Institutional Plan

2011-2016

Adopted by the Board of Trustees

December 8, 2011

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I. INTRODUCTION

This document describes the UNC Charlotte Institutional Plan for the years 2011-2016. This Plan will serve as the guiding force for decisions concerning the work of the University's five divisions, including the number and direction of our academic programs, the work of our faculty and support staff, and the allocation of resources across campus.

This document cannot be read in isolation, but must be considered alongside the college, support unit, and departmental plans that have been developed in parallel. Nevertheless, the Plan is designed: 1) to capture the most important initiatives and priorities of the constituent units and programs of the University; and 2) to place them within the context of a set of overarching goals and values for the campus as a whole.

This Plan is not meant to serve as a rigid or inflexible document that will preclude the pursuit of new opportunities that may arise as a result of new circumstances or changes in the assumptions that have driven its development. Thus, while the Plan defines our primary priorities for the immediate future, we must keep an eye on an array of new opportunities and be prepared to act upon them as circumstances demand.

II. THE PLANNING PROCESS

For the better part of the last two decades, UNC Charlotte's institutional planning cycle has been governed by the planning and budget cycle of the University of North Carolina system. Revised every two years, the most recent approved five-year plan for UNC Charlotte was intended to guide campus development from 2004-2009.

With the arrival of President Erskine Bowles in early 2006 and the launch of several initiatives by his office, the traditional planning process at the system and campus levels was interrupted. The most significant of these initiatives, *UNC Tomorrow*, was intended "to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future."

With *UNC Tomorrow* and the inauguration of Mr. Thomas W. Ross as the UNC system's new president, this is an appropriate time for UNC Charlotte to revise its Institutional Plan. As with preceding plans, the 2011-2016 Plan derives from a fresh consideration of the environment within which the institution is likely to function over the next several years, including the human, financial, and capital resources available for the University.

The planning process for UNC Charlotte encompasses all five operating divisions of the University, including Academic Affairs, Business Affairs, Student Affairs, University Advancement, and the Department of Athletics. In this particular planning cycle, revision of the Institutional Plan began in the 2008-09 academic year. With the work of the *UNC Tomorrow* Commission underway, we anticipated that each campus would be asked to submit desired revisions to its institutional mission statement. Previous statements of mission, vision, and purpose were replaced by a single concise declaration staking out UNC Charlotte's unique role within the seventeen-campus UNC system as "North Carolina's urban research university." Following review by campus constituent and governance groups and approval by the Board

of Trustees, the Board of Governors approved the revised statement in November 2009. The mission statement is discussed in additional detail in the following section of this Plan.

Subsequently, the 2009-2010 academic year was dedicated to revising the Campus Academic Plan, including the plans of the University's academic colleges, the Graduate School, University College, Atkins Library, and the functional units of the Division of Academic Affairs (i.e., Academic Services, Enrollment Management, Information and Technology Services, International Programs, Metropolitan Studies, and Research and Economic Development).

As a consequence of the deepening national recession upon the State of North Carolina and the UNC system, Academic Year 2010-2011 was used to reconsider the assumptions that would govern implementing the Institutional Plan over its five-year life (see Section IV, below). Once the assumptions were defined, we identified seven major campus-wide goals and objectives (see Section V, below), and developed Divisional Plans and subsequent goals and objectives (see Sections VI to X, below).

The Board of Trustees reviewed the campus-wide goals and objectives and Divisional Plans at several of their regularly scheduled meetings and at their 2011 summer retreat. The Board unanimously approved the Institutional Plan, 2011-2016 on December 8, 2011.

During the spring semester of 2012, we will develop specific, measurable outcomes to assess annually the progress made on accomplishing each institutional, divisional, and unit goal as required by our institutional accrediting agency, the Southern Association of Colleges and Schools (SACS). We will use a common template for assessing the accomplishment of goals and objectives, previously agreed upon by members of the Chancellor's Cabinet and approved by the Chancellor (see Appendix I). An Institutional Effectiveness Oversight Committee established after SACS' last decennial review remains in place to ensure that assessment findings are documented and that annual improvements are made as a result of those findings.

III. THE MISSION OF UNC CHARLOTTE

As noted above, UNC Charlotte took full advantage of the opportunity presented by the work of the *UNC Tomorrow* Commission to revise its mission statement and to secure approval by the Board of Governors. The following is our current mission statement:

> *UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.*

In anticipation of revising its Institutional Plan following the completion of *UNC Tomorrow*, the campus also used the mission revision process as an opportunity to clarify certain fundamental institutional values and follow-up actions necessary to fulfill our mission. Quoting from the mission statement:

In fulfilling this mission, we value

- accessible and affordable quality education that equips students with intellectual and professional skills, ethical principles, and an international perspective;
- a strong foundation in liberal arts and opportunities for experiential education to enhance students' personal and professional growth;
- a robust intellectual environment that values social and cultural diversity, free expression, collegiality, integrity, and mutual respect; and
- a safe, diverse, team-oriented, ethically responsible, and respectful workplace environment that develops the professional capacities of our faculty and staff.

To achieve a leadership position in higher education, we will

- implement our Academic Plan and related administrative plans;
- rigorously assess our progress using benchmarks appropriate to the goals articulated by our programs and in our plans;
- serve as faithful stewards of the public and private resources entrusted to us and provide effective and efficient administrative services that exceed the expectations of our diverse constituencies;
- create meaningful collaborations among University, business, and community leaders to address issues and opportunities of the region;
- develop an infrastructure that makes learning accessible to those on campus and in our community and supports the scholarly activities of the faculty;
- pursue opportunities to enhance personal wellness through artistic, athletic, or recreational activities; and
- operate an attractive, environmentally responsible and sustainable campus integrated with the retail and residential neighborhoods that surround us.

IV. PLANNING ASSUMPTIONS FOR 2011-2016 INSTITUTIONAL PLAN

While developing our Institutional Plan, we have been guided by the following description of the general institutional, demographic, fiscal, and political conditions within which the University is likely to function during the Plan's five-year life:

Institutional Conditions:

1. As a constituent institution of the University of North Carolina system, UNC Charlotte will be expected to take appropriate steps to implement the recommendations of the *UNC Tomorrow* Commission (2007). These steps include transforming a state economy that was once based significantly on the industries of tobacco, textiles, and furniture to one in which we prepare well-trained, highly-skilled and productive workers to function in the 21st century's global and knowledge-based economy. Students must develop strong skills in communication, collaboration, critical thinking, and ethical decision-making, and possess multiple forms of literacy: global, cultural, scientific, environmental, digital, and financial.

2. According to the North Carolina Commission on Workforce Development, staffing new jobs created in the state from 2007-2017 will require awarding at least 15,000 additional bachelor's and graduate degrees than are currently being conferred. To address this continued demand for higher education, the UNC system will need to grow faster than the population at-large, particularly in urban areas along the I-40/I-85 corridors. Enrollment projections prepared by the UNC General Administration suggest that UNC Charlotte will be expected to support the single largest number of additional students in the UNC system.

3. Demand for undergraduate education will continue to rise because of population growth in North Carolina and because of increases in the proportion of high school graduates who desire and qualify for postsecondary education and who increasingly make UNC Charlotte their first choice for postsecondary education. All public institutions in North Carolina, but particularly UNC Charlotte, must be prepared for the increasing numbers of new traditional-aged undergraduates who seek access to higher education. The demographic mix of undergraduate students will become increasingly complex as more high school students complete college credits through online programs and other initiatives, including early college high schools. UNC Charlotte will continue to be an attractive institution for community college transfer students and other transfer students seeking to complete degrees in an urban environment.

4. Internal institutional research confirmed potential enrollment demand at UNC Charlotte of 35,000 students by 2020, or shortly thereafter. At the time this estimate was made, UNC Charlotte was growing at an average annual rate of 4%. Economic conditions (see below) have forced the campus to reduce the rate of growth and alter the mix of students (i.e., undergraduate vs. graduate; freshmen vs. transfers). Although it is obvious that the pace of enrollment growth will depend upon state fiscal conditions, we believe that a long-term target of 35,000 students remains realistic and we should continue to plan for it. The recently completed 2010 Campus Master Plan indicates that the University's existing land holdings could support a maximum campus enrollment of approximately 40,000 students. However, without additional classroom, office, and laboratory facilities beyond those currently under construction, and assuming targeted improvements in the use of online instruction and classroom utilization, our current maximum campus capacity is estimated to be 29,500 to 30,000 students. Some specialized facilities in particular disciplines already are at capacity.

5. Steady increase in the demand for higher education in the region will require us to continually review and revise our undergraduate and graduate programs, with the most significant program additions occurring at the graduate levels. Our eventual goal is to achieve a headcount mix of 75 percent undergraduate students and 25 percent graduate/professional students.

6. Significant and continuing dynamic trends already visible in fields like energy, healthcare, biotechnology, sustainability, finance, and informatics can be expected to drive related changes in the nature of the employment market, private investment strategies, and University and industry research and innovation. By partnering with industry, business, and community leaders, UNC Charlotte will position itself as the region's preferred provider of talent, knowledge, and innovation.

7. We will see increased competition from for-profit and traditional educational institutions (including some in the UNC system) delivering cost-competitive programs in our market. Therefore, we will need to be more flexible in what, when, and how we offer education to these students who have an increased array of educational institutions from which to choose.

8. Technology will have an increasing impact on teaching, learning, research, and business processes. Incoming students will be more technologically literate and will expect more sophisticated applications of technology to deliver instruction and support the learning process. Parents will be increasingly involved in the education of their children and will expect technology-based interactions with the University equal to their experience with other world-class service providers. Effective application of technology will present a continuing challenge for members of the faculty and support staff because of the rapid pace of technological change. As a result, technology planning must be fully integrated into institutional planning. Issues such as organizational structure, equipment renewal, appropriate levels of user support, and convergence of distance education and online learning with on-campus instruction must be addressed during the planning period.

9. In a time of fiscal austerity (see below), recruiting and retaining high-quality faculty and staff will place a greater premium on maintaining a collaborative and collegial working environment, robust and transparent communications, flexibility and support for achievement of a healthy work-life balance, and additional forms of recognition and reward.

Demographic Conditions:

1. The population of North Carolina, in general, and the greater Charlotte area, in particular, will become increasingly diverse, particularly the proportion of individuals of Hispanic descent. With this increased racial, ethnic, and culturally diverse population, extending educational opportunities to minority and low-income students must continue to be an important part of the mission for our institution. Efforts to enroll, retain, and graduate minority, low-income, and first-generation college students will require that we develop innovative recruitment programs, broader need-based financial assistance options, and strong advising and mentoring programs.

2. An increasing number of military veterans returning from foreign conflicts, in combination with new federal programs of veteran support, could give UNC Charlotte an opportunity to re-connect to our original mission of providing higher education to this non-traditional population of students.

3. The Charlotte metropolitan region, defined as Mecklenburg County and the fifteen additional counties that comprise the Charlotte Regional Partnership, will experience the following major trends from the past two decades:

   - continued diversification of the region's manufacturing and industrial base;

   - continued development of the region as a major center for trade and distribution;

   - continued importance as a provider of healthcare-related services and gradual emergence as a resource for health-related research;

   - solidification of Charlotte's place as one of the nation's largest centers for financial services;

   - solidification of the region's reputation as a national leader in motorsports-related business, notwithstanding recent recession-induced contractions in that industry;

   - emergence as a major national center for industries related to the generation and distribution of electricity;

   - emergence as a center for film production and other creative industries;

- increased presence of foreign-owned businesses and industries and growth of internationally active businesses in the region;

- continued growth and urbanization of the region and the resulting impact on the environment, economic development, crime, transportation, metropolitan infrastructure, and the delivery of public services, including K-12 education;

- gradual development of a new state biotechnology hub at the North Carolina Research Campus in Kannapolis, although pace of that development will be slower than expected due to depressed economic conditions and reduced state appropriations; and

- increased presence of defense-related firms in the Charlotte region and the state generally

Continuing diversification of the regional economy will increase the demand for innovative and responsive programs of research and instruction at all levels.

4. Although its growth has been slowed by the economic recession, Center City Charlotte will further evolve as a hub to attract business, mixed-use residential development, and entertainment and cultural venues. Center City's many amenities contribute to Charlotte's ability to attract young, highly educated professional workers. The demand for high-quality cultural and intellectual events will continue to grow, giving UNC Charlotte faculty and students greater opportunity for impact through outreach and performance. The University City region surrounding the main campus will continue to grow, and with that growth will come challenges: parking, pedestrian traffic, quality and affordable housing, quality new restaurant and entertainment venues, jobs for students, and crime control.

5. The rapid regional and state growth of our aging population will produce a far greater demand for educational programs that prepare a well-trained health care workforce and that provide research to better understand factors that contribute to the delivery of affordable, efficient and effective care. Demand for medical education will continue to be an issue of regional importance. A major academic medical facility can play a vital role in providing access to advanced treatment options, attracting physicians with interests in academic medicine, and supporting the development of externally funded biomedical research programs.

Fiscal Conditions:

1. Currently, as a result of a sustained economic recession, state resources to support the operating and capital needs of the University are severely constrained. We expect that the funds previously appropriated to support campus enrollment growth will be reduced, if not eliminated, for an undefined period of time until an economic recovery occurs. We also expect significant reductions in the state and University operating budgets through FY 2012, although increases in tuition may offset some of the University's mandated reductions. An optimistic projection for the opening of UNC Charlotte's top priority for construction of new academic space (a $126M Science Building) is the end of FY 2018. Required resources to fund repair and renovation of existing facilities will continue to be underfunded on an annual basis.

2. As the University strengthens its position as a research university, we will experience more demanding requirements for physical infrastructure, equipment, library resources, start-up funds, and administrative systems and processes necessary to support significant levels of research.

3. Federal support for research, enhanced facilities, and curriculum development are vitally important as UNC Charlotte matures as a research institution. Congressionally designated

"earmarks" will decrease, and there will be pressure to reduce federal spending overall as part of the nation's deficit-reduction concerns. Despite these conditions, we should continue to seek funding for biomedical sciences, defense, education, energy, and national security that align well with UNC Charlotte's professional schools and applied science programs. In addition, research funding in health promotion, health information, and behavioral health will present opportunities for interdisciplinary work among various health, behavioral science, and social science disciplines. Interdisciplinary and applied research which stimulates economic development will continue to receive considerable attention from funding agencies. Fiscal constraints will make partnerships with other educational institutions more attractive as a means to offer important but expensive programs. The global reach of traditional corporate partners and competition from other institutions will challenge our historic reliance on local funding sources.

4. U.S. industry is likely to continue concentrating its internal research and development expenditures on product development, relying heavily upon University research to solve basic and applied problems in manufacturing, materials, and new technologies that enable new products. Universities that demonstrate an ability to work closely with industry and to produce students who meet their workforce needs are more likely to receive increased industry funding for sponsored research, educational support, and institutional development.

5. In a challenging financial environment, we must increase our emphasis on private fundraising, community partnerships, and other forms of external support to maintain our delivery of high quality instructional, research, and public service programs.

6. In a fiscally constrained environment, new initiatives must be considered carefully at all levels so that they do not significantly diminish the quality of those existing programs and activities that are central to the accomplishment of the missions of the departments, the colleges, and the University. At the same time, we recognize that some activities are more important than others. We must be prepared to dispense with those which have outlived the need they were intended to serve, have failed or are unlikely to meet standards of excellence, have failed to attract the expected audience, or are too costly for the benefits produced. Although new programs eventually will generate new resources from increased enrollments, some level of reallocation will be necessary in the planning period to launch new initiatives.

Political Conditions:

1. Notwithstanding the reduction of state support, elected officials, members of the public, and accrediting agencies will continue to expect us to improve cost effectiveness and accountability of our University operations, including documented improvements in student learning, retention and graduation rates, and time to degree. We will need ongoing faculty development and support to ensure that learning outcomes can be defined, achieved, and documented.

2. Elected officials and the general public will increase their expectation that universities do more to strengthen the quality and professional development of new teachers, address teacher shortages when they occur, reduce attrition in the teaching profession, improve the academic preparation of high school graduates for postsecondary institutions, narrow the achievement gap between minority and non-minority high school students, and reduce high school drop-out rates.

3. Traditional lines of separation that have distinguished K-12, the community colleges, and higher education will blur as a result of changing political expectations and financial realities. State policy-makers will look for those involved in any level of the educational continuum to

cooperate and collaborate more effectively, particularly in the establishment of clear expectations for high school graduation and entry into postsecondary educational institutions.

4. Like other major metropolitan regions, Charlotte will need to address public concerns of community sustainability, including reducing carbon footprints, developing a renewable energy portfolio, maintaining air and water quality, creating healthy and livable neighborhoods, preserving green space, and developing alternatives in mass transit. The University will be seen both as a model and as a resource to assist the community in addressing these issues.

5. Demand will continue from government and industry for University-based research discoveries and innovations to be extended into the commercial marketplace through licenses, patents, and entrepreneurial business start-ups.

6. Legal, regulatory, and compliance burdens will continue to increase at all levels of government. We have already seen increased compliance obligations in numerous areas, including environment, disability services, financial responsibility and integrity, institutional governance (e.g., open meetings and public records), employment, safety, health, export control, privacy and information security, and the like. These responsibilities will continue to grow, almost always without commensurate increases in resources to address them.

7. A well planned and executed internal and external communications strategy will be required to ensure that all stakeholders, community members, and financial supporters understand and appreciate the past accomplishments and future potential for UNC Charlotte to improve the quality of life in the region and the state.

VI. DIVISION OF ACADEMIC AFFAIRS

As North Carolina's urban research university existing in a fast growing region of the state, UNC Charlotte must continue to respond to state and regional needs for higher education with programs at all levels that provide students with access to the knowledge and skills needed for success in the 21st century. While the demand for undergraduate education will continue to grow and new programs will be added to serve an expanding undergraduate student body, UNC Charlotte is the *only* public institution in the region with the research faculty and facilities to respond to the growing need for specialized graduate education.

The Academic Plan for 2011-16 emphasizes program development at the graduate level and the concomitant development of research programs that are essential to support the intellectual basis of graduate education. With the opening of the Center City Building in 2011, the University reaffirms its commitment as a community-engaged institution. A deep connection with the city and surrounding areas enables growth in internships, civic engagement, and the other forms of experiential learning that are important tools for promoting student success. In addition, partnerships with local government, institutions, and businesses provide the basis for problem-oriented, community-engaged research that has been valued by the institution throughout its history.

The eight themes of the Academic Plan echo our institutional mission by meeting the cultural, economic, educational, environmental, health, and social needs of the region. These themes provide focus and, at the same time, encourage collaboration and growth in interdisciplinary research, instruction, and engagement. Proposed, new, and existing programs will be evaluated for their fit with the thematic areas, as well as their quality and feasibility. The eight themes are described below:

1. **Liberal Education**

   Undergraduate education at UNC Charlotte rests on the commitment of all colleges to a foundational program that prepares students with the knowledge and skills needed for constructive citizenship in the culturally diverse and rapidly changing world of the 21st century. The University is committed to offering programs of study that are designed to graduate students who have global, scientific, cultural, environmental, and digital literacies, and who can communicate effectively, think critically, solve problems within an ethical context, and work collaboratively.

2. **Science and Technology**

   Both the state and the region require highly trained personnel to support a wide range of applied areas including advanced manufacturing, optics and optoelectronics, energy production, informatics, and bioscience. We will develop and offer programs that meet the demand for a science and technology workforce, spur innovation, and provide opportunities for students in new and growing fields.

3. **Business and Finance**

   As the public university serving a major financial center, the University will continue to strengthen its broad range of programs in business and finance to meet the needs of established and growing industries, to support entrepreneurial activity, and to provide advanced training for business leaders. The University will graduate students who are critical thinkers, diverse in

background, ethically informed, globally aware, and prepared for leadership in all major economic sectors in our region including:

- banking
- financial services
- insurance
- real estate
- healthcare

- biotechnology
- energy
- retail
- arts
- entertainment

4. **Children, Families, and Schools**

Successful schools are essential to the well-being of the community we serve. This theme has guided UNC Charlotte's growth in preparing and supporting teachers. As one of the largest producers of teacher candidates in the state, we must continue to graduate highly effective and ethical 21st century professionals in the areas of child and family development, teaching at all levels, school leadership, and counseling who will have a positive impact on children, youth, families, communities, and schools, and who will be successful in urban and other high-need settings. The University is also committed to bringing its intellectual resources to bear on those social problems that impact the educational process.

5. **Healthcare and Health Policy**

The need for health and human service professionals will continue to grow as the population of the state and region grows and ages. As the State's largest metropolitan region, Charlotte requires educational and research programs to serve the multiple and diverse health-related needs of its citizens, including informed and effective public health policies, health promotion activities and programs, and human services. The region needs a supply of trained healthcare personnel, including those who play a role in administering healthcare delivery systems and whose decisions affect matters of cost, quality, and access to health services.

6. **Arts and the Creative Economy**

The arts invigorate our environment, support skills, and provide opportunities that build creative leadership. Programs in the arts and architecture connect individuals and cultures, demand collaboration across disciplines, and promote affiliations between the University and disciplinary partners on campus and in the community. Strong programs in the arts support the growth and development of the region's cultural institutions and creative industries.

7. **Urban and Regional Development**

As an urban research university, UNC Charlotte is committed to addressing the critical challenges of metropolitan life and facilitating a unified approach to regional issues such as economic development, crime and violence, immigration, transportation, metropolitan infrastructure, urban planning, and the environmental impact of growing urbanization. The University offers intellectual and technical expertise in these areas and serves as a neutral forum where problems can be discussed and solutions debated as the Charlotte region grows and becomes more diverse.

8. **Internationalization**

   International awareness and understanding are essential for all graduates. The research, instructional, and engagement programs of the University have increasingly global dimensions as the University prepares students for the rapid changes that occur as societies, cultures, and institutions become more closely intertwined. Internationalization is evident in the changing demographics of the region as Charlotte has become a hub for international businesses and a gateway for immigration.

The following goals will influence and respond to these eight themes.

ACADEMIC AFFAIRS GOAL 1

To offer a portfolio of educational programs that both anticipates and responds to the intellectual, cultural, and economic needs of the region.

UNC Charlotte currently offers 19 doctoral programs covering broad fields represented at the University with the exception of the arts and humanities. Additional doctoral programs are under review and will be important for the continued development of the institution, its response to regional needs, and its ability to attract and retain outstanding faculty. However, the prevailing economic conditions will slow the planning and implementation of future research doctorates and other terminal degrees. Regardless of the economy, we will look for opportunities to engage faculty in existing programs while laying the groundwork for future program development. This is a time during which we can continue to develop the research and scholarly base that will eventually support additional programs at the graduate level.

During this planning period, we will emphasize creating specialized master's degrees, undergraduate minors, and certificate programs that will enable students to develop disciplinary depth, intellectual breadth, and professional skills. We also will seek to increase opportunities for "fast track" master's programs or "three plus two" programs, particularly for the growing number of students entering the University with significant amounts of college credit.

Objectives:

1.1 **Liberal Education:** To fully support the needs of the Charlotte region, we need to expand doctoral education into the humanities. New programs will address emerging fields that demonstrate a demand for graduates. To achieve this objective, we will

   - pursue approval to plan a Ph.D. program in Translation Studies--Spanish;

   - assess the need, demand, and capacity for two humanities-based Ph.D. programs in Writing and Literacy, and in Global Studies; and

   - strengthen the research mission of the Center for Applied and Professional Ethics by providing greater support for the Masters in Applied Ethics, while maintaining the Center's community outreach mission.

1.2 **Science and Technology:** To fully support the region's needs, we will

   - implement curricula designed for the

- o Energy Production and Infrastructure Center (EPIC),
- o new M.S. program in Engineering Technology, and
- o new M.S. in Architecture as a post-professional, research degree;

- establish a Department of Systems Engineering and Engineering Management to house and support existing programs and to develop new graduate degrees in systems engineering;

- review
  - o programs in engineering technology and consider whether a School of Applied Design and Integrated Technologies is needed to support the growing enrollments and portfolio of programs, and
  - o opportunities for degree programs in computational modeling to expand options in mathematics;

- assess the need, demand, and institutional capacity for offering
  - o B.S. and M.S. programs in Environmental Engineering,
  - o collaborative degree programs between architecture and computing and informatics,
  - o a Ph.D. in Applied Physics, and
  - o new professional science master's degrees in business analytics and informatics, cyber security and information assurance, and forensic sciences;

- request permission to plan a B.S. in Information Technology and Security;

- complete implementation of the undergraduate minor in bioinformatics and genomics; and

- support the continuing development of the interdisciplinary Ph.D. in Nanoscale Science.

1.3 **Business and Finance:** To fully support the region's needs, we will

- leverage strategic partnerships in the Charlotte region to ensure that all undergraduate curricula are responsive to 21st century needs, building programs that integrate internship, leadership, ethics, and professional development opportunities;

- review, then modify, the MBA curriculum by expanding opportunities for regionally relevant specializations such as sports management, business analytics, sustainability, and healthcare administration;

- transition graduate programs to the new Center City Building to create a major hub for business education, research, and outreach;

- implement the Master's degree in Real Estate;

- develop new certificate programs in areas including taxation to enhance graduate offerings;

- assess the need and demand for new offerings in executive education;

- assess the need and demand for revised offerings in existing Ph.D. programs to include business analytics and urban and regional economics;

- extend opportunities for undergraduates university wide to secure entrepreneurship education; and

- continue to identify collaborative opportunities to build unique undergraduate, graduate, and continuing education programs that support student academic and professional development and the workforce needs of large, local companies.

1.4 **Children, Families, and Schools:** To fully support the region's needs, we will

- request permission to establish
    - a Ph.D. in Research, Measurement, and Evaluation, and
    - a B.A. in Comprehensive Science;

- implement a
    - baccalaureate dual licensure program in elementary education and special education, and
    - minor in teaching English as a second language;

- plan and establish a civic engagement minor in urban education;

- design and implement an effective program of support for new teacher alumni; and

- ensure the continued evolution of the Charlotte Teachers Institute to support in-service teachers.

1.5 **Healthcare and Health Policy**: To fully support the region's needs, we will

- request permission to establish
    - a Ph.D. in Public Health,
    - a Doctor of Nursing Practice (D.N.P.) jointly with Western Carolina University, and
    - a B.S. in Neurodiagnostics and Sleep Science (jointly with UNC Chapel Hill);

- expand tracks in the Master's in Public Health in preparation for a School of Public Health;

- plan for the establishment of a School of Public Health;

- implement the new professional science master's program in health information technology;

- pursue opportunities for additional degree completion programs in the allied health sciences as the increasing complexity of healthcare demands more highly trained personnel; and

- broaden the base for the gerontology program to address changing social roles, relationships, and psychological and biological processes that occur as part of aging.

1.6 **Arts and the Creative Economy:** To fully support the region's needs, we will

- review and revise existing programs and explore new programs in arts and architecture that will support diverse student interests and career opportunities, including professional programs in the performing arts based on standards for program accreditation;

- use the University's new Center City Building to strengthen the engagement of new and existing instructional programs in arts and architecture with the cultural community;

- expand the development of arts education programs to support teacher licensure and other career paths in the cultural and business sectors;

- develop proposals for graduate degrees in music education and architecture
    - plan for a Master of Music Education program
    - develop a plan leading to post-professional M.S. research degree options in architecture
    - assess need, demand, and institutional capacity for a broad M.F.A. degree platform;

- cultivate interdisciplinary opportunities for
    - study in musical theater, theater and film, Shakespeare and performance, video and digital design
    - minors or certificates in music technology, game design, and design literacy.

1.7 **Urban and Regional Development:** To fully support the region's needs, we will

- expand programs in geographic information science and technologies;

- pursue the development of a Ph.D. in Criminal Justice and Criminology in collaboration with another UNC institution; and

- assess opportunities for programs in conflict resolution and human migration.

1.8 **Interdisciplinary Programs:** Because of the explicit interdisciplinary emphasis of many existing and proposed programs, Academic Affairs will review the support and governance of interdisciplinary programs to ensure effective collaboration across institutional and disciplinary boundaries.

ACADEMIC AFFAIRS GOAL 2

To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit.

Our academic units expanded dramatically in both the amount and quality of space available for teaching and research. The availability of funds from enrollment growth has put the academic departments in an enviable position with respect to facilities and equipment. Laboratories in the sciences and engineering have acquired a wide range of unique equipment and access to large-scale computing clusters. These facilities and equipment have enabled faculty to develop and expand new areas of research. Investments in optics, advanced manufacturing, informatics, and related areas can enable future growth in defense and security-related research, in addition to creating new opportunities for commercialization of the products of research. Similarly, the growth of programs in the social sciences, biology, health, environmental engineering, and business undergirds significant interdisciplinary advances in all aspects of sustainability.

However, enabling growth in competitive research programs will put new demands on institutional infrastructure. The growth of the institution as a research university, which was envisioned in past plans, requires that the facilities and maintenance staff keep buildings and laboratories functional around the clock and throughout the year. The strain on these physical resources is influenced by

- worldwide research collaboration;

- our dependence on high-performance computing that has expanded into a wide range of disciplines;

- desktop access to library resources that is taken for granted; and

- the need for qualified technical staff across the institution.

The extramural funding environment is highly competitive and it is imperative that we take steps to enable faculty research productivity if funding is to continue to grow. As facilities and equipment age, the demand for repair, replacement, and upgrading will increase at a time when the already-limited operational funds in the colleges and departments are taxed by budget reductions. We need to develop mechanisms to ensure the modernization and maintenance of research facilities and equipment in the future.

Objectives:

2.1 Within the eight thematic areas of the academic programs, colleges and departments will identify selected areas of strength and emerging fields in which to build a critical mass of faculty to develop nationally-prominent programs of research, scholarship, and creative activity capable of supporting graduate programs. Areas identified for development by colleges, individually or in collaboration, include

- sustainability, encompassing economics, ecology, building design and construction, social science, and communication;

- informatics, broadly defined to include the study of the structure, properties, representation, and communication of information, particularly that stored digitally, in fields including health, energy, and finance;

- energy production and infrastructure; including intelligent energy systems;

- new media and its impact on social science and the arts;

- educational measurement and evaluation;

- urban education;

- conflict and conflict resolution;

- human migration and diaspora;

- defense-related research in areas including computation, materials, optics, and nanoscale science;

- health disparities and community health;

- translational medical research;

- advanced manufacturing and metrology; and

- motorsports and automotive engineering.

2.2 Tenure track faculty will achieve distinguished records of research and scholarship, increasing the number and amount of extramural grants, contracts, and awards. Colleges, departments, institutes, and centers will use historical and current data about extramural funding, and other measures of scholarly productivity, to establish baseline measurements and develop strategies to increase the efficacy of University resources allocated to research and scholarship.

- The Division of Research and Economic Development, in collaboration with Business Affairs, Information Technology Services, and the colleges, will jointly strengthen the infrastructure for grant and contract management while increasing the use and effectiveness of technology-based solutions for preparation, monitoring, and reporting external funding.

- Deans, department chairs, and directors will identify opportunities for increasing the visibility of the faculty's scholarly productivity through nominations for awards, support of travel for presentations, and collaboration with the Division of University Advancement for local and national public communication of achievements.

- The Charlotte Research Institute will market research and innovation capability by increasing national visibility, growing dense regional networks, and building a strong innovation brand.

2.3 We will commission a task force of faculty and administrators to

- recommend ways in which extramural support for research can be fostered more effectively;

- recommend methods to remove barriers to growth; and

- identify and support areas in which we can achieve competitive advantages.

2.4 Research productivity requires the availability of trained support personnel including excellent graduate students and postdoctoral scholars, technical staff, and departmental administrative support. The Division of Research and Economic Development will

- ensure that staff who provide grants-management support complete the department administrator training program;

- complete the work of the Research Administration Program on the hiring and payment of graduate students and grant-funded personnel;

- evaluate the business processes of pre- and post-award management and re-engineer a more integrated set of processes; and

- work with Academic Affairs and the Graduate School to offer programs in responsible conduct of research that address UNC Charlotte needs and the requirements of all research sponsors.

2.5 The Charlotte Research Institute will

- support industry-funded research, technology transfer, and economic development by working with colleges, centers, and institutes to provide reliable research infrastructure that

enables collaboration, supports large research efforts, and is easily accessed by students, faculty and regional partners;

- promote regional entrepreneurship by community-directed services and campus-wide programs, including the construction of the PORTAL building and the relocation of the Ben Craig Center to campus; and

- target investments to foster the growth of nationally-prominent research centers to increase commercial research and development on campus that also will impact the regional economy.

2.6 Through the Atkins Library, we will

- increase access to monographs, periodicals, and a range of electronic resources that remain essential to research and scholarship in all fields;

- continue to build library collections that support the research and curricular needs of the UNC Charlotte community;

- seek new ways in which technology can enhance the ability of faculty to integrate scholarship and library services into their research and teaching;

- provide on-demand reference and academic support services;

- facilitate access to owned, licensed, or borrowed scholarship, including the physical or virtual delivery to users;

- design, test, and improve IT systems that facilitate the discovery and use of scholarship; and

- provide library spaces that facilitate academic work in all its variety.

2.7 The Office of Academic Affairs will work jointly with Facilities Management and the colleges to ensure the availability of safe, reliable, and efficiently used research facilities. We will develop a multi-year plan for facilities renovation by

- seeking innovative funding mechanisms to support facility renewal, including federal construction grants; and

- developing standards to monitor and repair research facilities.

ACADEMIC AFFAIRS GOAL 3

To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum.

Our General Education Program clearly expresses the values of liberal education. Currently, General Education is delivered largely by the faculty from the College of Liberal Arts and Sciences and is increasingly dependent on non-tenure track and part-time faculty. Our General Education Program is designed to meet four goals by

- helping students master the foundational skills necessary for obtaining the full benefits of a college education and preparing them for success once they leave the University. These skills include college-level writing, use of information technology, and college-level mathematical and logical skills;

- providing students with an understanding of the methods of scientific inquiry and the ways that knowledge is acquired and accredited in the life sciences, physical sciences, and social sciences;

- addressing major themes related to living as an educated person in the 21st century; and

- developing more specialized skills for disciplinary writing and oral presentations.

We are an institution with a large transfer population and an increasing number of freshmen entering with college credit, which means many have fulfilled or partially fulfilled the requirements of the General Education program at other institutions. We are challenged to ensure the relevance of the General Education program both for those students and for the more traditional student body, while also fostering integration and extension of the General Education program's goals into the majors.

Objectives:

3.1 To ensure that the goals of the General Education Program are met effectively, the Provost will appoint a faculty task force to undertake a review of the program in anticipation of the tenth anniversary (2012-13) of the curriculum, in order to

- assess success in reaching program objectives and the impact of resource constraints; and

- recommend methods to provide

  o structural adjustments,

  o ways to improve its relevance to students and relationship to the major,

  o mechanisms to increase the participation of full-time faculty, including tenure track faculty, in program delivery, and

  o future developments to ensure the strength and vitality of the program.

3.2 To build on the foundations of the General Education Program and to address the needs of transfer students, University College (in collaboration with colleges and departments) will fully implement a "Communication Across the Curriculum" (CAC) program (both speaking and writing) to provide support to faculty and departments in improving student writing and oral communications skills and, more broadly, critical thinking and analytical skills.

3.3 To enhance the General Education program experience for students, University College, in collaboration with the colleges, the Center for Teaching and Learning, and Metropolitan Studies, will

- increase the availability of course offerings with an emphasis on the Liberal Studies courses;

- support the use of active learning strategies by faculty who teach large sections;

- provide opportunities for dialogue among instructors for common courses within the General Education curriculum;

- build a University College Fellows program to recognize and reward faculty participation in General Education instruction, planning, and pedagogy;

- increase the number of colleges and departments contributing to General Education;

- foster students' engagement in the community through the incorporation of service-learning elements in the first-year curriculum; and

- evaluate the use of thematic tracks, such as Sustainability, within General Education to enhance the integration of the learning experience.

ACADEMIC AFFAIRS GOAL 4

Integrate quality teaching and mentoring with research at the graduate level to prepare the next generation of leaders.

In the past decade, our graduate enrollment has grown rapidly. Specifically, doctoral enrollment has increased by 300% and master's enrollment by 35%, both exceeding the 31% growth in the undergraduate population. Graduate students now make up 21% of the student body; and while many are drawn from the same North Carolina counties as the undergraduates, we also attract graduate students nationally and internationally. As programs expand or are added to our offerings, graduate enrollment is expected to reach 25% of our total student population. Meeting the needs of this growing population will require that, in addition to the disciplinary depth that is the hallmark of graduate education, we provide opportunities for students to acquire a breadth of training and to develop relevant professional skills.

Adding new doctoral programs has created the need for more competitive stipends and tuition scholarships. The decision to establish the Graduate Assistantship Support Program (GASP) has enabled the programs to recruit more highly-qualified students and to graduate them in a timely manner. The GASP awards and the corresponding stipends have been created from funds generated through increases in enrollment. . However, the continued use of enrollment increase funds to cushion the impact of reversions and budget reductions and a slowing of enrollment growth will increase the need to develop external sources of funding to sustain our graduate programs.

Objectives:

4.1 The Graduate School will provide effective support to the graduate program directors in managing the recruitment, admission, enrollment, and retention of qualified and diverse graduate student populations. To that end, the Graduate School will

- identify best practices that reinforce graduate student continuation, as defined by retention rates and the timely completion of degree programs;

- develop customized tools that departments can use to improve retention and graduation rates;

- support and expand the work of the Graduate Educational Opportunities Committee to promote academic engagement for underrepresented student populations on campus;

- build a "roles and responsibilities" document for Graduate Program Directors;

- develop a sustainable system for graduate assistant funding that takes into account all funding sources and is built on an enrollment plan;

- support the work of Graduate Program Directors to increase fellowship and training grant support for full-time students; and

- collaborate with the Division of University Advancement and the colleges to increase philanthropic support for graduate students.

4.2 To ensure high quality educational experiences for graduate students, the Graduate School will, in conjunction with the colleges, provide

- access to mentoring and guidance for all faculty engaged in supervising graduate students and postdoctoral scholars, and

- periodic review of graduate degree programs.

4.3 To support exemplary professional development for graduate students and postdoctoral scholars, the Graduate School will

- expand the Graduate Professional Development Program of the Center for Graduate Life to include academic communication, the responsible conduct of research, and ethics training;

- encourage breadth of training by developing and supporting interdisciplinary curricula that include linked courses, team teaching, bridge programs (undergraduate to graduate), study abroad, access to research facilities, and internships;

- provide opportunities for students to present their research and scholarship at regional and national conferences and events; and

- provide advocacy, support, and professional development for postdoctoral scholars.

4.4 Our international student enrollment constitutes approximately 5% of the student body, but more than 60% of the international students are in the graduate programs. Overall, 107 countries are represented with the majority of students coming from China, India, and Saudi Arabia. To support these students and their programs, the Office of International Programs will

- serve as the principal campus resource on immigration advising, orientation, and language support for international scholars and faculty;

- create or strengthen partnerships with campus entities such as the Language Resource Center, the Center for Teaching and Learning, and the Writing Resources Center to provide assistance to international students and faculty; and

- increase the number and variety of cross-cultural learning experiences for support staff to influence their level of comfort in working with international students, faculty, and visiting scholars.

4.5 The Graduate School, and the Offices of Enrollment Management and International Programs will review the processes for admission of international students to determine how these students are best served.

- In partnership with the Office of International Programs, the Graduate School will serve as a resource to graduate faculty to develop international pipelines to cultivate collaborative opportunities and recruit excellent graduate students.

ACADEMIC AFFAIRS GOAL 5

Respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study.

The growth in the student body and the heightened demand for access, at a time when the opportunity for the expansion of physical facilities is limited, require that we maximize the efficiency with which we use existing space, while simultaneously considering new forms of delivery for instructional programs. Large lecture halls are in high demand, but few in number. The high demand for study space in the Atkins Library also reveals the changing needs of students and faculty who require increasingly versatile facilities to accommodate group study and projects. Although the freshman class is increasingly traditional, approximately 24% of the student body is composed of non-traditional students juggling the demands of work and family as they seek undergraduate and graduate degrees, certificates, and continuing education. They require flexible schedules and delivery to complete programs in a timely manner.

In addition to serving the needs of our student body, as the largest institution of higher education in the Charlotte community, we also have the opportunity and obligation to extend informal educational experiences to the general public through lectures, performances, and discussions on topics of regional interest and importance.

Objectives:

5.1 We will increase access to, and completion of, degree programs and certificates by

- offering degree completion programs for a select group of majors with high enrollment by offering more courses online and at the Center City Building, and increasing the numbers of evening courses;

- increasing the availability of gateway courses through the use of hybrid courses and summer, night, and weekend scheduling;

- offering selected niche programs to geographically dispersed students through online programs;

- offering masters programs to working professionals through online programming and offerings at the Center City Building;

- maintaining a responsive transfer/articulation program that fully implements the Passport Program with Central Piedmont Community College, a program designed to increase access to UNC Charlotte for students needing to strengthen their academic credentials;

- supporting the growth of the 49er Finish Program, a degree completion program, with greater access to online courses in high-demand majors;

- expanding partnerships with educational entities such as Teach for America and the Model Teacher Education Consortium;

- expanding the number of programs offered in the region through the UNC Charlotte Graduate Center and through consortia arrangements with other UNC system institutions; and

- supporting tuition by the credit hour to simplify access to offerings within the UNC system.

5.2 Continuing Education will assist the colleges in developing systematic plans for responding to distance education needs by

- supporting, designing, and delivering distance programs;

- marketing online and distance programs beyond traditional geographic boundaries; and

- examining the capacity for programs and departments to offer distance education courses.

5.3 To assist faculty in maximizing the use of on-campus facilities, the Center for Teaching and Learning will provide ongoing training for faculty to develop successful, high-quality hybrid and online courses, and to incorporate active learning strategies into courses of all types.

5.4 Academic Services will improve access to campus programs for individuals with disabilities by

- providing guidance on accessibility in new campus design projects;

- making all Academic Services websites fully accessible for individuals with disabilities; and

- monitoring and making progress on the ADA Transition Plan.

5.5 The Office of Continuing Education will provide

- assistance to unemployed professionals through its Workforce Development programs in collaboration with state and regional workforce development offices; and

- professional development, exam preparation, and non-credit certificate programs for working professionals, including custom programs for local businesses and industries.

5.6 Colleges will expand access to faculty expertise and enliven the intellectual life of the local community through

- regular public lectures, programs, performances, and exhibits on campus, in the Center City Building, and in collaboration with community organizations such as the partnership of the Center for the Study of the New South with Levine Museum of the New South;

- unique interdisciplinary collaborations such as the College of Arts + Architecture's "Violins of Hope" project; and

- collaboration with the Division of University Advancement for dissemination of college activities through print and electronic media, a campus speakers bureau, and other opportunities for informal education such as the CLAS/Atkins "Personally Speaking" series and Salons program.

ACADEMIC AFFAIRS GOAL 6

Promote student achievement and personal development by providing high quality advising, academic services, academic success programs, curricular enrichment, and international experiences.

Nearly 8,000 new students join UNC Charlotte each year. Entering classes of freshmen are 18-19 years old, attend full time, and live primarily in on-campus housing. Part-time enrollment increases steadily from the sophomore to senior year, contributing to low four-year graduation rates. More than 30% of those classified as seniors attend part time. The number of transfer students, who come primarily from North Carolina community colleges and other UNC campuses, is almost equal to the number of first-time freshmen. The large military presence in the state also makes the University attractive to veterans. We currently enroll about 1,000 veterans and military personnel. As the student body has grown in size and diversity, the demands on academic support units have also grown. The staff must spend increasing amounts of time addressing the needs of applicants and students who have social, mental, cultural, and emotional issues.

To meet the needs of our student body, our campus must develop an integrated and comprehensive learning environment, reduce barriers to degree completion, and strengthen not only the students' disciplinary knowledge but also those abilities referred to as 21st century skills (e.g., leadership, communication, teamwork, etc.). Those who guide and support students need better access to integrated information about student activity and progress. Although a well-organized curriculum, integrated student support services, and opportunities for curricular enrichment are all important in promoting student engagement and timely graduation, the impact of the declining financial resources available to our students is significant and will impact student progress. New sources of financial aid will be needed to offset dwindling state and federal resources.

Objectives:

6.1 Ensure the provision of high-quality advising and expand its availability and ease of access by

- improving advisor training, promoting best practices for high-impact advising, and coordinating advising between units;

- creating an interactive advising system that will provide a matriculation-to-graduation advising record for all students that incorporates proactive early warning and degree-planning features;

- completing the implementation of the online degree audit and assisting college departments in using the degree audit system effectively for all undergraduate students; and

- improving the linkage between admissions, orientation, advising, academic support, and career services by implementing the recommendations of the Student Success Working Group and through the campus Quality Enhancement Project.

6.2 Review and expand effective academic support services by

- undertaking a collaborative study of issues relating to the first-year experience (for freshmen and transfers) to improve program coordination and quality across colleges and divisions;

- providing training for instructors and student leaders involved in first-year initiatives;

- expanding access to effective transition and retention programs such as freshmen seminars, learning communities, 49er Rebound, and supplemental instruction; and

- increasing the availability of honors opportunities in all colleges.

6.3 Promote timely degree completion by

- Identifying and addressing time-to-degree barriers that are created by curriculum sequences, course availability, and high-risk gateway courses;

- developing interventions (and the data and resources to facilitate their implementation) to support academically at-risk students, particularly those in their first two years of enrollment;

- implementing data-based degree completion maps for all majors; and

- collaborating with the Division of University Advancement to prioritize student financial aid in private fund-raising.

6.4 Expand and improve opportunities for curricular engagement by

- defining the criteria that will be used by faculty to designate courses as "service learning" and to identify such courses in the schedule; and

- providing an array of well-supported leadership and service opportunities, certificate programs, internship and experiential learning programs, professional organizations, and honors societies that will meet students' interests and needs and enhance their connection to the professional work environment and the community.

6.5 Expand both faculty and student participation in international experiences, and the range of options from which they can choose, by

- developing and implementing a Global Certificate Program, which has curricular and co-curricular elements;

- supporting college efforts to increase faculty and student participation in education abroad and other international experiences;

- broadening collaborative partnerships in the area of international experiences between Academic and Student Affairs;

- supporting services to departments and to international scholars and faculty, including immigration advising, orientation, and language support;

- creating and/or strengthening partnerships with campus entities such as the Language Resource Center, the Center for Teaching and Learning, and the Writing Center to provide assistance to international students and faculty; and

- increasing the number and variety of cross-cultural learning experiences for support staff to increase their level of comfort in working with international students, faculty, and visiting scholars.

6.6 Support student retention, persistence, and timely graduation by providing efficient, student-centered services for admissions, registration, and graduation clearance by

- implementing workflow/online submission of forms in the Registrar's Office to streamline processes for faculty, staff, and students;

- increasing training opportunities available for faculty and staff on processes, policies, and technologies that impact their effectiveness in working with students;

- developing communications plans to distribute guidance information to faculty, staff, and parents;

- working with the Director of the Center City Building to determine services needed for ongoing program support;

- expanding the use of the Call Center to support retention efforts through increased collaboration with Academic Services, Student Affairs, and the University College; and

- increasing the use of technology in the Office of Student Financial Aid in order to maximize staff time available for financial counseling.

ACADEMIC AFFAIRS GOAL 7

Engage in focused efforts to creatively address University and community needs through internal collaboration and partnerships with public, private, and non-profit organizations.

Since its founding, UNC Charlotte has embraced its mission of serving the educational, economic, social and cultural needs of the Charlotte region. The faculty, staff, and students at UNC Charlotte are active partners with organizations and groups that address a myriad of local and regional issues. The research laboratories and professional development activities on campus are responsive to the needs of public and private community interests across this region, as well as in other parts of North Carolina. Scholarly public service and community engagement align with the University's special responsibility and commitment to the Charlotte region. UNC Charlotte has used interdisciplinary institutes and centers at both the university and college level to serve as portals for innovative university-community engagement that address the needs of the Charlotte region and the State of North Carolina. The centers and institutes are key entities in delivering on the promise of *UNC Tomorrow* while supporting urban and regional development, applied research, and experiential learning.

Objectives:

7.1 Metropolitan Studies has been organized to serve as a portal for innovative partnering across campus and to actively collaborate with community leaders to develop policy guides and applied research tools that address the economic, environmental, and social needs of the Charlotte region.

- The *Urban Institute* will position its three signature programs—(1) the Charlotte Regional Indicators Project; (2) the Center for Transportation Policy Studies; and (3) RENCI@UNC Charlotte—to play central roles in helping the Charlotte region better understand and respond to key public policy issues.

- The *Institute for Social Capital* will collaborate with faculty and community agencies to fully implement the Database Accessibility Plan, identify community-based research projects, and conduct and/or assist in approved research on children and families using the integrated database.

- *UNC Charlotte Crossroads* will expand community engagement opportunities for undeclared freshmen, develop a Civic Engagement minor, and pilot a new summer program, *Charlotte Engage*, to deliver educational and community service programming in center city Charlotte.

- The *Women's Summit* will conduct collaborative research on issues of importance to women and girls in Mecklenburg County and present findings in bi-annual conferences.

7.2 The Charlotte Research Institute will serve as the portal for university-industry interaction and will support regional economic development by

- marketing University research, facilities, and innovation capability to technology-based businesses;

- providing access to space and facilities for regional partners;

- promoting regional entrepreneurship with community-directed services including the Ben Craig Center;

- acting as a convener for regional economic clusters; and

- supporting the construction of the PORTAL building as a new home for the Ben Craig Center, technology transfer, and applied technology partnerships.

7.3 College plans to address community needs include

- support and expansion of the *Charlotte Teachers Institute* by the College of Liberal Arts and Sciences;

- continued expansion of interdisciplinary service-learning and research efforts through the College of Arts + Architecture's *Design & Society Research Center* located in the Center City Building;

- design of a long-range plan for the *Professional Development Schools Network* by the College of Education;

- establishment of a *Freedom School* to promote literacy development of K-8 pupils and enhance teaching capacity of UNC Charlotte teacher candidates;

- developing mechanisms to strengthen new teacher induction with CMS;

- expansion of the College of Engineering *Industrial Solutions Lab* to attract industry projects to enhance the student experience; and

- establishment of the *Charlotte Informatics Partnership* to address the workforce and research needs of data-intensive industries.

ACADEMIC AFFAIRS GOAL 8

Support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.

A climate survey conducted in Spring 2010 examined tenured and pre-tenured faculty job satisfaction, intent to stay, work/life balance, diversity equity, department chair satisfaction, and sense of community. The results indicated that faculty job satisfaction is generally good, although differing by gender and rank, with women and associate professors less satisfied than others. Surveys of pre-tenure faculty indicate that we need to improve how we clarify standards and criteria for promotion and tenure processes.

The number of full- and part-time, non-tenure track or contingent faculty has increased steadily, currently standing at about 46% of the faculty. This group of faculty likely will grow as colleges attempt to lower costs while meeting instructional demand. A survey of contingent faculty conducted in Fall 2009 indicated that these faculty are, for the most part, satisfied with the climate, culture, and collegiality of UNC Charlotte, although they have limited access to professional development.

As the student body has grown, the demands on the staff as well as the faculty of academic units have grown. Staff members spend increasing amounts of time addressing the needs of applicants and students who have social, mental, cultural, and emotional issues. Significant time is required from committees that hear appeals and waiver requests. Greater automation of mundane tasks is needed to free up staff time for personal attention to student needs. At the same time, the addition of new systems and compliance requirements has created increasing needs for training of administrative staff.

Virtually every aspect of our campus depends on information technology, which makes a secure, robust, and reliable campus network essential. The rapid changes in tools, state and federal regulations, and security challenges as well as changes in user expectations and communication patterns conspire to make the maintenance and improvement of the campus IT infrastructure a moving target. Increased use of technology has already improved or replaced many of our arcane paper processes; however, the demand for better, faster, and broader services available anytime and anyplace continues to grow. Limited resources constrain investments in information technology services despite the opportunity for longer-term payoffs in improved efficiency, performance, and access.

Objectives:

8.1 Colleges will

- review guidelines for reappointment, tenure, and promotion to ensure that the process, standards, and criteria are clear;

- support a limited number of opportunities for reassignment of duties each year for tenure track and tenured faculty to the extent possible, given financial resources and teaching schedules;

- review or establish policies for employing, supporting, and evaluating non-tenure track faculty; and

- encourage staff development through regular use of professional development opportunities offered through Human Resources.

8.2 The Division of Academic Affairs will

- establish a Faculty Affairs Office to continue the mentoring, recruitment, and leadership development programs launched under the ADVANCE program;

- establish the position of Ombudsperson to assist faculty in the resolution of complaints and concerns;

- work with Human Resources to develop regular programs of training and orientation/induction of new employees to ensure that we recruit and retain a well-qualified, motivated, and diverse workforce;

- encourage units to identify opportunities for cross-training of personnel;

- seek and support opportunities to increase the use of technology to enable staff to devote time to high-quality planning, customer service, and problem-solving; and

- continue developing recognition programs for extraordinary contributions to teaching, research, and community service.

8.3 In the past year, we have moved away from depending on one-time allocations for IT infrastructure to a regularly budgeted fund for network equipment. This change enables Information Technology Services (ITS) to use resources effectively and to maintain reliable and secure systems in support of teaching, research, and administration. To support the work of faculty and staff, ITS will

- provide innovative, pedagogically appropriate technologies and improved customer service;

- replace aging network equipment;

- develop and maintain a first-rate research-centric computing, networking, and storage environment;

- develop a modern, service-oriented information access strategy to allow improved use of University data;

- expand the wireless network, as funds permit;

- complete the transition to off-campus hosting of email;

- replace the Novell system;

- complete the imaging project to reduce dependence on paper in key administrative offices;

- provide technology support to the Research Administration Project; and

- work with administrative offices to prioritize and implement streamlined, web-based functions and automated administrative processes, including online data collection for course evaluations should the Faculty Council adopt that methodology.

8.4 A robust IT infrastructure enables us to increase the number of hybrid and online courses, improve the access of working professionals, and reduce the demand on classroom space. ITS will support excellence in teaching and learning by

- implementing and sustaining state-of-the-art instructional technology systems that improve student learning while reducing instructional costs;

- assisting faculty in integrating technologies with traditional pedagogy to enable more efficient use of classrooms and to support active learning strategies;

- developing programs to promote best practices in both traditional and online pedagogy;

- collaborating with faculty leaders and college IT professionals to provide access to programs, tools, and services that support their teaching and learning needs;

- developing a plan to transition students from campus computer labs to a laptop program; and

- completing the development and deployment of the unified advising record system, *NinerAdviso*r.

ACADEMIC AFFAIRS GOAL 9

Promote diversity in our faculty, students, staff, and curriculum.

As stated in the campus *Plan for Diversity, Inclusion, and Access*, UNC Charlotte seeks to build a shared understanding of institutional values, including the importance of diversity, access, and inclusion in the campus community, while creating a culture that is respectful of differences. As North Carolina, the Charlotte region, and our campus undergo dramatic demographic changes, we must ensure the access, support, and retention of underrepresented students, faculty, and staff. Our programs of study must provide learning opportunities and a curriculum that prepare students for work, leadership, and civic engagement in a diverse environment.

Objectives:

9.1 The Colleges and units of the Division will seek to achieve the goals of the *Plan for Diversity, Inclusion, and Access* by

- developing diversity plans in all units;

- continuing efforts to recruit and retain an excellent and diverse faculty and staff;

- recruiting, retaining, and graduating a diverse student body at both the graduate and undergraduate level;

- supporting curricula and pedagogy that create an inclusive instructional environment and community engagement activities that include work with underrepresented or disadvantaged populations; and

- supporting research activity focused on vulnerable populations and issues of diversity, equity, and social justice.

9.2 On a regular schedule, we will administer a campus climate survey and disseminate results to the Colleges to assess progress toward an equitable and inclusive environment.

ACADEMIC AFFAIRS GOAL 10

Create a flexible, responsive culture that uses effective review and assessment as the basis for improvement.

Our programs are designed to prepare students with the intellectual skills that they will need for success in their careers and in their communities in the 21st century. The results mean we extend the boundaries of knowledge and contribute to the well-being of our region. We recognize that we are accountable to our stakeholders to monitor and assess what we do, to seek opportunities for improvement, and to report data in a context that promotes understanding. We rely on both internal and external evaluation measurements to guide our progress. A key need for this planning period is more timely access to improved data analyses to guide admissions, space use, and program planning and improvement.

Objectives:

10.1 To prepare for a successful reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS), the University will commit administrative, faculty, and staff time and other resources necessary to

- develop learning outcomes and assessments for all degree programs;

- prepare an effective Compliance Certificate; and

- select and develop a Quality Enhancement Plan (QEP).

10.2 The professional programs will receive external validation of their work and its impact through accreditation reviews and increased recognition of expertise and resources.

10.3 Colleges and support units will complete institutional effectiveness plans and use the results from performance assessments to drive a cycle of continuous improvement in research, instruction, and service.

10.4 The Office of Institutional Research will support the review and assessment of academic programs by

- maintaining the *Fact Book*, department profiles, and other standard reports for institutional use and compliance;

- providing timely access to data to monitor and improve programs, space use, and planning;

- developing better models for enrollment projections and predictions of student success;

- supporting the preparation of the SACS Compliance Certificate and QEP;

- coordinating campus-wide surveys;

- supporting the work of the Institutional Effectiveness Oversight Committee; and

- providing data and analyses to support the efforts of the Student Success Working Group.