

The University of North Carolina at Greensboro

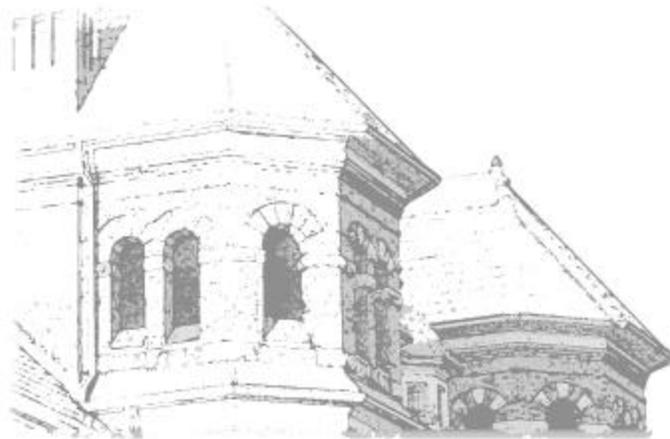
Self-Study Report 2000-2003

CHAPTER VII

SELF-STUDY RECOMMENDATIONS

AND

PROPOSALS FOR THE UNCG PLAN 2003-2008



CONTENTS

Self-Study Recommendations
and Proposals for the UCG Plan 2003-2008

| | Page |
|---|------|
| 1. Introduction to the Self-Study Recommendations..... | 324 |
| 2. Self-Study Recommendations | 324 |
| 3. Introduction to the Proposals for the UCG Plan | 325 |
| 4. Proposals for the UCG Plan 2003-2008..... | 327 |
| 5. Conclusion..... | 359 |

This UNCG Self-Study was designed to achieve two primary goals: (1) to identify all criteria with which UNCG was not in compliance and to address as many of these areas needing improvement as possible before the SACS Visiting Team's Site Visit in February 2003, and (2) to develop Proposals for the *UNCG Plan 2003-2008* and rationales for them that go beyond mere compliance with the SACS Criteria. The process by which these goals were reached is described in the Preface to the Self-Study Report and in the introductory remarks to the recommendations and the proposals immediately below.

Introduction to the SACS Self-Study Recommendations

The Southern Association of Colleges and Schools (SACS) requires each institution engaging in its periodic Self-Study to determine any Criteria with which it is not in compliance and to report that determination in good faith. During the investigatory period of the Self-Study each Principal Committee reported potential areas of non-compliance to the Steering Committee and these were discussed. Some criteria areas have been rectified in the interval between the initial identification of the weaknesses and this Final Report. The list of seven remaining recommendations below are currently being addressed. While some may be removed by the time the Supplement is assembled in Fall 2002, others may take longer to complete, particularly those that involve creating new infrastructures and internal review at many levels of the institution. If any non-compliance criteria still remain by the time of the Site Visit in February 2003, then these will have been earmarked with a definite plan for their deliberate removal in the most expeditious and responsible means the institution can exert.

Recommendations

September 4, 2002

Section I: Principles and Philosophy of Accreditation: No recommendations.

Section II: Institutional Purpose: No recommendations.

Section III: Institutional Effectiveness

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.

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.

Section IV: Educational Programs

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.

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.

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.

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

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.

Section V: Educational Support Services: No recommendations.

Section VI: Administrative Processes: No recommendations.

Introduction to Proposals

Beyond identifying areas of non-compliance related to Criteria, SACS also encourages institutions to use the unique opportunity of the comprehensive review process to identify the strengths and weaknesses of each aspect of the institution and to develop proposals to address them. Such a thorough and all-encompassing assessment of each dimension of a university's academic mission and program can make an unusually rewarding contribution to its planning processes. What follows is a list of sixty proposals and their rationales for the *UNCG Plan 2003-2008*. All of the proposals have emerged during the evaluation process primarily from a faculty and staff perspective.

The timing of the SACS Self-Study and the normal five-year planning cycle of the University happily coincide. Chancellor Patricia A. Sullivan noted the opportunity for integrating both these activities early on and endorsed using the SACS Self-Study as an important part of the institutional planning process at UNCG.

In a "Letter from the Chancellor," dated November 1, 2000, Chancellor Sullivan reviewed *The UNCG Plan 1998-2003*, including its Vision Statement, Core Values, Cornerstones, and Strategic Directions, and introduced *The UNCG 2008 Profile* which was approved by the Chancellor's

Executive Staff on October 9, 2000. The SACS Self-Study was identified in the Profile as playing a significant role in furthering the University Planning Council's planning objectives. The UNCG Planning Council has adopted these priorities in developing its schedule for producing the 2003-2008 Plan.

It is, therefore, clear that the Chancellor and the University Planning Council view the timing of the 2003 UNCG SACS Self-Study as a fortunate and beneficial circumstance, providing the University Planning Council's Plan Drafting Committee with a thorough and substantive evaluation of the university's educational program, including its core and auxiliary support systems, and at precisely the most propitious time for its important task.

In the context of the above outlined UNCG planning process, the SACS Self-Study leadership quickly realized the value its thorough examination of the institution might have as a bridge between the two five-year plans. In addition to the *Criteria*-based Recommendations, proposals that went beyond the *Criteria* would be presented for consideration for inclusion in the Plan. In July 2001 the Chair of the SACS Self-Study Steering Committee and the Director of the SACS Self-Study initiated a "Proposals for the Plan Task Group," charged with studying the narrative portions of the responses to the various surveys and reports that had been administered specifically for the Self-Study evaluation process. From a careful analysis of these narrative responses to questions by responsible personnel representing all areas of the campus, the Task Group reported five major themes to the SACS Self-Study Steering Committee on October 17, 2001. These five themes were (1) Advancing the Academic Program, (2) Consolidating and Conveying Identity, (3) Strengthening the UNCG Community, (4) Enhancing Outreach and External Relations, and (5) Improving Organizational Structure and Processes.

To follow through with the work of the "Proposals for the Plan Task Group," the Chair of the Steering Committee asked each of the Chairs of the Self-Study Principal Committees to have their respective committees study the five areas and the suggested proposals under each with the aim of developing a set of prioritized proposals along with a rationale relevant to the specific committee's SACS Criteria purview. She noted, however, that there were three themes represented in the data and the Task Group's synthesis of it that did not fall within the general subject area of any of the Principal Committees. These three themes were (1) Staff Issues, (2) UNCG Community, and (3) Identity and Image. The Chair reported to the Steering Committee the decision of the Executive Committee to appoint three Advisory Groups external to the Steering Committee, but subject to it, to develop proposals arising from these three subjects.

At the December 19, 2001 meeting of the Self-Study Steering Committee, the Chair announced that the three Advisory Groups had been fully formed and that they would begin their formal work in January 2002. During the late winter and early spring of 2002 both the Principal Committees and the Advisory Groups met to review the proposals data and develop their reports. These reports were reviewed, usually in an initial meeting of the Steering Committee, and then accepted by vote in a second session, primarily from late March through May 2002. During April-May 2002 the Executive Committee studied the Proposal reports of the Principal Committees and the three Advisory Groups for inconsistencies and redundancies, and then organized them into a coherent whole to present in this chapter as a report to the Chancellor for their possible use by the University Planning Council's Plan Drafting Committee for the UNCG Plan 2003-08. The "Proposals" themselves, ultimately organized according to UNCG's identified Strategic Directions, were presented

by the Chair to the University Planning Council UNCG Plan Drafting Committee on May, 24, 2002 so that it could begin in earnest its important work over the summer without waiting for the final draft of the SACS Final Report in the early fall. These “Proposals,” with a rationale developed during the summer for each, are presented below. The Self-Study Steering Committee endorsed the content of this chapter on September 4, 2002. While it is understood that some of the Proposals may prove to be unworkable, unnecessary, or inappropriate at this time, it is the hope and premise of the Steering Committee that they might add to the overall UNCG planning process a richer, more informed, and more democratic texture than it might otherwise have.

Proposals for the UNCG Plan 2003-08
Endorsed by the SACS Self-Study Steering Committee
September 4, 2002

Strategic Direction #1: UNCG will provide exemplary learning environments.

Proposal 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

Rationale: Knowledge and the categories of knowledge continue to grow and evolve. Additionally, the area from which UNCG primarily draws its students likewise continues to change, especially with respect to the research and service areas of its economy, as well as its demography. For instance, the Hispanic population of the Triad Region has grown over the last decade from 0.8% in 1990 to 5.0% in 2000. *The UNCG Environmental Scan 2003-2008* highlights new growth as reported in the Cluster Analysis Study by the Natelson Company in the areas of chemicals and plastics, communications services, information technology, and pharmaceutical and medical technologies. Industries on the “recruit” list include hospitals, laboratories, and specialized medical services, among many others. *The UNCG Environmental Scan 2003-2008* further indicates the significant role UNCG can play in the contribution of the arts to the cultural richness of the region, of the executive development programs to the management of the various above cited industries, and of the favorable positioning of technology in the region and the state. Other growth edge areas of applied knowledge are obvious, such as nursing and the importance of gerontology in an aging population, or genetic counseling. UNCG should target its new areas of academic programming to meet the needs of a changing society and culture, beginning with the Triad Region and expanding to global contexts. (See Educational Programs, 4.2.1, where the need to reach a diverse student population in the region with differing academic program needs is stated as a weakness, an opportunity, and a threat.)

Proposal 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.

Rationale: The curricular use of extra-classroom learning modes is based on the premise that students should have an opportunity to apply what they have learned to practical problems and issues in settings external to strictly academic ones, and vice versa, they should be encouraged to bring experiential issues to the classroom for more sustained analysis and formal study. UNCG has a long history of helping students bridge the barriers between the theoretical and the experiential. For instance, the Residential College, established in 1971, was one of the first such alternative models nationwide intentionally grounded in a living-learning philosophy. Moreover, many departmental programs employ field experiences as important parts of their programmatic as well as individual course objectives. Archaeological “digs,” anthropological site explorations, and oral history projects are only a few examples. Grogan College, a more recent living-learning residence hall program, emphasizes field experiences related to professional development and service. The Career Services Center will soon add 1.5 new positions solely focused on coordinating internship communications between available resources and students. With the establishment of the Office of Leadership and Service Learning, the University is developing service learning courses which connect students directly with service learning projects, usually through public service agencies. As a result, UNCG is positioned to become recognized as a leader in Service Learning. The Leadership and Service Learning Office, however, is funded on soft money and will require permanent funding in the near future. Also, more service-learning courses need to be developed in all appropriate academic programs. While all of these programs show UNCG’s exceptional strength at integrating pragmatic experience and formal study, more can be done. Many programs still offer limited experiential learning components. Additional ways of implementing practice and theory and integrating them into the curriculum should be explored.

Proposal 3. Continue to strengthen the applied mathematical skills and global perspectives of undergraduate students.

Rationale: The Spring 2000 Graduating Senior Survey and the 2000 Sophomore Survey indicate that student skills in applied mathematical skills and global perspectives are rated much lower than their proficiency in the other areas of the General Education Core (GEC). Although the majority (60.8%) of the 749 respondents to the Senior Survey reported that college contributed “somewhat” or “very much” to their ability to use mathematics skills, 35.4% believed that college had contributed “very little” or “not at all.” In the 2000 Sophomore Survey only 40% of 516 students said that UNCG thus far had helped them “gain or make progress toward acquiring mathematical skills essential to my program/interests.” Regarding global perspectives, only slightly more than half (52.2%) of the sophomore respondents thought their UNCG experiences had contributed “quite a bit” or “some” to their “understanding of and sensitivity to the world's diversity of cultural and national experiences.” The GEC Category Chairs are working to design additional checks of and support for student learning in these two areas. Further improvements

should be made as more data are collected. (See Educational Programs, 4.2.2 for the source of this proposal.)

Proposal 4. Study ways to facilitate interdisciplinary instruction to make it easier for departments to offer linked courses, team-taught courses, and other innovative efforts.

Rationale: The expansion of knowledge historically demonstrates contradictory directions. While the necessary base of knowledge derives from specific funds of information derived from a narrow research focus, innovative leaps most often occur across disciplines. Moreover, applied knowledge, if it is to be relevant to changing cultural needs, must often bring insights and information from various academic specialties to the solution of problems and to the cultivation of new forms of human understanding and expression. To best prepare its students for the 21st century, UNCG should continue to explore opportunities for interdisciplinary learning. Recently established interdisciplinary programs such as the baccalaureate in Women's Studies, African-American Studies, and Hospitality Management, and the Master's programs in Gerontology and Genetic Counseling, have served as models for the value of such programming, but difficulty in funding and the intractability of disciplinary traditions make development, program support, and course delivery difficult. (See Educational Programs, 4.2.3 where a statement of encouragement by the Provost for increased interdisciplinary instruction to enhance subject matter quality and to prevent redundancy in course offerings is cited as an opportunity.)

Proposal 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.

Rationale: From 1997-2002 UNCG gained the approval of four new Master's Degree programs and the Ph.D. in History and the permission to plan for one more Master's and four additional doctoral degree programs. Eleven more graduate level degree programs are in the development stage. From 1998 to 2001 graduate student enrollment grew from 2651 to 2967 for regular students and from 242 to 432 for distance learning students for an increase of 11.9% and 82.3% respectively. These were the highest categories of student level increase. UNCG must continue to increase its enrollment of graduate students to meet its 2008 projections, both in terms of headcount as well as the attractiveness to and marketability of its programs. Additionally, UNCG has demonstrated its ability to develop and maintain graduate programs of high visibility and, in some cases, regional and national distinction, including but not limited to accounting, creative writing, music, clinical psychology, teacher education, and counseling. Well-chosen, new programs with distinguished faculty and other resources have the potential to attract a strong national applicant pool. Moreover, many of the areas of student interest and potential employment are interdisciplinary in nature. The rationales for interdisciplinary programs apply equally to graduate and undergraduate learning and research. (See Educational Programs 4.2.1 where the need to reach a diverse student population in the region with differing academic

program needs is stated as a weakness, an opportunity, and a threat. The opportunities analysis of Educational Programs 4.3 stresses graduate program expansion relative to regional need.)

Proposal 6. Increase financial support for graduate programs with a vigorous development effort aimed at fund-raising for fellowships and stipends, student research and travel support, benefits, professional development workshops, career placement support, and other program enhancements.

Rationale: UNCG cannot attract graduate students from a strong national applicant pool without the financial and program support that is competitive with other institutions. UNCG lags behind its peer institutions and therefore must launch a vigorous development effort to secure highly qualified students commensurate with the current reputation of many of its programs and the distinction of its faculty. Various sources provide documentation that financial support for graduate students at UNCG is inadequate relative to its reputation. The National Survey of Graduate Assistant Stipends, Graduate Fellowships, and Postdoctoral Fellowships 1999-2000 (Office of the Dean of Graduate Studies, University of Nebraska – Lincoln) indicated that – overall and by department – UNCG consistently ranked low in stipend levels. The same survey assessed whether universities fund health benefits for students with graduate assistantships. The results indicated that 55 out of 90 institutions, including UNCG, did not offer this benefit. UNCG did make this benefit available to doctoral students holding teaching assistantships during the 2001-2002 academic year and to all teaching assistants during the 2002-2003 year. Although UNCG has received some additional tuition waivers in recent years, concern regarding assistantship stipends and other financial support remains quite high (Report of UNCG Graduate Faculty meeting roundtable, March 5, 2002). It is possible that departments could accept more responsibility for funding their graduate students through grants and contracts. With specific regard to research support for graduate students from the Office of Research Services, some faculty comment on the Faculty Survey that the Office “is disorganized” and “takes too long to review requests . . . especially for graduate student research,” that grant assistance emphasizes the sciences and “is not sufficiently geared . . . in the humanities,” and that there is “little support to encourage or assist students in seeking external grants.” One dean states that the Office of Research Services “doesn’t provide students with sufficient information on grant opportunities in the arts.” Note that a new Associate Provost for Research Services has been appointed since these complaints were voiced. (See Educational Programs 4.3 for a statement as to UNCG’s comparatively low funding rates of graduate programs, especially stipends, tuition waivers, and operating budgets.)

Proposal 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.

Rationale: The *UNCG Environmental Scan 2003-2008* argues that “by widening the lead between UNCG and other UNC institutions” in the area of international programs it could gain an advantage in recruiting undergraduates. For instance, over 60 UNCG faculty serve on the five

International Programs advisory committees. The *Scan* lists UNCG's accomplishments in International Studies, though the data does not offer a comparison to other institutions. The same logic applies to recruiting and supporting graduate students in the context of an increasing globalization of disciplines, especially when the infrastructure and experience already exist in the undergraduate sphere. (See Purpose 2.0 where "internationalization" is described as one of the six "strategic directions" of the UNC Board of Governors for the period 2002-2007 and is cited as an opportunity and Educational Programs 4.2.4 where the same citation is repeated. See 4.3 for the further development of "international programs" as an opportunity at the graduate level.)

Proposal 8. Improve the implementation at the unit level of existing University policies on the evaluation of teaching

Rationale: UNCG policies and position statements on the evaluation of teaching demonstrate that the faculty have taken an active and thoughtful role in developing meaningful teaching evaluation policies. For instance, in February 1997, after an extensive survey of research on teaching evaluation methods, the UNCG School of Education "Teaching Effectiveness Subcommittee Report" recommended that "a combination of data collection methods be used to create a portfolio of materials to be used in the identification of successful teaching." The committee further recommended that "various methods of evaluation be assessed and the results of the assessments be reported to the faculty prior to the adoption of any combination of methods; that no ONE METHOD take primacy when evaluating teaching or course effectiveness and improvement" (p. 10). Echoing these recommendations, the Faculty Welfare and Professional Development Committee developed a position statement on the evaluation of teaching that was approved by the Faculty Senate in December 1999. Emphasizing the importance of using multiple measures for evaluating teaching, the position statement was a response to faculty concerns about the heavy reliance on student course evaluations as the primary means of evaluating teaching at UNCG. Multiple measures are deemed necessary to evaluate the full complexity of teaching to encompass instruction beyond the classroom, including mentoring, advising, producing teacher-student creative works, designing and re-designing courses and syllabi, and integrating technology into the curriculum, with the ultimate goal of helping faculty improve their teaching. To assist in the evaluation of teaching the Teaching and Learning Center has offered workshops on developing teaching portfolios and on the Academic Department Report Form many departments identified teaching portfolios as one of the methods they use to evaluate teaching effectiveness. The above described emphasis on using multiple measures to evaluate teaching effectiveness is reflected in the faculty respondents on the Self-Study survey where 65.2% of 252 respondents reported that their departments evaluated methods faculty use to improve undergraduate instruction "well" or "very well." However, 34.8% of faculty respondents reported that their departments evaluated these methods "poorly" or "somewhat poorly," and this high negative response remains a concern. The proposal aims at diminishing the 34.8% rating in the "poor" category. (See Educational Programs 4.2.4 from which most of the above rationale is quoted.)

Proposal 9. Assign an institutional home for academic assessment external to any single academic unit.

Rationale: A few departments have achieved exemplary program assessment mechanisms as a result of their experience in professional accreditation assessment activities. Such experience might make them ideal candidates to lead a university-wide initiative to improve assessment in the individual units. These departments can be useful for improving assessment at UNCG by serving as models and sharing valuable expertise. A strong assessment program must be supported from the “top down” while being built from the “bottom up.” “Top down” support would be demonstrated by locating academic assessment within the Division of Academic Affairs. (See Institutional Effectiveness 3.1 for a statement of UNCG’s lack of a central assessment office as a weakness of academic programs, the overall fragmented condition of current assessment activities, and the need for trained personnel to assist programs in making the optimum use of already existing data. See Educational Programs 4.2.4 for a description of inconsistent use of departmental assessment data to influence program change.)

Proposal 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.

Rationale: The use of assessment of student learning outcomes to improve academic programs is an important expectation for institutional accreditation. Currently, assessment activities at UNCG take place at the department level with encouragement at the unit level and crucial data analysis on an ad hoc basis provided by the Office of Institutional Research. However, many departments remain confused about the comprehensive nature of assessment and find the fourth stage of assessment, to make programmatic changes to the program based on a review of assessment data, particularly challenging. Many departments need assistance in developing assessment plans, refining learning goals, and clarifying instruments. To use and continue to improve assessment procedures, departments need ongoing support from someone knowledgeable in the field. UNCG cannot achieve an exemplary improvement based on assessment in its academic programs and its General Education Core on a piecemeal and ad hoc basis. Centralized resource and staff support is essential for real gains as recommended in the recent report from the consultants reviewing Institutional Research. (See Institutional Effectiveness 3.1 for a statement of UNCG’s lack of a central assessment office as a weakness of academic programs, the overall fragmented condition of current assessment activities, and the need for trained personnel to assist programs in making the optimum use of already existing data. See Institutional Effectiveness 3.1 for a statement of UNCG’s need for trained personnel to assist programs in making the optimum use of already existing data.)

Proposal 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.

Rationale: While significant gains in program assessment is supported and assisted by a centralized office to insure adequate resources and expertise, genuine assessment gains can only be realized if the activity is owned by its users, that is UNCG's faculty, and not as an imposed set of procedures. A successful assessment culture must evolve from the commitment of its faculty to ensure the appropriateness of its activities. To facilitate faculty ownership, academic assessment must begin with a mission statement and a policy deriving from the Faculty Senate and its Committees. The implementation of the mission statement and its policy should be faculty-driven and based on the highest ethical standards.

Proposal 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

Rationale: SACS *Criteria* require that an institution maintain faculty transcripts and other materials needed to establish adequate preparation to teach assigned courses. The *Criteria* also require that those who teach specific content and skills be qualified with respect either to the degree earned in a given field or to documented equivalent experience. The database compiled for the 2003 SACS visit contains information on degrees, qualifications, and assignments for all current faculty. It can serve as the basis for an ongoing system for verifying appropriate teaching assignments. (See Institutional Effectiveness 3.2 for the citation of the limited time for fully absorbing and interpreting report results in a comprehensive manner as a weakness. This could be rectified by increasing levels of report comprehensiveness with a faculty credentials database as a prime example.)

Proposal 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.

Rationale: The gathering of assessments by subordinates on a regular basis is a significant means of evaluation. Often these persons have essential insight into job performance since many are in contact with the subject of the evaluation on a daily basis and cooperate with them on important work-related tasks. For instance, in 1998, the Chancellor and Provost, recognizing that they would benefit from receiving information about how others on campus viewed their job performance, worked with the leadership of the Faculty Senate to determine the procedures that would be carried out. The Chair of the Faculty Senate appointed three Senators to an Ad Hoc Committee to Develop Administrator Evaluation Forms on June 11, 1998. Using forms created by this committee, the Office of Institutional Research conducted the evaluation of the Chancellor

in Fall 1998 and that of the Provost in Spring 1999. Faculty, staff, and students across campus were invited to evaluate the Chancellor; faculty and Academic Affairs staff participated in the review of the Provost. The results were shared with the person evaluated and became a part of the individual's annual review materials. In keeping with their commitment to regular evaluations, both the Chancellor and the Provost will be reviewed in 2002-03, using the same instrument designed by the Faculty Senate committee. A process to develop periodic evaluations for the Vice Chancellors might be similar to that followed to develop evaluations for the Chancellor and Provost, with Staff Council playing a role in developing the format for the evaluations. Following the method employed by the Ad Hoc Committee of the Faculty Senate, evaluation forms from other campuses could provide a basis for structuring the instruments. (See Administrative Processes 6.1.5 for a discussion of the lack of evaluation of the Vice Chancellors on the Chancellor's Executive Staff as a weakness.)

Proposal 14. Coordinate efforts 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.

Rationale: With the advent of electronic systems of instructional delivery, distance education has witnessed a vigorous growth spurt in the last several years. In 2001, three years after the state first began funding Distance Learning, Extension, and Off-Campus Programming in a separate budget line, the *Progress Toward Achieving UNCG 2008 Profile Goals* reports that student enrollment in distance education grew by 50%, the number of courses by 68%, the number of sections by 79%, and the number of student credit hours produced by 38%. The List of Distance Education Programs at UNCG shows two in existence in 1992, five in 1997, eight in 1998, and 13 in 2000. By 2008 UNCG projects 1,965 students enrolled in distance learning for an increase of 110% over 2002. In an environment of intense and rapid growth, collaborative development would maximize gains and minimize losses. Such development would benefit from a statewide system of sharing expertise and skills, as well as a plan for marketing and delivery. At present a system of laissez-faire expansion exists with no articulated statewide goals, guidelines, or directions. UNCG could not only leverage scarce resources through fostering cooperation with other institutions, but also serve in a leadership capacity. (See Educational Programs 4.5 for a statement concerning the UNC System's lack of inter-institutional facilitation in the design and delivery of distance education and the resulting competitive disadvantage of North Carolina compared to some other states.)

Proposal 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.

Rationale: As the distance learning programs at UNCG have grown, the administrative, technical-support, program development, and faculty development aspects of distance learning that developed in response may need a new organizational structure. The Division of Continual Learning (DCL), Enrollment Services, the Graduate School, and the academic units all play

significant roles in the administration of distance education programs. Although Instructional Technology Consultants are assigned to each unit, faculty in the departments continue to experience some difficulty in taking first steps to getting started in new technology enhancements to their courses and more experienced faculty still report uncertainty in determining which office or service to contact to solve a specific problem. Students in traditional programs are often confused when registering for distance learning courses because a different registration procedure is required from that for on-campus courses. In an atmosphere of rapid growth in distance education enrollments, UNCG may need to streamline and focus the coordination, development, and support of its distance learning programs, beginning with a comprehensive review of its infrastructure. (See Educational Support Services 5.3 for a description of UNCG's lack of some software for distance learning, and Institutional Effectiveness 3.1 for the citation as an opportunity that web-based technology may facilitate the delivery of instruction to off-campus populations.)

Proposal 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).

Rationale: A key factor in the success of distance education is electronic technology. UNCG has the personnel and the expertise to offer a high level of technological support to its programs, but this expertise has historically developed to meet the objectives of specific stakeholders. UNCG should now conduct a comprehensive inventory of its distance education technology support services and identify ways to more efficiently coordinate their delivery. The rationale for the proposal related to Distance Learning Infrastructure in Proposal 22 and the centralization of training and technology support in Proposal 21 also apply to the improved services called for in this proposal.

Proposal 17. Examine how well the needs of distance education students are being met and recommend changes as appropriate.

Rationale: UNCG's goal is to reach an enrollment of 2,000 distance learners by 2008. Significant progress has been made in the streamlining of Internet services available for all students, such as admitting, advising, registration, scheduling, and cashiering. At present, the Division of Continual Learning is re-vamping its Web page with the proper links to student services. Also, the Office of Enrollment Management Services has created a Virtual Information Station. Distance education students, however, experience some limitations in their access to computing resources, notably some software which is only available in on-campus labs. A more general problem is that, although the services may be available for distance learners, at present the majority of the information provided for them electronically is phrased for them in the language more geared to on-campus students. Also, the personnel in most service offices are not accustomed to working with distance learners. As an initial step, a detailed examination of the support for distance education students needs to be conducted with resulting recommendations for

any necessary enhancements. Respondents to the Faculty Survey who teach in off-campus programs or online courses consider that services for their students could be improved in the following areas: for financial aid, of 29 respondents, 37.9% believe the support services are “inadequate” or “somewhat inadequate;” for Counseling and Career Development, of 40 respondents, 30.0%; for Advising, of 48 respondents, 20.9%; for the Learning Skills Center, of 36 respondents, 27.8%; for Information Technology, of 52 respondents, 26.9%; and for Student Activities and Publications, of 32 respondents, 34.4%. (See Educational Support Services 5.3 for the limited access to course software for distance learners.)

Proposal 18. Develop procedures to ensure that information about program requirements on Web sites is accurate.

Rationale: Although a comparative investigation of all program requirements in printed university documents and on the Web in 2001-2002 revealed only five minor discrepancies which have since been corrected, there is currently no fixed procedure to ensure uniformity on a regular basis. Since 1999 a Web Oversight Committee has existed with the charge to support a periodic review of the UNCG Web Site and work with a representative of each department and unit to ensure that all material receives an annual scrutiny for currency and accuracy. This committee is not yet fully operational in regard to this particular charge. A mechanism needs to be set in place to justify the Web information of the academic programs against the undergraduate and graduate bulletins at the time of their publications each year. It is essential that current and prospective students receive 100% accurate information in whatever source they look for it.

Proposal 19. Seek ways to ensure steady growth in the library materials/electronic resources budget to maintain continuing support for current and new academic programs.

Rationale: Jackson Library provides excellent access to resources for learning and research. In addition to an open Library catalog, the Library allows remote access to over 140 bibliographic databases, many of which contain a full-text component, enabling off-site students to obtain journal articles real-time. As the University looks toward the establishment of new academic programs, including six at the doctoral level, maintaining the current quality and breadth of library support is essential.

Proposal 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).

Rationale: Electronic delivery systems provide huge gains in time and efficiency for students' access to essential tasks from their initial interest in UNCG until the time of their graduation. However, the skills necessary to access and perform these tasks are often new, and the pathways among various linkages and their sequencing complex. The Associate Provost for Enrollment Services is currently developing a “virtual” information Web site. This recently activated resource, known as Information Station <<http://infostation.uncg.edu>>, will eventually provide a

seamless web for online student services. The provision of streamlined electronic services is in continual need of improvement and expansion, as well as the training necessary for staff, faculty, and students who use them. (While Educational Programs 4.2.4 identifies student services as an emphasis in the UNCG 2008 profile and Administrative Processes 6.3 cites integrated technologies and software as very positive at UNCG, an outstanding weakness, as described in Educational Programs 4.2.2, is for a fully operational automated degree audit system or CAPP.)

Proposal 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 provide clear access to technology service and support (hardware and software) for faculty and staff.

Rationale: As stated in Proposals 15 and 16 with regard to Distance Learning, the lack of centralized delivery systems and services in technology access, training, and utilization apply to the entire spectrum of faculty and staff needs. In simply opening the UNCG Directory most faculty and staff are confronted with a maze of potential names and locations with little idea as to which to try first. When a number is finally decided upon, the caller is often greeted with a voice message and several options from which to choose, usually with a significant time lag before the person required to provide the specific service or solve the specific problem can be found. Faculty and staff should be able to contact only one provider to answer a question, access a particular service, or solve an identified problem rather than the current confusion for many client users. Faculty often do not know whom to contact in the Department of Instructional, Research, and Client Services, Management Information Systems, or intra-unit consultants for technology assistance or problem solving. Moreover, in developing and implementing complex projects, the user normally has to coordinate the resources of various providers. Rather than faculty and staff users, the infrastructure itself should determine the pathways necessary for the timely and efficient accomplishment of a task.

Proposal 22. Clarify the relationship and improve communication between the Division of Continual Learning and the College and Schools.

Rationale: In addition to offering non-credit programs, the Division of Continual Learning is charged with coordinating credit-bearing distance learning activities and administering other for-credit programs such as Fast Forward and the Master of Arts in Liberal Studies. These outreach activities are designed to meet the educational needs of non-traditional student populations. The academic programs of the College and Schools, however, have the expertise, knowledge, and credentials to offer degree programs and courses for credit. Currently there is confusion respecting academic authority between the traditional disciplines and Continual Learning. Mechanisms need to be established to ensure the integration of instructional activities and the sustaining of productive communication between the two areas.

Proposal 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 the overall space management plan being developed by Information Technology & Planning.

Rationale: With over 1 million print resources available to faculty and students, Jackson Library is within the range of UNC system-wide standards for stack space (93.6%). However, space allocations for other categories are far below those standards with only 83% for staff and reading, 63% for offices, and 12.6% for service areas. With plans in place to develop new academic programs in the next few years, including several at the doctoral level, this critical shortfall may need immediate attention rather than waiting for the implementation of the University's 10-year Capital Plan Phase II 2004-2008. It is obvious from the above figures that Jackson Library has developed a policy of putting the client first. However, the needs of the "behind the scene" staff providers are pressing. A study should be conducted to address this concern. (See Educational Support Services 5.1 for a fuller analysis of the lack of library space.)

Proposal 24. With the help of the Bookstore Advisory Committee formed in Fall 2000, UNCG faculty and the staff of the UNCG Bookstore should work together to ensure sufficient numbers 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).

Rationale: Although 65.7% of the 259 respondents to the Faculty Survey rated the Bookstore services as "adequate" or "more than adequate," one third judged them to be "somewhat" or "totally inadequate." This service elicited far more written complaints than any other and enumerated an inadequacy of textbooks at the beginning of each semester, the arrival of textbooks after the semester was underway, and the late arrival of course packets. This service received the lowest rating by faculty of all of those surveyed. It is possible that this relatively high "inadequate" rating by both faculty and staff is influenced by the fact that the survey was administered during a semester with an unusually elevated incidence of textbook related problems. Furthermore, it has been reported by the bookstore that for Fall semester 2002 only 9% of the faculty had met the deadline for book orders on March 15, on August 1, 20% of book orders were still not submitted, and on August 13, four workdays before the semester classes began, 5% were still outstanding. Implementing this proposal would assist in preventing the lack of dependable and predictable services faculty have noted in an area which is perceived to be so necessary to completing their instructional missions but also impress upon faculty their end of meeting the bargain. (See Educational Support Services 5.2 for the identification of a weakness in this area.)

Proposal 25. Develop a workable automated degree audit system that meets the needs of both faculty and staff.

Rationale: In the mid-eighties the Dean of Academic Advising (now the Director of Student Academic Services) conducted a comprehensive analysis of its services. One of the key recommendations of that analysis was the development of an automated degree audit system that would allow the electronic determination of progress toward degree for any student in any program at any point in that student's academic career. Moreover, if a student changed a major, there would be an immediate recalculation of requirements met and those yet outstanding. While the online Banner Student Information System has eased many university-wide information access and tracking tasks, comprehensive degree automation has not yet been implemented. Seventeen years after automation was originally recommended, degree audits still depend upon a time-consuming manual process. Several complex impediments exist for such a service, one example being the virtually unmanageable numbers of academic program waivers and substitutions. Nevertheless, an automated capability would supply the ultimate electronic advantage for faculty advisors, staff support, and the students they seek to serve. (See Educational Programs 4.2.2 for a discussion of the need for an automated degree audit system or CAPP.)

Proposal 26. Support the development of the new Master Advisor Program.

Rationale: A common comment on the SACS conducted Faculty Survey is that faculty perceive that they are given no advisor training. This lack of training is rendered more acute by the current initiation of the new General Education Curriculum. With seed funding from campus-based tuition revenues, members of the Advising Council have participated in two retreats to study the development of a Master Advisor Program and, subsequently, in 2001-02 two faculty from each academic unit have attended two on-campus workshops designed to foster developmental advising or mentoring above and beyond prescriptive course selection. More sessions have been planned for Fall 2002. With the implementation of easy faculty and student access to online degree audit systems and course scheduling, support for less mechanical and more substantive faculty advising is required if UNCG is to remain faithful to its mission of being a leading student-centered university. (While student services is an emphasis in the UNCG Profile 2008, see Educational Programs 4.2.5 for the cited weakness that currently faculty are given little advisor training, 4.2.4 that they do not make full use of the present Banner System capabilities for advising purposes, and 4.3 as a cited weakness that graduate students receive little support in career placement.)

Strategic Direction #2: UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning.

Proposal 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.

Rationale: Undergraduate students who remain at UNCG after their first two years identify strong faculty interaction with them as at the top of the list of key factors for their retention. For instance, on the Spring 2000 Senior Survey more than 90% of 749 UNCG students rate their overall education “favorably” with regard to the Seven Principles for Good Practices in Undergraduate Education. Moreover, UNCG enjoys unusually productive connections among its faculty, staff, and graduate and undergraduate students. Graduate students in some disciplines make an important contribution to faculty research. Furthermore, faculty at UNCG actively engage undergraduates in their research through Undergraduate Research Assistantships, grant-funded research, and independent studies courses. Some faculty research projects already include both graduate and undergraduate students. This productive exchange can be further fostered by increasing the number of qualified undergraduates and graduate students in collaborative research efforts. This three-tiered research cooperation has the potential for the immense stimulation of learning among all parties and can generate lifelong excitement and commitment to scholarship.

Strategic Direction # 3: UNCG will build a strong sense of community as a student-centered university.

Proposal 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 Summer 2003.

Rationale: The State Personnel Act that authorized the present classification of state personnel is over a half century old. Within that period of time, the growth and diversification of the tasks the state performs for its citizens has evolved dramatically. Consequently, the state classification system needs to be redesigned to accommodate staff positions within an educational setting with appropriate classification titles. It is a welcome sign that the Office of State Personnel has already conducted a pilot reclassification system for the Department of Transportation and plans the wholesale implementation of a new system in Summer 2003. Strong local support from UNCG

should be given to this historic reform effort. (See Administrative Processes 6.3 for the citation as a weakness of how job classification and inadequate benefits affect morale.)

Proposal 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.

Rationale: While administrators, support staff, and faculty play different roles in an educational institution that often by its structural nature creates a vertically tiered work ethos, and while the state system furthers different levels of employee definition, classification, and rewards, there is no inherent reason in a democratic culture why the contributions of staff should not be treated with the equal respect and value rendered to all parties. Even if job classifications and the reward system cannot be changed to provide staff the dignity and compensation they deserve, their work can be recognized for the indispensable worth it merits. One new but very important avenue for the promulgation of staff concerns and their essential role in achieving UNCG's goals and objectives is the Staff Council. The purposes and agendas of the Staff Council could be more widely publicized. More staff could be encouraged to actively participate in Staff Council. Staff members should be encouraged to participate in the affairs of the Council. (See Administrative Processes 6.1 for the citation as a weakness that Staff Council does not enjoy a better role definition.)

Proposal 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.

Rationale: Responsible persons readily admit that they need the assistance of others and the institutional tools and mechanisms to improve productivity within a humane work environment. The training, guidelines, and policies suggested in the proposal, if uniformly adopted at UNCG, would further its institutional mission in an atmosphere of fairness, pride, and a commonly perceived purpose. On the Staff Survey, of 572 respondents, 8.4% indicated that they were "not evaluated annually by supervisors," an admittedly low figure, however perhaps a significant one for this important task. When coupled with the staff perception that their supervisors "do not use staff evaluations to improve staff performance and the services they offer" (of 553 respondents, 29.8%), this lack of the essential supervisory activity to evaluate employees and use the results for improvement of services deserves notice. Workshops to go over the contents of the handbook would be a beneficial activity. The contents of the handbook should include policies relating to training and development of staff; guidelines for effective supervision such as handling conflicts, making work assignments, conducting performance reviews, correcting undesirable behaviors, recognizing employee efforts, and motivating employees; and activities and practices that should be avoided.

Proposal 31. Dedicate a fixed space in *The Campus Weekly* for periodic reporting of staff achievements, staff news, staff concerns, Staff Council activities, and other items unique to staff.

Rationale: Staff are often relegated to the mission and work of a specific office and seldom benefit from the wider connections to the university community often enjoyed by students and faculty. Making more public their common purposes, achievements, and opportunities is one way of helping staff to sense their essential place in the context of the larger mission and goals of UNCG. Using *The Campus Weekly* in the form of a dedicated column could be an important means for staff to overcome bureaucratic isolation, foster camaraderie, and generate a common vision.

Proposal 32. Improve organization of staff training activities to facilitate participation in such activities.

Rationale: UNCG offers an array of training activities for its employees, but not all take advantage of these opportunities. Improving these activities and making them more available will enhance staff morale and productivity. Suggestions from the Self-Study for improving these activities include: centralize information about training resources; develop a “one-stop shopping” training Web site; make better use of publicity channels; reach broader workshop audiences; make available and provide publicity to online training; develop online tutorials for applications not covered by SmartForce or other existing material; minimize training overlap and promote collaboration on development; develop online administrative systems training; pool resources for specialized training; implement training evaluations; implement ongoing needs assessment; provide feedback to system owners; and motivate and reward staff for acquiring new skills through support of the new Career Banding Program. Work with the Office of Human Resources to restore its full-time training position lost through recent budget cuts.

Proposal 33. Expand opportunities for training in computer skills to keep employees current in the use of advanced and updated technology programs as they are being adopted and utilized by University administrative offices.

Rationale: Supervisors should identify the specialized and advanced computer skills that are needed to conduct the specific operations of their offices and enroll employees in specific training courses offered by the Department of Instructional, Research, and Client Services (IRCS), and the Teaching and Learning Center (TLC). Likely skills include UNCG network navigation, word processing, MS Office, administrative processing systems, Web navigation, page creation, email, and constructing calendars. The training could be modular, so that the employee might attend only those offerings relevant to his or her job. Employee training should be updated as needed throughout their careers.

Proposal 34. Provide resources to support financial and human resources systems.

Rationale: An alliance of UNC system campuses has decided to move to the SCT Banner administrative systems. Since UNCG already employs the SCT Banner Student Information System, including the Financial Aid module and the SCT Banner Alumni Development System, the decision has been made to migrate UNCG's other administrative systems (FRS and HRS) according to a schedule to be developed by a Business Affairs/Information Technology and Planning team. Progress should be made on implementation as expeditiously as possible because of the importance of the financial and human resources areas. When a new system (e.g., Banner SIS) is implemented, it is the responsibility of the affected offices (e.g., AAF Registration, BAF Financial Services) to work with ITP Information Technology to provide training opportunities. For Banner SIS, this was done in "project" mode for three years, until it had become institutionalized, with the Provost's Office now having continuing responsibility for staff training for Banner SIS. When BAF, AAF, and ITP launch the implementation process for new financial and human resources systems, the University will go through a similar process.

Proposal 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.

Rationale: Staff contributions to the University can achieve excellence only when salaries and benefits are commensurate with expected work quality, productivity, and efficiency. Training new employees regarding State policies and regulations and university specific systems and procedures is time consuming. Often these employees gain the knowledge and skills needed to perform efficiently in their jobs, only to find that their experience is better compensated elsewhere. This is exhibited in the 12.72% staff turn-over rate in 2001 reported by the Office of State Personnel's Personnel Management Information System (PMIS). In addition, long-term SPA employees who are being paid at the top of their salary range can receive only small cost-of-living increases. Once they reach this stage, there is little motivation to perform at a level higher than "good" and little reason to remain at UNCG when more lucrative employment is available elsewhere. Currently the State offers longevity increases, a one-time bonus for the Career Growth Recognition Award, and on very rare occasions merit increases, but there should be other incentives for these career employees to remain at UNCG and to perform at a high level. Also, there are long-term, experienced employees who are paid much less than newly hired employees from outside the state system and who have no experience at UNCG. Added to salary inequities and compression, the premiums for health benefits continue to rise with a concomitant increase in co-pays, deductibles, and out-of-pocket expenses. Even with slight salary raises the net result can sometimes mean an overall reduction in a staff employee's pay. The Staff Survey clearly reflects

these conditions. In answer to the question as to whether or not UNCG provides appropriate merit raises and salary adjustments to staff, of 552 respondents, 78.1% “disagree somewhat” or “disagree strongly,” with 54.2% in the latter category. Over two-thirds of the staff, 70.4%, “do not agree” that the pay received is adequate to the responsibilities, skills, and knowledge necessary for the job, and 63.6% believe that staff receive “inadequate” benefits. Individual comments speak to the need for partner benefits, and specifically for better health benefits. The substandard status of the housekeeping staff as to salaries and benefits is specifically identified.

Proposal 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.

Rationale: In the *UNCG Environmental Scan: 2003-2008*, the compensation of UNCG faculty has been analyzed and compared with those of its 16 peer institutions. In the “all ranks average” UNCG is ranked as 13th for salaries and 14th for total compensation. Moreover, the 2002 March-April *Academe* gives the average nationwide salary at all ranks at public doctoral level institutions as \$68,717 compared to \$56,100 for UNCG. The average overall compensation in public doctoral level institutions is \$85,503 nationwide and \$68,200 for UNCG. UNCG falls in the 4th quintile with 5th being the lowest. Also, in 1999, the Faculty Benefits Study Group of the UNC Faculty Assembly determined faculty members nationwide paid \$118.83 on average per month for family health coverage while the UNCG faculty member paid \$216.18 (in the intervening three years UNCG’s monthly premium has sharply increased to \$365.36). In an informal survey of academic units conducted by the Office of the Provost in March 2002, of the 58 faculty who had announced plans to leave UNCG by that time, at least one third had been offered significantly higher salary and benefits, and this figure does not include those whose new position included a “promotion.” Several more faculty, including two associate deans, left UNCG for other positions later in the year. This study concludes that “although adequate compensation does not assure an excellent faculty, inadequate compensation can promote attrition and erosion of excellence.” (See Educational Programs 4.8 for the citation of non-competitive salaries, substandard benefits, and the effect that these and potential revenue shortfalls may have on faculty recruitment and retention as a threat to the long-term well being of the institution.)

Proposal 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.

Rationale: UNCG faculty must remain current in their fields in order to provide excellent learning opportunities for students and to maintain productive research agendas. In order to assist faculty in this endeavor, the university provides professional development opportunities in the form of travel funds, release time, research leaves, and support for continuing education and training. While there have been significant on-campus resources available to UNCG’s faculty for these purposes, they are dispersed among various committees, offices, and divisions, and the levels of funding are often at inconsistent levels, sporadically offered, and not very well

publicized. Technology training is especially essential to faculty development and these opportunities are fragmented with confusing pathways for faculty to access them. Individual comments on the Faculty Survey state that the Teaching & Learning Center is “focused almost exclusively on technology,” and the Office of Research Services is “not sufficiently geared to practices and policies in the humanities.” Moreover, of 179 faculty respondents, 26.2% perceive that the Office of Research Services “does not adequately support” their research activities. A centralized plan for faculty development needs to be devised with particular attention to technology training and service support, but also including emphasis on increased travel funds, research leaves, release time, and continuing education. An additional dimension of faculty development needing attention is leadership development. A number of faculty who have accepted administrative positions at UNCG and have become highly trained and experienced have left UNCG for other institutions because of the lack of further advancement opportunities at UNCG. This circumstance should be studied from a leadership development perspective with an eye to UNCG cultivating its “homegrown” talent and benefiting from it. (See Educational Programs 4.8 for a citation as a weakness the perception of some faculty that inadequate funds exist for travel, research assignments, and faculty development and Educational Programs 4.2.4 for a statement regarding the need for more faculty time to optimize the use of advanced pedagogical technology, although it is cited as an opportunity.)

Proposal 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.

Rationale: While the average salary of UNCG’s professional librarians ranks 7th among 14 peer institutions at \$45,029, and barely over the group average (\$44,495), and while the comparison to the salaries of professional librarians of the 15 other UNC system peers ranks UNCG as 3rd, and considerably above the average (\$39,894), these seemingly acceptable figures hide the marked shortage of staff positions at UNCG. UNCG ranks 12th of 13 of national peers in numbers of funded positions. Other institutions within the UNC system, such as ASU, A&T, ECU, UNCC, UNCCH, and NCSU, have designated funds from tuition increases for salary raises and new positions for professional librarians. UNCG competes directly with most of these institutions in recruiting librarians. Moreover, the average or better-than-average salaries for UNCG’s librarians is also deceptive in that UNCG is heavy in the top ranks with, for instance, one-third of its faculty eligible for retirement in the next five years. To meet this need, UNCG needs to create new positions and to hire persons to fill them. But this is not the only factor to consider, for the profession is also facing a national crisis. Data projecting through 2014 demonstrate that two times as many librarians will retire or leave the profession as there will be MLS/MLIS graduates to replace them. Additionally, of those graduates who are qualified, 65% will take positions in the state in which they earned their degrees, and 83% within the immediate region. UNCG has recently lost two department heads to positions that offered better salaries. Given the level of competition resulting from a shrinking pool of candidates, the certain need to hire new librarians to fill vacated positions at UNCG for those retiring in the next five years, the drawing away of current employees for better salaries elsewhere, and the lack of a sufficient number of positions

currently available at UNCG, creative and effective ways need to be implemented to increase the number of available positions and to improve the salary of all professional librarians to make UNCG competitive in a very tight market. (See Educational Support Services 5.1 for the citation as a weakness and an extended discussion of the need to improve salaries and benefits.)

Proposal 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.

Rationale: For at least fifteen years faculty and staff at UNCG have suffered poor salaries and benefits as outlined in the rationales for Proposals 35, 36, and 38, but persuading the state legislature to allocate funds to bring UNCG and other UNC system institutions even within the range of the national average has proven to be difficult. In lieu of actual salary and benefits increases, and local to UNCG, avenues should be explored to compensate faculty and staff within the means possible. The Division of Continual Learning already provides discounts to the children of UNCG employees in its youth programs. Perhaps other fee-supported facilities and programs might make similar arrangements. It is important, however, to not place a greater burden on students in order to serve faculty and staff. Tuition waivers and discounts for children of faculty and staff would of necessity be system-wide and therefore more difficult to achieve, but it might result in adding to the sense of community ownership for UNCG and other system campuses as well as retaining some of North Carolina's brain trust within the state at minimal cost.

Proposal 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.

Rationale: UNCG's *Policy On Discriminatory Conduct* was approved by the Chancellor on April 27, 1990, and this policy was amended to include sexual orientation on September 10, 2001. The UNCG Human Relations Council also has drafted a *UNCG Community Values Statement* which states, in part, that the citizens of UNCG are dedicated to "civility in our interactions with each other." Even so, a significant number of staff and faculty in the lower ranks sense the presence of a "double standard" of conduct and, moreover, believe that they lack any institutional power and authority to respond when employee relations become dysfunctional to the point that they affect job performance, morale, and employee retention. For instance, of the more than 550 respondents to the Staff Survey, 27.2% "disagree that administrators treat them with respect," 30.9% "do not agree that UNCG is a community founded on open dialogue, shared responsibility, and respect for the contributions of each member," 35.9% "do not think UNCG faculty treat staff with respect," 27.2% "do not agree that deans, directors, and departments heads treat staff with respect," and 21% "do not believe that the Chancellor, Provost, and Vice Chancellors treat staff with respect." While procedures and the above named policies are in place, or soon to be so in the case of the

UNCG Values Statement, when situations become intolerable, the response is more likely to be reactive rather than proactive. UNCG needs to develop means of addressing the basic conditions relating to improved communication and sound professional relationships in order to minimize work related problems so that they do not mushroom into serious confrontations. Staff and faculty want to feel empowered as valued members of the University community. Standards of conduct need to be developed and promulgated so that all faculty, supervisors, and staff are actively bound by them.

Proposal 41. Explore expanding recognition of outstanding faculty 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.

Rationale: Service is one of the three basic areas of assessment for salary increases, tenure, and promotion for faculty, and is recognized as such in UNCG's promotion and tenure policies. Service expectations of faculty include activities at the department, unit, and university levels within UNCG, as well as professional service and community outreach. In theory, the system for rewards is flexible enough to recognize a wide and evolving range of faculty roles and responsibilities with respect to the three traditional areas. Nevertheless, the practice and carry through of service assessment and its reward could be improved, determining equivalencies and objective methods of documenting service in order to make this new system work. For instance, of 262 respondents on the Faculty Survey, 50.0% "disagree somewhat" or "disagree strongly" that service is adequately recognized and rewarded. Perhaps if service were adequately rewarded for those who choose to perform it, then of 261 respondents, 46.4% would not have concluded that University service responsibilities "threaten their teaching," nor would, of 249 respondents, 62.6% have agreed "somewhat" or "strongly" that the burdens of department, unit, and University service threaten their abilities to be a productive scholar, researcher, or artist. It is worth noting that even though many faculty perceive that service responsibilities threaten their other activities, or that it is not rewarded, of 276 respondents, 89.5% believe service to the University to be "worthwhile." The *Faculty Workload Policy* adopted by the Faculty Senate in Spring 2002 allows for service expectations to be part of the plan for faculty efforts set by the faculty member and the department head each year. This policy needs to become fully operational.

Proposal 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.

Rationale: The student-faculty ratio at UNCG in 2001-02 was 14.7:1, one of the lowest ratios in the UNC system. The University promotes quality advising and interactive teaching methodologies and supports one-on-one faculty student collaborations such as Honors Theses,

Undergraduate Research Assistantships, and Teaching Fellow Mentorships. More ways should be devised to encourage students to value these activities and more incentives tendered for faculty to become involved in them. Students rank their involvement in a significant way with a faculty member at UNCG as the highest item for their satisfaction. On the Spartan Experience Questionnaire Spring 2001, 93.8% of the 244 seniors responding rated their instruction as “excellent” or “good” in the major and 88.9% rated their overall instruction as “excellent” or “good.” In Spring 2000, of 749 graduating seniors, 87.5% rated the overall quality of instruction at UNCG as “excellent” or “good” and 93.6% rated their instruction in the major as “excellent” or “good.” It should be noted that student satisfaction with their teachers is one of the strongest factors in their retention and promotes loyalty to the institution after they graduate.

Proposal 43. Develop better ways to recognize and promote student excellence.

Rationale: As presented in Proposal 42, the quality of undergraduate education is one of UNCG’s strengths, notably in the junior and senior years. Just as an increase in opportunities for contact between faculty and undergraduate students would improve student satisfaction with their educational experience overall, and result in much needed higher retention rates, so would increased ways of recognizing student excellence. More unrestricted merit scholarship funds need to be secured. UNCG expects a class of at least 2,100 freshmen in Fall 2002, but it is only able to offer them 45 merit scholarships. While awards for student excellence are in place for student achievement in learning and service such as, for instance, the Student Excellence Awards, departmental and program honorary societies, Phi Beta Kappa, and many departmental scholarships, these could be expanded and research awards included. Better means of publicizing these awards and honors, such as a Web site that announces awards and scholarships or competitions, would provide incentives for students to achieve them as well as recognition for those who have already earned them. Since existing awards and honors are primarily directed toward the third and fourth year students, additional ways of recognizing excellence in the earlier stages of a student’s academic career should assist in improving retention rates, particularly in attracting and retaining highly qualified students.

Proposal 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.

Rationale: Since the decision was made to admit male students in 1963 and to expand graduate programs in that same decade, UNCG has had difficulty envisioning its image and identity. Also, in the last forty years, the growth in student, faculty, and staff size by a ratio of 5 or 6 to 1 has added to the dissonance in the perception of UNCG’s identity. On the other hand, the SACS Self-Study 2003 has discovered rich pockets of community and relationships among faculty, staff, administrators, and students that argue for undeniable settings and mechanisms for institutional commitment and belonging. One way to increase the sense of a shared identity at UNCG is to

emphasize featured aspects of its heritage as signposts as the institution responds to the reshaping influences upon it. Many key themes come to mind such as excellent teaching and research, a rich service tradition, strong professional programs, its beautiful campus, the varied, plentiful, and high caliber cultural programming, and most importantly, UNCG's tradition of access to excellent education for a diverse student body. UNCG should incorporate these themes across the University in planning documents, Web sites, and programming and synthesize them into a common identity and vision. These examples are representative of strong and excellent academic programs currently vibrant but residing on the foundation stones of a solid history. For instance, UNCG has traditionally been a nourishing home to the creative arts, including not only drama, cinema, music, dance, poetry, fiction, and interior design, but also the liberal and domestic arts. UNCG has also placed an emphasis on the wellness and fitness of the human body throughout its history, and has from its very beginning made major contributions to the training of elementary and secondary school teachers. While UNCG has advanced by tremendous strides the research agendas of its faculty and academic programs, at the same time it is singled out as one of the best places for undergraduates to attend in North Carolina if they want a "good" education. Moreover, UNCG's common vision should be projected outward to its various publics. UNCG in 2002 is a complex institution. Not only is it enrollment driven in attracting graduate and undergraduate students to its academic programs, but it also seeks to serve local industry and business. Not only is the institution supported by tuition and state allocations, but grants and contracts are becoming increasingly important. With regard to recruitment of students, UNCG has drawn the majority of its student base in the last several decades from the Triad region, but in the ten years from 1991 to 2001 the number of non-Triad NC students has grown from 30.7% to 37.1% (*Environmental Scan 2003-2008*). In the last few years international students have become an obvious presence on campus, a trend expected to increase. With regard to outreach, viable partnerships need to be developed with local business and industries that can benefit from UNCG's research and service strengths. The life sciences, nursing, counseling, and health education have the opportunity to work at the ground level in developing partnerships with the local health industry, a growth area that has, in fact, already begun. In these contexts, while a comprehensive University marketing strategy must be administered, it makes practical sense to disperse some of the aspects of marketing to the individual academic units where the expertise resides to match UNCG's teaching and research strengths with specific business sectors and potential student populations.

Proposal 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 the Evening University and on remote campuses feel a part of the UNCG community.

Rationale: While the Evening University shows promise as a way to increase enrollment it may also have negative implications for the already difficult task of building a sense of community as presented in Proposal 44. The same could be said of electronic Distance Education or the Triad Regional Education Center. How can a student experience a sense of community if he or she never has a visual image of course professors or fellow students? How can Evening University

students participate in co-curricular opportunities or sense the architectural centeredness of a university campus? If UNCG is committed to these new programs, then strategies to develop loyalty and commitment to the institution are important. For example, annual semester "Fellowship/Information" sessions could be held instead of classes one evening each term. Such an evening would allow students to learn more about the University, and perhaps encourage them to become more involved in the life of the University. It would also provide an opportunity for them to network with other students and University personnel. Needless to say, the same problems of community and identity exist for staff and faculty as well, if they are to teach and serve exclusively in off-campus settings.

Proposal 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.

Rationale: Stimulation of the intellectual life of a university is an important component of a viable community. An intellectual community can be greatly enhanced by hosting symposia that bring together students and faculty from different academic disciplines to explore shared ideas and interests. The recent program on "Pleasure" sponsored by the English and Art Departments is a good example, or the Philosophy Department's annual symposium which is usually of interest to persons not directly involved in that department, or the Ashby Dialogues that serve as an important model for interdisciplinary study of a topic spanning two or more fields. In addition to bringing together faculty and students from various disciplines, including departments beyond the College, these programs could bring alumni back to campus and increase their loyalty to the UNCG community. Furthermore, the Ashby Dialogues model of interdisciplinary study of a common topic could be extended to the research interests of faculty and students and provide a stimulus for primary and original investigation that reaches across disciplinary boundaries. An important side effect would be the creation of pockets of trans-departmental community. Currently, however, the funds for any given program are not large, the logistics of mounting an ambitious symposium severely limited, and the individual awards restricted to programs in the College. Small, exploratory grants for initial proposals, with more substantial funds available for the ones that, after a limited period of time, show promise, could be made available. A certain percentage of the funds, if not all, could be designated solely for interdisciplinary efforts as a means of overcoming departmental isolation and building a wider sense of an intellectual community. (See Educational Programs 4.2.3 where a statement of encouragement by the Provost for increased interdisciplinary instruction to enhance subject matter quality and to prevent redundancy in course offerings is cited as an opportunity.)

Proposal 47. Review campus traditions and rituals, both current and lapsed, and consider reviving or developing some to celebrate UNCG's identity and unity.

Rationale: Much good work has been done under Chancellor Sullivan's administration to revive campus traditions and to create a sense of UNCG's history among faculty, staff, and students. For example, the Alumni Association has developed a traditions booklet entitled "Where in the World is Charlie's Yard," that might be shared more broadly. The holiday luminaries and the Chancellor's annual holiday reception are popular ritual events. Departmental commencement ceremonies are a good example of a new tradition that is working to engage students in University life, and one that has been maintained for long enough so that it has reached a ritual status in most departments and units. For students, the traditional University Ring has been re-instituted by the Office of Student Life along with some of the presentation activities traditionally associated with it. New entering freshman students take a "traditions walk" and enjoy a candlelight ceremony at the conclusion, both of which seek to increase their awareness of tradition and give them a sense of place. The University Marshals represent a small recognition- and service-oriented student organization rich with tradition. University Ambassadors offer students the chance to learn more about the history of the institution and to convey this history to visiting families. But some traditions do not live up to their potential because of low participation. Faculty often fail to attend university-wide events such as commencement, the opening convocation, and the Founders' Day celebration. Also, the large off-campus student population is not conducive to expanded participation in university-wide events. Ways of increasing the knowledge about UNCG's history and increasing participation in its traditions need serious study.

Proposal 48. Examine the way in which UNCG celebrates the accomplishments of the members of the campus community and recommend enhancements.

Rationale: UNCG currently does much to celebrate its faculty, staff, and students. *The Campus Weekly*, a University newsletter, is published and distributed to all faculty and staff with emphasis on the recognition of the accomplishments of UNCG community members. The Office of University Relations News Release Service notifies local newspapers of the activities and achievements of faculty members and sends formal announcements with news write-ups of student achievements to their local newspapers. These achievements are also often recognized in departmental and unit newsletters. Faculty, staff, and student awards for excellence in teaching, research, and service are given at a public recognition ceremony at the end of the school year. Awards for outstanding teaching are also made at the unit level. A Staff Appreciation program is held to recognize years of service, in five year increments, and in 2002, for the first time, two university-wide awards for staff alone were authorized and presented at the annual university-wide Awards Day Ceremony. While these awards and events are laudable, many faculty, staff, and students who are distinguished achievers often go unrecognized. The more public acknowledgment given to members of the community by that community, the greater will be their sense of commitment and identity. One of the impediments is that demands on persons' time are so great that participation in celebratory events is often considered an extra burden.

Proposal 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).

Rationale: UNCG is a large and diverse academic community. As such, the opportunities for community members to interact are most often found at the departmental or unit level. There are notable exceptions to this, however, such as the Chancellor's Holiday Reception, the all-campus luncheon held following fall faculty and staff convocations, and the suppers on the green that once followed the annual Chancellor's Convocation for New Entering Students. An inviting feature of these activities is the absence of barriers to participation: there are no admission charges, no course conflicts, and participants can easily gain access to the events. A faculty club has occasionally been suggested as a means of creating community, but many long established clubs are being shut for financial reasons. Also such clubs have historically excluded staff. If a faculty club is not feasible, the institution should consider other ways for members of the UNCG community to meet one another and appreciate the meaning of working and living together as a diverse and engaged community. As noted in Proposal 48, a key hurdle is that faculty and staff perceive themselves so overworked that many view participation in such community activities and services as a burden and decline to attend.

Proposal 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.

Rationale: Community solidarity cannot be imposed, but it can be fostered. One of the essential ways of developing ownership is to engage the participation of individual community members in goal-setting at all levels within units, as well as across units and appropriate disciplines. An essential element of planning is identifying and involving core audiences who will have a vested interest in the proposed activity. For instance, of 292 respondents, 61.6% of faculty on the Faculty Survey stated that they “had not been involved in academic programming at the university level,” and of the same number of respondents, 44.2% “had not at the unit level” and 13.7% “had not at the departmental level.” Increased participation in planning, execution, and evaluation will enhance a sense of belonging to the intellectual life of the larger academic community. A particularly effective example of this was the exhibition of the photographs of Hannah Wilke at the Weatherspoon Art Museum. Planning and participating in this exhibition brought together students and faculty in many different academic disciplines, including art, nursing, women's studies, and members of the community at large, including physicians, counselors, hospice workers, and others in the medical community. Another, more comprehensive, example is the process that led to the development of the *Proposals for the UNCG Plan 2003-2008*. Perhaps a policy could be developed that would include the kind of Self-Study processes and procedures this planning activity has employed as features of future SACS Self-Studies as well as the five-year UNCG planning cycle between them.

Proposal 51. Establish and maintain a concise, web-based campus calendar.

Rationale: The current button from the UNCG home page links to an outsourced site with whom a contract was signed in 1997. The intention was to create and maintain a public events calendar promoting UNCG events of interest to the Triad community. This system worked satisfactorily for the purpose cited until the contracted company went out of business in 2000, and the contract was taken over by a second company. No new University personnel have been trained to provide the information, nor has the company supplied a successful product. In the late summer of 2001, the director of web communications at UNCG opened the discussion of a University web-based calendar with key stakeholders. The response has been enthusiastic, especially among the arts programs at UNCG. Further discussion, however, led to the conclusion that a truly useful University web-based calendar needed to extend beyond the arts to include all programs and events sponsored at UNCG. For example, the University Registrar's Office, Elliott University Center, the Alumni Office, and departmental symposia and colloquia needed a means of publicizing and organizing their events and services. At its October 25, 2001 meeting, the issue was presented to the Web Oversight Committee which decided that, because of the university-wide approach and the significant technology needs to support it, the project was beyond the purview of any single committee and needed to be presented to senior administrators. At present no definite plans have been approved for a web-based calendar though the Web Oversight Committee has endorsed the need to have a functional calendar by January 2003. The SACS Steering Committee by this proposal also endorses a campus-side, fully functional web-based calendar. A good web-based calendar will reduce paper use, minimize clutter, save many hours of work in preparing and mailing out announcements, allow faculty, staff, and students to find out what is happening on campus in one location, and increase the sense of community by informing faculty, staff, and students of upcoming events. A calendar is also an important avenue by which to inform the Triad region of events open to the public. Alumni might find a comprehensive calendar useful as well, and provide a means of strengthening their ties to the University community. Perhaps consideration should be given to maintaining two calendars on the Web, one for the campus community that would contain events and deadlines of limited interest, and a less comprehensive one for the public.

Strategic Direction # 4: UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond.

Proposal 52. Develop more non-credit organized volunteer efforts for students. Include the contributions and expertise of staff in these activities.

Rationale: UNCG's Motto, "Service," indicates the historical commitment of the institution not only to the acquisition of knowledge within the academic setting, but also to the provision of opportunities for faculty, staff, and students to apply that learning in service within the context of a global society. Indeed, the first sentence of the University Mission (2000) statement

underscores this curricular focus: “The University of North Carolina at Greensboro is a student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service.” With the success of this program, larger numbers of students could appreciate the rewards of volunteerism, the lifelong learning skills it brings, and its ongoing contribution to the welfare of society. Consideration should be given to the involvement of staff members in volunteer initiatives, which can be further fostered by such programs as “Spartan Helping Hands,” a program sponsored by the Office of Student Life. Many staff members presently contribute to the service needs of businesses, agencies, and industries both locally and globally through volunteer or grant-supported efforts and have notable expertise in volunteer services which they are willing to share. Many staff also wish to identify their outreach involvement with their place of work and thereby help facilitate the fulfillment of its mission. Perhaps staff contributions could be treated as flex time when volunteer responsibilities are part of a University sponsored program.

Proposal 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.

Rationale: UNCG’s programmatic outreach effort is conceptually tied to its service learning mission, since both seek to serve the needs of the Triad region. The faculty and staff of UNCG have unique skills and talents which, like the efforts of students, currently are used in service to the region, but a greater contribution is possible. UNCG has current programmatic resources and faculty strengths which can be developed and focused through a campus effort. Recent examples of such programs are the bachelor’s programs in Hospitality Management and Special Education. Moreover, Centers and Institutes on campus, such as the Center for New North Carolinians and the Center for the Study of Social Issues, can serve as a focus for research and service efforts. The recently announced Community Advancement through Lifelong Learning is another opportunity for faculty to make a difference locally. UNCG has a strong record in outreach efforts. While accomplishments should be praised, more connections between UNCG resources and community needs should be explored. This endeavor could be facilitated by the kinds of interdisciplinary activities suggested in Proposal 46.

Proposal 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.

Rationale: UNCG has established and maintained many advisory boards and centers, particularly over the last fifteen years, which seek to share academic knowledge and skills with local industries, businesses, and agencies. These centers and boards are often interdisciplinary in nature, develop collaborative relations between the University and regional needs, and provide

academic research and know-how to help serve local problems. Some of these are Centers and Institutes recognized by the UNC System and subject to biennial review. Others are reviewed more informally, if at all. Some of these initiatives have grown at such a rapid rate that little thought and study has been put into identifying their long-term funding needs, providing appropriate locations and housing, and developing common public relations support mechanisms. Once a complete inventory of these agencies and centers is made, the feasibility and benefits of a common infrastructure for their organization should be considered. Goals should be set for each and a centralized plan should be developed to draw these centers and agencies together as an integral part of UNCG's mission to link the university to the region and the world "through learning, discovery, and service."

Proposal 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.

Rationale: The Triad Region and the City of Greensboro have launched several efforts in recent years to revitalize the economy and quality of life. UNCG has participated in many of the activities recommended by the various studies and reports fostered by these efforts such as Forward Guilford and Action Greensboro. Much could be accomplished by UNCG in identifying itself, at least in part, as a "metropolitan" university with particular resources targeted toward solving urban problems and capitalizing on urban opportunities. The *UNCG Environmental Scan: 2003-2008* designates several ways that UNCG's involvement "would require the formation of many partnerships between UNCG and other colleges and businesses in the area." Some of the areas cited in which UNCG could contribute are the use of UNCG's curricular strengths, for example, in the arts for new regional cultural programs, in health related fields for the promotion of health and fitness, and in business for executive development, and these kinds of partnerships are given as just examples. The environmental scan draws its conclusions from the McKinsey Report, a study of the economic development needs of the Greensboro area commissioned in 2001 by six local foundations. In the McKinsey Report UNCG's role is described as "extensive and pivotal."

Proposal 56. Develop additional academic offerings tailored for employees of specific area employers, perhaps to be offered at a satellite campus.

Rationale: The *UNCG Environmental Scan 2003-2008* also indicates the need "for a more activist role by the University," pointing out that this role is "underscored by data on the projected growth in employment by occupation" in the region. The occupational projections show the Professional Specialty and Executive/Administrative and Managerial fields as growing more slowly between 1998 and 2008 than the higher paying job opportunities needed to support the economic development goals of Action Greensboro and to feed its targeted industries. If these

fields are to expand at a higher rate, the study concludes, most of these occupations will require a baccalaureate or higher college degree, drawing on the graduates of local post-secondary institutions. UNCG can grow by identifying these areas of specific occupational need and developing its academic offerings to meet them. Satellite campuses such as the Triad Regional Education Center are possible locations for at least the start-up portions of these new academic programs. It is possible academic areas other than the ones addressed in the *UNCG Environmental Scan 2003-2008* could be targeted for potential academic expansion and growth. (See Educational Programs 4.3 for a discussion of UNCG's need to match programs with regional needs and to respond with program flexibility to the changing and diverse needs of the Triad Area.)

Proposal 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 "linking the Piedmont to the world." Offer more culture-focused programming with a broad Triad community appeal.

Rationale: In the effort to improve the economy and quality of life in the Triad Region, UNCG's traditional and historical strengths in the arts and diversity, both in arts performance as well as cultural educational programming, could be extended. The *UNCG Environmental Scan 2003-2008* identifies the arts as an essential element of economic development, since relocating and expanding businesses consider educational and cultural opportunities as important elements in their decisions as to where to relocate and grow. The McKinsey Report cites UNCG's role as "extensive and pivotal" and looks to the College of Arts and Sciences and the School of Music as essential resources to be deployed "to develop and expand partnerships with new cultural programs to be created downtown." Besides the often-cited art, theater, and music programs, the Weatherspoon Museum, the creative writing program, the film program, and the Department of Dance should be a part of the University's involvement in the local community. (See Educational Programs 4.3 for the assessment as a weakness that access to current university cultural programs is difficult.)

Proposal 58. Catalogue and coordinate UNCG's non-credit courses and programs.

Rationale: Non-credit programs at UNCG are offered not only through the Division of Continual Learning but also by academic units and departments, Centers and Institutes, and other campus offices. Because they are scheduled throughout the year with limited publicity, and because they involve presentations or activities beyond a single lecture or event, there is no comprehensive listing of UNCG non-credit programs. The cataloguing of UNCG's non-credit offerings would be a good first step in giving more visibility to efforts in this area. A similar cataloguing of outreach activities should be completed to assure that all offices, centers, boards, and units are fully engaged in identifying needs and forming collaborations. Organizing continuing education and outreach programs along common themes would be especially beneficial in the improvement of infrastructures. For example, an initiative to centralize the coordination and marketing of

programs and courses in the arts could improve the collaborative resources available to develop them as well as increase the potential audiences of those participating.

Strategic Direction #5: UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment.

Proposal 59. Enhance current efforts and develop new strategies to retain freshmen and sophomores to graduation.

Rationale: *The UNCG Environmental Scan: 2003-2008* identifies retention as an important goal for the University and compares these rates with UNC system-wide averages. As of Fall 2001, from the first to the second year UNCG's retention rate is 6.7% less than the system-wide average, and 10.2% less than the system-wide average after three years. Moreover, the report posits a potential 7% increase in enrollment if UNCG were to achieve overall system-wide average retention rates for the next ten years. Recent data compiled by the Office of Institutional Research for presentation to the Enrollment Planning Group on July 11, 2002, further reinforce the importance of retention for the University. The UNC system tracks juniors and seniors who have declared particular majors and establishes the comparable "market share" of each campus. In almost all schools or colleges, UNCG's upper division market share has dropped. For example, the College of Arts and Sciences had a total of 2,286 upper division majors in 1991; by 2001, the number was 1,944, a decrease of 15%. Overall, UNCG upper division majors dropped by 5 % in ten years, the largest decrease in the UNC system, a decrease only partly explained by minor changes in the definition of "junior" in that period. Upper division transfers also decreased in that period; from 508 in 1991 to 431 in 2001. Graduation rates have increased slightly for seniors in the period, moving from 65.5% in 1990-91 to 70.6% in 2000-01. UNCG has implemented various strategies for the retention of first and second year students such as the SAS 101 course, the much improved and personalized orientation program (SOAR), the Master Advisor Program, and the implementation of various residence hall programming options such as Residential, Strong, and Grogan Colleges, to cite just a few examples. Further retention enhancements need to be considered and developed, especially those that focus on the first and second years of undergraduate education. It should be noted that these programs and others have many goals for the enrichment of student life and improved academic success, and are not developed exclusively or simply for retention purposes. (See Educational Programs 4.2.5 for a discussion of the need to focus more on the first two years of a student's academic career since the retention rate is lowest for this category of student.)

Proposal 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.

Rationale: This proposal is related to both recruitment and community building. UNCG is the leader in the UNC System in proving that there is strength through diversity and that diversity enriches the educational experience for all. The *UNCG Environmental Scan 2003-2008* presents a strong argument for continued efforts for recruiting and retaining a diverse student body under its analysis of Strategic Direction # 3, which states that UNCG's commitment "to build a strong sense of community has met with notable success," and further points out that the community is one that "welcomes diversity." This report provides the figures which underscore UNCG's excellence in attracting a diverse minority student population: a 17.6% black enrollment in 2001 compared to 10.1% in 1991 and a 26.0% overall minority enrollment in 2001 compared to a 13.6% in 1991. These increases are more than would be expected from the composition of the local population so that "UNCG's considerable success in attracting minority students has not simply been due to an accident of location, but rather to a sustained commitment to make all students part of its student-centered community." The diversity of its student body is one of the hallmarks of UNCG. Not only is ethnic representation important, but the significant presence of non-traditional students (19.3% of undergraduates over age 25) is significant also. The mix of undergraduate students and graduates (77.8% to 22.2%), residential and non-residential undergraduate populations (36% to 64%) also contributes to the richness of the campus experience. All these populations should continue to receive special attention in recruitment activities and campus support after they matriculate. Additionally, UNCG is committed to hiring practices that encourage the employment of minority designated persons, and these persons serve as role models for minority students. For instance, the *2001-02 Fact Book Summary Highlights* states that the percentage of female full-time faculty in Fall 2001 was 49.3%, an increase of 3.2% over the previous five years, and the percentage of African-American full-time faculty was 5.2% in Fall 2000, an increase of 2.7% from 2.5% since Fall 1996, although this figure slipped to 4.9% in Fall 2001. (See Educational Programs, 4.2.1, where the need to reach a diverse student population in the region with differing academic program needs is stated as a weakness, an opportunity, and a threat.)

Conclusion

The Steering Committee of the SACS Self-Study 2000-03 presents the list of the above Recommendations and the list of Proposals with their rationales for the *UNCG Plan 2003-08* in the conviction that they will be useful to the University Planning Council Plan Drafting Committee in its projection of UNCG's strategic directions and the means to achieve them in the next five years. The proposals are the result of two years of comprehensive and thorough study of all aspects of the University's academic program and every dimension of its various support units from administrative processes to educational support services and institutional effectiveness. The Principal Committees examined their respective areas particularly with regard to the *Criteria* as well as in the light of narrative responses from the surveys and reports assembled by the "Proposals for the Plan Task Group." In addition three Advisory Groups studied themes considered by the Executive Committee to be transcendent of the Must *Criteria*, namely Staff Issues, Identity and Image, and the UNCG Community. Some of these proposals are specific while others are more general in nature and scope. Some suggest obvious and immediate paths for solution while others will require further, and in some cases, prolonged study. Some may fit in easily to administrative planning for the next five years, and some may be more difficult to accommodate. Some may be quickly embraced, and others hastily jettisoned.

It is both compelling and reassuring that many of the proposals as well as their categories fit easily into the already articulated goals, objectives, and strategic directions that presently constitute UNCG's various planning documents. It is even more reaffirming to note that there is a direct correspondence among the five strategic directions identified in the *UNCG 2008 Profile* formulated in December 2001 and all of the SACS Proposals, though those three relating to providing exemplary learning environments, building a strong sense of community, and expanding UNCG's outreach predominate. While the proposals above are organized around these five selected strategic directions, it is the Steering Committee's wish that the various planning bodies who use them not forget their origin, that they dramatically represent the views of UNCG's many constituencies and those various persons who have conceived of its future directions. In this way, the Steering Committee of the UNCG SACS Self-Study 2000-03 believes it can best fulfill the original charge given to it by Chancellor Sullivan and Provost Uprichard: to be a unique and irreplaceable span in the bridge between what UNCG has accomplished in the last five years and what it hopes to achieve in the next half decade and beyond.