- 1-7-2 Establish position of Director of International Student Services (Provost's Office, International Programs)
- 1-7-3 Design, develop, and implement new international programming activities to attract broad participation of campus and community constituencies (International Programs, Academic Units, Division of Continual Learning, Student Affairs)
- 1-7-4 Seek external funding to support international students and programs (International Programs, Academic Units)

1-8 New undergraduate and graduate programs/learning opportunities will be planned and established on the basis of centrality to mission, needs assessment data and faculty expertise.

Key Success Indicator: Reports to GA on Recently Established Programs will demonstrate program strength and enrollment which matches or exceeds predictions in the original requests. (Source: 2001, 2003 Long-Range Planning Reports)

- 1-8-1 Seek authorization to establish and implement the following programs: MS in Genetic Counseling, MS in Gerontology, BS in Hospitality Management, MSN/MBA in Health Management, Ph.D. in History (Academic Units, Graduate School, Jackson Library)
- 1-8-2 Explore and/or seek authorization to plan the following programs: BA in African-American Studies, BS in Learning Disabilities/Behaviorally Emotionally Disabled, MA in Dispute Resolution, MHA in Health Administration, MS in Environmental Policy and Science, PhD in Nursing, PhD in Recreation, Parks, and Tourism, PhD in Economics, PhD in Applied Geography, Doctor of Public Health (DPH), BS in Accounting and Information Systems, MS in Accounting and Information Systems (Academic Units, Graduate School, Jackson Library)
- 1-8-3 Plan and establish graduate certificate programs including the following: Technical Writing, Divorce Mediation, Women's Studies, Facilitation, Cultural Resource Management, Health Case Management, Computer Animation (Academic Units, Graduate School, Jackson Library, Continual Learning)
- 1-8-4 Enhance academic program options or reactivate established programs (e.g. additional program tracks, thesis options, building connections to resources such as the Weatherspoon Art Gallery) (Academic Units, Graduate School, Weatherspoon Art Gallery, Jackson Library)
- 1-8-5 Departmental program review will be used to identify and discontinue programs of low demand and low institutional priority. (Academic Units, Provost's Office)

1-9 Selected academic programs will be offered through distance learning/extension to provide access for students both within and outside the state, and possibly overseas as well (target year 1999-2000).

Key Success Indicator: By 2003, at least five academic units will be offering degree programs through distance learning/extension. (Source: unit annual reports)

- 1-9-1 Assess academic program and faculty strengths relative to offering distance learning/extension opportunities (Academic Units, Graduate School, Division of Continual Learning, Jackson Library)
- 1-9-2 Select academic programs to be offered where there is a match between the strengths of the University and the needs of the Triad, North Carolina and beyond (Academic Units, Division of Continual Learning, Jackson Library, Deans Council)
- 1-9-3 Build appropriate infrastructure to support distance learning activities (Academic Affairs, Information Technology and Planning, Jackson Library, Division of Continual Learning)

1-10 Faculty roles, responsibilities, and rewards will be expanded in scope to encourage and to facilitate faculty participation in a variety of activities related to learning, discovery and service.

Key Success Indicator: Completion 1998.

- 1-10-1 Revise the University Promotion and Tenure Policies, establish Evaluation Guidelines for Promotion and Tenure, and gain approval of these documents by the Faculty Senate and the General Faculty (Roles, Responsibilities, and Rewards Commission, Academic Units, Jackson Library)
- 1-10-2 Revise College and School Promotion and Tenure Policies and Evaluation Guidelines to gain compliance with the new University Promotion and Tenure Policies and Evaluation Guidelines (Academic Units, Jackson Library)
- 1-10-3 Publish new University-wide and College/School/Department-specific Promotion and Tenure Guidelines on the Provost's Web Page (Provost's Office, Academic Units)
- 1-10-4 Implement new policies and guidelines for promotion and tenure (Academic Units, Jackson Library, Provost's Office)

1-11 Ensure a diverse UNCG faculty to support the University's Mission to "sustain 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."

Key Success Indicator: By 2003, UNCG should make significant progress toward the Affirmative Action goals based on availability in ethnic minority, tenure-track faculty categories. Significant progress based on current calculations would indicate an increase of nine faculty in these categories. (Source: Human Resources)

- 1-11-1 Establish an Ethnic Minority Recruitment Network which provides contacts/potential applicants identified by faculty, minority alumni of graduate programs and current doctoral students to search committees to ensure diversity in applicant pools (Provost's Office, Academic Deans, Department Heads/Chairpersons)
- 1-11-2 Strengthen the role of the Affirmative Action representative on each search committee relative to charging the search committee and monitoring the search process (Provost's Office, Human Resources)
- 1-11-3 Encourage faculty position announcements that include diversity language from the Mission Statement or the UNCG Plan and that ask for demonstrated ability to work in and contribute to diverse settings (Provost's Office, Academic Deans/Directors, Department Heads/Chairpersons)
- 1-11-4 Explore partnerships with peer universities to offer placement services to and/or exchange information on ethnic minority doctorate recipients (Provost's Office)
- 1-11-5 Develop support mechanisms for all tenure-track candidates – faculty mentors, workshops (Provost's Office, Academic Deans/Directors, Department Heads/Chairpersons)
- 1-11-6 Utilize strategically-placed position announcements, the Ethnic Minority Network, and personal contacts to increase applicants for non-tenure track positions (Provost's Office, Academic Units)

2. UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning. As a doctoral university, UNCG is committed to research as an essential part of graduate education. Indeed, research is a component of an active learning experience for undergraduates, graduate students, and faculty members.

2-1 High quality research/inquiry will be valued and rewarded (target year 2001-2002).

Key Success Indicator: Budget support in Academic Affairs units for research activity will increase 15 percent by 2003 (Source: unit reports)

- 2-1-1 Establish academic unit level awards for excellence in research/inquiry activity (Provost's Office, Graduate School, Academic Deans)
- 2-1-2 Increase support for refereed research/inquiry presentations at national and international meetings (Provost's Office, Academic Deans)
- 2-1-3 Enhance and expand opportunities for research/inquiry by building and preserving appropriate print and/or electronic collections (Jackson Library)
- 2-1-4 Enhance and expand the University's research magazine, *Minerva* (Dean of the Graduate School, Associate Provost for Research, Provost's Office)
- 2-1-5 Establish mechanisms for faculty and students to share their research/inquiry work with colleagues and students (Academic Deans, Graduate School, Provost's Office)

2-2 Learning environments (on campus and off campus) will be improved/developed on the basis of new knowledge and research.

Key Success Indicator: Curricular changes based on new knowledge/research will be cited annually in the Academic Affairs annual report. (Source: departmental reviews, accreditation reports as reported in unit annual reports)

- 2-2-1 Recruit new faculty who have an active research/inquiry agenda (Academic Departments)
- 2-2-2 Expect tenured/tenured track faculty to articulate their research/inquiry agenda in the annual UNCG Report Form (Academic Departments)

- 2-2-3 Develop a plan to review course syllabi/teaching relative to new knowledge and research as part of the peer review process of teaching (Academic Departments)
- 2-2-4 Evaluate academic programs/curricula relative to new knowledge and research via the University Department Review Process and/or Accreditation Self-Studies (Academic Departments)

2-3 The number of undergraduate and graduate students involved in research/inquiry will increase.

Key Success Indicator: The number of students involved in research activity should increase 3 percent annually. (Source: Academic Affairs annual report)

- 2-3-1 Increase the number of undergraduate assistantships and stipend levels through a matching funds program (Provost's Office, Academic Deans)
- 2-3-2 Increase the number of graduate assistantships supported by state funds and external funds (Provost's Office, Graduate School, Academic Deans)
- 2-3-3 Encourage faculty to actively engage students in their individual and collaborative programs of research/inquiry (Academic Departments, Centers and Institutes)
- 2-3-4 Provide workshops for students interested in learning research/inquiry skills (Graduate School, Jackson Library, Office of Research Services)
- 2-3-5 Survey graduate students to determine the extent to which they are actively involved in research/inquiry projects (Graduate School)

2.4 University centers and institutes will be used to increase collaborative research efforts with educational, environmental, health, and other public and private agencies (target year 1999-2000).

Key Success Indicator: The number of faculty working on collaborative projects through the Centers/Institutes will show a 15 percent increase by 2003 (Source: unit annual reports)

- 2-4-1 Organize information sessions/seminars/workshops for faculty interested in collaborative research/inquiry projects (Centers and Institutes, Academic Deans, Office of Research Services)
- 2-4-2 Organize faculty research/inquiry teams within and across academic units to respond to Requests for Proposals/Help from public and private agencies (Centers and Institutes, Academic Deans, Division of Continual Learning, Office of Research Services)
- 2-4-3 Provide support to faculty for the preparation and administration of grants and contracts collaborating with public and private agencies (Academic Deans, Centers, Institutes, Office of Research Services)
- 2-4-4 Review and expand, as appropriate, the mission of selected centers and institutes (Academic Deans, Provost's Office)

2.5 External funding will be increased to support research, development, and training activities.

Key Success Indicator: External grant/contract funding will increase by 5 percent per year in each of the fiscal years 2000, 2001, 2002, 2003 (Source: P/PB Report)

- 2-5-1 Recruit faculty who have active research/inquiry agendas and a record of external funding to support their work (Academic Departments, Academic Deans, Provost's Office)
- 2-5-2 Increase the number of proposals submitted for external funding (Academic Departments, Academic Deans, Office of Research Services)
- 2-5-3 Recruit/build interdisciplinary research teams via new faculty hires within and across academic units (Academic Departments, Academic Deans)
- 2-5-4 Provide seed money for faculty teams pursuing significant external funding opportunities (Academic Deans, Provost's Office)

- 2-5-5 Utilize external consultants to identify federal grant and contract opportunities and network faculty with federal agencies (Provost's Office, Academic Deans, Office of Research Services, University Teaching and Learning Center, Division of Continual Learning)
- 2-5-6 Increase the resources available to the Office of Research Services to support grant and contract initiatives and expand services (Provost's Office, Office of Research Services)
- 2-5-7 Hire an Associate Provost for Research (Provost's Office)
- 2-5-8 Explore/build collaborative research relationships with NCA&TSU (Provost's Office, Academic Deans, Academic Departments)

2.6 External grant and contract activity will be more appropriately distributed across academic units (target year 1999-2000).

Key Success Indicator: The annual targets set in 2.6.3 below will be met on schedule.
(Source: unit annual reports)

- 2-6-1 Design and conduct a study involving selected Research II institutions to determine external grant and contract expectations by academic discipline/academic unit (Provost's Office, Associate Provost for Research, Academic Deans, Institutional Research)
- 2-6-2 Develop five-year external grant and contract targets for each College/School/Center/Institute (Provost's Office, Academic Deans, Directors, Associate Provost for Research)
- 2-6-3 Monitor growth in grant and contract activity on an annual basis to ensure progress toward attaining academic unit target (Provost's Office, Academic Deans, Associate Provost for Research)

2.7 Space allocations for funded research projects will increase.

Key Success Indicator: Square footage devoted to research will increase 20 percent by 2003
(Source: Annual Facilities and Space Utilization Inventory)

- 2-7-1 Renovate the Odell Property, including the construction of a greenhouse, and assign space to externally funded projects (Provost's Office, Business Affairs)
- 2-7-2 Renovate the McNutt Building to serve as a headquarters for selected centers and institutes and the Office of Research Services (Provost's Office, Associate Provost for Research, University Teaching and Learning Center, Informational Technology and Planning)
- 2-7-3 Assign space on campus to externally funded projects that becomes available as a result of moves related to the opening of the new music building (Provost's Office, Academic Deans)
- 2-7-4 Lease space off-campus, when necessary, to accommodate space needs of major externally funded projects (Provost's Office, Business Office)

3. UNCG will build a strong sense of community as a student-centered university. UNCG is dedicated to being a student-centered community of lifelong learners united in pursuit of excellence. While celebrating diversity, the University will provide exemplary programs and practices that build a strong sense of community among its students, faculty, staff, alumni, and friends.

3-1 A University Compact to serve as a code of behavior for individuals and groups will be explored, and if appropriate, developed and adopted.

Key Success Indicator: Process completed by 2003

- 3-1-1 Encourage the College/Schools to explore with their faculty and students how liberal learning contributes to the formation of attributes of mind, character, and sensibility that includes responsibility to and leadership in behalf of a larger community (Academic Units, Division of Continual Learning)
- 3-1-2 Develop a code of behavior to guide graduate student-faculty interactions (Graduate Studies Committee, Academic Departments)

- 3-1-3 Develop a code of behavior to guide undergraduate student-faculty interactions (Undergraduate Studies Council, Academic Departments)
- 3-1-4 Consult with the Human Relations Council to determine if there is interest in developing a University Compact (Provost's Office, Undergraduate Studies Council, Graduate Studies Council)

3-2 The Race and Gender Institute will continue to be decentralized, modified, and strengthened.

Key Success Indicator: Process completed by 2003.

- 3-2-1 Establish a seven-year schedule for hosting the Summer Race and Gender Institute (Provost's Office, Academic Deans)
- 3-2-2 Each College/School will reestablish a Race and Gender Committee (Academic Deans)
- 3-2-3 Strengthen sense of community among faculty, staff, and students by offering programs that address multicultural issues throughout the academic year preceding the summer institute (Hosting Academic Unit)
- 3-2-4 Plan follow-up programs/activities to the summer institute that address academic unit specific concerns (Hosting Academic Unit)

3.3 Policies and procedures will be systematically reviewed and modified to make them more student-centered (target year 1999-2000).

Key Success Indicator: On the sophomore and Spartan Experience surveys, items in the "student centeredness" section will show steady improvement. No item will receive less than 50 percent of student response in top two answer categories, while "connected to/part of UNCG" will receive at least 75 percent of top two categories. (Source: Institutional Research)

- 3-3-1 Each academic/administrative unit within the Division of Academic Affairs will conduct a review of their policies and procedures at least every five years to determine the degree to which they present unreasonable barriers/obstacles to student progress (Administrative Units, Academic Units, Academic Departments)
- 3-3-2 Implement a three-year plan to improve student services (Academic Affairs, Student Affairs, Business Affairs, Informational Technology and Planning)

3.4 Cross-divisional community-building activities (intellectual and social) for students, faculty, staff, and/or families will be developed and implemented (target year 2000-2001).

Key Success Indicator: New activities reflecting these initiatives will be reported, and overall faculty participation will increase at least 10 percent in each unit. (Source: unit annual reports)

- 3-4-1 Support and work with student organizations within and across academic units to improve intellectual and social environments (Academic Deans, Academic Departments, Graduate School, Undergraduate Studies Council, Student Affairs)
- 3-4-2 Establish College/School Programs Committees whose purpose is to generate intellectual community-building programs of broad interest (Academic Deans, Academic Department Heads/Chairpersons, Division of Continual Learning)
- 3-4-3 Participate in developing a University-wide calendar to publicize cross-divisional community-building activities (All University Divisions and Departments)
- 3-4-4 Encourage participation of faculty, staff, and students in university sponsored events (Academic Deans/Directors, Department Heads/Chairpersons, Provost, Vice Chancellors, and Chancellor)
- 3-4-5 Invite campus representatives from other divisions to participate in Academic Unit/Department and Deans Council retreats (Academic Deans/Directors, Department Heads/Chairpersons, Provost)

3.5 An ombudsman initiative within Academic Affairs will be explored *(target year 2001-2002)*.

Key Success Indicator: Process completed by 2003.

3.6 Professional development activities focusing on leadership, human behavior, and human relationships will be offered to academic administrators, faculty and staff *(target year 2000-2001)*.

Key Success Indicator: By 2003, 25 percent of Academic Affairs EPA employees will have participated in at least one professional development (excluding instructional development) opportunity through TLC or Human Resource Services (Source: TLC and HRS)

- 3-6-1 Administer a survey to deans, department heads/chairpersons, faculty, and staff to determine their needs/desires relative to professional development opportunities (University Teaching and Learning Center, Human Resources Services)
- 3-6-2 Design and implement professional development activities on the basis of survey results (University Teaching and Learning Center, Human Resources Services, Chancellor's Office)

4. UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond. UNCG embraces its responsibility to enrich the lives of North Carolina's citizens. The University will initiate outstanding outreach efforts directed toward the needs of the Piedmont Triad region and the state, while continuing to contribute at a global level.

4-1 Academic departments, centers, and institutes will increase outreach activities and expand partnerships with public and private agencies to meet research and/or service needs when the agenda is mutually beneficial to all parties *(target year 2002-2003)*.

Key Success Indicator: Beginning with the academic year 2000-2001, the number of outreach activities/partnerships should increase by at least 5 percent per year. (Source: Division of Division of Continual Learning annual reports)

- 4-1-1 Develop an inventory of department/center/institute/Library outreach capabilities and communicate/publicize them to public and private agencies (Division of Continual Learning)
- 4-1-2 Develop a strategy for identifying shared applied research agendas between academic departments/centers/institutes and public and private agencies (Academic Departments, Centers, Institutes, Division of Continual Learning)
- 4-1-3 Develop connections and partnerships to support the strategic and global interests of selected industries in the Triad area and methods to evaluate them (Academic Units, Centers/Institutes, Jackson Library, Division of Continual Learning)
- 4-1-4 Increase program internships and practicums for undergraduate and graduate students (Academic Departments)
- 4-1-5 Develop linkages between/among academic departments, SERVE, centers/institutes to enhance/improve public school education in North Carolina and the southeast (Academic Departments, Centers/Institutes, Serve, Division of Continual Learning, Office of School Services)

4-2 Academic departments, centers, and institutes will work with the Division of Continual Learning to increase the number of credit and non-credit course offerings for lifelong learners *(target year 2001-2002)*.

Key Success Indicator: By 2003, enrollment for non-credit extension will increase by 10 percent, while enrollment in credit-bearing distance learning will increase by 20 percent (Source: Division of Continual Learning annual reports)

- 4-2-1 Strengthen relationships between Academic Units and the Division of Continual Learning (Provost's Office, Academic Deans, Department Heads/Chairpersons, Division of Continual Learning)
- 4-2-2 Establish a UNCG/Triad Training Network, comprised of university-based and business/industry-based trainers (Division of Continual Learning, Academic Units)
- 4-2-3 Conduct an environment scan to determine the education/training needs of business and industry and public and private agencies in the Triad region (Division of Continual Learning)
- 4-2-4 Design/offer special courses/programs for targeted groups, including distance learning courses/programs when appropriate (Academic Departments, Centers/Institutes, Jackson Library, Division of Continual Learning, University Teaching and Learning Center, Computing and Information Systems)

4-3 All outreach and public service activities will be coordinated through the Division of Continual Learning.

Key Success Indicator: Process completed by 2003.

- 4-3-1 Establish the Division of Continual Learning as the "front door" of the University (Chancellor)
- 4-3-2 Establish a University-wide advisory committee on outreach and public service chaired by the Dean of Division of Continual Learning (Provost, University Planning Council)
- 4-3-3 Develop a process for reporting outreach and public service activities to the Division of Continual Learning (Provost's Office, Deans Council)
- 4-3-4 Develop a University-wide annual report of outreach and public service activities and distribute to North Carolina General Assembly, UNC General Administration, friends of the University, and public and private agencies (Division of Continual Learning)
- 4-3-5 Create a new magazine, or section/department within an existing publication, that highlights the impact of university outreach and public service activities on the Triad region, North Carolina, and beyond (Division of Continual Learning)

4-4 All UNCG students will have the opportunity to participate in an experiential or service-learning experience (e.g. internship, practicum, community volunteer) (target year 2002-2003).

Key Success Indicator: On sophomore survey, response to "opportunity for community service" will increase to 75 percent. On senior survey, response to "field experience" will reach 70 percent. (Source: Institutional Research)

- 4-4-1 Establish an Office of Service-Learning (Academic Affairs, Student Affairs)
- 4-4-2 Appoint a Coordinator of Service-Learning (Academic Affairs, Student Affairs)
- 4-4-3 Design/offer an elective course centered around service-learning concept/experiences (Academic Departments)
- 4-4-4 Integrate service-learning experiences in courses where appropriate (Academic Departments)
- 4-4-5 Evaluate biannually service-learning experiences at UNCG (Academic Affairs, Student Affairs)

4-5 UNCG will expand existing and develop new linkages with overseas universities for the purpose of enhancing student and faculty exchange opportunities.

Key Success Indicator: New agreements/programs, faculty activity will be reported in Academic Affairs annual report. Exchanges will increase by 10 percent by 2003. (Source: Center for International Programs) For student participation, see 1-7.

- 4-5-1 Encourage/facilitate international experiences for all students and faculty through exchanges, short-course study abroad, and contact with students and faculty in other countries (Academic Departments, International Programs)

- 4-5-2 Develop new summer study abroad opportunities for students (Academic Departments, International Programs)
- 4-5-3 Develop strategic alliances with foreign universities to facilitate collaborative research and study among faculty and graduate students (Deans, Academic Departments, Office of International Programs)
- 4-5-4 Explore the development of international internships for students in professional programs such as a student teaching experience in a foreign country (Academic Departments, Office of International Programs)

4-6 UNCG will provide leadership for the UNC System in the area of outreach by serving as the host for selected system-wide public service units.

Key Success Indicator: Duration of specific initiatives is tied to funding. The university will support initiatives cited below as long as they are funded and will continue to seek new initiatives under this goal

- 4-6-1 Coordinate the system-wide University of North Carolina – Exchange Program (Office of International Programs)
- 4-6-2 Host the North Carolina Global Partnership and Gateway (Center for Global Business Education and Research)

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. UNCG seeks gradual increases in enrollment at all levels – first-time freshman, transfer students, older returning students, and graduate students. UNCG seeks students from throughout North Carolina and will continue to attract students nationally and internationally.

5-1 The minimum admission requirement for first-time freshman in Fall 1999 will be a Predicted Grade Point Average (PGPA) of 2.0.

Key Success Indicator: Included in goal. (Source: Enrollment Services)

5-2 Beginning in Fall 2000, first-time freshmen will be required to meet new admissions standards (target year 1999-2000).

Key Success Indicator: Implementation

- 5-2-1 Participate in an admissions validity study with the Educational Testing Service (Enrollment Services, Faculty Enrollment Management Committee)
- 5-2-2 Identify a regression equation that predicts first-year success at UNCG more reliably than the current formula (Enrollment Services, Faculty Enrollment Management Committee)
- 5-2-3 Develop a system for reviewing applicants on a case-by-case basis who meet the minimum predicted grade point average but have marginal standardized test scores and/or high school grades (Enrollment Services, Faculty Enrollment Management Committee)
- 5-2-4 Establish a priority application deadline and create a waiting list for average students who apply after the deadline (Enrollment Services, Faculty Enrollment Management Committee)

5-3 The first-time freshman class will be no fewer than 1,800 between the years 2000 and 2003 (target year 1999-2000).

Key Success Indicator: Included in goal. (Source: Enrollment Services)

- 5-3-1 Implement an aggressive recruiting plan that includes approximately thirty-two contacts with prospective students (Enrollment Services, Office of Admissions)
- 5-3-2 Ensure immediate response to prospective student inquiries and applications (Enrollment Services, Office of Admissions, Financial Aid Office, ACES)

- 5-3-3 Enhance the existing scholarship program for new students (Academic Affairs, Deans Council, University Advancement)
- 5-3-4 Involve faculty, staff, students, and alumni in recruiting activities (Enrollment Services, Office of Admissions, Academic Affairs, Deans Council, Student Affairs, Business Affairs, Alumni Affairs)
- 5-3-5 Develop an early acceptance program for exceptionally talented students (Enrollment Services, Office of Admissions, Financial Aid Office)

5-4 The diversity of the first-time freshman class should approximate current freshman class proportions relative to gender, reflect the State's college going rate for each race, and increase the representation of out-of-state students without exceeding the 18 percent cap (target year 2000-2001).

Key Success Indicator: Included in goal. (Source: Enrollment Services)

- 5-4-1 Continue minority recruitment efforts as outlined in the Minority Consent Decree and UNCG's Enrollment Management Plan (Enrollment Services, Office of Admissions)
- 5-4-2 Enhance out-of-state recruiting utilizing a territory management approach which allows for personalization and targeted marketing messages (Enrollment Services, Office of Admissions)
- 5-4-3 Emphasize programs and organizations that are of interest to males and minorities through publications, video, the web, and personal contacts (Academic and Administrative Units, Enrollment Services, Office of Admissions)

5-5 The University's share of the North Carolina College applicant pool will increase 0.5 percent annually (target year 1999-2000).

Key Success Indicator: Included in goal. (Source: Institutional Research)

- 5-5-1 Expand the purchase of Student Search names, particularly for North Carolina residents (Enrollment Services, Office of Admissions)
- 5-5-2 Qualify prospects on the basis of academic ability and interest in UNCG - targeting those with the highest ability and who are most likely to enroll for additional, personalized contacts (Enrollment Services, Office of Admissions)
- 5-5-3 Enhance institutional image through publications, video, the web, advertising, visits to feeder schools, and personal contacts (Enrollment Services, Office of Admissions, ACES, Academic and Administrative Units)
- 5-5-4 Offer academic programs and special academic opportunities that are attractive to prospective students (Provost's Office, Academic Units, Students Affairs)

5-6 Freshman year to sophomore year retention rates will increase 0.5 percent per year over 1995 levels (target year 1999-2000).

Key Success Indicator: Included in goal. (Source: Enrollment Services)

- 5-6-1 Continue to enhance academic support services (Enrollment Services, Academic Units)
- 5-6-2 Establish a campus-wide early intervention system (Enrollment Services, Retention Committee)
- 5-6-3 Provide a learning environment that fosters academic integration, student/faculty interaction, active learning, and student success (Academic Units)
- 5-6-4 Double the number of UNS 101 sections (or similar courses offered by academic units) (Academic Affairs, Student Affairs)
- 5-6-5 Improve the advising process for all UNCG students (Academic Units, Student Academic Services, Enrollment Services, Advising Council)

5-7 Graduate enrollment will increase at the same rate as the undergraduate enrollment with the most significant increases occurring at the masters/certificate levels (target year 1999-2000).

Key Success Indicator: Included in goal. (Source: Institutional Research)

- 5-7-1 Seek additional support for graduate fee waivers, assistantships, and scholarships (Graduate School, Academic Units, University Advancement)
- 5-7-2 Implement aggressive recruiting strategies at the Graduate School and academic department levels (Graduate School, Academic Units, Division of Continual Learning)
- 5-7-3 Offer new programs where appropriate (Graduate School, Academic Units, Division of Continual Learning)
- 5-7-4 Clarify requirements, revise curriculum, and change policies for existing programs where needed (Graduate School, Academic Units, Division of Continual Learning)
- 5-7-5 Manage enrollment growth through resource allocations, enrollment caps, and recruiting strategies (Graduate School, Academic Units)
- 5-7-6 Continue to offer a comprehensive summer program for students (Academic Units, Division of Continual Learning)
- 5-7-7 Develop a Weekend College to offer selected graduate programs (Provost's Office, Academic Units, Division of Continual Learning)

5-8 Undergraduate scholarship funds will be restructured wherever possible to create additional four-year merit scholarships for freshman.

Key Success Indicator: Four-year merit scholarships will increase 20 percent by 2003. (Source: Enrollment Services)

5-9 Adult undergraduate enrollment will increase by 2 percent annually over the next five year (target year 2001-2002).

Key Success Indicator: Included in goal. (Source: Institutional Research)

- 5-9-1 Target specific adult populations for tailored recruitment contacts (e.g., military personnel) (Enrollment Services)
- 5-9-2 Establish links to Internet sites where adults may explore undergraduate education opportunities (Enrollment Services)
- 5-9-3 Assist in a feasibility study of increasing evening degree offerings/establishing a Weekend College (Academic Units, Graduate School, Enrollment Services)
- 5-9-4 Collaborate with UNCG Graduate School to coordinate recruitment efforts and offer at least two information sessions each year (Enrollment Services, Graduate School)
- 5-9-5 Support efforts to incorporate adult undergraduate education into student life at UNCG (Provost's Office, Enrollment Services, Student Affairs, Undergraduate Studies Council)

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