



Institutional Plan

2004-2009

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I. Introduction

This document describes the *UNC Charlotte Institutional Plan* for the years 2004-2009. It is designed to serve as the guiding force for decisions to be made 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 staffs, 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, it is designed to capture the most important initiatives and priorities of the constituent units and programs of the University and to place them within the context of a set of overarching goals and values for the campus as a whole.

Finally, the *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 array of opportunities within our peripheral vision and be prepared to act upon them as circumstances demand.

II. The Planning Process

Every two years, The University of North Carolina at Charlotte adopts a new, five-year institutional plan. Each new plan derives from a reconsideration of the environment within which the institution exists; a review of and, when warranted, a revision to the institutional mission and vision; an analysis of progress made by each unit toward the achievement of the goals that were approved in the previous campus plan; and a broad-based, highly interactive process for developing new goals. The particular schedule followed in developing the 2004-2009 plan for the University of North Carolina at Charlotte is outlined as shown in the following section.

University-wide Planning

The planning process for UNC Charlotte encompasses all Divisions of the University, including Athletics, in concert with the academic planning schedule. (Henceforth in this document, "Divisions" includes Athletics.) The campus information technology infrastructure and planning were examined in this context. In addition, assessing institutional effectiveness becomes part of the planning process and annual reporting process. See Figure 1 for a graphical representation of the University's planning and evaluation process.

University Planning and Assessment Process

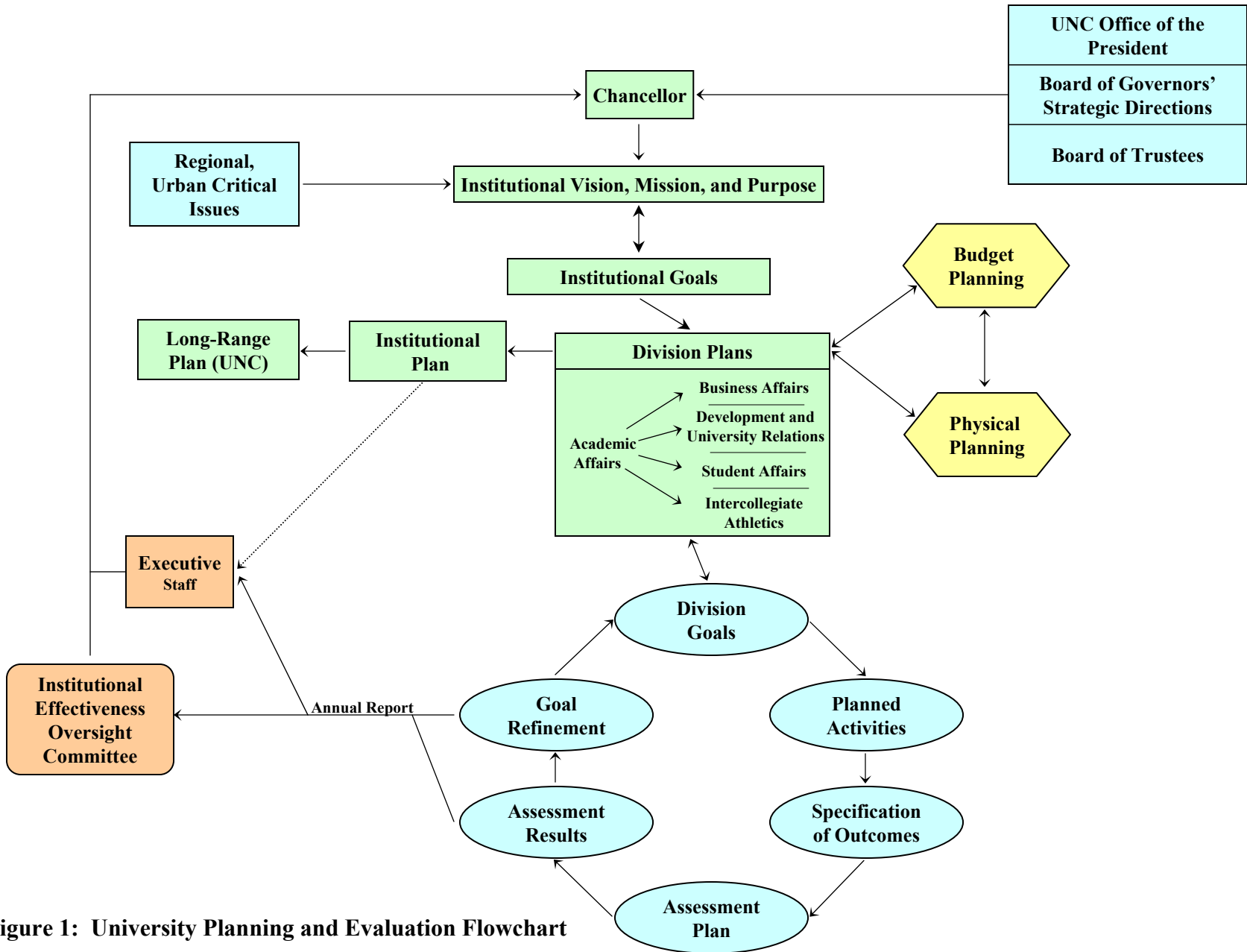


Figure 1: University Planning and Evaluation Flowchart

Major milestones in this process:**2000**

April 20 Chancellor appoints University Institutional Effectiveness Committee. Initial Chair is Senior Associate Provost.

2001

September 24-25 Deans' Council and Academic Affairs Senior Staff review proposed Themes and Environmental Considerations for updating Academic Plan during Academic Affairs retreat

November 30 Faculty Academic Planning and Budget Committee (FAPBC) reviews Instructions, Themes, and Environmental Considerations for Campus Plan

2002

January 7 Executive Staff reviews proposed Themes and Environmental Considerations for updating Academic Plan

January 23 Academic Affairs Council receives overview of planning process for 2004-2009 Academic Plan

January 28 OAA Distributes via campus mail Instructions, Themes, and Environmental Considerations for updated plans to Colleges, Departments, and Academic Support Units

April 26 Deans/Associate Provosts (APs)/Directors forward to the Provost draft highlights from their unit academic plans

July 1 Response due from Provost to Deans and others on academic plan highlights

July Divisions make preliminary presentations of their plans at the Executive Staff retreat

August 2 Comments on draft plans due from Deans to departments and academic support units

Comments on draft plans due from APs to support units and academic departments

September 12 Deans/APs/Directors present updated academic plans to Academic Affairs Retreat

September 16 Revised drafts of department plans due to Deans (to be shared with APs)

Revised drafts of support unit plans due to APs (to be shared with Deans)

October Open campus forums at which College Deans and CIO will present

their draft plans (all forums – Cameron 101)

10/7/02	College of Arts and Sciences, 2:00-3:00 p.m.
10/7/02	William States Lee College of Engineering, 3:00-4:00 p.m.
10/10/02	Belk College of Business Administration, 2:00-3:00 p.m.
10/10/02	College of Education, 3:00-4:00 p.m.
10/14/02	College of Architecture, 2:00-3:00 p.m.
10/14/02	Information and Technology Services, followed by Honors College, 3:00-4:00 p.m.
10/16/02	College of Information Technology, 10:00-11:00 a.m.
10/16/02	College of Health and Human Services, 11:00-12:00 noon
October 30	Drafts of Department, College, and Support Unit plans due to Provost
November 11	Senior Staff begins reviews of draft College plans, department plans, and support unit plans
December 5	Provost delivers Academic Plan highlights to the campus community Time: 11:00 a.m., Location: Cameron 101
December 6	Faculty Academic Planning and Budget Committee (FAPBC) meets with the Provost to discuss the Academic Plan

2003

January 15	Comments due to Provost from campus community as a response to open forums
January 22	Provost delivers Academic Plan decisions to the Academic Affairs Council
January 27	First draft of Academic Plan, comments from FAPBC, and Provost response to FAPBC comments sent to Faculty Executive Council
January 27	Comments due from Provost to Colleges and Departments
February 4	Deans' Council reviews draft of Academic Plan
February 6	Faculty Executive Committee considers Academic Plan
February 12	Draft of Academic Plan distributed and considered at Chairs Meeting
February	Vice Chancellors for Business Affairs, Development and University Relations, and Student Affairs and Director of Athletics make presentations of 2004-2009 Division Plans
February 20	Faculty Council considers Academic Plan
March 3	Chancellor approves plans from all Divisions
March 28	Board of Trustees considers Institutional Plan
May 1	Campus Submission for Board of Governors Long-Range Plan, 2004-09 to the Office of the President
October 1	New Doctoral Program Requests for Authorization to Plan Submitted to the Office of the President
Fall	New Baccalaureate and Master's Program Notifications of Intent to Plan Submitted to the Office of the President

III. Environment for the Planning Process for 2004-2009

The following description of the environment guided our development of the 2004-2009 *Plan* update. The underlying assumptions include specifically the expectation that UNC Charlotte, having achieved Doctoral/Research University - Intensive status, will work to achieve the Doctoral/Research University - Extensive classification.

The planning process at UNC Charlotte has been driven by an understanding of the environment within which the University functions and is likely to function during the life of this *Plan*. This includes an informed understanding of the likely future condition of the State's economy and the ability of the Board of Governors and the General Assembly to support requests for additional funding to launch new initiatives. The *Plan* is based on the following environmental considerations:

1. The Charlotte metropolitan region, defined as the counties that ring Charlotte and Mecklenburg County, will witness the continuation of several major trends observed over the past two decades: 1) continued diversification of the region's manufacturing and industrial base; 2) continued development of the region as a major center for trade and distribution; 3) continued importance as a provider of health-care related services and gradual emergence as a resource for health-related research; 4) solidification of Charlotte's place as one of the nation's largest centers for financial services; 5) increased presence of foreign-owned businesses and industries and growth of internationally active businesses in the region; 6) increased recognition that lifelong education and retraining of the work force in nearly all sectors will be necessary to maintain economic competitiveness; 7) continued development of Charlotte's capacity to respond to the cultural needs of the citizens of the region with a diverse array of visual and performing arts; 8) continued pressure to reform and restructure public education and respond to North Carolina's teacher shortage; 9) 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; and 10) increased racial, ethnic, and cultural diversity of the population. There will be even greater demands upon the University to help the region deal with problems associated with these developments and increasing opportunities to help the region exploit its economic and cultural potential. This is best exemplified by the Charlotte Chamber of Commerce "Advantage Carolina" initiative, a major goal of which is to accelerate the transition of UNC Charlotte to a research university. The Advantage Carolina goal statement is: "Advanced regional economies require advanced local institutions of higher education. The Charlotte region needs to accelerate UNC Charlotte's development to ensure that a 'top tier' research university exists to support the economy. The leadership of Charlotte, the University System and our elected leaders must develop and support a plan that would see UNC Charlotte become a research university in 10 years. This is absolutely essential if Charlotte is to attract high technology and research and development facilities."

2. Higher education's share of state appropriations will continue to decline with increasing competition for available dollars from other educational sectors, and as elected representatives attempt to address legitimate public concerns in the areas of health, welfare, and crime. Due to attainment of Doctoral/Research University – Intensive status, UNC Charlotte is in the process of realizing an increase of 9.2 million dollars in its continuing budget. Distribution of these dollars will follow priorities established during the planning process.
3. There will be continuing and even increased demands from the General Assembly for the University to provide highly accessible, high-quality, cost-effective undergraduate and graduate instruction across a wider audience and for the constituent institutions to implement self-regulating systems to ensure continuous review and improvement of institutional quality.
4. As the University progresses toward Doctoral/Research University – Extensive status, a host of issues and challenges will present themselves. These will include enhancement of the research infrastructure, increasing library resources, development of equitable faculty workloads, generation of a graduate culture on the campus, and maintaining our historic commitment to excellence in teaching and to undergraduate education.
5. As a result of the November 2000 bond referendum, the University has available 190 million dollars to build new academic space during the planning period, as well as for renovation of existing academic facilities. Included in the bond projects are seven new academic buildings, which will have a total of more than 500,000 net assignable square feet. Classrooms constructed through the bond projects will support a campus of more than 25,000 students, based on UNC system classroom standards. Two of the new academic facilities will be the initial buildings on the Charlotte Research Institute (formerly the Charlotte Institute for Technology Innovation) campus: the first as home to the Dean of the William States Lee College of Engineering, the Department of Mechanical Engineering and Engineering Sciences, and the Center for Precision Metrology and the second as home to the Department of Physics and the Center for Optoelectronics and Optical Communications. The new construction and renovation will provide desperately needed expansion space across campus for instructional, research, and outreach activity.
6. 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 as a whole. At the same time, it must be recognized 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. And while it can be expected that new programs eventually will generate new resources from increased

enrollments, reallocation by the Provost and within the colleges will be necessary in the short-term to launch new initiatives.

7. As UNC Charlotte adds graduate programs, UNC Charlotte will maintain its commitment to outstanding undergraduate education. The eventual goal is to achieve a mix of 80 percent undergraduate students and 20 percent graduate students, although the rapid increase in undergraduate enrollments makes this a challenge in the near term.
8. Demand for undergraduate education and postbaccalaureate education through the master's degree will continue to rise in response to growth in North Carolina and increases in the proportion of high school graduates who desire and qualify for post-secondary education and who increasingly make UNC Charlotte their first choice for post-secondary education. All public institutions in North Carolina, but particularly UNC Charlotte, must be prepared for the increasing numbers of new, traditional-aged undergraduates who are seeking access to higher education.
9. In light of the declining political support for affirmative action, extending educational opportunities to the state's significant minority and low-income students must continue to be an important part of the mission for our institution. Efforts to enroll, retain, and graduate in a timely manner minority and low-income students will challenge our campus to develop innovative recruitment programs, broader financial assistance options, and strong advising and mentoring programs.
10. Continuing changes in the work force will result in the return to higher education of many college graduates seeking master's degrees, certificate programs, and the upgrade of job-related skills through credit and noncredit continuing professional education.
11. UNC Charlotte aspires to achieve national and international standards of excellence in its instructional, research, and public service programs and the quality of its faculty. In addition, it has a particular obligation to use its human and other resources to respond to the needs of the Charlotte metropolitan region, including those related to economic development, the solution of pressing social problems, and cultural enrichment of the citizenry.
12. Federal support for research, facilities enhancement, and curriculum development are vitally important as UNC Charlotte grows to Doctoral/Research – Extensive status. We will continue to see funding increases for biomedical research and for national security related research. In addition, research funding in health promotion, preventive health, and behavioral health will present opportunities for interdisciplinary work among various health, behavioral science, and social science disciplines. NSF funding should at least continue to pace inflation. Interdisciplinary and applied research and research which stimulates economic development will continue to receive considerable attention from funding agencies.

13. The Charlotte Research Institute is a partnership between the private and public sectors and UNC Charlotte. The Institute will further advance the scale and depth of research conducted at UNC Charlotte as it builds on current research strengths to fuel the development of high technology companies, thereby enhancing the competitiveness of the regional economy. It will also expand the intellectual capital that the University already brings to the region.
14. Technology will have an increasing impact on teaching, learning, research, and business processes. Incoming students will be more technology-literate and will expect more sophisticated applications of technology to deliver instruction and support the learning process. 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 will be fully integrated into institutional planning. Issues such as organization structure, appropriate levels of user support, and convergence of distance education with on-campus instruction using technology must be addressed during the planning period.
15. Further development of UNC Charlotte Uptown, as well as other potential locations in the Charlotte area, also will enable the campus to respond more effectively to the diverse educational, economic, social, and cultural needs of the Charlotte metropolitan region.
16. Continuing campus-wide attention to public relations and marketing will be required to establish UNC Charlotte's identity as an energetic and responsible university known for the excellence and effectiveness of its endeavors.

IV. A Vision and Mission for UNC Charlotte

Although a university by definition is heterogeneous, it is most effective when its members share a common framework--an institutional vision and sense of mission--for what is to be accomplished and who is to be served.

Vision Statement. Following is a long-term Vision for the campus, approved by the University's Board of Trustees on September 27, 2002:

UNC Charlotte aspires to be North Carolina's most energetic and responsive university, offering unparalleled educational opportunities for nearly 25,000 students seeking the highest quality undergraduate, graduate, and continuing personal or professional enrichment in the liberal arts and sciences and selected professions. The goal of UNC Charlotte is to be a publicly supported Doctoral/Research University – Extensive in North Carolina early in the 21st Century. UNC Charlotte will be known especially for the individual commitment of each member of its collegial and diverse faculty and staff to extending educational opportunity and ensuring student learning

and success, both at the graduate and undergraduate levels; its nationally and internationally recognized capacity for research and scholarship; and its willingness to join its resources in collaboration with those of other institutions to address the major educational, economic, social, and cultural needs of the greater Charlotte region. UNC Charlotte has a special responsibility to build the intellectual capital of this region.

Mission Statement. Following is a revised statement of institutional mission for the campus, approved by the University's Board of Trustees on September 27, 2002:

UNC Charlotte is the only Doctoral/Research University – Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

V. Division of Academic Affairs

The seven broad areas of concern to the Charlotte Region, or themes, enumerated in the revised mission statement have guided the development of this Plan. All new academic programmatic initiatives can be subsumed under them:

A. Liberal Education. A defining characteristic of an undergraduate education at UNC Charlotte will be the commitment of the faculties in all colleges to provide students with a liberal education as a foundation for professional education and lifelong learning. Our students must be fully prepared for constructive citizenship in a culturally diverse and rapidly changing world. To do so requires a careful balance between the contributions of general and specialized education in an undergraduate degree program and attention in every academic major and throughout the curriculum to the fundamentals of oral expression, written communication, critical thinking, and problem-solving.

B. Urban and Regional Development. The location of UNC Charlotte in the State's largest metropolitan region confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping the diverse and conflicting groups and interests in the region grapple with critical issues that are not found in the same ways in smaller, less dense, and more homogeneous communities. These issues include, but are not limited to, economic development, crime and violence, transportation, metropolitan infrastructure, urban planning, and the environment. The University can play a critical role by: a) offering intellectual and technical expertise in each of these areas; b) providing historical and national perspectives for solving contemporary problems of the region; c) serving as a neutral forum where problems can be discussed and solutions debated; and d) facilitating a unified regional approach to problems that respect neither political nor governmental boundaries.

C. Business and Finance. Charlotte has emerged as one of the nation's leading centers for business, particularly in banking, insurance, financial services, real estate, and retail trade. UNC Charlotte must be prepared to serve the employment market in these sectors and to address the multiple needs of the business community for continuing professional education and applied research.

D. Children, Families, and Schools. Located within the State's largest metropolitan region and in the same county as its largest school district, UNC Charlotte is dedicated to strengthening the preparation and continuing professional education of teachers, school administrators, and other professionals in the schools and related agencies serving students from pre-kindergarten through high school, and to bring its intellectual resources to bear upon those family-related and social problems that interfere with the educational process.

E. Health Care and Health Policy. During the 21st century, the need for health and human service professionals will continue to grow as our population ages; as patients' demands for more specialized kinds of treatments, drugs, and therapies escalate; and as our definition of health expands to include anything that contributes to the promotion of human beings' physical, mental, spiritual, and social health and well being. As the State's largest metropolitan region, Charlotte requires sustained attention from the University to serve the multiple and diverse health-related needs of its citizens, including informed and effective

public health policies; a vibrant health research community; health promotion activities and programs; and trained health-care personnel, including those who play a role in administering health-care delivery systems and whose decisions affect matters of access to health services as well as their cost and quality.

F. International Understanding and Involvement. The interdependence of the world's political affairs and the globalization of the world economic order have come to place inescapable demands upon the University in preparing its graduates. In addition, the greater Charlotte region has emerged over the last decade as a significant international center, with over 500 foreign-owned firms having settled in the area. UNC Charlotte can serve the region by preparing its students to live and succeed in an increasingly global community, by providing for the educational needs of the foreign-born employees and their families, and by being an important agent to improve communication between the American and international communities and to stimulate additional international economic and cultural involvement here.

G. Applied Sciences and Technologies. This broad theme is built upon our existing commitment to emerging technologies, primarily in the fields of microelectronics, optoelectronics, and precision engineering. It also seeks to capitalize upon North Carolina's stature as the nation's leading manufacturing employer and Charlotte's emergence as an important manufacturing and distribution center. The State and the region require a steady supply of highly trained personnel and the University's scholarly expertise to help the manufacturing sector improve the quality of their products and the cost-effectiveness of their processes. In addition, the State and region require assistance for understanding and using information technologies and look to the University's College of Information Technology to provide information technology employees.

The following theme is now added to reflect the growing appetite for arts and cultural activities in the region and to reflect the appropriate diversity of a major research university:

H. Arts and Culture. This theme is based on the recognition that a healthy metropolitan region requires a vibrant arts sector. Fine arts represents one facet of the University that has not received emphasis in the themes. The new Humanities Building and a renovated Rowe Building offer UNC Charlotte opportunities that have not been available in the past. We need to provide more facilities that allow us to be a repository for art and a venue for performances. These facilities should be equivalent to what students expect to encounter in their professional lives and match the expectations of the community for a major research university. Greater support for gallery programs will provide students with intimate firsthand experience with fine arts objects in a professionally regarded venue. Likewise, greater support for performing arts will enhance students' learning. In addition, expanded fine arts programs will offer greatly enhanced opportunities for connecting our students and faculty to the greater Charlotte fine arts community.

The following new and continuing initiatives will impact undergraduate education:

- The University will develop and implement an Honors College based on the University Honors Program and housed in the College of Arts and Sciences. The Honors College will be a more visible recruitment tool. It will administer and coordinate activities involving programs such as

University, departmental, and Business honors, Teaching Fellows, campus merit-based scholarships, off-campus scholarships, and honor societies.

- The University will continue its emphasis on development of the First-Year Experience. The Divisions of Academic Affairs and Student Affairs are collaborating to extend the Learning Community concept.
- The Divisions of Academic Affairs and Student Affairs are collaborating in development of an Office of Student Success and Retention. This partnership will coordinate and assess the growing variety of initiatives designed to enhance the retention and success of students, including Learning Communities and Freshman Seminar.
- The University will use technology, including information delivered through a student portal, and enhanced processes to support students and advisors in the academic advising process.
- The University is implementing a new General Education program designed to better prepare our students for their undergraduate education and that is more easily understood by students. The new General Education requirements will apply to the incoming class in Fall 2003.
- The University will create initiatives to reward faculty for including undergraduate students in their research.

These new and continuing initiatives will impact graduate education and research:

- Charlotte Research Institute
- Expanded role of Center for Precision Metrology
- Development of centers and institutes, which has been accelerating. A new process is being established to prioritize and support center development.
- Continued development of new graduate, particularly doctoral, programs. New processes are being established to prioritize and support degree program development. The new process for doctoral program development will facilitate proposals and will be synchronized with Office of the President procedures.

See *Appendix I* for the Academic Plan in its entirety.

VI. Division of Business Affairs

The purpose of the Division of Business Affairs is to provide exemplary support for the instructional, research, and community-service functions that are the mission of UNC Charlotte. It is equally essential that the Division of Business Affairs supports a campus environment that encourages the active involvement of students in their personal and intellectual development and promotes responsible citizenship. In the fulfillment of this purpose/mission, the Division of Business Affairs shall efficiently utilize available financial and physical resources to ensure the highest quality in its service to the University community.

The Division of Business Affairs has established seven goals that will guide its efforts over the next five years. The process, organization, and environment determining the goals are described in the Division of Business Affairs Planning Document, 2004-2009. The seven goals are outlined below.

Goal 1: Provide a safe, secure, accessible, functional, and pleasant environment in which to carry out the teaching, research, and service programs identified in the Academic Plan

- Safety. Two University-wide committees identify deficiencies and monitor corrective action
- Security. Lighting, additional patrolling, clearing underbrush, and additional support staff are among the on-going efforts showing positive results
- Accessibility. Barriers preventing disabled access to classrooms and all other campus facilities will continue to be removed
- Functionality. Facility users' knowledge will be exploited in the design of campus facilities
- Environment. Facilities master planning will continue to design usable space outside the classrooms and offices

Goal 2: Fully comply with federal, state, and local laws and regulations, and with the requirements imposed by those external agencies that have oversight responsibilities in higher education

- Develop effective controls to prevent findings
- Ensure no reportable findings by auditors or other evaluators

Goal 3: Make quality and customer orientation the hallmark of all Business Affairs processes

- Issue departmental purchase card to facilitate procurement of common, low-cost items

- Implement SCT Banner to improve financial, human resource, and student information reporting
- Improve HVAC systems and academic space in Rowe and McEniry
- Locate a Jazzman's coffee shop in Atkins Library
- Develop and implement a plan to reduce energy use on campus by three percent within two years
- Negotiate a 10-year food service contract to provide improved service to resident and commuter students
- Continue to provide adequate parking by constructing decks and re-evaluate the viability of an on-campus shuttle service

Goal 4: Streamline administrative procedures in the Division of Business Affairs by eliminating processes that do not add value to outcomes and ensure that employees in the division are technically and administratively prepared to carry out their responsibilities

- Use improving computer technology, including Banner financial, human resources, and student information systems, a new computer assisted facilities management system, a new Web interface for the 49er Card system, the new Student Portal, and E-Print to enhance efficiencies and improve services
- Use opportunity of new technology implementation to analyze business processes with a view to improving the efficiency of each process
- Provide adequate work areas, appropriate equipment and adequate training to enable employees to carry out their responsibilities effectively and efficiently

Goal 5 Support the change of UNC Charlotte's status to a Doctoral/Research University - Extensive within this planning cycle

- Ensure that the design of the Charlotte Research Institute campus includes appropriate research space, appropriate vehicular and pedestrian access, and that the space between buildings is pleasant and useful.
- Sponsored Programs will continue to work closely with the Associate Provost for Research and Federal Relations and the Executive Director of the Charlotte Research Institute to ensure accounting and other post-award system are adequate to handle the increase volume and complexities of the campus' increase awards level.
- Work with the Office of the President and the Office of State Personnel to receive campus authority for making local EPA Research Support position determinations
- Sponsored Programs will work to accommodate the University's migration to the long form of the Facilities and Administrative Rate Proposal

- Support specific research initiatives in the Academic Plan

Goal 6: Ensure that all capital improvement projects meet high-quality standards, are completed on schedule, and are delivered with minimum disruption to the campus community

- Control design to the projects' approved budgets
- Expand campus facilities planning documents and *Architectural Design Guidelines* into a more useful document by defining the desired campus unity in a more understandable manner
- Standardize and streamline administrative processes
- Work to reduce the number of projects requiring detail review by the State Construction Office
- Use primarily the single prime contractor method for new construction, and test the Construction Management at Risk method
- Ensure user requirements are included in the design documents
- Closely monitor construction progress and ensure that a qualified manager is assigned by the designer

Goal 7: Systematically assess risks inherent in continuing University operations and proposed new initiatives: then develop, implement, and test a comprehensive operations continuity plan to minimize downtime and sustain University processes

- Develop, test, and maintain a Business Continuity Plan that will allow the University to continue to function in the event of disasters, ensuring the safety and welfare of students, employees, and others on campus, to protect physical and intellectual assets, to recover rapidly to normal operations, and to preserve the University's reputation
- Submit the Business Continuity Plan to the State Auditory by April 2004

Relationship Matrix. To facilitate continuous alignment of departmental goals with divisional goals, a relationship matrix was developed. Essentially each department is responsible for a part of one or more divisional goals or for an entire divisional goal.

See *Appendix II* for the entire Plan for the Division of Business Affairs.

VII. Division of Development and University Relations

A number of factors affected the development of the Development and University Relations 2004-2009 Plan. These include the University's Mission Statement and Vision

Statement, the Academic Plan, the goals and objectives of the Division, and external factors, such as the local, state and national economies, and trends in charitable giving.

Staff within the Division undertook this planning endeavor by basing their work on a number of assumptions.

1. University relations – fund raising, public relations and alumni affairs – is the business of the entire University community.
2. The full University experience – academics, student life, friendships, etc. – shapes university relations.
3. All faculty, staff and students are ambassadors for UNC Charlotte.
4. Relationship building and maintaining are the keys to positive university relations

The three departments within the Division of Development and University Relations work together in three broad areas of strategic focus. No one department has exclusive responsibility for any of the areas. Rather the work of all three departments is inter-related and aimed at achieving success in each strategic area.

1. Philanthropy
2. Advocacy
3. Understanding of University Mission

Philanthropy

Private support is critical to the University's continued growth and development. Therefore, the University has increased its infrastructure in support gift-getting, and that infrastructure will continue beyond the dates of the current, "It Takes a Gift – The Campaign for UNC Charlotte," capital campaign. This investment has returned significant increases in giving to the University over the last three years.

In support of the development activities, the Division has built a regular communications and reporting program for campus authorities and the campus in general and has employed modern development processes.

Over the course of the planning period, development staffing will be increased and some development staff will be assigned to the colleges and to Student Affairs.

Advocacy

The Division of Development and University Relations works to increase and enhance the advocacy and support of UNC Charlotte by alumni; faculty, staff and students; elected officials; corporate leaders; other opinion leaders; and the public.

The alumni will be given the opportunity to have more meaningful involvement with

the University, with a key goal of completing the funding and planning for construction of the Alumni Center.

Understanding of Mission

An understanding of UNC Charlotte's mission is critical to the success and effectiveness of the University. The most loyal advocates and contributors of UNC Charlotte are those people and groups who clearly understand and embrace the University and its goals and objectives.

The Division will foster a better understanding of UNC Charlotte's mission of building the intellectual capital and serving the research and doctoral education needs of the greater Charlotte metropolitan region. The Office of Public Relations and Publications will provide marketing-oriented service, meet with campus constituents to explore communications opportunities, expand beyond the local media market, enhance the web site, and publish an effective *UNC Charlotte* magazine.

See *Appendix III* for the entire Plan for the Division of Development and University Relations.

VIII. Division of Student Affairs

Student Affairs Purpose Statement

The planning process for the Division of Student Affairs is organized by the three central functions of Student Affairs that define the Division Purpose Statement. This statement is derived from the University purpose statement and, further, the planning process is informed by the Academic Plan. These central functions that guide planning are:

- A. Promoting individual student development through educational programs that generate awareness of the relationship between the student's education and skills and attitudes needed to function in a changing society.
- B. Providing services that accommodate and stimulate the learning process.
- C. Fostering a campus community that promotes student involvement in their intellectual, social, cultural, spiritual, emotional and physical development.

Elements of 2004-2009 Academic Plan of Particular Importance to Student Affairs Planning

The following elements, identified in the 2004-2009 Academic Plan, inform the Student Affairs Plan:

- Emphasis on systematic coordination of retention and academic success services and programs
- Strengthening partnership between Student Affairs and Academic Affairs to

- enhance the synergy of in-class and out-of-class influences on student learning
- Expansion of Learning Communities
- Expansion of Freshman Seminar
- Expansion of experiential learning opportunities
- Recognition of excellence in advising (academic and student group)

Elements in the 2002-2007 plan of continuing importance to Student Affairs planning:

- The student population will increasingly be traditionally aged

Planning for Student Life Facilities Expansion

Student enrollment growth and increases in traditionally aged students will require expansion of student life facilities. The following facilities improvements are in planning stages for the 2004-2009 period:

- Construction of a new university center to include:
 - Central dining facility
 - Student organization space
 - Student activity space
 - Bookstore
 - Multi-purpose space (ballroom)
- Construction of residence halls for:
 - Freshman Learning Communities in 2004
 - Greek Village
 - Replacement for the first highrise in 2008
- Expansion of the Health Center (2005)
- Expansion of indoor and outdoor recreational facilities
- Development of an outdoor leadership center (Venture)

Retention and Academic Success

A. Promoting individual student development

- Expand Leadership Development Programs

Student leadership development activities promote individual student development, but also consequently promote student involvement. Enhanced student leadership increases student organizations' capacities to involve students in campus life. The following initiatives are aimed at student leadership development:

- Affiliation with LeaderShape (national residential six-day leadership program for 60 key student leaders)
- Expansion of PILOT (Programs in Leadership and Organizational Training)
- Development of Leadership Education Website
- Development of Certificate Program in Leadership Studies
- Establishment of Leadership Resource Center

- Distinguished Leader Lecture Series
- Leadership Scholarships
- Partner with all colleges in developing the residential Freshman Learning Community (housing, Freshman Seminar, career development)
- Plan for future development of both residential and non-residential learning communities (leadership) and examine existing “Lifestyle” options in housing (Freshman Year Experience, Honors, International, etc.)
- Develop an integrated approach to health education and wellness program through a new unit to include collaboration with academic units involved with health and wellness issues
- Partner with Academic Affairs to establish the office of student success and retention.

B. Providing services that accommodate and stimulate the learning process

The Division of Student Affairs is planning the following initiatives targeted toward accommodating and enhancing learning:

- Expand Health Center and Counseling Center services into the evening hours
- Develop a more effective and efficient approach to service students with more severe mental barriers
- Develop and implement on-line services in housing and through the student portal for clubs and organizations, Financial Aid, and Health Services
- Target services and programs for off-campus students, including establishing a resource center for these students

C. Foster a campus community that promotes student involvement

The Division of Student Affairs is planning the following initiatives targeted toward increasing student involvement in the life of the campus:

- Continue researching needs of freshman students through the Freshman Year Experience Team, identifying those “connection” experiences that make a difference in retention and academic success (with a focus on commuter students)
- Package Freshman Year Experience data for prospective students and their parents to stress the importance of an early decision to participate in a structured first-year experience (e.g. Freshman Seminar, Learning Community)
- Implement outreach programs to recruit faculty advisors for student organizations (currently 203 organizations)
- Enhance advising and programs for multicultural organizations

Summary of Division of Student Affairs Planning

In summary, Division of Student Affairs initiatives for the 2004-2009 period are

intended to increase retention by:

- Providing services to ameliorate barriers
- Increasing the ways in which students “connect” to the University
- Planning for Student Life facility expansion
- Integrating student academic and social connections through partnerships with Academic Affairs
- Making LEADERSHIP DEVELOPMENT one of the hallmarks of the UNC Charlotte undergraduate experience

See *Appendix IV* for the entire Plan for the Division of Student Affairs.

IX. Department of Athletics

The Department of Athletics is focusing on five areas that will directly affect the athletic program at UNC Charlotte:

- Financial challenge
- Personal development of student-athletes
- Enhancement of student life
- Enhancing community life and promotion of the University to the greater public
- Athletic success and conference affiliation
- Successful audits

Each of these focal points will potentially impact the greater University. The athletic program:

- Provides a greater array of entertainment activities for potential students, thus affecting admissions
- Creates a great marketing tool for the University – locally, regionally and nationally
- Enhances morale and pride in University
- Ties the University to both the community and the region by providing entertainment and by hosting athletic events with the city

See *Appendix V* for the entire Plan for the Department of Athletics.

X. Institutional Effectiveness Plan

On September 27, 2002, the UNC Charlotte Board of Trustees approved a revised set of eight University Goals surrounding the seven broad areas of concern enumerated in the mission statement. Following approval of the goals, the Institutional Effectiveness Oversight Committee updated the process for institutional effectiveness reporting and standard reporting procedures for the Vice Chancellors of Academic Affairs, Business Affairs, Development and University Relations and Student Affairs and the Director of Athletics to follow in preparing their annual Institutional Effectiveness Reports. The standard format asks the Vice Chancellors and Director of Athletics for: 1) comments on the planning, implementation and assessment processes, including method of providing feedback to departments/units within the division, 2) examples of assessment findings that identified significant emergent themes, issues, problems and/or successes, and 3) changes made or to be initiated during the next year. Where appropriate, timelines for implementing changes are to be included. (*See Appendix VI for the 2003 Institutional Effectiveness Summary Outline*). The standard format also provides a goal alignment matrix (*see Appendix VII*) which is used to illustrate the relationship between division goals and the eight University Goals. Vice Chancellors and the Director of Athletics are also asked to provide a copy of the respective division's annual report.

The Institutional Effectiveness Oversight Committee's role is to assess planning and evaluation at the division level. Vice Chancellors and the Director of Athletics ensure that their units articulate goals that are linked to divisional goals, develop plans for assessing those goals, and implement the assessment plans. The Institutional Effectiveness Oversight Committee ensures that assessment findings are documented for the University Goals and that annual improvements are made as a result of assessment findings.

XI. University Goals

University goals are formed so as to provide for institutional continuity in their breadth along with current areas of emphasis. Within the context of the University mission and its seven broad areas of emphasis, the University focuses on the following long-term goals and current priorities:

University Goal #1: To improve *educational* opportunities that respond to regional needs related to the seven broad areas of concern, especially:

- Increase number of Ph.D. programs in high demand fields;
- Increase enrollment systematically to 25,000 students by the year 2010;
- Increase the enrollment, retention, and success of qualified students from diverse backgrounds;
- Create greater awareness of programs and capabilities through public relations activities;
- Foster channels of communication to and from the community that facilitate the integration of the University and its programs into the life of the community.

University Goal #2: To increase both faculty and student *research* that will address regional problems related to the seven broad areas of concern, especially:

- Expand campus infrastructure supportive of research;
- Reach “Doctoral/Research University – Extensive” status by the year 2010;
- Attract and retain greater numbers of faculty from diverse backgrounds who are skillful in both research and teaching;
- Secure gifts, pledges, and monies for faculty and student research;
- Communicate and promote University research activities to highlight University research strengths, thereby attracting regional and national attention.

University Goal #3: To provide a variety of *services* that respond to the ongoing and emerging regional needs related to the seven broad areas of concern, especially:

- Increase continuing education and distance education opportunities for responding to regional needs, particularly through innovative uses of information technology;
- Increase collaborative relationships with regional public, private and non-profit institutions;
- Establish “one-stop shopping” for undergraduate student services that is both Web-based and in a single physical location;
- Provide services which impact positively the many challenges facing the region, state, and nation by developing partnerships that educate and provide research opportunities and which also impact public policy, education, and ethical issues;
- Provide services which continue the relationship of our graduates with the University and its vision;
- Promote relationships through public relations to strengthen existing partnerships and develop new ones;
- Develop and refine plans for construction of new Alumni Center to enhance alumni relationships and involvement with the University.

University Goal #4: To increase the *physical and financial infrastructure* as needed to support the expanding educational research and service activities of the University, especially

- Increase the capacity of the University for increased enrollment through an aggressive construction program;
- Increase the infrastructure in support of technology;
- Develop creative and entrepreneurial partnerships and programs which help tackle space and financial issues unmet by state appropriations;
- Increase the amount of external funding;
- Maintain sufficient controls to ensure effective and efficient use of resources available to the University;
- Secure gifts, pledges and donations of money that would support the development of the campus infrastructure;
- Promote awareness in the community and region of the building and other space needs of the campus through public relations activities.

University Goal #5: To provide support for *faculty and staff development*, especially:

- Assist faculty members in considering how to make instruction more effective in reaching students with differing intellectual abilities, learning styles, personal circumstances, levels of motivation, and academic preparation;
- Assist faculty with the integration of information technology into instructional methods, research and creative efforts and applied settings;
- Assist faculty members to serve as more knowledgeable and effective academic advisors, especially with respect to general degree requirements and campus-wide academic policies and procedures;

University Goal #6: To enhance *student and community life*, especially:

- Implement programs that integrate new students into the academic and social structures of the campus;
- Expand education abroad opportunities for students;
- Involve students in activities and programs that promote healthy lifestyles and physical development;
- Provide quality entertainment through the Athletic Program;
- Enhance student morale and pride in the University;
- Pursue joint sponsorship of events with Alumni Association;
- Promote student activities and accomplishments through public relations activities.

University Goal #7: To graduate *students* who:

- Have a broad knowledge base as well as a more specialized knowledge base in their chosen area;
- Possess skills and capacities that can be applied to a variety of situations and professions in an ever-changing world;
- Understand the complexities and interrelationships between humans and their environment;
- Possess a realistic understanding of their personal potentials;
- Possess a commitment to responsible citizenship and a capacity to lead;
- Are committed to service to the community as involved citizens;
- Possess strong ties and commitment to the University and its mission and vision;
- Possess a general understanding of and appreciation for:
 - Science and technology;
 - Literature and the arts;
 - The individual, society, and culture;
 - The interrelationships among these areas.

University Goal #8: To enhance *public knowledge* of the educational opportunities and services provided by the University.

- Implement cohesive, unified Web site design that communicates a clear, consistent image of UNC Charlotte;

- Create and produce visually appealing publications to communicate vital information;
- Conduct a comprehensive public relations program that utilizes comprehensive media relationships, special events and public speaking activities;
- Develop and implement an image advertising campaign to build and create awareness of those UNC Charlotte services, capabilities and contributions that enhance business and improve quality of life in the Charlotte region;
- Successfully complete the philanthropic campaign;
- Continue to educate constituents about UNC Charlotte giving opportunities;
- Conduct outreach events involving alumni to raise awareness and interest in the opportunities and services provided by the University;
- Communicate the University's crucial role in the region and state to the legislative, business, and local government leaders about University needs and resources.

Appendix I



Academic Plan

2004-2009

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I. Introduction

This document describes the *UNC Charlotte Academic Plan* for the years 2004-2009. It is designed to serve as the guiding force for decisions to be made concerning the number and direction of our academic programs, the work of our faculty and support staffs, and the allocation of resources. This *Plan* is an updated version of the *UNC Charlotte Academic Plan 2002-2007*.

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

The *Plan* is not a complete strategic plan for the institution; rather, it is the plan for the University's academic programs and activities and is designed to serve as the hub around which other specific plans have been developed, including plans to govern student life, financial and facilities management, institutional development, and land use (*Campus Master Plan*). The Division of Academic Affairs also has developed specific supporting implementation plans in each of its major functional areas: Information and Technology Services, Enrollment Management, Extended Academic Programs, Graduate School, International Programs, Library, and Research Services.

Finally, the *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 array of opportunities within our peripheral vision and be prepared to act upon them as circumstances demand.

II. Students: Undergraduate, Graduate, and Nondegree

A. Access and Opportunity

As the only North Carolina public four-year college or university serving the greater Charlotte metropolitan region, UNC Charlotte has a particular responsibility to ensure that it will continue to provide the citizens of North Carolina with reasonable access to higher education at the undergraduate and graduate levels for qualified students, particularly those from groups which have been historically underrepresented in higher education. It is thus expected that UNC Charlotte will grow in enrollment over time with a planned response to growth in the region. The long-term goal for enrollment on the main campus will be about 25,000 students, with additional students to be served at one or more off-campus sites. As the planning period begins, the University is faced with a severe shortage of instructional space. This will be addressed during the planning period as a result of the November 2000 bond issue. UNC Charlotte's portion, 190 million dollars, will allow us to construct seven instructional buildings.

The University aspires to provide unparalleled educational opportunities for students who have demonstrated that they are academically prepared for and capable of completing university-level work. As it responds to increased demands for higher education in the region, the institution will maintain admissions standards established by the Faculty Council under the authority delegated to the Council by the Board of Trustees. We will continue to assess and redesign as appropriate the undergraduate admissions criteria to ensure that admissions decisions are based upon factors shown to have a positive relationship to students' completion of their chosen degree programs. During the planning period the University will review the criteria on which admissions decisions are made so as to ensure that we can reasonably identify those students who can succeed at UNC Charlotte, keep enrollment in concert with our resources, and support the strategic development of the University. In cooperation with the Faculty Academic Policy and Standards Committee (FAPSC), the Office of Undergraduate Admissions will continually monitor the ongoing effects of the revised Academic Index adopted by the Faculty Council in fall 1996 to govern admissions decisions for the entering freshman class of 1997-98, and report as appropriate to the FAPSC.

We expect instructional resources to increase according to the enrollment increase formulas used by the University as enrollment expands. However, because of the time lag for such resources to be provided, the campus' annual rate of growth must be carefully monitored so that its human resources and physical facilities are not taxed excessively. Experience suggests that annual growth should not exceed 4 percent per year.

As the University grows, the characteristics of the student body will continue to evolve toward an increasingly traditional-aged undergraduate student population. For example, in fall 2002, 91.4 percent of the new freshmen were 18 years old or younger. Sixty-nine percent of them lived in residence halls and a total of 75 percent lived either on campus or in apartments adjacent to campus. As this evolution occurs, we will have a clearer sense of our mission for adult nontraditional students: they will increasingly be graduate students, postbaccalaureate students, and undergraduate and graduate distance learning students.

As UNC Charlotte grows to full maturity, the University needs to strengthen the proportion of its offerings at the graduate level. The information age in which we now live and work will require higher levels of education as well as opportunities for continuing education throughout adult life. Growth in the demand for graduate education is especially likely in the economically and demographically dynamic region served by this institution. Also, the creation of a more intellectual campus climate that comes with greater attention to graduate study will have long-term benefits for undergraduate students as well.

Thus, increased demand for graduate-level offerings seems inevitable and meeting that demand will have multiple payoffs for the University, the region, and the State. Consequently, the institution would like to see graduate enrollments increase from the current 18.8 percent to about 20 percent of the total.

Demographic trends in North Carolina produced a declining number of undergraduate students in the mid-1990s. In 1998, however, we saw a new "tidal wave" of undergraduate

students predicted to endure through the next few years. That wave will produce a demand for graduate studies in North Carolina in about 2003-2004, with the wave amplitude dependent on job market conditions at the time our students graduate.

To ensure that the campus will maintain the best attributes of an academic and social community, we will:

1. Continue steady increases in the number of entering undergraduate students who are African-American and American Indian. The campus goal is to enroll freshmen classes with a minimum of 20-25 percent of the students identified as African American and a minimum of 1-2 percent of the students identified as American Indian.
2. Continue to provide access to the University for nontraditional students through the Adult Students Admission Program (ASAP).
3. Substantially improve the course offerings and services available for nontraditional students by implementing the recommendations of the Evening Services Task Force, including expanded offerings available at night, on the weekends, in alternative nontraditional formats, and at UNC Charlotte Uptown. Consistent with its defined mission, each college will develop a specific plan detailing which academic programs should be targeted for nontraditional students and how it proposes to ensure that adequate and convenient course offerings are scheduled so that degree programs can be completed within a reasonable period of time. Particular attention needs to be paid to an examination of faculty workload and course assignment policies so that a sufficient number of courses are offered on the days and at the times most appropriate for nontraditional students and so that these students benefit from the presence and expertise of tenure-track faculty members in the classroom.
4. Continue to work with the Division of Development and University Relations to generate additional sources of scholarship support to recruit high-achieving students.
5. Plan for and implement a University Honors College based on the University Honors Program and college-based honors programs as vehicles for the recruitment of high-achieving students. Since the current University Honors Program is housed in the College of Arts and Sciences, that College will be asked to provide the leadership for developing and housing the Honors College.
6. Re-examine entry barriers for undergraduates in particular majors or colleges, except for those that have been established in Architecture, Business Administration, and Health and Human Services where the cost of instruction is particularly high and there are specific market or logistical reasons to limit the size of college enrollments.
7. Work with graduate program faculties to continue to establish “early-entry” programs based on Graduate School guidelines to enable exceptional undergraduate students to begin work toward a master’s degree before completion of the baccalaureate degree.

8. Continue to implement graduate certificate programs as appropriate to serve students who do not want or need a graduate degree but do need documentation that they have completed coherent 12-15 hour programs of graduate study.
9. Develop recruitment and retention strategies for African-American graduate students. African-American graduate enrollment has grown from 12.1 percent of total graduate enrollment in Fall 2000 to 13.4 percent of total graduate enrollment in Fall 2002. Our commitment is to continue these improvements in African-American graduate enrollment, as well as to improve graduate enrollments among other underrepresented minority groups.
10. Develop recruitment strategies and dedicate resources to improve graduate recruitment generally, but especially for doctoral programs and new graduate programs as they are developed.
11. Continue to implement the distance learning programs that grow out of the academic planning process. (See “Distance Learning” section.)
12. Continue the process of evaluating alternative locations in the greater Charlotte region for additional off-campus centers to be established in the future, giving particular attention to the five transportation corridors radiating from Uptown Charlotte that appear likely to define the region (Airport, Lake Norman, Concord-Cabarrus, Matthews, Pineville). The first such venture is the offering of the graduate certificate in Information Technology Management at the AXA Equitable office in Ballantyne beginning in Spring 2003.

B. Retention and Success

The University cannot be satisfied simply by making educational opportunity available to potential students. Once those students have enrolled, the entire University community has an obligation to provide support and assistance to ensure that those students make timely progress toward the completion of their degrees. Although there are many factors affecting student performance that we cannot control, e.g., varying levels of preparation in particular subject areas, differences in motivation for attending college, and conflicting pressures upon students' time, we do have control over the quality of the educational experience that we provide to those students. At the same time, student success is directly related to student responsibility, and we must develop specific strategies to assist students to understand and accept the responsibilities they have as university students for their performance in classes and the completion of their degree requirements. Toward the creation of this kind of supportive academic community, the University will:

1. Undertake a systematic effort to coordinate success and retention programs already established on campus. This effort will not only provide a catalog of services currently available, more importantly it will enable us to establish a meaningful and coordinated campus-wide approach to address issues of success and retention.
2. Continue to develop stronger linkages between the Division of Academic Affairs and the Division of Student Affairs. Increasingly the research on student success and

retention indicates that these programs require considerable overlap between our respective divisions.

3. Establish an Office of Student Success and Retention. As the University has grown in complexity it has become apparent that we need an office staffed by full-time personnel to coordinate the various campus initiatives related to success and retention. Such an office is necessary at this time to meet the needs created by three forces: (1) the increase in the number and diversity of campus programs currently in place, as well as the anticipated increase in new programs designed to address a wider array of success and retention issues (e.g., programs targeted at other transitions issues such as “sophomore slump,” transfer students, senior year transition, non-traditional students, commuter students); (2) the increasing number of students whom we desire to serve in these programs; and (3) the need to implement and maintain comprehensive planning and assessment strategies related to this critical university initiative.
4. Explore programs aimed at addressing success and retention among graduate students. During this planning period, the Graduate School will direct attention to improving the infrastructure and campus culture to provide graduate students a rich academic experience. While individual colleges and departments have the responsibility for establishing a positive graduate culture, the Graduate School will initiate programs that will enhance the University-wide graduate experience. These initiatives will include:
 - Planning and implementing a Graduate School Support Office. This office will be housed within the Graduate School and will work to help achieve University graduate education goals including attracting and retaining outstanding graduate students.
 - Assessing the need for a Graduate Learning Center. Such a center could focus on strategic initiatives both to enhance graduate student leadership and professional development.

Because the period when students are most at risk for not completing their college education is during their freshman year, during the planning period the University will continue to place an emphasis on development of a First-Year Experience. A successful first year at a university with the diversity of the UNC Charlotte student body is characterized not by a single initiative, but rather by a variety of activities that suit the different kinds of students we serve. However, one aspect that should characterize the first year of every student is exposure to tenured and tenure-track faculty and, particularly, exposure to the University’s senior faculty. A strong focus on advising must characterize a successful first year. Mandatory advising of first-semester freshmen has been implemented. Mandatory advising of second-semester freshmen should now be discussed.

During the last several years, the Office of Academic Affairs has undertaken a review of programs designed to assist in helping students succeed during their first year. We found a range of existing initiatives, all of which seem to be successful: block scheduling, the freshman seminar, the summer bridge programs such as UTOP and Advantage, initiatives of the various colleges such as The William States Lee College of Engineering’s mentoring program, MAPS (Maximizing Academic and Professional Success), the SAFE Program to provide continuing

advising for African-American students through the sophomore year, as well as the role of disciplinary-based clubs and organizations on the development of a successful first year. During this planning period, the University will focus particular attention on the following initiatives:

Freshman Seminar

The Freshman Seminar program continues to demonstrate success in helping students adjust to college life by providing students with the skills necessary for academic and social development. Consistent with national research findings, students enrolled in Freshman Seminar indicate they feel more connected with the university community. The challenge we currently face is to develop mechanisms for expanding the number of students this program can accommodate and to consider developing sections of the course that meet more specific student populations. Additionally, a more concerted effort will be placed on developing ways to increase the participation of full-time faculty. Expanding the Freshman Seminar program will be a joint effort between the Divisions of Academic and Student Affairs.

Although our Freshman Seminar program compares quite favorably to those of our peer institutions, it will be important to continually monitor and refine the curriculum and instructional approaches and goals used in that class. To accomplish that goal, the University will undertake the following:

1. Establish and maintain ongoing dialogue among course instructors, both to discuss issues related to the course and to identify ways to enhance instruction
2. Explore ways to better coordinate and integrate this course into curricula for departmental majors

Learning Communities

During the 2001-2002 academic year, the Divisions of Academic Affairs and Student Affairs implemented the first Freshman Learning Community in the Hawthorn Residence Hall. Two cohorts of first-year students — with 22 students in each cohort — lived on the same floor of the residence hall. This Learning Community was composed of students in the College of Arts and Sciences who had not declared a major. These students were block scheduled and took some of their courses in a classroom in Hawthorn Hall. A noncredit service learning component was included in the activities for the year.

During Fall 2002 the University added three additional Learning Communities including a community for declared Engineering majors, a community for declared Education majors, and a community for students selected from the UTOP program. These communities were residential in nature and structured largely around block schedules. The Education community is a two-year program, and the UTOP community carries students through their third semester of study.

During Fall 2004, the University will add the next phase of Learning Communities. At that time, we will implement a residential community for declared Information Technology

majors and a residential community for students in the pre-professional programs in Nursing, Health Fitness, and Social Work. In addition, we will implement our first non-residential community for students interested in community service and our first residential community with a non-residential option for students declared as English majors or minors.

The next phase of Learning Communities will be implemented in 2005 and could include options for students declared in a major in the Belk College of Business Administration, as well as additional options for students declared in majors in the College of Arts and Sciences and the College of Architecture. A Learning Community focused on leadership development, as well as a Learning Community based in the Honors College, may also be implemented in 2005.

During this planning period, the University will also explore alternative structures and forms for Learning Communities. This effort will be undertaken both to increase the number of students who can reasonably be incorporated into the Learning Community offerings and to increase the range of Learning Community opportunities that the University can offer to students. Options that will be explored include:

1. Organizing Learning Communities around existing block schedules for incoming freshmen
2. Establishing “paired courses” such as Freshman Seminar and an introductory course in the academic discipline for declared majors in that discipline

Faculty Development

During the planning period, the Office of Academic Affairs will attempt to identify and as appropriate implement new and expanded instructional development opportunities for staff and faculty. Efforts will be made to ensure that faculty and staff who so desire will have access to opportunities to enhance their skills across a broad spectrum of instructional contexts including:

- Freshman Seminar
- Learning Communities
- Instruction provided to first-year students
- Instruction provided in large enrollment classes
- Instruction provided or supplemented through various available instructional technologies

Assessment of Student Success and Retention Programs

As an Office of Student Success and Retention develops, the University will develop more structured efforts to (1) assess the needs of first-year students and other transition populations and (2) identify the strengths and weaknesses of various instructional modalities and programs aimed at improving student success and retention. Because research indicates that assessment is most successful when collaboration occurs across traditional unit lines, a concerted

effort will be made to engage professional partnerships among and between faculty, student affairs professionals, and institutional researchers.

We will continue our benchmarking assessment program implemented Fall 2001 in the Freshman Seminar course. This effort is designed to identify the strengths and weaknesses of that critical course and is used to enhance instructional programming. We will also continue the emotional IQ assessment program begun in that course Fall 2002. That assessment effort helps to identify “at risk” students and to develop meaningful intervention strategies for those students.

In addition to the above initiatives, the University will continue to:

1. Support the work of the Student Success and Retention Improvement Team to continuously examine those factors affecting student success and to recommend changes in the University’s programs, services, and procedures as appropriate.
2. Focus attention upon the retention of students who, research confirms, are at substantially more risk of not completing their academic degree programs, including undeclared students in the College of Arts and Sciences, African-American students, and nontraditional students. Continue efforts to improve the graduation rates of those groups of student-athletes that do not already meet or exceed the graduation rate of the student body as a whole.
3. Implement The University of North Carolina “Revisions in Minority Presence Plan” paying particular attention to its mandate to review “Enrollment and retention plans to ensure that they include specific strategies and outcome measures to insure diversity in all areas.”
4. Support the University Career Center as the central coordinating career services unit, with emphasis on a comprehensive approach to assisting students and timely student engagement in experiential learning programs such as 49erships, cooperative education, referral to department credit-based academic internships, and career exploration participation in the Career Prospector program. Participation in these programs enhances the clarification of students' educational and career goals, thereby contributing to retention and success. Student participation in community organizations also serves an ambassador role for UNC Charlotte in building community relations. Although experiential learning programs will be open to every qualified student, a particular focus will be on the traditional college-aged undergraduate student (i.e., 18-22) who would benefit particularly from career-related experience prior to graduation, both to clarify their educational and professional goals and to enhance their marketability for postgraduation career options. There will be University-wide support to attain the goal of the majority of all students, or two-thirds of qualified students, graduating with career-related experience through University-sanctioned programs.
5. Recognize the close relationship between the composition of faculty and the retention of students by ongoing attention to the recruitment of women and minorities to faculty positions in disciplines in which they are underrepresented through our regular recruitment process and the Target of Opportunity Program (TOP). As resources

permit, this may include (1) providing support for promising UNC Charlotte minority students to complete doctoral study and to return to faculty positions here and (2) providing support for master's prepared faculty in nontenure-track positions to complete doctoral study and then join the ranks of tenure-track faculty at the University.

6. Implement and assess strategies to improve our students' graduation rates and average time to degree.
7. In connection with the Board of Governors' biennial review of "low productivity" programs, examine ways to improve degree production in specified graduate programs. Examine the requirements of graduate programs to identify and eliminate barriers to degree completion by qualified students.
8. Develop and enhance student services delivered over the Web through implementation of the University's 49er Express Portal. The critical goal is to eliminate — to the extent possible — the lines and frustration commonly associated with student service delivery.

Academic Advising

University enrollment over the next ten years will increase as a result of the "tidal wave" of traditional-aged new students within our state, the demand for adult learners to update their skills and knowledge for career changes, and the challenge to offer distance learning opportunities for the citizens of our state. As our student population grows and becomes more diverse in location and expectations, the number of advisors and support staff within academic and support units will not increase proportionately. Therefore, the University must use technology to provide seamless, integrated, and accessible systems that will support students and advisors in the academic planning process.

In order to support academic advising, the University will:

1. Adopt as an operating principle applicable to all members of the faculty and staff that we are committed as an institution to provide courteous, timely, accurate, and individualized advice to help every student who seeks academic, career, or personal advising. We do so because a critical factor influencing student persistence and graduation is whether students are able to establish close working relationships with individual members of the faculty and staff, and thereby become positioned both to receive valuable personal and professional advice and to benefit from the example set by a mentor.
2. Support the work of the Academic Advising Improvement Team (AAIT) which has been charged to continuously examine advising processes and systems and to make recommendations for needed changes and improvements. Particular attention will be given to the quality of faculty advising. Although not all faculty need to be involved in advising, those who are given such responsibilities must be prepared to advise well.

3. Provide regular training and support for faculty, staff, and peer advisers concerning University-wide degree requirements, academic policies, and academic procedures through the Academic Advising Improvement Team (AAIT).
4. Develop a course scheduling process that will set two years of courses in advance. Students and advisers will be much better prepared to plan a successful program of study with the assurance that the courses required for a given major will be available when needed. The Registrar's Office will work with departments and colleges to develop the two-year course scheduling process.
5. Complete the efforts already begun to improve institutional capacity to provide undergraduate students with timely and accurate advising by providing staff advisers in every college office in addition to the faculty advisors already available at the department level and by supporting the ongoing examination of advising processes by the Academic Advising Improvement Team.
6. Provide self-informing and self-correcting systems via the World Wide Web and through the 49er Express Portal so students can constantly monitor their own academic progress. We will develop Web tools that help students quickly evaluate their individual progress toward completion of a program, interpret academic requirements, and conveniently submit requests for changes or assistance with problems.
7. Monitor new policy requiring advising for first-semester freshmen before they can register for their second semester. Determine if mandatory advising should be required for second-semester freshmen.
8. Explore the possibility of a required review of general education requirements for all students completing 90 credit hours.
9. Expand functions available on the Web through the 49er Express Portal. Students should be able to conduct a significant amount of "business" via the Web (e.g., apply for admission, register for classes, pay bills, inquire about financial aid awards, complete forms and surveys, check account balances) and reduce the amount of time they must invest in administrative functions.
10. Continue to provide advisors convenient Web systems to track an advisee's progress toward completion of a program of study, to access and interpret current academic policies and procedures, and to communicate quickly with individual students or administrative units to resolve questions or problems. Provide continual training for academic advisors to use Web advising services and orient new and continuing students to the types of information available on the Web. Facilitate input from Web users for enhancements and corrections to the information and services provided on the Web.

Placing information on the Web is not a substitute for good advising; however, it does offer some exciting opportunities to enhance the communication between advisor and student. For example:

- As students learn to review their individual degree audit and other academic information on the Web, individual advising sessions can become more productive.

- Web access to individual data can place more responsibility on students to make careful, well informed choices in planning their own academic careers.
- As support units and academic departments place more information on the Web and create interactive electronic forms, students will be able to submit all types of information directly to these offices for more timely review and response.

To fully capitalize on Web and other technologies, the University must commit personnel resources to develop and maintain Web applications that meet the changing needs of our students and the campus community. More program, department, and University information must be made available on the Web and students must be constantly encouraged to use this medium. Careful attention must be given to the design and navigability of Web pages, construction of dynamic applications, maintenance of appropriate links between pages, and constant updating of information. The Office of Information and Technology Services will provide templates and assistance in developing Web pages to conform to University standards and to provide a consistent “look and feel.” More importantly, we must create an environment in which students and advisors trust that the academic information available electronically is accurate, timely, and confidential.

Instructional Effectiveness

Extending educational opportunity to a heterogeneous student body imposes upon us particular responsibilities for what and how we teach. Put simply, our primary professional obligation is to help students learn and to engage them in the learning process. Student success at the University is a shared responsibility of students and faculty members. As a result, we should not permit students to avoid personal responsibility for their learning. Rather, we should seek to elevate their achievement through the maintenance of high institutional standards of performance.

Although there are many possible issues that could be addressed to enhance the effectiveness of instruction, two seem preeminently important to this institution at this time: 1) how to cope with a heterogeneous student body characterized by diverse and changing patterns of student learning; and 2) the possible role of technology for the delivery of instruction and for enhancing student learning. Accordingly, UNC Charlotte will:

1. Concentrate curriculum development efforts and resources: (a) toward helping faculty understand and respond to the variation in students' intellectual abilities, motivations, personal circumstances, cultural backgrounds, and learning styles; and (b) toward helping faculty assess the potential value of instructional technology to improve the delivery of instruction and/or student mastery of subject matter including but not limited to the possible development of self-paced instructional modules in some areas;
2. Continue improvement of the campus infrastructure and technology to support instruction;
3. Continue the task of periodically assessing the condition of the campus' general assignment classrooms and establish priorities for the allocation of academic facilities

renovation funds and available one-time monies to remedy deficiencies in classroom facilities and equipment;

4. Coordinate externally funded programs aimed at specific populations. Currently, several instructional programs aimed at specific student populations are supported by grants and other external funding (e.g., PRODUCE, SAFE, McNair, and UTOP). The Office of Academic Affairs will initiate efforts to provide ongoing coordination of such programs to ensure that we take full advantage of opportunities for cooperative programming and multi-purpose resource utilization where appropriate. Toward that end, a coordinating group of program directors involved in these externally funded programs was formed in the Fall of 2002. Currently, the purpose of that group is to provide a mechanism to identify overlap between or among program goals, instructional opportunities, and student support services. The plan is to expand this committee to allow for representation from each college as well as a representative from the Graduate School. The intent is not only to coordinate existing efforts, but to have the committee help facilitate future funding opportunities aimed at assisting instructional programs.

C. General Education

The University is in the process of implementing a new General Education Program. This program was developed by the General Education Review Task Force. The Task Force's Final Report was submitted to the Faculty Council on January 24, 2002, and the members of Faculty Council approved the new General Education Program outlined in this report. Beginning with the fall 2003 semester, entering students must meet the requirements of the new General Education Program.

The program is designed to develop four areas of liberal education: (1) Fundamental Skills of Inquiry; (2) Inquiry in the Sciences; (3) Themes of Liberal Education for Private and Public Life; and (4) Communication Skills.

At the core of the new General Education Program is a cluster of twelve new Liberal Studies courses designed to provide undergraduate students with a solid liberal arts education. As expressed in the Final Report, "These courses examine the arts, literature, the Western historical and cultural tradition, global understanding, citizenship, ethics, issues of health, and issues of science, technology, and society." Students will be required to take four of these courses (12 semester hours).

The Task Force also recommended that the University appoint an Associate Dean in the College of Arts and Sciences to administer the program. The new Associate Dean for General Education was appointed in May 2002.

During the planning period, a major initiative for the University will be to implement the new General Education Program. In order to ensure a successful implementation, it will be critical to carefully monitor particular aspects of the program including:

- Ensuring adequate enrollment capacity to make it feasible for all entering students to take all four of their Liberal Studies (LBST) courses during their first two years at UNC Charlotte;
- Ensuring that departments and colleges do not become overly reliant on part-time faculty to deliver instruction in General Education courses;
- Ensuring that appropriate and reasonable transfer equivalencies, particularly for LBST classes, are identified for students who transfer from the North Carolina Community College system or from other institutions in the UNC system;
- Ensuring that the General Education assessment plan is effectively implemented and that assessment results are regularly used to evaluate program effectiveness;
- Ensuring that departments continue to offer sufficient enrollments in courses approved for COGE designations to enable students under that system (those enrolled in the university prior to Fall 2003) to complete their General Education requirements in a timely manner.

D. Internationalizing the Student Experience

One of the themes that guides the development of UNC Charlotte is “International Understanding and Involvement.” As UNC Charlotte expands, we wish to increasingly internationalize the experience of our students. The University is committed to increasing the number of domestic students who study abroad and to hosting an increasing number of international students in a variety of degree and nondegree programs.

As our study abroad components expand, we will particularly:

1. Focus expansion of study abroad and University exchanges on Latin America because the Charlotte region’s ties to that part of the world are growing rapidly;
2. Add a study abroad component to the MBA program;
3. Expand study abroad opportunities for Health and Human Services students;
4. Determine how to create study abroad opportunities for teacher education students;
5. Design special study abroad recruitment efforts for adult nontraditional students.

Current circumstances pose a challenge to enhancing the international experience of UNC Charlotte students. First, international students may face greater difficulties in receiving appropriate authorization to study in the United States. Second, the Patriot Act of October 2001 places a significant burden on campuses to track and monitor international students. This will be done through the Student and Exchange Visitor Information System (SEVIS) and will tax resources that otherwise could be devoted to recruiting, admitting, or supporting international students. Third, international students may choose to study elsewhere, as a military conflict, or the threat of military conflict, may make the United States a less desirable destination. In light of these circumstances, the entire campus must redouble its efforts to welcome and support international students.

E. Graduate School

The Graduate School is committed to support and expand excellence in graduate education and scholarship at UNC Charlotte as reflected by setting the following strategic goals:

1. Increase the funding available to support graduate students and maximize the use of existing funding to recruit and retain high quality students;
2. Deal effectively with matriculated domestic and international graduate student issues (e.g., retention, time-to-degree, and graduation rates);
3. Develop a complete infrastructure for graduate education at the University and enhance the graduate culture on campus. This initiative includes a variety of activities, including the establishment of a Graduate Student Support Office and support of the Graduate and Professional Student Government in their efforts to enhance their visibility and encourage it into new areas of programming and activities for graduate students;
4. Continue to work with the Office of International Admissions to strengthen and enhance the procedures for recruitment and admission of international students;
5. Establish a Graduate School Information Center to provide and enhance multi-user information systems in graduate education at UNC Charlotte;
6. Establish a recurring process for graduate program review to determine the overall quality and productivity of graduate degree programs that can be used to enhance or maintain their continued development;
7. Maintain the high standards of the Graduate Faculty so that members may continue to teach graduate students effectively, to do scholarly research and creative work of high quality, and to direct the research of graduate students.

III. Faculty

A. Faculty Roles and Rewards

UNC Charlotte aspires to be a publicly supported Doctoral/Research University – Extensive. During this transition, the University’s historic dedication to excellence in teaching cannot be lost. In order to achieve this goal, our system of rewards that is sensitive to the differing contributions of faculty must be continuously reviewed. Maintenance of such a system is a shared responsibility of the faculty and administration.

Decisions governing the conferral of permanent tenure on members of the faculty are the most important that the institution will make since we will live with the outcomes of these decisions for years if not decades. Although individuals have varying levels of skill and interest in different areas of academic endeavor, and may be called upon to contribute in different ways to fulfillment of the mission of the academic unit(s) to which they belong, it will continue to be

an expectation of the institution that individuals granted tenure demonstrate professional competence in all areas of review.

Beyond the tenure decision, the institution will work toward a more flexible system of roles and rewards so that faculty activities — individually and collectively — can be more properly aligned to permit each academic unit and the University as a whole to deliver upon their assigned missions. The University must engage in an inclusive dialog about reappointment, promotion, and tenure, and about workload policies.

Toward these ends, UNC Charlotte will:

1. Ensure that each college and department has approved a specific mission statement that articulates a clear and appropriate balance among teaching, research, and its service to the community. A system of differential teaching loads will be considered where appropriate.
2. Engage the faculty more fully in the further refinement of college and departmental statements so as to align the criteria established to govern decisions on faculty reappointment, promotion, and tenure with the missions and priorities for faculty activity in those units.
3. Further refine college and departmental academic personnel and salary review procedures as necessary to align them with the missions and priorities of the unit and to ensure that individual faculty members will understand clearly what they are expected to do in fulfillment of the unit's mission and the basis upon which their individual performances will be judged and rewarded.
4. Support efforts by academic units to propose and implement new systems for the allocation of merit salary increases to recognize the distinctive contributions of individual faculty members and entire academic units to the fulfillment of the mission of the program, department, college or campus, provided those contributions can be documented and assessed.
5. Continue its commitment to providing encouragement, funding, and rewards for faculty initiatives that advance that part of the University's mission devoted to teaching and create a favorable climate for faculty dialogues about, and involvement in, the improvement of teaching.
6. Continue to support the Faculty Center for Teaching and eLearning as a mechanism for the continuous improvement of teaching at the University.
7. Support efforts of departments and colleges to develop advising systems that clearly specify the roles of faculty members, how advising performance will be evaluated, and the rewards for excellence in advising.
8. Continue actions that provide formal sources of recognition for faculty excellence in all significant areas of academic endeavor, including selection of the appointees of any unfilled positions for the Bonnie E. Cone Distinguished Professorship for Teaching; support for the Bank of America Award for Teaching Excellence, the college-based teaching excellence awards, the Provost's Award for Teaching Excellence (for

departments and programs), the First Citizens Scholars Medal, the Alumni Board of Governors Distinguished Service Award, the Harshini V. de Silva Graduate Mentor Award, and the Faculty International Education Award.

9. Ensure systematic progress toward implementation of the principles of employment for non-tenure track faculty, as endorsed by the Board of Governors.

B. Faculty Development

Having in place an appropriate system of faculty rewards is only part of what is needed for the departments, programs, colleges, and UNC Charlotte as a whole to deliver upon its multiple missions. In addition, faculty members must be prepared to undertake the responsibilities assigned to them as these responsibilities change over time. It is thus appropriate and necessary for the institution and its colleges to dedicate resources to support the faculty and their development, particularly in their teaching and research. Therefore, we will:

1. Assist faculty members to become better prepared to examine the potential impact of advances in information and networked technologies on the delivery and effectiveness of instruction.
2. Train selected faculty in the effective use of distance learning technologies.
3. Assist faculty members to deal more effectively in the classroom with issues of gender, race, ethnicity, sexual orientation, and disability.
4. Assist faculty members who are "retooling" at the request of the institution to assume new responsibilities or respond to changes in missions or priorities.
5. Complement college initiatives to improve academic advising with programs and materials to help faculty members to serve as more knowledgeable and effective academic advisors, especially with respect to general degree requirements and campus-wide academic policies and procedures.

C. Faculty Research

UNC Charlotte remains committed to the vision of scholarly inquiry as one of the cornerstones of the University. Toward that end, the University will foster an environment in which research and creative activity flourish; will facilitate scholarly contributions to learning, discovery, and service; and will stimulate the research and creative productivity of University scholars. Research will be defined broadly to encompass the scholarly activity of all disciplines.

In the University's transition toward Doctoral/Research – Extensive status, academic units must articulate a research plan that contains a vision of how they will contribute to excellence in research and creative activity. In establishing priorities for new programs of research and creative activity that require allocation of University funding, or for growth requiring new resources for existing endeavors, programs will be regularly evaluated to ensure that allocation of scarce resources leads to research excellence, with continuation of support based on evaluation outcomes.

Consistent with the University's established priorities for research and creative activity, and as a general principle for research development, emphasis will be given to allocating resources to new faculty and to productive faculty who are "in between" externally funded projects. Whenever possible, the allocation of resources must serve as seed resources for future external funding in those areas where such funding is available. We will, therefore, emphasize proposal writing as the expected behavior of faculty who receive University funding for research. In those disciplines where external funding is not available or is extremely scarce, we will also expect to allocate University resources as a substitute for external funding, but we must always apply high standards in evaluating the quality and potential of the proposed work.

Having recruited the most competitive graduate students, we must fully integrate them into the research enterprise. Therefore, when renovating existing facilities or designing new ones, space for graduate students will be included, as well as space that promotes team interaction and community building. The allocation of existing space will be consistent with the University's definition of research priorities, and space for graduate students and team interaction will be emphasized.

Providing adequate time for research is one of the greatest hurdles that we must clear in achieving Doctoral/Research – Extensive status. Because the transition to Doctoral/Research – Extensive status will occur incrementally, we must initially increase the research component while maintaining the current teaching component of our workload. It is, therefore, important that unit workload statements reflect each unit's research plan and those workload statements also consider the research priorities of interdisciplinary programs.

The move to Doctoral/Research – Extensive status will necessitate changes in University infrastructure (e.g., support services in Academic Affairs and Business Affairs) to provide a nurturing climate in which research and creative activity will flourish. To that end, we will promote a University-wide appreciation of the problems faced by faculty in making the transition to a Doctoral/Research – Extensive institution.

In seeking external federal funding, we must maintain the strong record of proposal writing by faculty while at the same time focusing on larger and more complex projects and helping faculty be more competitive. In order to proactively support the formation of proposal teams for that purpose, particularly in interdisciplinary areas, and to provide additional support to faculty for project development in the form of mentoring and editing, we will continue to build the Office of Proposal Development under the leadership of a new Director of Proposal Development.

D. Interdisciplinary Programs

There are both academic and pragmatic reasons for interdisciplinary programs to play a large and increasing role in the development of UNC Charlotte. On the academic side, the process of understanding natural phenomena and solving complex social problems often requires the transcendence of disciplinary boundaries. Pragmatically, program proposals that bring together the strengths of various disciplines in their existing units allow us to marshal resources

sufficient for the creation of quality programs, and to respond creatively to demands that traditional programs in the UNC system have failed to address.

In either case, the development of interdisciplinary endeavors presents a new set of challenges for the University, where heretofore disciplines and departments have controlled the development of academic initiatives. Although UNC Charlotte has been successful to some extent at surmounting these difficulties and creating healthy interdisciplinary programs, we have not completely solved the structural problems faced by interdisciplinary efforts with respect to the use of faculty time, recognition for faculty effort, and the relative priority of interdisciplinary program development compared to departmental program priorities, especially in the area of faculty recruitment.

A task force created by the former Provost to assess these problems determined that successful interdisciplinary programs, at all levels and no matter what cultural boundaries they cross, must at a minimum have 1) an identifiable faculty; 2) a single director; 3) a clear reporting line; 4) a common core curriculum; 5) an independent budget, resources, and identifiable space, provided at an administrative level above the participating units or through clear contractual obligations among participating units; and 6) a separate library allocation. In order to assure that these conditions will exist in interdisciplinary programs on this campus, the following principles will be applied during the planning period:

1. Requests to establish new interdisciplinary programs should include a specific proposal for structure and governance.
2. The procedure through which interdisciplinary program proposals are evaluated on campus should be hard-headed when assessing a “no new resources required” argument; estimates of the financial support required, including requests for library materials and research facilities and equipment, should not err on the side of modesty.
3. Interdisciplinary programs must be allocated resources so as to ensure that disciplinary programs that contribute faculty to them will benefit from their participation. Clerical and administrative support must be consistent across disciplinary and interdisciplinary programs.
4. Both new and existing interdisciplinary programs should clearly identify the program faculty, and should specify a procedure whereby members of that faculty are nominated and approved. Membership on an interdisciplinary program faculty must be approved by the faculty member’s primary unit.
5. Those considering the appointment of a faculty member to an interdisciplinary program should refer to the existing Policy Statement on Joint Appointments for Faculty.

During the planning period the Provost will ask the deans to review these principles and to determine if they should be revised.

IV. Delivery of Education

A. Summer School

As UNC Charlotte develops in both the scope and complexity of its programs and adds considerably to its doctoral offering, the Institution must continue its efforts to integrate more fully summer school into the academic year. Toward this end, the Provost will establish a task force to consider how, given the self-supporting nature of summer school funding and other factors, summer school can better augment the regular semester offerings.

B. Distance Learning

Through the establishment of off-campus instructional sites and through the use of technology, UNC Charlotte has the opportunity to extend its faculty's expertise to serve North Carolina citizens who face significant geographical barriers (of distance and/or driving time) to participating in on-campus programs.

It is anticipated that there will be more requests and more needs that might be served through off-campus programs than UNC Charlotte will be able to accommodate. Programs to be offered will be selected in accordance with the priorities established in the Academic Plan for Distance Education (Off-Campus) Program Delivery.

C. Continuing Education

Under the leadership of the Associate Vice Chancellor for Extended Academic Programs and the Director of Continuing Education, Extension, and Summer Programs, the University will develop a campus-wide plan for noncredit continuing education. Each college will have the opportunity to participate; however, no college will be compelled to increase its continuing education activities. Within this review, the University will identify continuing education noncredit programs that are developed by a third party and can be offered through UNC Charlotte.

V. Outreach and Engagement

Among the sixteen campuses of the University of North Carolina system, UNC Charlotte is the only campus with an explicit urban mission in its charter. One of the implications of having an urban mission is the expectation that the University will interact with its host community. While this has been an expectation since the founding of UNC Charlotte and while the University has an excellent reputation for being engaged with its host community, the current planning cycle represents the first time that academic departments and colleges have been asked to state and discuss their respective plans for community engagement. (An analysis and report of the outreach and engagement elements in department and college plans has been prepared and is available from the Office of the Provost.)

UNC Charlotte's greatest impact on our service area is through providing educational opportunities to this region's people. The majority of our students come from the Charlotte region, and an even larger majority of our graduates stay in this region. This University's production of educated workers is one of the primary driving forces to economic growth in our region. In addition, we have extended the campus, with the Uptown Center featuring the evening MBA program, and a new satellite in Ballantyne featuring a certificate in Information Technology. The University also has extended educational opportunity through distance learning programs, particularly in the Colleges of Engineering, Education, and Health and Human Services.

Most of the academic departments and all of the colleges reference community engagement or outreach in the mission/vision statements, often under the nomenclature of service. Many of these units have a long history of significant interaction with the community. This is certainly true of all of the professional colleges as well as departments such as Geography and Earth Sciences, Political Science, History, Music, Art, and Dance and Theatre within the College of Arts and Sciences.

The outreach activities currently underway as well as planned for the future take almost as many directions as there are units engaged in this activity. Acknowledging the risk of not giving due attention to every approach to outreach, the list that follows attempts to use some major categorical headings to capture most of these initiatives.

- Engagement around primary and secondary education
- Service-learning outreach (outside of primary and secondary education)
- University community research and organizational partnerships
- Cooperative relationships with other higher education institutions
- Educational opportunities for local community through performances, workshops, conferences and other activities
- Community involvement in accomplishing units' goals through community advisory boards

The outreach initiatives proposed by the academic and support units during this planning cycle are impressive. While many of the proposed activities are simply continuations of things in which the units have been engaged over a period of time, the list also includes some major new initiatives.

As planning cycles ensue, we will continue to think of engagement in terms of these major new initiatives, how they will be accomplished and what will success look like. This will require that we have strategies for evaluation and assessment in place similar to those that have been recently developed and applied to teaching and learning. This planning cycle produced a clearer picture of this institution's community engagement. It is a record in which the University can take pride and one that is a solid platform for continued achievement in community engagement.

VI. University Information Technology

Higher education institutions are increasingly becoming e-Universities. Universities are achieving leadership by leveraging technical advances for teaching and learning and by streamlining business processes through implementation of e-business solutions. University constituents expect services and access to information 24 hours a day, seven days a week. While the promise of e-learning continues to evolve, distributed education systems are already critical to higher education institutions. With a single sign-on, portals will create unprecedented ease of use and access to academic and administrative services and information. Based on the goals outlined in the 2002-2007 plan, the initiatives identified below will allow the University to provide an information technology infrastructure appropriate for the size and stature of the institution.

The initiatives are based on the following assumptions:

- Technology will have an increasing impact on teaching, learning, research, and business processes.
- Incoming students expect a state-of-the-art technology environment with access to online services and information 24 hours a day, seven days a week.
- The service model of the University will change from in-person support to mainly online self-service for faculty, staff, alumni, friends, and students.
- The University will use technology tools to improve its business processes.
- An enterprise-wide IT infrastructure is the foundation for economical and uniform electronic capabilities and services.
- All campus-wide IT systems will be managed by the central IT organization in collaboration with academic and administrative departments.

Based on the above assumptions, Information Technology Services (ITS) will:

- Support and promote the use of Information Systems for teaching, learning, and research;
- Provide access to secure, quality, and timely information and online services any time, anywhere;
- Provide excellent support for campus-wide systems and technologies;
- Evaluate and recommend new technologies as to their capability to promote the University's mission and goals;
- Encourage effective and efficient use of IT resources and provide agreed on services and solutions.

To realize the desired characteristics of an IT infrastructure identified in the 2002- 2007 strategic plan, ITS in collaboration with the entire University community will undertake the following initiatives:

1. Expand the University portal to provide online access to accurate and timely information and services to all University constituents

A portal aggregates multiple services, systems, and information into a single, consolidated platform customized for the user. An enterprise portal offers a single Web "location" from which multiple services and communicative systems are accessed using a single sign on. The portal represents each user with his/her own desktop, offering the services, events, and information relevant to the user. For faculty and students it will display their course schedule by listing the courses and provide one-click-away access to course syllabi, class lists, or chat rooms. Not only can users modify their portal by changing its appearance but also by adding or deleting channels or personal links. For faculty, staff, and students the portal will be the primary source for accessing online University services and delivering just-in-time information quickly and effortlessly.

2. Provide excellent IT support services to students, faculty and staff

A single IT support organization will provide support for all campus-wide IT systems utilizing a Web-based helpdesk software into which users can enter problems and check on their resolution. Distributed IT support staff throughout campus will use the same system to respond to problems unique to their environments.

As the University is aggressively promoting e-learning, students should experience the same ubiquitous computing environment as faculty and staff. This calls for student notebook, PDA or Webtablet ownership, and access to the campus network anywhere on campus. A dedicated student computer support center will assist students with hardware, software, or connectivity problems.

3. Transform teaching and learning through the use of technology

E-learning will become increasingly integral to courses and create more opportunities for student–instructor interaction and dissemination of course related material. To that end, faculty will require specialized support services to help them complement proven teaching methods with new tools. The Faculty Center for Teaching and e-Learning (FCTeL) will offer the infrastructure where faculty can get pedagogical and technical support on how to best apply e-teaching tools. The Center will facilitate access to resources for exploring evolving technologies (e.g., streaming video) to enhance teaching, it will further extend technical support for faculty engaged in distance learning.

4. Build the next generation communication environment

For its new buildings, UNC Charlotte needs to set the stage for the next generation network that merges voice, data, and video communication and includes wireless access on and off campus. Future cellular G3 phones will offer both ubiquitous voice and data

communications. The communications department will work with prominent communication vendors to implement the next generation network on campus.

5. Establish a Research Computing Department within the Office of Information and Technology Services to provide computing facilities, infrastructure and support dedicated to the needs of the campus research community

As the University continues the drive to become a Doctoral/Research University – Extensive, the use of computing devices and software in support of the research effort will become even more pervasive and important. As a result, it is essential for the University to create a coherent support structure to provide shared computing resources, to assist faculty with their research computing needs, and to promote the integration of research results and practices into the graduate and undergraduate experiences.

6. Through a single sign-on, enable secure e-Learning, e-Research and e-Business

UNC Charlotte has more than 10,000 network nodes. It manages over 100 servers, each handles one or more systems and each system may have layers of applications with associated data each requiring its own security mechanism.

Apart from physical security considerations, the security architecture spans from network security, data encryption, and operating system security to application and information access authorization. The core of an IT security infrastructure is a campus-wide directory that provides a consistent way to name, describe, locate, access, manage, and secure information about network resources and users. Based on its content, it facilitates a single log-in for access to a wide range of electronic services and acts as the brain of the Network Operating System (NOS) managing, brokering, and securing relationships between identities and resources.

7. Promote effective and efficient use of IT resources

Today's IT infrastructure consists of networks, PCs, servers, databases, and software. All are interrelated and connected. A failure of a single component can render the entire system inoperable. In the past, a single computer handled all applications. Today one single application may use four or five computers all connected via the network. The management of such a complex structure becomes increasingly difficult. To that end, enterprise system administration tools are available that integrate the management of the network and all systems connected to the network.

Best practices call for implementing central PC management with a built-in automatic PC replacement cycle. This will eliminate duplication in evaluating and purchasing of PCs, allow the University to take advantage of large quantity discounts, and further promote a homogenous PC platform on campus that is less expensive to manage and to maintain. Multiple studies have proven that a centralized and standardized approach to PC management will lower the total cost of ownership substantially.

Similarly, centralized acquisition and management of servers will not only result in cost savings but create a more robust server environment that better meets state audit requirements. Over time, distributed servers will be consolidated where possible and moved to a central

location – a server farm – where they will be professionally and consistently managed with automated backup and restore procedures and proven business continuity plans.

8. Facilitate improvement of University business processes

A plethora of technologies exists today that has the potential to greatly improve common business processes throughout the University. In collaboration with all administrative departments, ITS will implement a state-of-the-art administrative system that will be the foundation for more effective and efficient processes, document management, and access to more accurate and timely information.

9. Pursue IT management excellence

ITS will implement best practices for IT processes such as hardware and software acquisitions, life cycle management, user support, and budget management. To that end, a budget model based on existing and planned IT assets will be developed to sustain and expand the required IT infrastructure.

VII. Research

The University's federal R&D funding is one of the principal metrics by which we shall achieve major Doctoral/Research University – Extensive status, and we intend to reach 20 million dollars in federal funding by the end of this planning cycle. Many universities receive considerable federal funding from political initiatives. While we will never attempt to substitute political influence for peer review, we will continue to work closely with the North Carolina congressional delegation to enhance the University's visibility and seek funding from non-peer-reviewed sources.

Research funding from industry will continue to be driven by the University's applied research focus, and both the Office of Technology Transfer (OTT) and the Charlotte Research Institute will play critical roles in developing research relationships with business and industry. The University clearly understands the strong connection between research excellence and economic development, and realizes the importance of a Doctoral/Research – Extensive university as an engine of economic development. OTT will continue to be the primary manager for the commercialization of the University's intellectual property, and we are committed to the expansion of OTT as our commercialization activities continue to grow. Our mission in this area is to foster long-term strategic industry-academic relationships and enhance the University's ability to recruit and support research faculty in emerging, high-impact technology fields. Both OTT and the Charlotte Research Institute will work closely with industry to cultivate key partnerships with UNC Charlotte researchers and will facilitate the University's participation in leading industry, academic, and government consortia on related topics and issues.

The Charlotte Research Institute's mission is: 1) to facilitate the development of applied technology through strategically planned and focused interdisciplinary research in collaboration with industry, academic, and government sectors to create internationally recognized accomplishments; and 2) to develop the region's intellectual capital by attracting resources to

improve the research, academic, and technological bases. The Charlotte Research Institute represents a significant initiative in the University's growth to Doctoral/Research – Extensive status. It also represents a significant and strategic outreach effort, with a goal of partnering with the region's industry and bolstering the region's economic capacity. In addition, these opportunities for applied research will be available to undergraduate and graduate students through the centers and institutes associated with the Charlotte Research Institute. Our research capabilities will be greatly enhanced over the next two years by the construction of several new facilities on part of the 100 acres designated for the Charlotte Research Institute.

As we seek to increase external funding, coordination of the University's development, technology transfer, and research efforts is essential. To that end, the Associate Provost for Research will work closely with OTT, the Charlotte Research Institute, and the Office of Development to ensure coordination of the University's contacts with foundations and corporations.

As we continue to build our research portfolio, we will increasingly utilize professional research staff in non-tenure-track positions. In order to be more competitive in hiring and retaining such staff, we will develop a parallel non-tenured research career track in order to better articulate the University's expectations of, and commitments to, these employees.

The current process of considering new centers and institutes within the two-year academic planning cycle may not permit the University to respond rapidly enough to new and emerging research opportunities. We will therefore develop, under the leadership of the Associate Provost for Research, new guidelines and procedures for selecting those new centers and institutes for which we will submit Permission to Plan documents to the Office of the President.

VIII. Focusing Our Collective Energy: Themes for Campus Development

Because the list of potential needs and demands upon a contemporary university is almost limitless, UNC Charlotte must be both strategic and selective in deciding how to respond. To facilitate such decision-making, seven themes and areas of emphasis have been identified to serve as guideposts for such things as the creation of new degree programs and curricula at both the undergraduate and graduate levels, the recruitment of faculty, development of continuing education programs, and the initiation of projects, programs, and centers of research.

These themes are intended neither to describe all University activity nor to preclude the campus from taking advantage of new opportunities. Rather, the hope is that the themes can assist the campus to: a) identify the most important needs of the region deserving of University attention; b) develop the capacity to respond to those needs with a multidisciplinary if not interdisciplinary approach drawing upon a community of scholars from a variety of intellectual and methodological traditions; and c) adopt a more deliberate and focused strategy for hiring faculty in our colleges and departments, for developing new academic degree programs and

programs of continuing education, and for initiating or strengthening programs and centers of research.

A. Liberal Education. A defining characteristic of an undergraduate education at UNC Charlotte will be the commitment of the faculties in all colleges to provide students with a liberal education as a foundation for professional education and lifelong learning. Our students must be fully prepared for constructive citizenship in a culturally diverse and rapidly changing world. To do so requires a careful balance between the contributions of general and specialized education in an undergraduate degree program and attention in every academic major and throughout the curriculum to the fundamentals of oral expression, written communication, critical thinking, and problem-solving.

B. Urban and Regional Development. The location of UNC Charlotte in the State's largest metropolitan region confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping the diverse and conflicting groups and interests in the region grapple with critical issues that are not found in the same ways in smaller, less dense, and more homogeneous communities. These issues include, but are not limited to, economic development, crime and violence, transportation, metropolitan infrastructure, urban planning, and the environment. The University can play a critical role by: a) offering intellectual and technical expertise in each of these areas; b) providing historical and national perspectives for solving contemporary problems of the region; c) serving as a neutral forum where problems can be discussed and solutions debated; and d) facilitating a unified regional approach to problems that respect neither political nor governmental boundaries.

C. Business and Finance. Charlotte has emerged as one of the nation's leading centers for business, particularly in banking, insurance, financial services, real estate, and retail trade. UNC Charlotte must be prepared to serve the employment market in these sectors and to address the multiple needs of the business community for continuing professional education and applied research.

D. Children, Families, and Schools. Located within the State's largest metropolitan region and in the same county as its largest school district, UNC Charlotte is dedicated to strengthening the preparation and continuing professional education of teachers, school administrators, and other professionals in the schools and related agencies serving students from pre-kindergarten through high school, and to bring its intellectual resources to bear upon those family-related and social problems that interfere with the educational process.

E. Health Care and Health Policy. During the 21st century, the need for health and human service professionals will continue to grow as our population ages; as patients' demands for more specialized kinds of treatments, drugs, and therapies escalate; and as our definition of health expands to include anything that contributes to the promotion of human beings' physical, mental, spiritual, and social health and well being. As the State's largest metropolitan region, Charlotte requires sustained attention from the University to serve the multiple and diverse health-related needs of its citizens, including informed and effective public health policies; a vibrant health research community; health promotion activities and programs; and trained health-

care personnel, including those who play a role in administering health-care delivery systems and whose decisions affect matters of access to health services as well as their cost and quality.

F. International Understanding and Involvement. The interdependence of the world's political affairs and the globalization of the world economic order have come to place inescapable demands upon the University in preparing its graduates. In addition, the greater Charlotte region has emerged over the last decade as a significant international center, with over 500 foreign-owned firms having settled in the area. UNC Charlotte can serve the region by preparing its students to live and succeed in an increasingly global community, by providing for the educational needs of the foreign-born employees and their families, and by being an important agent to improve communication between the American and international communities and to stimulate additional international economic and cultural involvement here.

G. Applied Sciences and Technologies. This broad theme is built upon our existing commitment to emerging technologies, primarily in the fields of microelectronics, optoelectronics, and precision engineering. It also seeks to capitalize upon North Carolina's stature as the nation's leading manufacturing employer and Charlotte's emergence as an important manufacturing and distribution center. The State and the region require a steady supply of highly trained personnel and the University's scholarly expertise to help the manufacturing sector improve the quality of their products and the cost-effectiveness of their processes. In addition, the State and region require assistance for understanding and using information technologies and look to the University's College of Information Technology to provide information technology employees.

The following theme is now added to reflect the growing appetite for arts and cultural activities in the region and to reflect the appropriate diversity of a major research university:

H. Arts and Culture. This theme is based on the recognition that a healthy metropolitan region requires a vibrant arts sector. Fine arts represents one facet of the University that has not received emphasis in the themes. The new Humanities Building and a renovated Rowe Building offer UNC Charlotte opportunities that have not been available in the past. We need to provide more facilities that allow us to be a repository for art and a venue for performances. These facilities should be equivalent to what students expect to encounter in their professional lives and match the expectations of the community for a major research university. Greater support for gallery programs will provide students with intimate firsthand experience with fine arts objects in a professionally regarded venue. Likewise, greater support for performing arts will enhance students' learning. In addition, expanded fine arts programs will offer greatly enhanced opportunities for connecting our students and faculty to the greater Charlotte fine arts community.

IX. Implications of the Themes

Because UNC Charlotte is a relatively young institution, we need to continue to develop those programs required to properly serve the educational needs of the greater Charlotte region.

As reallocation of existing resources is possible, however, or as new resources are generated, these themes help identify priorities for future action. In some instances, the initiatives listed below require no substantial allocation of resources. New programs, centers, and departments indicated below reflect those listed in categories II-X and were identified in college plans.

A. In support of the theme of Liberal Education, UNC Charlotte is prepared to:

1. Implement and assess the revised General Education Program of the University.
2. Implement the approved Academic Plan of the College of Arts and Sciences.
3. Target the allocation of faculty positions in the College of Arts and Sciences to help address the large number of freshmen coming into the University.
4. Maintain the completed curriculum revisions to ensure that all four-year undergraduate degree programs require 120 to 128 credit hours.
5. Within the constraints imposed by external accrediting bodies, work actively to decrease the number of credit hours required for the completion of major programs and increase the number of credit hours available for general education, electives, and second majors.
6. Actively resist additional specialized or professional accreditations of undergraduate programs and any new restrictions on the structure of undergraduate curricula by external accreditors.
7. Plan and implement additional Learning Community programs. (See discussion under “Student Success and Retention.”)
8. Establish an Office of Student Success and Retention as a cooperative venture of the Division of Student Affairs and the Division of Academic Affairs.
9. Plan and implement an undergraduate Children’s Literature and Literacy minor. (See discussion under “Academic Program Development.”)
10. Plan and implement an undergraduate Writing minor. (See discussion under “Academic Program Development.”)
11. Implement a Master of Arts in Arts Administration. (See discussion under “Academic Program Development.”)
12. Implement a Master of Arts in Religious Studies. (See discussion under “Academic Program Development.”)
13. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - Ph.D. in History
 - M.F.A. in Creative Writing
 - M.A. in Ethics
 - M.F.A. in Studio Art

14. Consider, in a new process, the planning of the following center (see discussion under “Academic Program Development”):

Center for Academic, Professional, and Technical Communication

B. In support of the theme of Urban and Regional Development, UNC Charlotte is prepared to:

1. Implement the approved Academic Plan of the College of Architecture.
2. Through appointment of a faculty task force by the Provost, initiate planning for a possible new interdisciplinary minor program in Environmental Studies. (See discussion under “Academic Program Development.”)
3. Strengthen the role of The UNC Charlotte Urban Institute and other campus centers as brokers for linking regional community needs to the research strengths of our faculty by developing and marketing specific additional research programs in critical areas in cooperation with departments and relevant academies.
4. Create a comprehensive Metropolitan Studies Group to strengthen the ability of the campus to respond to research needs of the regional community especially in such areas as regional health, areas that require the tools of applied statistics, biostatistics, geographic information systems, and social/economic/political analysis. Such a Group should also support and improve the capability of our students and faculty generally to complete research that requires the application of statistical techniques, or the analysis or presentation of demographic or social data. Funded principally by external contracts and grants and employing faculty expertise and graduate student assistants from across the campus, such a Group might combine in one place the existing Urban Institute, Office of Statistics and Applied Mathematics (OSAM), Center for Transportation Policy Studies, and Community Development Academy, campus geographic information systems capabilities, our involvement in the Inter-University Consortium for Political and Social Research (ICPSR), and the proposed Educational Research Bureau. This Group will provide support for the Public Policy Ph.D. and Educational Leadership Ed.D. programs, as well as other programs, including but not limited to those proposed in Infrastructure and Environmental Systems, Special Education, Counseling, and Curriculum and Instruction.
5. Strengthen the Community Development Academy through coordination with the Metropolitan Studies Group.
6. Develop and implement options within the Ph.D. in Public Policy in the areas of: 1) Community and Neighborhood Redevelopment Policy, 2) Energy, Environment, and Infrastructure Policy, 3) Metropolitan Fragmentation, Governance, and Service Delivery Policy, and 4) Justice Policy. (See discussion in section on “Academic Program Development.”)

7. Develop and implement post-professional options within the Master of Architecture program in the areas of 1) Urban Design and 2) Architectural Technology (See discussion in section on “Academic Program Development.”)
8. Request permission to establish a Ph.D. in Infrastructure and Environmental Systems. (See discussion under “Academic Program Development.”)
9. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - Ph.D. in Geographic Analysis
10. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):
 - Center for Applied Geographic Information Systems
 - Charlotte Community Design Institute
 - Digital Visualization Center
 - Regional Institute for Homeland Security and Major Disaster Management

C. In support of the theme of Business and Finance, UNC Charlotte will:

1. Implement the approved Academic Plan for The Belk College of Business Administration.
2. Design and implement M.B.A. options in 1) International Business, 2) Management of Technology, 3) Strategic Leadership, and 4) Supply Chain Management. (See discussion under “Academic Program Development.”)
3. Expand continuing education and applied research efforts designed to serve the business community through the use of third-party providers when appropriate.
4. Support the development of degree, certificate, and continuing education programs in other colleges that support this area, including the Center for Applied and Professional Ethics.
5. Design and implement an Organizational Sociology option in the B.A. in Sociology as an alternative to the undergraduate Business degree. (See discussion under “Academic Program Development.”)
6. Request the Board of Governors’ authorization to establish an M.S. in Mathematical Finance. (See discussion under “Academic Program Development.”)
7. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - Ph.D. in Business Administration with a major in Finance
 - Ph.D. in Organizational Sciences
 - International M.B.A.
 - B.A. in Applied Mathematics for Business

8. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):

Center for Business and Economic Research
Center for Financial Services
Center for Strategic Leadership and Organizational Development

D. In support of the theme of Children, Families, and Schools, UNC Charlotte will:

1. Implement the approved Academic Plan for the College of Education.
2. Upon approval from the Board of Governors, implement a new doctoral program in Curriculum and Instruction. (See discussion under “Academic Program Development.”)
3. Consider an Educational Research Bureau to support the research and assessment needs of pre-primary, primary, and secondary schools and to support doctoral programs within the College of Education.
4. Ensure the continuing strength and involvement of the College of Arts and Sciences in teacher education in the fine and performing arts, English, mathematics, the social sciences, foreign languages, and the life sciences by pursuing "joint" or "courtesy" cross-college appointments where appropriate.
5. Continue discussions to clarify University programs related to "English as a Second Language" (ESL) so as to draw efficiently upon the resources in Education, English, and the English Language Training Institute to strengthen the preparation of K-12 teachers of ESL.
6. Develop and implement an Administration/Planning option in the Master of Social Work program.
7. Consider, in a new program development process, the planning of the following degree (see discussion under “Academic Program Development”):

Master of Music Education
8. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):

Center for Excellence in Urban Education
Center for Exceptional Learning
Center for Reading Research
Center on Parenting Research
Institute for Technology and Quality in Education

E. In support of the theme of Health Care and Health Policy

During the current planning process, a special focus was given to the development of the health sector of the University. Toward that end, during the planning period, the following will be undertaken.

1. Implement the approved Academic Plan for the College of Health and Human Services.
2. Add an undergraduate advisor to the College of Health and Human Services to serve students from across the University interested in the health professions.
3. Commission a feasibility study on whether UNC Charlotte should add allied health programs to the College of Health and Human Services.
4. Continue, and where possible, expand collaborative research projects with the Carolinas Medical Center and the Cannon Research Institute involving the Departments of Biology, Chemistry, Computer Science, Physics, Electrical Engineering, Mechanical Engineering and Engineering Science, and the College of Health and Human Services.
5. Continue to support funding for interdisciplinary faculty initiatives through the Health Research Services Academy.
6. Continue the development of continuing education programs to serve the health community through the use of third-party providers when appropriate.
7. Repackage the M.S. in Health Promotion after creation of a stand-alone M.S. in Clinical Exercise Physiology. (See discussion under “Academic Program Development.”)
8. Develop and implement Health Services Administration and Nursing Home Administration options in the Master of Health Administration program.
9. Develop Oncology Nursing and/or Palliative Care Nursing options in the Master of Science in Nursing programs, but only if there is progress in developing a Comprehensive Cancer Center. (See discussion under “Academic Program Development.”)
10. Develop an International Health Care Management Graduate Certificate. (See discussion under “Academic Program Development.”)
11. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - Ph.D. in Health Psychology
 - Ph.D. in Health Services Research
 - Ph.D. in Nursing Science
 - M.S. in Clinical Exercise Physiology
12. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):

Center for Health Services Research
 Center for Late Life Long-Term Care
 Comprehensive Cancer Center

F. In support of the theme of International Understanding and Involvement, UNC Charlotte will:

1. Continue support for and development of the Office of International Programs, with particular attention to expansion of the international travel grant program for faculty and education abroad for students, the development of meaningful bilateral relationships with institutions in other countries to facilitate faculty and student exchange programs and overseas internship and work experiences, and continuation of community education programs to promote the acquisition of English as a Second Language, cultural awareness, and increased understanding of world political and economic issues.
2. Focus expansion of study abroad and University exchanges on Latin America.
3. Add a study abroad component to the M.B.A. program.
4. Expand summer abroad opportunities for Health and Human Services students.
5. Assess study abroad placements for teacher education students.
6. Design special study abroad recruitment efforts for adult, nontraditional students.
7. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - International M.B.A.
 - M.A. in Latin American Studies
 - B.A. in Latin American Studies
 - B.A. in Japanese
8. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):
 - Center for International Health
 - Center for Late Life Long-Term Care
 - Comprehensive Cancer Center

G. In support of the theme of Applied Sciences and Technologies, UNC Charlotte will:

1. Implement the approved Academic Plans for The William States Lee College of Engineering and the College of Information Technology.
2. Refocus the B.A. in Software and Information Systems to respond to student and market demands. (See discussion under “Academic Program Development.”)

3. Develop and implement lower division courses to establish a four-year Bachelor of Science in Engineering Technology program. (See discussion under “Academic Program Development.”)
4. Develop and implement graduate certificates in Communication Networks, Information Environments, and Software Design and Engineering. (See discussion under “Academic Program Development.”)
5. Develop and implement an Industrial Safety option in the Fire Safety B.S.E.T. program. (See discussion under “Academic Program Development.”)
6. Implement M.S. and Ph.D. programs in Optical Science and Engineering. (See discussion under “Academic Program Development.”)
7. Consider, in a new program development process, the planning of the following degrees (see discussion under “Academic Program Development”):
 - Ph.D. in Molecular and Nanoscale Science and Technology
 - M.S. in Bioinformatics
 - M.S. in Communication Networks
 - M.S. in Knowledge Discovery in Databases/Data Mining
 - B.S.E.T. in Biotechnology/Bioprocessing Technology
 - B.S.E.T. in Computer Engineering Technology
 - B.S. in Meteorology
 - B.S. in Systems Engineering
8. Consider, in a new process, the planning of the following centers (see discussion under “Academic Program Development”):
 - Center for Applied Analysis and Computation
 - Center for Bioinformatics
 - Center for the Design and Testing of Mixed-Signal Microsystems
 - Center for Excellence in Information Assurance
 - Center for Information Security and Privacy
 - Center for Knowledge Discovery in Databases/Data Mining
 - Center for Motorsports and Automotive Engineering
 - Center for Wireless Embedded Networks
 - Diversity in IT Institute
 - Institute for Biomedical Engineering Systems

X. Academic Program Development

Much of the focus of the academic planning by colleges and departments has been upon the proposed expansion of our inventory of undergraduate and graduate degree programs. This is to be expected since, as a relatively young institution, UNC Charlotte does not yet have the array of academic programs necessary to serve properly this growing metropolitan region. At the same time, the initiation of new programs must be undertaken with some caution, with due

attention to identifying the resources that are truly required and the realities of the State's ability to provide them.

During the last ten years, the current planning process has been beneficial to the growth of the University. It has allowed careful analysis of campus strengths, regional needs, and the resources necessary to expand programs. The planning schedule also fit with the University of North Carolina's "windows" for accepting requests to plan new programs. With the Office of the President's November 2000 issuance of Administrative Memorandum 406, which revised program planning and authorization, our campus planning cycle no longer synchronizes with the UNC System's processes.

Therefore, the Dean of the Graduate School will develop a new set of procedures and guidelines that will facilitate and streamline the planning of new graduate programs. This new process will: (1) synchronize with UNC System dates for accepting requests to plan or establish doctoral programs, (2) allow for evaluation of proposals as to their appropriateness to the graduate mission of the University, (3) ensure more direct and early Graduate School involvement in planning, and (4) include a more systematic way of evaluating interdisciplinary program proposals. The Provost's Office will develop a parallel set of procedures for planning new baccalaureate programs.

The development of new centers and institutes has taken on greater urgency and requires a different analysis than is permitted in the current planning process. Therefore, the Associate Provost for Research will establish new guidelines and procedures for center and institute development. Criteria to be included are such factors as: (1) funding track records of faculty involved, (2) external funding opportunities, (3) the degree of interdisciplinarity, (4) other value added by the center, and (5) University support required.

Category I: Eliminate Selected Degree Programs, Concentrations, Minors, and Centers

No programs, options, minors or centers are identified for elimination.

Category II: Repackage or Refocus Existing Degree Programs

B.A. in Software and Information Systems: This program will undergo review and repackaging to better meet the needs of information systems students.

B.S.E.T. Programs: The Engineering Technology program will expand to lower division students.

M.S. in Health Promotion: This program will be revised as a Public Health degree, following establishment of a separate M.S. in Clinical Exercise Physiology.

Category III: Implement New Concentrations, Options, Minors and Certificates within Campus Authority

A number of program initiatives have been identified that would modify existing campus programs to better serve current students and prospective students in the Charlotte metropolitan region. UNC Charlotte has authority to approve and implement concentrations and options within existing programs and to add undergraduate minors and certificate programs.

Public Policy Ph.D. Program Options: The Public Policy Program will further develop program options to include: 1) Community and Neighborhood Redevelopment Policy, 2) Energy, Environment, and Infrastructure Policy, 3) Metropolitan Fragmentation, Governance, and Service Delivery Policy, and 4) Justice Policy.

Master of Architecture Post-Professional Options: Enrollment as a “post-professional” student implies holding a “first professional” (usually a five-year Bachelor of Architecture) degree as the point of entry to graduate education with the intent to develop an independent, research-based program of study. Initially, research competency would be in two areas: 1) urban design (practice-based and theoretical) and 2) architectural technology (primarily in building performance, envelope design, and material studies) with the Department of Civil Engineering. These students would contribute to faculty research and public knowledge of the value of architectural services.

Master of Business Administration Options: The M.B.A. program will expand the number of options to reflect market demands and college strengths. Options to be added are: 1) International Business, which will complement the proposed International MBA program, 2) Management of Technology, 3) Strategic Leadership, and 4) Supply Chain Management.

Health Services Administration Option in M.H.A.: This option responds to the market demand for administrators trained to manage health services organizations.

Nursing Home Administration Option in M.H.A.: This option responds to the demographic trends and the market demand for administrators trained to manage nursing homes.

Oncology Nursing and/or Palliative Care Nursing Options in M.S.N.: These options will respond to our progress toward developing a Comprehensive Cancer Center in conjunction with Carolinas Medical Center, as well as the College of Health and Human Services’ developing strength in end-of-life care research.

Social Work Administration/Planning in M.S.W.: This option will respond to the need for administrators trained to manage social services organizations.

Information Technology (IT) Graduate Certificates: The College of Information Technology will expand the number of graduate certificate programs to meet the demands of evolving IT applications. Graduate certificate programs to be developed and implemented are: 1) Communication Networks, 2) Information Environments, and 3) Software Design and

Engineering. These certificate programs will be developed as resources in the College of Information Technology permit.

International Health Care Management Graduate Certificate: The College's strategic focus on internationalization and multicultural settings has led to the proposal for this program. It would respond to the need for health care administrators who will excel in international or multicultural settings.

Industrial Safety Option in B.S.E.T. Fire Safety: This option will increase demand for the Fire Safety program.

Organizational Sociology Option in B.A. in Sociology: An option in Organizational Sociology within the B.A. in Sociology program will provide a liberal arts alternative to an undergraduate degree in Business.

Children's Literature and Literacy Minor: The Department of English will implement an undergraduate minor in children's literature and literacy in response to student demand and faculty resources.

Writing Minor: The Department of English will implement an undergraduate minor in writing.

Category IV: Implement New Degree Programs Approved by the Board of Governors

All new degree programs authorized for establishment by the Board of Governors have been implemented. January 2003 marks the implementation of the programs listed below.

Ph.D./M.S. in Optical Science and Engineering: These programs are located in the Department of Physics and Optical Science, but also draw upon the strengths of programs in Chemistry, Mathematics, Electrical and Computer Engineering, Mechanical Engineering and Engineering Science, and the College of Information Technology, as well as the Center for Precision Metrology. Implementation of the proposed new degree programs allows UNC Charlotte to educate and train, through existing academic units, the new generation of scientists and engineers required to support the need for highly trained professionals in the optics fields. There are no other Optical Sciences and Engineering graduate programs in North Carolina. New resources are required to support this program.

M.A. in Arts Administration: This program serves the expanding need for museum and gallery managers and directors across the metropolitan region, the State, and the Southeast. Initially, this is a program focusing on arts administration in the Department of Art, but could be expanded to include administration in music, dance, and theatre environments. Classes will be taught primarily by the Department of Art, but will draw upon the strengths in other departments. For example, the Master of Public Administration program offers courses in nonprofit management that will benefit arts administrators. The Belk College of Business Administration also offers accounting, marketing, business law, finance, and management

courses that could contribute to the arts administration curriculum. The proposed program will require additional faculty and gallery resources.

M.A. in Religious Studies: The presence of private seminaries in the region offering degrees in divinity and theological studies serves the demand for professional theological graduate education in religion. There remains a substantial interest in graduate education in Religious Studies as an academic, nonprofessional, nontheological discipline. An M.A. serves this need and directly supports the University's mission in the areas of global literacy and international education. The Department of Religious Studies has expertise in the religions and cultures of North America, Africa, India, China, Israel, Arab countries of the Middle East, and Japan. No new faculty resources are required; however, assistantships will be needed for full-time graduate students.

Category V: Upon Receipt of Permission to Establish New Degree Programs, Implement Programs

This category identifies programs that have been authorized for planning by the Board of Governors for which requests for authorization to establish have been submitted to the Board of Governors for approval.

Ph.D. in Curriculum and Instruction: This program will provide advanced preparation in curriculum and instruction to meet the needs of school systems, with a particular focus on urban education. Concentrations will include Mathematics Education and Literacy Education. The program will be housed in the College of Education and will have strong collaborative linkages with the English and Mathematics Departments in the College of Arts and Sciences. This program will build upon strengths of existing graduate programs in reading education, mathematics education, English education, and elementary education and will complement the existing doctoral programs in Educational Leadership, Counseling, and Special Education. New resources will be required to support this program.

Category VI: Request Permission to Establish Programs Already Authorized for Planning

In this category are Ph.D. programs for which the Board of Governors has granted authorization to plan, as well as master's and baccalaureate program proposals for which the campus has given notification of intent to plan.

Ph.D. in Infrastructure and Environmental Systems: Continued and rapid urbanization of the Charlotte region has brought pressures on the environment. The continued development and expansion of the community's transportation, water, wastewater, energy, and other infrastructure systems directly impact the environment. This proposed degree program will meet the demand for engineers and scientists who can take a systems approach in addressing the combined issues of infrastructure and environmental systems. The program will address how these systems are successfully conceived, developed, designed, built, operated, maintained, and renewed in a rapidly growing urban environment such as Charlotte. The systems approach will prepare students to tackle infrastructure development within a complex social, political, economic, and

environmental context. This program will draw upon the resources of the faculty from Civil Engineering, Geography and Earth Sciences, Architecture, Biology, Chemistry, Economics, Management, Engineering Management, and Public Policy. The program will have concentrations tailored to accommodate students with backgrounds in either engineering or science. There is no other Infrastructure and Environmental Systems Ph.D. program in North Carolina. New resources will be required to support this program.

M.S. in Mathematical Finance: Advances in financial economics theory with advanced probability theory and stochastic calculus have allowed development of very precise measures of risk for certain financial assets and to develop pricing algorithms for instruments such as stock options, commodity futures contracts, and interest rate swaps. The success of this approach has been overwhelming; it has permitted the creation of new markets and instruments that have come to be crucial to virtually all market participants. This has led to the recognition within the financial community of a new specialty, that of mathematical finance. This program will draw upon the resources of the Departments of Economics, Finance and Business Law, and Mathematics. The program will be tailored to meet the Charlotte financial services industry's demonstrated need for mathematical finance specialists.

Category VII: Plan New Degree Programs

In this category are the new degree programs appearing in the College plans. Each program proposal will be scrutinized through soon-to-be implemented procedures.

Ph.D. in Business Administration: With a major in Finance, this program will be a research-oriented degree designed to prepare graduates for teaching and research careers in academia, and for high-level careers within government and the financial services industry. The program will include in-depth training in both theoretical and empirical/statistical aspects of the fields of finance, mathematics, and economics, together with training in pedagogy. With this training, graduates will be qualified for tenure-track assistant professor positions at both national and international research universities and educational institutions. The program will provide an opportunity for specialized study in one or more of the following finance areas: corporate finance, portfolio management and investments, mathematical finance, financial intermediation, insurance, international finance, and real estate.

Ph.D. in Geographic Analysis: This program will emphasize the application of geographically centered research methods, especially GIS and spatial statistics, to investigate and analyze complex geographic phenomena. The proposed doctoral program would meet the need for geographers with graduate studies in advanced analytical techniques and the application of these tools in urban and regional problem-solving. There is a strong demand for applications-oriented Ph.D. geographers in academic, public-sector, and private-sector organizations. In particular, the growth of GIS for analysis and problem-solving in urban infrastructure, social service provision, natural resource management, and corporate operations has spurred strong hiring patterns for GIS teaching and research faculty in higher education, as well as Ph.D. level GIS specialists in the non-academic environment. The geographic analysis doctorate at UNC Charlotte would be aligned to fill this professional need. New resources will be required to support this program.

Ph.D. in Health Psychology: Health psychology is a rapidly emerging specialty area of psychology, which applies psychological principles and knowledge from related disciplines to the understanding and promotion of health in individuals, families, organizations and communities. Health psychology addresses the combination of biological, behavioral and environmental factors that influence health, consistent with major national health agendas (Healthy People 2010; Centers for Disease Control and Prevention, 2000). Health, as defined in these agendas, includes traditional medical service delivery to people with symptoms of disease, as well as preventive care, the promotion of wellness, and behavioral and mental health care. Further study of this proposed program, through the guidelines and procedures established by the Dean of the Graduate School, will examine market demand, as well as campus resources to deliver the academic and research program.

Ph.D. in Health Services Research: Health services research is the field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care, the quality and cost of health care, and ultimately our health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations (Association for Health Services Research, 2000). Further study of this proposed program, through the guidelines and procedures established by the Dean of the Graduate School, will examine market demand, as well as campus resources to deliver the academic and research program.

Ph.D. in History: UNC Charlotte's Department of History is exceedingly well prepared to implement a high quality Ph.D. in History. The currently proposed Ph.D. in History focuses on preparing community college and small college faculty. Further investigation of the appropriate focus area for the program is warranted.

Ph.D. in Molecular and Nanoscale Science and Technology: The new degree program is proposed in response to the accelerating growth in nanoscale science and nanotechnology at the University and, indeed, around the world. This interdisciplinary program would be based in the Department of Chemistry. The proposed program will involve the Departments of Mechanical Engineering (Metrology), Electrical and Computer Engineering, Biology, Mathematics and Physics and Optical Science and will build upon existing and future collaborative educational and research efforts with existing graduate and undergraduate programs within these units.

Ph.D. in Nursing Science: The College of Health and Human Services intends to develop and implement a Ph.D. in Nursing Science, following implementation of a Ph.D. in Health Services Research. The decision whether to seek permission to plan this Ph.D. program will depend in part on such College benchmarks as research productivity, externally-funded research, availability of graduate assistantships, and faculty recruitment.

Ph.D. in Organizational Sciences: This program would be an interdisciplinary program that focuses on the organizational sciences, including such topics as organizational change and development, organizational communication, and human resources. It would bring together the resources of the Departments of Communication Studies, Management, Psychology, Sociology and Anthropology, and perhaps others. The respective departments and colleges should hasten

discussions and investigations regarding the feasibility of and demand for this interdisciplinary degree.

M.S. in Bioinformatics: Bioinformatics is an integration of mathematical, statistical, and computer methods to analyze biological, biochemical and biophysical data. Genomics and proteomics research produce an immense amount of data and require the advanced tools of bioinformatics. As the fields of genomics and proteomics grow and hold the promise of important advances in a wide variety of biological applications, the need for trained bioinformatics professionals will expand.

M.S. in Clinical Exercise Physiology: The Department of Kinesiology will create a free-standing master's in Exercise Physiology. This will be a more desirable degree for the students currently in the exercise physiology option in the M.S. in Health Promotion, as well as permitting a reformulation of the M.S. in Health Promotion.

M.S. in Communication Networks: Following successful implementation of an M.S. in Bioinformatics, the College of Information Technology will examine the market demand for, and organizational capacity to deliver, additional, specialized graduate degrees. Communication Networks represents an emerging intellectual domain that warrants investigation.

M.F.A. in Creative Writing: This program will address student and community interest in the writing of fiction, poetry, screenplays, literature for children, and dramatic literature for publication or performance. Queens College has just inaugurated such a program, and similar programs exist on other UNC campuses in the region. The Charlotte area has a population more than large enough to provide the demand necessary to support an MFA. By seeking to meet that demand, the University strengthens its presence in and support of the community. A strong first indicator both of the demand and the potential for enhanced local involvement is the recent successful negotiation between the English Department and the Public Library of Charlotte and Mecklenburg County to sponsor jointly a writer of children's literature who would provide creative writing courses on campus as well as literary programs for the Library.

M.A. in Ethics: The Department of Philosophy faculty already teaches an array of graduate courses that serve a variety of interdisciplinary needs. An M.A. in Ethics would enable the Department of Philosophy to coordinate and systematize its work in these areas. Courses now offered to support other disciplines' graduate programs would now be highlighted as part of a well-focused M.A. program.

International M.B.A.: This program will support the region's needs for advanced education in global management. The program will be implemented in partnership with business schools in other countries and will involve a study abroad component. Prior to implementation, planners must design an economic model that demonstrates the program's feasibility.

M.S. in Knowledge Discovery in Databases/Data Mining: Following successful implementation of an M.S. in Bioinformatics, the College of Information Technology will examine the market demand for, and organizational capacity to deliver, additional, specialized

graduate degrees. Knowledge Discovery in Databases, or Data Mining, represents an intellectual domain that warrants investigation.

M.A. in Latin American Studies: Following the successful establishment of a B.A. in Latin American Studies (see below), the next step is the development of a Master of Arts in Latin American Studies. The development of this program recognizes the growing importance of Latin American connections to the region and the depth of Latin American expertise in the College of Arts and Sciences. This interdisciplinary degree program would be the first of its kind in the state of North Carolina, and would be modeled after existing successful programs such as the one at the University of California-Los Angeles. The program would attract students interested in a career in education, government, or public service. This graduate program would share the administrative structure and many of the resources allocated to the undergraduate program in Latin American Studies, and draw upon existing resources in the M.A. programs in History and Spanish.

Master of Music Education (M.M.E.): This program will meet public school music teachers' need for advanced educational opportunity in this region. The Department of Music has conducted feasibility studies and identified a high level of interest in the M.M.E. among public school music teachers in the Southern Piedmont area of North Carolina. This interest will be reaffirmed during 2002-2003 and further planning for the Master of Music Education initiated.

M.F.A. in Studio Art: Once the Department of Art has successfully established and maintained the Master of Arts in Arts Administration, the Department will investigate graduate programs in Studio Art and Art History, as well as an undergraduate program in Art History. Further study of this proposed M.F.A. program, through the guidelines and procedures established by the Dean of the Graduate School, will examine market demand for the program, as well as campus resources to deliver the program.

B.A. in Applied Mathematics for Business: Business career prospects are quite good for mathematics trained, analytically strong students, especially if they have complementary computer and communication skills. The Applied Mathematics for Business option will provide a liberal arts alternative to an undergraduate degree in Business.

B.S.E.T. in Biotechnology/Bioprocessing Technology: This program would produce graduates trained at the technologist level to support the rapidly growing biotechnology and pharmaceutical industries in the region.

B.S.E.T. in Computer Engineering Technology: This program will provide the appropriate degree name for students currently enrolled in the computer engineering option of the Electrical Engineering Technology B.S.E.T.

B.A. in Latin American Studies: The Latin American Studies program will focus on an in-depth understanding of one area of the world, combining competency in Spanish and/or Portuguese with the intensive study of Latin American culture, history, and society. This

program will take advantage of our depth of expertise in the Departments of History, Languages and Culture Studies, Political Science, and Sociology and Anthropology.

B.A. in Japanese: Over fifty Japanese companies now operate in the Charlotte area. Economic and cultural exchanges between the United States and Japan are increasing, and so is the need for students to develop Japanese language skills and cultural awareness. Courses already are offered in Japanese, but one additional faculty member in this area will be required in order to develop the undergraduate major. An analysis of market demand and organizational capacity is required before the campus will forward notification of intent to plan this program.

B.S. in Meteorology: This program, in conjunction with development of a meteorological observation station, will make UNC Charlotte the signature data source for local and regional weather information. Accreditation will be sought for this program and, once achieved, will allow students to pursue five-year scholarships supported by the U.S. Air Force. The program also will substantially strengthen the atmospheric component of the existing Earth Sciences program. New resources will be required to support this program.

B.S. in Systems Engineering: Systems Engineering is concerned with the design, improvement, and installation of integrated systems of people, materials, and equipment. It draws upon specialized knowledge and skill in the mathematical, physical, and social sciences together with the principles and methods of engineering analysis and design, to specify, predict, and evaluate complex engineering systems. A baccalaureate degree will be planned and established at the time that a new Department of Systems Engineering is established in the William States Lee College of Engineering.

Category IX: Plan New Centers

Centers provide the opportunity to aggregate faculty interests and institutional resources around important areas of interdisciplinary research, teaching, and public service. Also, centers provide an identifiable location for our critical efforts to achieve external funding for high priority projects. The proposed centers listed below appeared in College plans. The number of proposed centers illustrates the evolution of the University and the need for strategic development of the research infrastructure. Therefore, these proposed centers will be evaluated through a new process established by the Associate Provost for Research.

- Center for Academic, Professional, and Technical Communication
- Center for Applied Analysis and Computation
- Center for Applied Geographic Information Systems
- Center for Applied Linguistics and Community Literacy
- Center for Bioinformatics
- Center for Business and Economic Research
- Center for the Design and Testing of Mixed-Signal Microsystems
- Center for Excellence in Information Assurance
- Center for Excellence in Urban Education
- Center for Exceptional Learning
- Center for Financial Services

Center for Health Services Research
Center for Information Security and Privacy
Center for International Health
Center for Knowledge Discovery in Databases/Data Mining
Center for Late Life Long-Term Care
Center for Motorsports and Automotive Engineering
Center for Reading Research
Center for Strategic Leadership and Organizational Development
Center on Parenting Research
Center for Wireless Embedded Networks
Charlotte Community Design Institute
Comprehensive Cancer Center
Digital Visualization Center
Diversity in IT Institute
Institute for Biomedical Engineering Systems
Institute for Technology and Quality in Education
Regional Institute for Homeland Security and Major Disaster Management

Category X: Plan New Academic Department

Systems Engineering and Engineering Management: Systems Engineering is concerned with the design, improvement, and installation of integrated systems of people, materials, and equipment. It draws upon specialized knowledge and skill in the mathematical, physical, and social sciences together with the principles and methods of engineering analysis and design, to specify, predict, and evaluate complex engineering systems. Graduates of the program would have a systems perspective capable of formulating, solving, and interpreting solutions to complex technological problems. This Department would work closely with the Departments of Mechanical Engineering and Engineering Science, Civil Engineering, Engineering Technology, Electrical and Computer Engineering, and selected other units in the social sciences. The related M.S. in Engineering Management is based on an integrated approach to the management of product, process, information, and people in technology-based organizations. This existing degree program, which educates managers of engineering systems, would become part of the new Department. Eventually, the Department would offer undergraduate and master's programs in systems engineering. New resources would be needed to create this Department.

Category XI: Long-Term Plan to Develop a School of Law

It is appropriate at this point in time that UNC Charlotte declare its intention to develop a School of Law. Our goal in achieving Doctoral/Research University – Extensive status is built on the recognized premise that the vitality of the region depends on the presence of a major university. There is no law school in the region. The need for legal education will best be met by UNC Charlotte because of our unique mission to respond to the region's educational needs and our established relationships with the community. This may not happen during this planning period, but because of the size and scope of this undertaking, it is appropriate for the campus to begin its deliberations.

XI. Academic Organization and Allocation of Instructional Resources

The academic planning process has revealed that the basic organization of our Colleges and Departments is sound. There are, however, some changes that the campus should contemplate during the period of this Plan. The following changes shall be considered:

- Dividing the Department of Sociology and Anthropology as the department increases in size.
- Dividing the Department of Counseling, Special Education, and Child Development into two separate departments, as the department increases in size and complexity, and as they move into new facilities.
- Merging Continuing Education, Distance Education and Summer Programs and UNC Charlotte Uptown, in consideration of overlapping missions and the potential for optimizing the use of space.

XII. Academic Facilities

During this planning period, the University is in the fortunate situation of having 190 million dollars available to build instructional space. The first building completed with a portion of the 190 million dollars is the Admissions Building. In addition, the following buildings will be constructed:

Humanities Building
Science and Technology Building
Graduate Engineering Building
College of Education Building
College of Health and Human Services Building
Applied Physics and Optics Building

All other kinds of facilities, e.g., student housing, campus dining, and athletics space, will be supported by monies generated by private sources, student fees, or user fees. The principles of the *Campus Master Plan* will be observed in siting new campus facilities.

Appendix II

Business Affairs Division Plan 2004-2009



March 2003



Division of Business Affairs

Table of Contents

- Purpose and Divisional Goals
- Divisional Planning
 - Process
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 - Environment
- Divisional Goals Described
- Relationship Matrix: Divisional/Departmental Goals

Purpose Statement

The purpose of the Division of Business Affairs is to provide exemplary support for the instructional, research, and community-service functions that are the mission of UNC Charlotte. It is equally essential that the Division of Business Affairs supports a campus environment that encourages the active involvement of students in their personal and intellectual development and promotes responsible citizenship. In the fulfillment of this purpose/mission, the Division of Business Affairs shall efficiently utilize available resources (financial and physical) to ensure the highest quality in its service to the University community.

Goals

Within the context of this purpose statement, the Division of Business Affairs is committed to the following goals on a continuing basis:

- Goal 1: Provide a safe, secure, accessible, functional, and pleasant environment in which to carry out the teaching, research, and service programs identified in the Academic Plan.
- Goal 2: Fully comply with federal, state, and local laws and regulations, and with the requirements imposed by those external agencies that have oversight responsibilities in higher education.
- Goal 3: Make quality and customer orientation the hallmark of all Business Affairs processes.
- Goal 4: Streamline administrative procedures in the Business Affairs Division by eliminating processes that do not add value to outcomes and ensure that employees in the division are technically and administratively prepared to carry out their responsibilities.
- Goal 5: Support the change of UNC Charlotte's status to a Research University within this planning cycle.
- Goal 6: Ensure that all capital improvement projects meet high-quality standards, are completed on schedule, and are delivered with minimum disruption to the campus community.
- Goal 7: Systematically assess risks inherent in continuing University operations and proposed new initiatives; then develop, implement, and test a comprehensive operations continuity plan to minimize downtime and sustain University processes.

Divisional Planning

Process

The Business Affairs Divisional Plan interacts with other divisional plans to support the Institutional Strategic Plan and the Academic Plan. Several factors must be considered in developing the divisional plan: (1) the Institutional mission and vision statements, (2) the latest Academic Plan and other divisional plans, (3) the environment in which the Institution exists and in which the plan must be implemented, and (4) the progress made by Business Affairs departments in achieving goals approved in the previous planning cycle. The diagram on the next page illustrates this University's interactive process of planning and assessment. Division plans are developed from, but may also influence, Institutional goals. The results of goal assessment lead to goal refinement and influence the direction of the division's effort in the next planning cycle. At the University-level formal assessment of goals is done annually. Reports are produced and presented at the annual Executive Staff retreat. Within Business Affairs, divisional and departmental review of goals, objectives, and annual initiatives occur more frequently during Business Staff meetings and at weekly "one-on-one" meetings between the Vice Chancellor and Department Heads. The Annual Report is shared with the University's Institutional Effectiveness Oversight Committee (IEOC), which was created to ensure that all divisions are implementing assessment procedures in compliance with the Southern Association of Colleges and Schools' (SACS) criteria as well as the division's own plans.

Within the Business Affairs division, the process for validating existing goals or establishing new goals is well established. During the annual Executive Staff retreat
Page holder for flowchart

Divisional Goals

Goals Described

The mission of the Business Affairs division has not changed significantly since publication of the 2002-2007 plan. The division has been assigned the responsibility for developing and implementing a University-wide operations continuity plan or Business Continuity Plan (BCP). Developmental effort will be intense during the early part of the planning period, but significant effort to maintain and test the BCP will continue throughout the planning period. Accordingly, a discrete divisional goal, which reads as follows, has been established:

“Systematically assess risks inherent in continuing University operations and proposed new initiatives; then develop, implement, and test a comprehensive business (operations) continuity plan to minimize downtime and sustain University processes.”

Implementation of a Business Continuity Plan becomes Business Affairs' divisional Goal 7.

During the biennial update process two similar goals were consolidated into a single goal. This action resulted in four goals becoming two goals. Specifically, the division's communication improvement goal was subsumed under a goal to improve the quality of business processes. This goal is identified as Goal 3 and reads as follows:

“Make quality and customer orientation the hallmark of all Business Affairs processes.”

Continued improvement in internal and external communication is a requirement for successful accomplishment of this goal.

A further consolidation of similar goals occurred with the amalgamation of the division's “streamlining” goal and “preparedness” goal. Consolidated Goal 4 now reads as follows:

“Streamline administrative procedures in the Division of Business Affairs by eliminating processes that do not add value to outcomes and ensure that employees in the division are technically and administratively prepared to carry out their responsibilities.”

The following paragraphs address each of the seven divisional goals in detail. Each goal has underlying objectives, some have annual initiatives, and most will have quantifiable measures by which successful achievement can be determined. The following paragraphs address objectives, outcomes, and evaluative measures associated with the divisional goals.

Goal 1

Provide a safe, secure, accessible, functional, and pleasant environment in which to carry out the teaching, research, and service programs identified in the Academic Plan.

Significant progress has been made toward providing a safe, secure, functional, and pleasant campus capable of supporting the University's mission. Measurable progress, which is expected to continue, is described in each category of this goal.

Safety At UNC Charlotte safety is a campus-wide responsibility, but program administration is centralized in the Safety Office within the Division of Business Affairs. The Safety Officer and his staff observe work practices and conditions in labs, shops, offices, and spaces throughout the University. They discuss improvements that will enhance safety and encourage best practices with workers and their supervisors. The Safety Officer also works with external inspectors (e.g., NC Department of Insurance; Office of the State Fire Marshall; NC Department of Environment and Natural Resources (NCDENR), Hazardous Waste Section; NCDENR, Radiation Protection Section; Office of State Personnel,

Workplace Safety Section) to identify deficiencies and then works with University managers including the Vice Chancellor for Business Affairs to ensure corrections.

Accidents have decreased compared to the same period one year ago, but have occurred more frequently when two-year old data are used as a basis for comparison. The largest Business Affairs department, Facilities Management, has a strong safety committee, which actively encourages safe practices. This committee and two University-level safety committees – the University Safety and Health Committee and the Safety Operations Committee – will increase efforts to accelerate the most recent favorable trend. Progress will be judged based on corrective actions implemented and the quarterly injury and accident report produced by the Safety Office and reviewed by the University safety committees.

Security. Last year the amount of reported crime remained essentially unchanged while student enrollment has increased 3.5%. Larceny, drug violations, and burglary have decreased, but weapons violations have increased. UNC Charlotte’s challenge will be to address the crime categories, which are increasing without decreasing efforts to improve favorable trends. Specific actions including installing gates, adding lighting, clearing underbrush, campus police patrolling in adjacent neighborhoods, adding support staff (e.g., police communicators), and reducing officer turnover are showing positive results. Additional action will be initiated as dictated. Door access by using a student identification card will be expanded. Student labs, which contain valuable equipment, will be secured by “keypad” locks. A University policy designed to improve accounting for and control of moveable equipment has been rewritten and will be strictly enforced. Programs will be evaluated by the Chancellor, the Vice Chancellor for Business Affairs, and the Executive Staff.

Accessibility. The University Accessibility Committee prioritizes barrier removal projects and meets periodically to assess the progress toward becoming a totally accessible campus. Recent progress includes the installation of accessible ramps, elevators, and toilet facilities. A consultant has identified numerous other barriers that should be removed to improve accessibility. No repair and renovation (R&R) funds, which have traditionally supported access improvement projects, have been allocated to UNC Charlotte in the most recent two years. Obviously, this development has negatively impacted the accessibility improvement program. When available, R&R and other funds will be committed annually for the removal of barriers in accordance with the University Accessibility Committee’s established priorities. This goal can be evaluated by the number of barriers eliminated. Further, capital improvement projects will be designed to facilitate access by individuals with disabilities.

Functionality. A significant amount of academic and support space has been added in recent years. More will be built during the planning period. Functionality of the campus will be enhanced by both new construction and renovation of existing facilities. Capital improvement projects are planned with input from those who will occupy the facility, the appropriate Vice Chancellor (or her/his delegate), the Facilities Management staff, and the Chancellor.

Campus functionality can be greatly enhanced by astute planning and management of smaller projects. Each year, when funds are available, a portion of UNC Charlotte's R&R/Capital Improvement funds is allocated to improving classrooms and labs. When external designers are employed, they regularly review their work with the Provost or the Provost's designee to ensure the design adheres to academic programming. The Associate Vice Chancellor for Facilities Management will meet no less than monthly with the Provost and the Vice Chancellor for Business Affairs to discuss projects in their divisions. Further, reporting of progress on smaller projects is now timely tracked and reported.

Pleasant Environment. Throughout the prior planning period, the University has endeavored to improve the appearance of the campus by designing and building facilities similar to those likely to be found on more traditional and respected university campuses in the United States. The appearance/design standards for the desired type of buildings have been developed and are addressed elsewhere in this document and in the booklet entitled, *Architectural Design Standards*, and campus facilities plans – *Vision* (1995) and *The Next Step* (2000).

The senior University administration is keenly aware that functional facilities will not necessarily guarantee a pleasing physical environment and is regularly involved in critiquing landscape, circulation, and traffic planning. Buildings will be sited and designed to create “outdoor rooms.”

Progress in improving the appearance of UNC Charlotte's campus is noteworthy. Specifically, an east-west walkway on the north of Atkins Library has been created, landscaping of the area between the Barnhardt Center and Atkins Library has begun and a brick walkway now provides access to Squires Hall, a 420-bed residency hall. Additional pleasant accommodations and “outdoor rooms” in the core campus and the Charlotte Research Institute will be addressed with the objective of creating an attractive transitional link, which will join the new to the existing and the research to the teaching functions.

Progress will be evaluated by the amount of usage the areas experience.

Goal 2

Fully comply with federal, state, and local laws and regulations and with the requirements imposed by those external agencies that have oversight responsibilities in higher education.

UNC Charlotte currently enjoys the respect and confidence of its alumni, peers, and the community and is viewed as a good steward of its resources by the Office of the President and the UNC Board of Governors. UNC Charlotte has attained its good reputation by complying with federal, state, and other laws, regulations, and requirements mandated by external governing authorities that have oversight responsibilities in higher education. The University must continue its compliance efforts as noncompliance would have significant negative impact on the institution.

Our students and their parents may not realize the importance of this effort and may even perceive the procedures we implement to ensure compliance are unnecessarily bureaucratic. But they most certainly would be dismayed if we were to fail at this effort because such failure would be public and embarrassing and would tarnish the fine reputation of the institution and erode its accrued goodwill. Recently, the UNC President has encouraged constituent institutions to be more proactive in monitoring and guiding activities of their affiliated foundations and supporting organizations in an effort to avoid adverse audit findings, which could generate negative opinion regarding the associated UNC institution.

UNC Charlotte has over 20 major external audits or inspections that occur regularly. As a result of recent corporate malfeasance, audit standards have become more stringent. Accordingly, each time an external evaluation occurs there is an opportunity for the institution's reputation to be damaged. Major violations or findings can have serious consequences. A major finding during an audit by the North Carolina State Auditors' staff can result in removal of the coveted status of "Special Responsibility Constituent Institution" without which there would be no flexibility to reallocate resources and unused funds in budget lines would revert to the North Carolina State Treasurer. A similarly serious finding by an external auditing firm could result in a qualified opinion on the annual financial statements. A significant breach of financial controls or data security or a major misuse of governmental equipment or funds would not read well in a local or state newspaper. Below are listed the major recurring external reviews:

- State Auditors' Annual Financial Audit
- Public Accounting Firm Audits of Affiliates
- IRS On-Site Audits
- Board of Governors Annual Student Fee Review
- State Construction Office FCAP Inspection
- UNC Human Resources On-Site Review
- Affirmative Action Review by Office of State Personnel
- EEO Compliance Review
- State Auditors' Office Review of Data Security
- Biennial Review of Purchases by Purchase & Contract Division
- Quarterly Review of Awards to HUB's
- Recycled Products Purchased Review
- Federal Audits of Grant/Contract Expenditures
- Federal Department of Education Review of Crime Statistics
- Sanitation Reviews of Food Preparation by City/County
- Review of Furniture Products Purchased
- UNC GA Review of Capital Expenditures
- Legislative Review of Fourth Quarter Spending
- Position Classifications by Office of State Personnel

Since compliance evaluations are generally done after the fact, each Business Affairs department has a set of self-imposed reviews it conducts in preparation for external reviews. Self-imposed procedures/disciplines are designed to make compliance within the division standard practice and are an overriding focus when implementing new or improving existing processes. Business Affairs is also the University's steward for maintaining adequate controls and processes relevant to business and financial operations throughout the institution and for identifying opportunities for strengthening them when appropriate to do so.

The evaluation criterion for Goal 2 is the least ambiguous of the seven goals adopted by the Division of Business Affairs. The absence of a significant audit or review finding indicates the goal has been met. Continued finding-free reviews and audits are the standard for success.

Goal 3

Make quality and customer orientation the hallmark of all Business Affairs processes.

The Business Affairs division has completed numerous quality improvement projects within the last planning cycle. Heating and air conditioning (HVAC) systems have been consolidated in a single location to serve multiple buildings; thus, improving reliability and efficiency. The Information Technology fiber optic network has been expanded and modernized. UNC Charlotte has entered a prime vendor agreement to purchase office supplies. Departments can now order supplies for next day in-office delivery. Jazzman's, a Starbucks-like coffee house, has been opened in the Fretwell Building, the University's largest classroom building. Format changes have made annual financial statements more understandable. Department Heads and Vice Chancellors are provided personnel information designed to make salary administration more equitable.

The division will continue to focus on improving customer service and the quality of campus life. Among the specific actions to be initiated or continued are:

- Eliminate delays and paperwork in procurement of commonly used, low-cost items by issuing departments a purchase card.
- Implement SCT Banner software to improve financial, human resource, and student information reporting. Implementation dates have been established as follows: financial services system, June 2004; human resources, January 2005; and student information system, April 2005. One of the most significant enhancements that will be provided following Banner module migration is that the system will be available for data inquiry 24 hours a day, seven days a week. This will allow the built-in WEB-based interfaces to be used at any time of any day worldwide.
- Improve the HVAC systems and the academic space in the Rowe and McEniry buildings.
- Locate a Jazzman's coffee shop in the University Library.
- Develop and implement a plan to reduce energy consumption on the campus by 3% within two years. The plan will use a combination of energy saving modifications to the existing physical plan, energy monitoring and control systems, and behavior modification within the campus community.
- Negotiate a ten-year food service contract to provide improved food service to resident students and commuters. Improvement in dining halls and on-campus catering will be emphasized.
- Continue to provide adequate parking by building new decks and re-evaluate the viability of an on-campus shuttle service.

Department objectives and annual initiatives will support accomplishment of the above divisional objectives.

The large number of construction projects, which will temporarily interrupt utilities, and implementation of new Banner software, which will reformat financial, personnel, and student data reporting, are only two examples of the changes that will occur between now and 2009. It is extremely important that the campus community be aware of these changes well in advance of their occurrence. Business Affairs' departments will provide information regarding these changes on their Web sites, in the *Campus New*, and on the campus voice mail system.

It is also important that capital improvement projects and opportunities to provide the University goods and services be broadly and effectively communicated. Bids on most purchases will be solicited on the Web. Further, UNC Charlotte is committed to increasing participation by Historically Underutilized Business. The University will continue to advertise its construction projects in *The Charlotte Post*, *The Challenger Newspaper* and *La Noticia*.

Internally, Business Affairs' departments will continue to disseminate guidance needed by Academic Affairs and other divisions in clear, concise publications (e.g., personnel information memoranda, parking regulations, SPA Employee's Handbook) and on departmental Web sites. Further, short courses will be made available in a variety of subjects (e.g., payment of employees, control of equipment, and grant management) to improve business practices University-wide. Notices of scheduled power outages, road work, and other projects that disrupt normal campus activities will be widely distributed in a timely manner. The *Campus News* and *University Times* will be used to inform the campus community of planned construction projects that impact campus life. The University will advise the media of progress toward completion of capital improvement projects. Meetings of public bodies will be announced well in advance and the general public will be invited.

Success can be evaluated through a variety of means. Internally generated indicators include: analyzing Sodexo customer-driven survey results, customer comments on work orders performed by the physical plant personnel, job exit questionnaires, and formal and informal customer comments.

External evaluation measures are also numerous. Results from the UNC system-wide surveys of seniors and sophomores, comments received on the various audits, federal and state evaluations, and peer reviews provide a relatively unbiased look at the quality of work performed by the Business Affairs departments.

Results of the various evaluations are discussed at the department and division levels, and, periodically, at the Executive Staff level. Priorities are established for taking any corrective action required.

Goal 4

Streamline administrative procedures in the Division of Business Affairs by eliminating processes that do not add value to outcomes and ensure that employees in the division are technically and administratively prepared to carry out their responsibilities.

The Division of Business Affairs has streamlined administrative processes in every department. Annual reports document process improvements, efficiencies achieved, and instances of cost avoidance. Among the most impressive improvements during the planning cycle are: the amount of classification authority delegated to UNC Charlotte by the State Personnel Office; the establishment of a retail surplus store, which expedites removal of unneeded equipment from classrooms, labs, and support space; and restructuring financial statements to provide additional disclosure, recognize depreciation, and comply with other Governmental Accounting Standards Board (GASB) standards. Functions have been merged across divisional lines. The telecommunication function has been merged with the information technology infrastructure. Voice and data communication now work more closely together under a single supervisor.

Streamlining business processes will continue in the upcoming planning period (2004-2009). Each department has been challenged to continue making business processes more efficient. Overall, success can be measured by comparing the number of students served by an operational employee (e.g., number of personnel records maintained per clerk, number of student accounts maintained per clerk) over several years.

Improving technology will continue to have a major impact. SCT Corporation's Banner software products will replace that company's legacy systems (FRS, HRS, and SIS), which have been used at UNC Charlotte for over a dozen years. Prior to migrating to Banner software, implementation teams will examine work flow and current procedures with a view to improving the efficiency of each process. Further, effort will be focused on integrating stand alone systems into systems supported by Information Technology Services (ITS) supported software.

Individual departments have established more specific goals and objectives for streamlining functions within their organizations. At the beginning of the last planning period, the Associate Vice Chancellor for Finance identified 28 different processes that need improvement. Today their list exceeds 28 items, but the majority of items are different. Systems have been improved, but more is needed due to changes in regulations and identification of additional opportunities. Other Business Affairs departments have priority lists.

The following is a sampling of process improvement projects to be accomplished:

- The Facilities Management department will develop a computer aided facilities management (CAFM) system this fiscal year. When deployed, the system will be the single source for all University data on real property assets. This database will include

buildings, roads, utilities, playing fields, and installed equipment. The system will be directly linked to the Facilities Management computer aided drafting (CAD) system and provide access to CAD drawings for all building floor plans, utility maps, and the like. The database may also be expanded to include movable equipment and furniture. This system will provide Web-based access to facilities data for users throughout the University. Uses will include classroom and event scheduling (Resource 25), institutional research, policy and public safety functions, space assignment, and space management.

- Working with the SCT Corporation, UNC Charlotte seeks to establish a regional solutions center on campus. This will save employees travel time and costs, but more importantly increase access to SCT's knowledgeable Banner implementation team.
- Auxiliary Service personnel will install, test, and implement the On-Line Card Office (OLCO), which is the Web interface to the 49er Card System. The OLCO will allow students to make Web deposits to their 49er Card as well as to monitor 49er Card account balances.
- Divisional personnel will test and integrate appropriate business applications into the Web-based Student Portal Project. All billing and receivable aspects of Web for Students as well as the On-Line Card Office will be integrated with the Student Portal.
- Working with the Division of Academic Affairs and other divisions, financial service personnel will eliminate cumbersome, unnecessary inquiry security of financial data, which is in fact available to the general public upon request. This will use the non-technical e-Print system.

In addition to streamlining and system improvements addressed above, several elements are necessary to enable employees to effectively and efficiently carryout their responsibilities. Among the requirements are: adequate work areas, appropriate equipment and adequate training. Completion of shops and workspace in the Physical Plant and Public Safety Building and allowing expansion of business functions into space vacated by academic units being relocated to new facilities will improve working conditions. Further, a specific objective within this goal is replacement of desktop computers should be replaced no less frequently than quadrennially. Other equipment from vehicles to floor buffers must be replaced in a timely manner.

Equally important is the requirement to maintain a well-trained staff. Required skills can be acquired both externally and within the institution. Institutional training takes place within the department and at the University level. Examples of departmental training include eight-hour courses in juvenile laws and procedures and community policing for police officers. In total, the campus police department received over 600 hours of internal training last year.

The Division of Business Affairs' employees participated in short courses offered by the information technology staff, specific subject matter training by experienced departmental employees, and safety training. External training opportunities are systematically evaluated to ensure that the highest priority courses are attended.

Supervisors are encouraged to include employee development as an item addressed in each employee's annual performance review. This process allows the supervisor and the employee to evaluate his/her preparedness to perform the current job and perhaps the next one on the career ladder.

Certain quantitative measures (hours devoted to training, number of courses offered) are apparent. The true measure of success, "preparedness to perform," is less quantifiable. This can be broadly judged by the results of external audits, operational reviews, and customer/student evaluations.

Goal 5

Support the change of UNC Charlotte's status to Doctoral/Research-Extensive University status within this planning cycle.

To support UNC Charlotte's change in Carnegie classification from a Doctoral/Research-Intensive to a Doctoral/Research-Extensive institution, the Division of Business Affairs will continue to support the research aspects of the Academic Plan (Section X); prepare justifications for necessary funding; refine the land-use plan for the Charlotte Research Institute campus (formerly the Millennial Campus), and ensure that business systems are sufficiently robust to carryout the expanded research responsibilities.

General Research Support. The University's federal research and development funding is one of the principal metrics by which it will achieve Doctoral/Research-Extensive status. A goal of \$20 million in federal funding by the end of the planning cycle has been established. UNC Charlotte's overall research growth is impressive. Total research awards increased from \$13.2 million in FY '99-00 to over \$20 million in FY '01-02. Total awards are projected to top \$27 million in the current fiscal year. The Sponsored Programs section of the Financial Service department will continue to work closely with the Associate Provost for Research and Federal Relations and the Executive Director of the Charlotte Research Institute to ensure accounting and other post-award systems are adequate to handle the increased volume and complexities of the increased awards level. Specifically, the Human Resources department is finalizing on-line position templates for use by principle investigators in describing work required to support their research. Further, efforts are currently underway between the University, the Office of the President, and the Office of State Personnel for delegating to UNC Charlotte authority for making local EPA Research Support position determinations. This anticipated delegation will significantly reduce the time necessary to support time sensitive, grant funded projects.

Justify Funding. Financial support is critical to sustaining the growth of the research infrastructure. To ensure the maximum allowable reimbursement rate is negotiated, Sponsored Programs will identify and implement system and procedures to accommodate the University's migration to the long form of the Facilities and Administrative Rate Proposal.

Charlotte Research Institute (CRI). The CRI's mission is to facilitate the development of applied technology in collaboration with industry, academic, and government sectors and to develop the region's intellectual capital by attracting resources to improve the research, academic, and technology bases. It is critical that buildings on the CRI campus provide adequate academic research space and space for appropriate partnerships with commercial/industrial organizations. Buildings must also interface effectively and efficiently with existing research facilities and other academic buildings on the existing campus. Business Affairs will work with the CRI Director to ensure that the CRI land plan provides appropriate vehicular access and walkways connecting the CRI campus to the main campus and that space between buildings form "outdoor rooms," which are pleasant and useful. Further, the Vice Chancellor for Business Affairs will work with the CRI Director to anticipate opportunities to form partnerships with organizations engaged in research fields that will complement CRI efforts.

Expand Infrastructure. Expansion of research capabilities and funding at UNC Charlotte will require supporting business systems, which are sufficiently robust to accommodate required tracking, accounting, and reporting. Business Affairs must ensure the capability exists to account for the activities of research and academic centers that are envisioned in the Academic Plan. Further, the division must establish and document policies, procedures, and processes to comply with federal and other guidelines associated with research awards. Principal investigators and research administrators must be trained in these policies and procedures. The division will install Banner's software module that has been designed to facilitate access to and manipulation of financial data associated with research projects.

Goal 6

Ensure that all capital improvement projects meet high-quality standards, are completed on schedule, and are delivered with minimum disruption to the campus community.

Since this plan was last revised, three capital improvement projects have been completed. During the upcoming planning cycle, 13 buildings are scheduled to be built and occupied. The research, academic, and extra-curricular programs, which will be accommodated within these 13 buildings, have been defined. Design of 11 of these buildings is complete or essentially complete. Six of the buildings are under contract with a builder and work has begun on five projects. UNC Charlotte's capital improvement program is gaining momentum.

Although enactment of Senate Bill 914 brought revolutionary change, UNC Charlotte's capital improvement effort is still governed by a rather rigid set of statutes and State Construction Office guidelines and regulations. Accordingly, UNC Charlotte will continue to focus its effort on timely completion of projects without incurring major violations to the established rules, regulations, and statutes. Another major concentration of effort will be to control design to the project's approved budget. Awareness of the current

and forecasted economic conditions is required to ensure buildings are designed to accommodate the maximum amount of programmatic space. In view of UNC Charlotte's dire need for space, a project on which the low bid is 20% under budget is no bargain. An objective within this goal then is to design buildings at or slightly below budget.

The selected designer must also be aware of UNC Charlotte's facilities planning documents — *Vision* (published in 1995) and *The Next Step* (published in 2000) — and UNC Charlotte's *Architectural Design Guidelines*. This publication serves as a guide for designers unfamiliar with the campus design standards and as a reminder for designers who have done work on campus previously. An objective during this planning period is to expand the guidelines into a more useful document by defining the desired campus unity in a more understandable manner.

Another objective is to further standardize and simplify the administrative (paperwork) phase of the designer selection process, thereby reducing the time required for a selection. Standard data elements have been used for advertisement, interview scheduling, public meeting announcements, and notification of non-selection or selection.

Even after selecting a highly qualified designer, design approval can be a time consuming and burdensome phase of the project. Numerous internal presentations are required for the Chancellor and senior staff. Plans above a specific budget amount (\$2,000,000) must also be approved by the State Construction Office and the North Carolina Department of Insurance, generally after each of three phases: conceptual design, design development, and construction document preparation. UNC Charlotte will continue to work with the UNC Office of the President's staff to reduce the number of projects requiring detail review by State Construction.

As indicated earlier, the enactment of Senate Bill 914 (SB914) in the 2002 session of the North Carolina General Assembly brought about revolutionary change to governmental construction throughout the state. Previously, the applicable statutes required that all contracts over \$500,000 be bid using the multiple prime contractor method. This meant that in addition to soliciting bids from general contractors the mechanical, electrical, and plumbing were bid separately. Only one UNC Charlotte building was built using the single prime delivery method in the last dozen years. The vast majority of buildings in the state were built with four prime contractors responsible to the owner through his architect. This method created enormous scheduling, coordination, and timeliness problems. In addition to facilitating the single prime delivery method, Senate Bill 914 allows the use of the Construction Management at Risk, establishes new requirements for minority contracting, and puts in place new dispute resolution procedures. During the planning period UNC Charlotte will use primarily the single prime delivery method, but will test the Construction Management at Risk delivery method. Since enactment of SB914, UNC Charlotte has awarded construction contracts valued at \$70 million using the single prime method. All contract awards were under the budgeted amount, reflecting not only the favorable economic climate, but also the elimination of coordinating and scheduling hassles inherent in the multi-prime system. Continued success toward achieving this goal will be measured by timely under-budget awarding of contracts and, of course, completion of the project as scheduled.

Once design is complete many designers are inclined to assign management to a less experienced architect or engineer during the construction administration phase. UNC Charlotte will insist in early negotiations that the firm assign a qualified individual to administer construction of each of its projects. Further, a staff of three experienced construction managers is in place to ensure that drawings are followed, obtain interpretations, and identify substandard work or deviations from schedules.

Shortly after signing a major construction contract, UNC Charlotte's Facilities Management team will engage in partnering sessions with the selected contractors. These partnerships are designed to building understanding and trust among the individuals who must work closely and cooperatively if the project is to be completed successfully.

The ultimate measure of successful goal achievement will be whether buildings and other capital improvement projects are completed as scheduled and whether they meet the occupants expected standards.

Goal 7

Systematically assess risks inherent in continuing University operations and proposed new initiatives: then develop, implement, and test a comprehensive operations continuity plan to minimize downtime and sustain University processes.

As a major doctoral/research university, UNC Charlotte has a large number of business processes that are critical to mission accomplishment. In addition, the people, physical assets, and intellectual assets of the University are significant and must be protected. The University must develop and continually update plans to protect these assets and keep critical processes going, in spite of disruptions, in order to achieve success.

Three major obligations of the University are to teach, conduct research, and care for the needs of people on campus. These human assets may include students, faculty, staff, contract workers, vendors, event spectators, and visitors. The ability of the University to deliver these three obligations may be hampered or disrupted by a variety of disastrous events ranging from natural disasters (flood, hurricane), accidents (chemical spill, fire, explosion), or terrorism. These disasters may be widespread or localized (to a single building or sector of campus) and may impact all or part of the business processes and infrastructure that allow the University to meet the three obligations inherent in its mission.

In 2001 the State Auditor determined the need for a Business Continuity Plan during an audit of Information Technology Systems at the University. From that finding, we determined a more global need for a Business Continuity Plan; one that encompasses all aspects of University operations. In 2002 a Business Continuity Planning Committee was formed and conducted a University-wide survey to determine the critical business processes of the University, set priorities for recovery, and identify alternative means of operations. In

December 2002 a Director of Business Continuity Planning was hired to coordinate efforts to develop this global plan for the University.

A Business Continuity Plan will be developed, tested and maintained that will allow the University to continue to function in spite of disasters. The main objectives of the plan are: to ensure the safety and welfare of students, employees, and others on campus, to protect physical and intellectual assets of the University, to rapidly recover to the “normal” state of operations, and to preserve the reputation of the University.

Department and unit heads in all divisions and colleges will be involved during the plan’s development as the plan will have University-wide impact. The plan will be periodically reviewed during development by the Executive Staff to ensure when completed it serves its envisioned purpose.

The plan will be submitted for approval by the State Auditor by April 2004. Following approval, the plan will be maintained and exercised on a regular basis.

Relationship Matrix: Divisional/Departmental Goals

The matrix shown on the following page indicates the manner in which departmental goals support divisional goals. The first column on the left lists Business Affairs’ departments. Business Affairs’ divisional goals are listed along the top of the matrix. Matrix cells indicate a departmental goal or goals, which support one of the seven divisional goals. Departmental goals are described in detail in departmental planning documents on file in the Office of Business Affairs.

Division of Business Affairs Goals Relationship Matrix

	1 Safe, Secure, Accessible, Functional	2 Ensure Compliance	3 Quality and Customer Orientation	4 Streamline for Effective Procedures	5 Support Research- Extensive Status	6 Capital Improvement Quality	7 Risk Management & Business Continuity Plan*
Auxiliary Services			AUX 1 AUX 2 AUX 4 AUX 5 AUX 7	AUX 3 AUX 6			
Facilities Management	FAC 1:1-3	FAC 1:3 FAC 3:2	FAC 1:1, 5 FAC 2:1, 3 FAC 4:1, 3 FAC 5:1, 2	FAC 1:1-5 FAC 2:1 FAC 4:2	FAC 2:2, 3	FAC 2:2 FAC 3:1, 2	FAC 2:1 FAC 5:1
Financial Services	FS 1	FS 5 FS 7	FS 2 FS 7 FS 8	FS 6 FS 7 FS 8	FS 3	FS 4	FS 5
Human Resources	HR 2 HR 6	HR 3 HR 6 HR 7	HR 1 HR 4 HR 2 HR 5	HR 1 HR 2	HR 1 HR 2		HR 1 HR 2 HR 6 HR 7
Internal Audit		IA 1 IA 2 IA 3 IA 5	IA 4 IA 5	IA 1 IA 2	IA 1 IA 2 IA 4 IA 5		IA 1 IA 2 IA 4
Campus Police	CP 1 CP 2	CP 5	CP 3 CP 4	CP 6			
Systems Development		SD 1	SD 2	SD 1 SD 2 SD 3 SD 4	SD 1 SD 3		

University Relations Strategic Plan 2004-2009

“Circles Rather than Silos”



UNC CHARLOTTE

University Relations Strategic Plan 2004-2009

“Circles Rather Than Silos”

What Governs Our Planning

Planning Environment

Factors that continue to impact the creation of the Development and University Relations’ Plan include the University’s Mission Statement and Vision Statement, the Academic Plan, the goals and objectives of the division, and external factors such as the local, state and national economies and trends in charitable giving.

Division Mission Statement

The Division of Development and University Relations develops and builds support and advocacy of the University by its alumni, students, parents, friends, faculty and staff, elected officials, and the public. It is the mission of the division to promote the positive image of UNC Charlotte, thereby establishing and maintaining relationships defined by strong advocacy and private gift support of the University.

Planning Assumptions


Seamless partnerships are critical to successful university relations. These seamless partnerships are based on four assumptions:

1. University relations – fund raising, public relations and alumni affairs – is the business of the entire university community.
2. The full university experience – academics, student life, friendships, etc. – shapes university relations.
3. All faculty, staff and students are ambassadors for UNC Charlotte.
4. Relationship building and maintaining are the keys to positive university relations.

To generate philanthropic support, the university needs:

- A lifelong, positive relationship with its alumni, AND
- A meaningful connection with and a positive, informed perception by alumni, friends, students, parents, faculty, staff, corporations, foundations, and organizations within our target markets.

Relationships take root and blossom in fertile ground that has been plowed and prepared.



Life Cycle of a Student

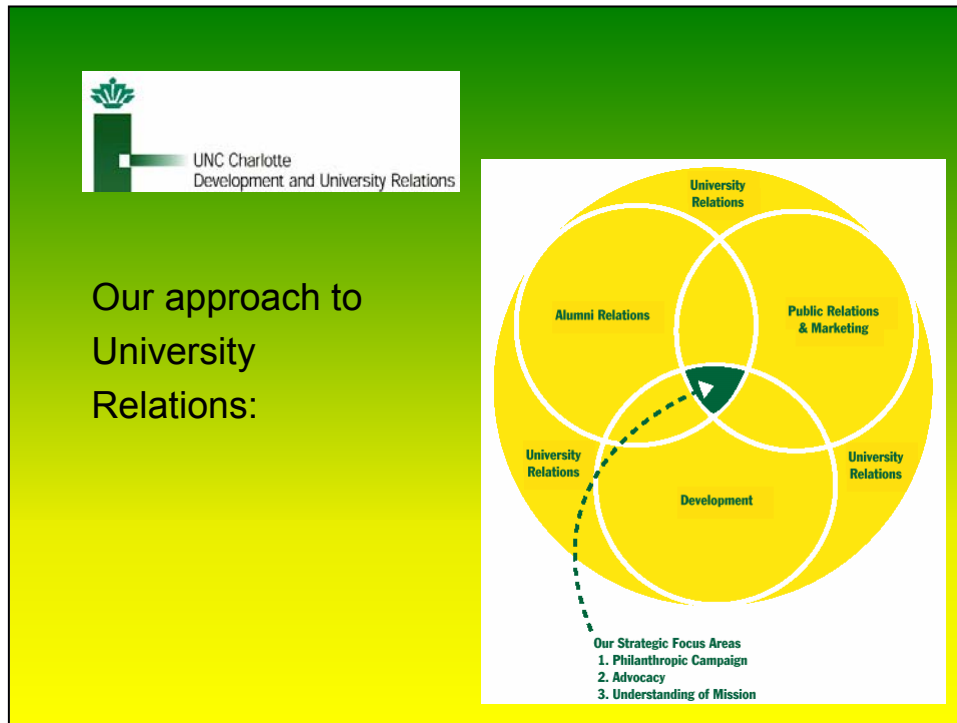
Each stage has distinctive influences.

Incoming Students	→	Students	→	Alumni	→	Donors
Alumni Parents		Faculty		Alumni Assoc		Alumni Assoc
Alumni Friends		Staff		PR/Marketing		PR/Marketing
Family		Alumni Parents		Development		Development
Counselors		Alumni Friends		Faculty		Faculty
Admissions Staff		Alumni Assoc*		Staff		Staff
Faculty		Athletics		Athletics		Athletics
Athletics		Other Students		Other Programs		Other Programs
Other Programs		Other Programs				

*Alumni Association manages the Student Alumni Ambassador program.

Our Approach To University Relations

Effective university relations is a continuum. We work best when we work in partnerships--represented here by overlapping circles.



Two of many examples:

1) Duke Energy \$10M gift commitment

Development and PR worked hand-in-glove with the Charlotte Research Institute in cultivating, securing and publicizing this, the largest gift commitment in UNC Charlotte history.

2) Alumni Center

While the Office of Alumni Affairs has primary responsibility for overall project management, the Offices of University Development and Public Relations have significant responsibilities including assisting in the raising of the funds necessary to build the facility and promoting the significant benefits the center will provide to the University Alumni.

Strategic Focus Area 1 – It Takes a Gift – The Campaign for UNC Charlotte

- Increased infrastructure (staff, processes, resources, etc) has increased our gift-getting capacity. The benefits of this will extend beyond campaign.
- Newly involved stakeholders, through this campaign, are faculty, staff and volunteers.
- Private support is critical to University's continued growth and excellence.

Examples of Selected Activity

- More than \$82 million in gifts and pledges since '98
- Giving to the University has increased an average of 78 percent EACH year over the last three years.
- Regular communication includes:
 - monthly reports to chancellor, provost, deans
 - monthly reports to Charlotte Research Institute and Atkins Library (to begin this year)
 - monthly listings in *Campus News* of gifts of \$5,000+
- Modern processes include:
 - Annual Fund solicitations segmented by donor interest (i.e., college)
 - Assignment of major gift officers to represent each college
 - Access to Millennium (donor/alumni information systems) by deans

Sustaining Results Beyond the Campaign

To better serve the University and to continue these long-term gains, we plan to take our broad-based, participative approach to the next level.

We envision adding staff and resources in systematic manner over the period of 2003 through 2006.

Specifically, it is envisioned that the Office of University Development will hire Directors of Development for each major academic unit and for Student Affairs. Development will pay the salaries, training, professional development and travel for these gift officers. The units will provide office space and for daily operational expenses. It is also envisioned that we increase staffing in Development Services, Annual Fund, Corporate/Foundation Relations and Gift Planning.

Even with gift officers in each college, the Office of University Development will continue to provide centralized services for the entire campus. They are: gift processing, information

systems, communications, stewardship, planned giving, corporate/foundation relations, prospect management systems, prospect research and annual giving coordination.

Giving to the university is projected to rise proportionally to the resources invested.

Strategic Focus Area 2 - Advocacy

- Broad base that understands ongoing, important role of alumni in growth and development of University.
- We are providing more meaningful opportunities. There is a direct correlation between involvement and support.
- When the University treats alumni as a vital constituency, that recognition creates a self-fulfilling prophecy.

Examples of Selected Activity

- The chief administrative officer of the Alumni Affairs office has been elevated in position to Associate Vice Chancellor for Alumni Affairs and Executive Director of the UNC Charlotte Alumni Association. This action signals the University's commitment to elevate the role and visibility of the Office of Alumni Affairs.
- The top activity for FY04 -5 associated with the Advocacy Goal is completion of funding and planning for Alumni Center. Planning is finalized with the Chancellor's approval. Initial sketches and floor plans have been completed, with more detailed drawings currently being developed. The Alumni Office and the Alumni Center will work with Development Communications to develop a fundraising publication piece with naming opportunities to tie in with "It Takes a Gift" publications. A fundraising plan has already been developed and through the plan a greater ownership in the project by the members of our alumni constituency will be achieved.

Strategic Focus Area 3 – Understanding of Mission

The most loyal advocates and contributors of UNC Charlotte are those people and groups who clearly understand and embrace the University and its goals and objectives. The division executives through all correspondences and engagements continue to talk about the University role as "A Major International University" highlighting the institutions move to Doctoral/Research – Intensive status and with expectations of reaching Doctoral/Research – Extensive status in the next 5 years.

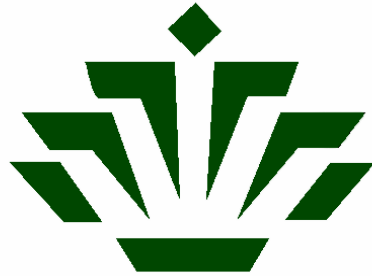
Objectives for improving the understanding of UNC Charlotte's mission are:

- Greater awareness of UNC Charlotte as research-intensive university
- Improved public understanding of university's role in generating intellectual capital
- Stronger marketing image to attract students, faculty staff and DOLLARS
- Better identification through consistent branding/style across all publications

Examples of Selected Activity

- We have restructured PR and Publications to provide proactive, marketing-oriented service in a strategic fashion.
- Strategy includes regular meetings with campus constituents to identify communications opportunities.
- We have expanded media relations beyond local market to include regional and national media.
- Redesigned web site will be launched soon. Project is done in partnership with Information and Technology Services.
- *UNC Charlotte* magazine has stronger copy and graphic design.

Appendix IV



UNCC H A R L O T T E

**Division of Student Affairs
Plan
2004-2009**

**STUDENT AFFAIRS
DIVISION PLAN
2004-2009**

Student Affairs division planning is informed by the Academic Plan and the elements of the Academic Plan of particular importance to Student Affairs during this planning period are:

Continuing Elements

- The increasing traditionally aged student population
- The change in the general education program
- Increasing connections for freshman students
- Increasing regional appetite for arts and culture.
- Increasing number of full-time graduate students

New Elements (in the 2004-2009 Plan)

- Emphasis on systematic coordination of retention and academic success services and programs
- Strengthening partnership between Student Affairs and Academic Affairs to enhance the synergy of in-class and out-of-class influences on student learning
- Expansion of Freshman Learning Communities
- Expansion of Freshman Seminar
- Expansion of experiential learning opportunities
- Recognition of excellence in advising (academic and student group advising)

The element of particular importance to Student Affairs is the recognition of an increasingly traditional student population that will rapidly develop during the planning period. Therefore, continuing attention in the coming five-year period will be devoted to developing the infrastructure for this younger student population. Physically, this includes programming, design, and construction of:

- A New Student Union to include a central dining facility to accommodate both retail and board operations; student organization space, including an expanded Multicultural Center and offices, conference rooms, and shared spaces for student clubs and organizations; student activity space, including venues such as a bistro; coffee house; ballroom (multi-purpose major activity space); and the bookstore.
- Residence Halls development will include the opening of a 500-bed residence hall in the fall of 2004 to house the Freshman Learning Communities. It is anticipated that growth will require additional residence hall space by the fall of 2007, and prior to that the recently designated site for Greek Village will be developed to accommodate 12 to 14 Greek letter organizations.

- A New Health Center will be designed with a construction completion target of fall 2005 to accommodate increasing demand for acute care services and to house the Health Education program.
- This population will also require expansion of indoor and outdoor recreational facilities. Phase II of the student union, which will be completed sometime toward the end of the planning period, will be primarily a recreation/fitness center. It is also envisioned that during the planning period an outdoor leadership center will become more fully developed.

THE THREE CENTRAL FUNCTIONS OF THE DIVISION OF STUDENT AFFAIRS THAT DERIVE FROM THE UNIVERSITY GOAL STATEMENTS ARE:

- Promoting individual student development through educational programs that generate awareness of the relationship between the student's education and skills and attitudes needed to function in a changing society.
- Providing services which accommodate and stimulate the learning process.
- Fostering community which promotes student involvement in their intellectual, social, cultural, spiritual, emotional, and physical development.

Initiatives for each of these functions during the planning period are described below.

Student Development through Educational Programs

This new student population will require the expansion of both student activity and educational program offerings. Initiatives to promote student learning and development include:

A. Expand the student leadership program through:

- the development of a certificate program in Leadership Studies to include courses in Communication Studies, Philosophy (Ethics), and liberal studies (new general education program); the certificate also will include a capstone internship in campus leadership in which selected student leaders will serve in departments throughout the campus that are involved in University governance;
- physically develop a resource center for student leadership in the new student union,
- develop a distinguished leadership lecture series, and
- develop scholarships for student leaders.

Finally, the existing student leadership program offerings will continue to grow and a leadership learning community will be planned and implemented in 2005.

- B. Partner with all colleges in developing the Freshman Learning Community programs, including:
- co-curricular programming in the residence hall,
 - teaching Freshman Seminar sections, and
 - providing career exploration programming for the learning community for undecided freshman students.
- As has been mentioned, the Division of Student Affairs will also develop and manage the Leadership Learning Community as well as one non-residential learning community for students interested in Community Service.
- C. Through a new organizational unit within the Division that combines the management of the Health Center, the Counseling Center, and Intramural and Recreational Services, a more integrated approach to health education and wellness programming to include collaborating with academic units involved with health and wellness issues will be developed.
- D. The Division will continue to develop its partnerships with Academic Affairs to establish the Office for Student Success and Retention in order to expand student “connection” experiences, develop programs that facilitate successful transitions (sophomore year, access to majors through career planning, transfer students, etc.) and assist with faculty/ staff development workshops for Freshman Seminar and pedagogical issues for traditionally aged freshmen and large class instructional techniques.

Improving Student Services

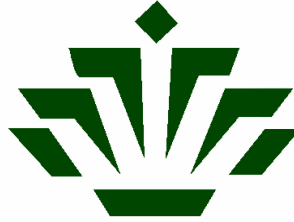
- Expand Health Center and Counseling Center services into the evening hours.
- Develop more effective and efficient approach to serving students with more severe mental barriers.
- Develop and implement on-line services in housing and through the portal for clubs and organizations, Financial Aid, and Health Services.
- Target services and programs for off-campus students, including establishing a resource center for these students.
- Develop Division I.T. unit to support departmental I.T. efforts and to fully develop and coordinate web based services for students (distance and resident learners).
- Maintain joint commission accreditation of the Health Center through quality review process.
- Work in partnership with Business Affairs to develop the 10-year food service facility and program plan with the goal of creating destination points and neighborhoods.
- Expand campus housing for graduate/older students.
- Explore development of a Center for Mediation.
- Develop services and programs for single parents.

Promoting Student Involvement and Community

- In anticipation of the opening of the student union, a broadened array of student activities over longer time periods of the day will be developed to take advantage of the new programming venues in that facility and to create a hub of activity on the campus for the increasingly residential population.
- New outreach efforts to recruit faculty advisors for the increasing number of student organizations will be developed along with support, recognition, and training for those willing to serve in this important capacity.
- Continue researching needs of freshman students through the Freshman Year Experience Team identifying those “connection” experiences that make a difference in involving students in their academic and co-curricular experience.
- Complete research on 1997 Freshman Climate student cohort to include five-year graduation rates and disseminate findings on what makes a difference.
- Package Freshman Year Experience data for prospective students and their parents to stress the importance of early decision to participate in a structured first year experience.
- Improve communications mechanisms with students through new event information format integrating video based and web event information.
- Support summer bridge programs through providing comprehensive peer mentor training.
- Enhance advising and programs for multicultural organizations through implementation of the five-year plan for the Multicultural Center.

In summary, the priority for the Division of Student Affairs during the planning period will be to impact student retention through improving services to ameliorate barriers, increasing the ways in which students connect to the University through the integration of social and academic connections in partnership with Academic Affairs, planning for student life facility expansion to enable the enrichment of student life and community, and making leadership development one of the hallmarks of the UNC Charlotte undergraduate experience.

Appendix V



UNCCHARLOTTE

Department of Athletics Plan

2004-2009

Mission

The mission of the athletic program at The University of North Carolina at Charlotte is to operate within the perspective of the overall educational program. With a balanced program that supports equitable opportunities for all students and staff, the department promotes a total person concept that prepares its student-athletes with the necessary tools to be successful in academic, athletic and social settings. The Department of Athletics supports the highest ideals of sportsmanship and is committed to the highest ethical standards of the University, Conference USA and the National Collegiate Athletic Association.

Goals and Objectives

I. Financial Challenges

The Department of Athletics is not immune to the troubled economy. It is increasingly harder to operate at the level to which we have become accustomed, much less increase funding to remain competitive. The state of the economy is a reality that presents numerous financial challenges to our program. The increases in tuition alone have pushed us backwards in our goal of being a fully funded athletic program.

Objectives:

1. **Identify additional sources of revenue** -- In order to fight our budget battle, additional sources of revenue must be identified. The emphasis has switched from long term giving to short term giving with the hiring of a Director of Annual Giving. Also, in-kind gifts should be pursued to help off-set expenses.

The assessment is provided through:

- a. Revenue report at end of fiscal year.
- b. Production of the Director of Annual Giving.
- c. In-kind Giving Report

2. **Limit spending** -- All staff members have to be cognizant of the need to spend less. There are not a lot of excess monies in each program's budget, but whenever possible funds should be saved.

The assessment is provided through:

- a. End of fiscal year budget report.
- b. Coaches' cooperation in assisting with voluntary reduction in budget.

II. Personal Development of the Student-Athlete

UNC Charlotte believes in the broad development of the student-athlete. To that end, programs have been instituted, necessary support groups offered and strong leadership provided with a careful focus on the student-athletes complete collegiate experience. Additional resources have been allocated to the NCAA CHAMPS/Life Skills program for the betterment of the student-athlete. The CHAMPS/Life Skills

program focuses on commitment to academic and athletic excellence; commitment to personal development; commitment to career development and commitment to service.

Objectives:

1. ***Obtain quality leadership*** -- By hiring qualified role models to coach and direct the student-athlete, UNC Charlotte's Department of Athletics attempts to provide its student-athletes with quality leadership both within and outside the playing arena. It is important to the development of the student-athlete that our coaches and staff offer proper guidance and provide a positive influence.

The assessment is provided through:

- a. Annual student-athlete exit interviews.
- b. Annual coaches' evaluations.
- c. Annual staff evaluations.

2. ***Graduate student-athletes at a higher rate than the general student body*** -- The department has instituted programs and added support services geared solely to the academic progress of its student-athletes. Academic support services, developed specifically for the student-athletes, monitors progress, supplies tutors and enforces a strict study policy for all student-athletes whose GPA is below a 2.3. In addition, coaches are permitted to add other individuals to study hall to assure they maintain their studies. The department offers orientation services and holds weekly meetings with at-risk student-athletes

The assessment is provided through:

- a. North Carolina General Assembly Report.
- b. NCAA Graduation Report.
- c. Reports to the Faculty Athletic Committee.

3. ***See that student-athletes take an active role in the community*** -- UNC Charlotte Athletics hopes to expose its student-athletes to the community around them and believes that the collegiate experience can be enhanced by the opportunity to take part in the lives of others. This objective is completed through community service projects, speaking engagements and sharing their specific athletic talents through camps and clinics that are offered for diverse groups in the community.

The assessment is provided through:

- a. Community Service Reports due annually to the Director of Athletics.
- b. Annual student-athlete exit interviews.
- c. Increased requests for student-athlete appearances, clinics and talks.
- d. Life Skills Report.

4. ***Promoting Health and Wellness*** -- Through various means, the department promotes good health and wellness among its student-athletes. A strength and conditioning staff assists in the training of student-athletes and a Nutrition/Eating Disorders program has been developed. Drug testing is conducted throughout the academic year and posters and other educational materials are available

throughout the athletic facilities. The Life Skills program, in conjunction with other campus entities, develops programming for student-athletes that include topics associated with health and wellness issues.

The assessment is provided through:

- a. Drug testing results.
- b. Annual student-athlete exit interviews.
- c. Annual coaches' evaluations.
- d. Annual physical exams
- e. Athletic trainers staff reports.
- f. Referrals to on-campus counseling.
- g. Evaluation of nutrition/eating disorder program.
- h. Life Skills Report.

5. ***Provide Equal Opportunities for Male and Female Student-Athletes*** -- By maintaining a strong broad-based program that places emphasis on each of its sports, UNC Charlotte sees that male and female student-athletes alike profit equitably from the funding and varied support staff available to the athletic department.

The assessment is provided through:

- a. Title IX Review.
- b. On-campus gender equity plan and committee.
- c. NCAA Athletic Certification Audit.
- d. Annual Equity Disclosure Report.

6. ***Provide Scholarship Dollars to Provide Opportunities for Student-Athletes*** - Through fundraising efforts, the athletic department raises money specifically for its scholarship fund. Goals are now set at increasing that fund to the maximum allowable limits established by the NCAA. Emphasis has been placed on annual giving although the Athletic Foundation also solicits planned giving and endowment gifts.

The assessment is provided through:

- a. Records of number of student-athletes receiving athletic aid.
- b. Records on the number of dollars spent on scholarships.
- c. Review annually during pre-budget planning.

7. ***Provide Opportunity for Student-Athletes to have Well-Rounded, Diverse Collegiate Experience*** -- By allowing adequate time away from the playing fields we give our student-athletes the opportunity to participate in other activities that make up the college lifestyle.

The assessment is provided through:

- a. Meeting NCAA practice limitations through records and logs.
- b. Adhering to the NCAA policy on housing.
- c. Title IX Review.
- d. Annual student-athlete exit interviews.

III. Enhance Student Life

It is important that the Athletic Department enhance the experience of those who attend the university by offering enjoyable means of entertainment to complement the collegiate experience.

Objectives:

1. **Quality Entertainment** -- By supplying quality entertainment, the department provides a social outlet necessary to complement the college experience. As stated earlier, the ability to provide quality entertainment relates directly to the ability to recruit quality student-athletes and schedule quality opponents.

The assessment is provided through:

- a. Student attendance and interest.
- b. Participation of students on the various sports interest committees' on-campus.
- c. Student newspaper coverage.

2. **Facility Development** -- Improved facilities enhance the atmosphere at contests and provide the students extended hours and a more flexible schedule for their own use.

The assessment is provided through:

- a. Student attendance and interest.
- b. Approval of student fee increasing to assist in the funding of the athletic program (although only private funds are used to build athletic facilities).
- c. Increase usage of athletic-type facilities by students.

3. **Variety of competition** -- With 16 sports, 15 competing on-campus, the athletic department offers a variety of athletic events for its students to enjoy.

The assessment is provided through:

- a. Student attendance at sporting events.

4. **Increase diversity in campus population** -- Through the recruitment of out-of-state, international and minority student-athletes, the athletic department helps provide the university with a diverse population.

The assessment is provided through:

- a. Ethnic/Minority Report to NCAA
- b. Gender Equity Report
- c. Campus committees for Gender Equity and Minority Issues

5. **Enhance student morale and pride in the university** -- Through competitive scheduling, a strong conference affiliation and rivalries, the athletic department helps improve morale of the students and instill pride which we hope carries over to when they are alumni.

The assessment is provided through:

- a. Attendance at athletic events.

- b. Alumni involvement.
- c. Student newspaper coverage.
- d. Attendance at promotions such as Homecoming and Midnight Madness.

IV. **Enhancing Community Life and Promotion of the University to the Greater Public**

As a substantial marketing tool for the University, the athletic department makes every effort to promote the University in a positive light. A large perception of the University is derived through its athletic department and the department takes the responsibility for the image our department portrays.

Objectives:

1. ***Provide entertainment to alumni, the corporate community and families from the surrounding areas*** -- By providing successful, exciting and affordable competition to the community at large, the athletic department fosters awareness of the University. The ability to provide successful and exciting competition is directly linked to the ability to recruit quality student-athletes and the ability to schedule quality opponents. Current facilities, as well as plans for future facilities, and current conference affiliation increase the ability to give the public a quality product.

The assessment is provided through:

- a. Winning percentage.
- b. Attendance at contests.
- c. Media coverage.
- d. Feedback from fans and Athletic Foundation members.
- e. Analysis of fundraising goals achieved.
- f. Post-season team appearances.
- g. Attendance at summer camps.

2. ***Facility Development*** -- A multi-pronged asset, facility development provides the campus with quality practice and playing arenas that attract students, student-athletes, events and fans to campus. With improved on-campus facilities, the University is able to provide a comfortable and enjoyable setting for fans to watch contests. In addition, the University is able to invite other entities to use its facilities for local, state and national events.

The assessment is provided through:

- a. Completion of the Wachovia Athletic Field House.
- b. Completion of the Carol and Irwin Belk Track and Field Facility.
- c. Completion of the Barnhardt Student Activities Center.
- d. Expected completion of the SAC Addition.
- e. Expected completion of the Hall of Champions.
- f. Expected improvements to softball, baseball, golf and tennis facilities.
- g. Increased requests from the community at-large to use facilities.
- h. Ability to schedule top rate competition.
- i. Ability to attract quality student-athletes.

- j. Feedback from student-athletes, coaches, staff, fans and community.
3. ***Community Service Projects*** -- As stated earlier, the athletic department has mandated that each team performs one service project per semester. While this is important in the development of the student-athlete it also offers the added advantage of positive publicity. The coaches are also encouraged to become the "spokesperson" for their respective sport in the Charlotte community.
- The assessment is provided through:*
- Publicity generated from community service projects.
 - Feedback from coaches and student-athletes.
 - Feedback from organizations that are assisted throughout the year.
4. ***Selection of prominent community leaders to serve on voluntary Athletic Foundation Board of Directors*** -- Through a select nominating committee and referrals from current board members, the athletic department attempts to select some of the finest community leaders to serve on the board of our Athletic Foundation, which is the fund raising arm of the Athletic Department. Not only does this increase the department's ability to raise funds but also it energizes those leaders toward UNC Charlotte, increasing their recognition of our program and improving our stand within the community.
- The assessment is provided through:*
- Amount of fund-raising produced by the Board of Directors.
 - Attendance at Athletic Foundation meetings and functions.
 - Retention of board members.
 - Request of Charlotte leaders to serve on the board
5. ***Improve media coverage through department's sports information office*** -- Through the web page, press releases, game result reporting, feature stories and the publication of individual sport media guides, UNC Charlotte's sports information office attempts to promote its athletic teams and individuals to local, regional and national media, as well as all sport specific publications and the hometown newspapers of our student-athletes.
- The assessment is provided through:*
- Amount of media coverage/clippings gained from media outlets.
 - Media requests for information and press credentials.
 - Feedback from fans.
 - Summary of web page hits.
6. ***Actively participate in hosting events with other entities in the Charlotte community*** -- The Department of Athletics has and will continue to participate with groups such as the Charlotte Regional Sports Commission, North Carolina High School Athletic Association; Charlotte Coliseum; Charlotte Convention and Visitor Bureau and Luquire, George and Andrews in bringing athletic events to Charlotte.

The assessment is provided through:

- a. Feedback from community.
- b. Ability to attract top athletic events (NCAA Championships, AAU Events, High School Championships).

V. **Athletic Success/Conference Affiliation**

Success on the playing field and in the classroom is instrumental to the operation of our athletic program. The athletic department is ultimately judged by wins, losses and graduation rates.

It is imperative for UNC Charlotte and the Athletic Department to maintain involvement with the highest possible conference. Our conference affiliation directly affects everything that we do (i.e. recruiting, attraction and retention of coaches, fundraising, etc.).

Objectives:

1. ***Win games*** -- Provide coaches with increased resources in order to be successful on the field. In order to maintain or improve our level of competition, our teams must receive increased support through fundraising and resource allocation.

The assessment is provided through:

- a. Win/Loss Record
- b. Conference Standings
- c. Attraction of top student-athletes/recruiting

2. ***Graduate student-athletes at a higher rate than the general student body-***
See Personal Development of the Student-Athlete – Objective 2.

3. ***Maintain conference affiliation*** – Keep constant pulse on climate of intercollegiate athletics to make sure that Charlotte's interests are always at the forefront and protected. The leadership of the department has to stay abreast of the possible shifts and conference realignments to ensure Charlotte's stability in the future.

The assessment is provided through:

- a. Current conference affiliation.
- b. Conference stability.

VI. **Complete Audits Successfully**

The Athletic Department experiences many types of audits of policies and procedures as well as Business Office and Athletic Foundation operations.

Objectives:

1. ***Complete all audits of programs successfully and make changes where needed to better our operations.*** The NCAA conducts Athletic Certification every ten

years (next visit begins 2005), Conference USA conducts an audit every three years (next visit spring 2005). The Business Office and Athletic Foundation are audited yearly.

The assessment is provided through:

- a. Results of audits.
- b. Sharing of the audit results with appropriate individuals.

2003 Institutional Effectiveness Summary Outline

1. Overview
 - a. Vision/mission/purpose of division, if not already included in the division's annual report
 - b. Alignment of division goals with the eight University goals (please use the attached matrix template)

 2. Reflections on effectiveness
 - a. Comments on the planning, implementation, and assessment processes, including method of providing feedback to departments/units within the division
 - b. Examples of assessment findings that identified significant emergent themes, issues, problems and/or successes
 - c. Changes made or to be initiated during the next year. As appropriate, include timelines for implementing the changes.
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