

Analysis of UNC Planning and Self-Study Documents
 A Report for the Academic Plan Steering Team
 October 10, 2006

This chart summarizes a content analysis of recent UNC planning documents and compares the results to recommendations forwarded in spring 2006 by academic plan subcommittees. The summary and the subcommittees were organized around six components: Academic Programs, Faculty, Research, Enrollment, Student Support, and External Funding. A narrative explaining the methods and findings of the analysis follows the chart.

Subcommittee recommendations as they relate to themes identified in planning document analysis

Column One contains the themes that were identified in the planning document analysis. Column Two contains the objectives submitted by the subcommittees that relate to one or more issue(s) contained in Column One. Objectives are listed based on their relevance to the theme rather than by subcommittee topic.

Academic Plan Component 1: Academic Programs	
Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<u>Mission</u> <ul style="list-style-type: none"> • Emphasizing UNC’s mission as a specialized graduate research university with a special focus on the preparation of education professionals • Solidifying the institution’s role as “the state’s premier institution for preparing education professionals” • Encompassing “the discovery, integration, application, and dissemination of knowledge about learning and educational processes” 	
<u>Curriculum</u> <ul style="list-style-type: none"> • Clarifying role and structure of general education at UNC • Common first year experience • Integration of diversity throughout the curriculum • Linking real world experiences to academic programs • Faculty control over curricular decisions 	<ul style="list-style-type: none"> • Creating an environment where diverse ways of being, learning, and thinking are encouraged and affirmed • ID108 as an opportunity for all students • Awareness of domestic and global issues and perspectives • Common Book experience

Academic Plan Component 1: Academic Programs

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<u>Interdisciplinary Collaboration</u> <ul style="list-style-type: none"> • Interdisciplinary collaborations to address state and regional needs and priorities • New interdisciplinary graduate programs • Strategic links between different disciplines 	<ul style="list-style-type: none"> • An increase in student enrollment in research-based courses that promote interdisciplinary scholarship (e.g., common research courses that serve majors from multiple programs, Schools, and/or Colleges).
<u>Graduate Education</u> <ul style="list-style-type: none"> • Comprehensive analysis of the University's graduate programs • Analysis of revenue and enrollment trends • Determining mix and number of graduate programs that can be sustained • Improving marketing of graduate programs • Strengthening graduate education and research 	<ul style="list-style-type: none"> • Promote undergraduate and graduate student research and creative scholarly activity throughout the University as evidenced by: <ul style="list-style-type: none"> - Ensuring that students in all academic programs have the opportunity to engage in mentored independent research and creative scholarly activity - Adding explicit mention of mentoring and independent student research and creative scholarly activity in Board Policy Manual 2-3-901(2) performance guidelines
<u>Student Outcomes</u> <ul style="list-style-type: none"> • General education student learning outcomes • Effective assessment practices of student outcomes 	<ul style="list-style-type: none"> • Demonstrate and document that a majority of UNC undergraduates meets or exceeds an accepted threshold of competence in writing ability. • We intend for students to have at their avail a diversity of common experiences and opportunities that reinforce the UNC Experience as one that engenders unity and pride, as well as critical thinking and tolerance for others.
<u>Sustainability</u> <ul style="list-style-type: none"> • Examining trends in enrollment, costs, and revenues when making resource allocations • Program review • Demand for programs and their relevance to UNC's mission 	<ul style="list-style-type: none"> • Prioritize academic programming and academic affairs in the budget setting process of the university. • Align academic budgeting with goals and structures of Charting the Future.
<u>Program Delivery</u> <ul style="list-style-type: none"> • Strengthening and expanding off-campus programs • Investment in instructional technology • Developing and teaching online and blended courses 	<ul style="list-style-type: none"> • Hold off-campus and non-classroom courses to the same standards as on-campus courses delivered in the classroom. • By fall 2007 the university will implement campus-wide standards for the design, delivery, and evaluation of on-line courses and programs. • Utilizing technological advances to connect off-campus students with the UNC community.

Academic Plan Component 2: Faculty

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p><u>Compensation</u></p> <ul style="list-style-type: none"> • Establishing and maintaining competitive compensation • Parity with peer institutions • Compression • Incentive compensation and merit pay • Establishing consistent compensation practices across divisions • Providing flexibility in compensation decisions based on differences across the schools and colleges 	<ul style="list-style-type: none"> • Beginning in academic year 2006-2007 salary increases for university employees will take priority during the annual budget process. • The stipend for faculty promotion increases will increase by \$250 for each promotion. • Commit to quality instruction and programming by increasing faculty/instructional salaries to meet parity within seven years.
<p><u>Workload</u></p> <ul style="list-style-type: none"> • Attaining balance in faculty workloads • Establishing teaching loads commensurate with AAUP guidelines • Flexible workload policies 	<ul style="list-style-type: none"> • To enhance the research quality for faculty, fully implement the flexibility provided by the university's workload policy. Full implementation will be evidenced by demonstration of the following in each college: <ul style="list-style-type: none"> - Utilization of differentiated workload - Faculty goal-setting that is directly related to workload - Evaluation (annual and comprehensive) that is tied to workload - Rewards that are tied to evaluation.
<p><u>Promotion and Tenure</u></p> <ul style="list-style-type: none"> • Clarity regarding current promotion and tenure policies • Consistency regarding expectations for scholarly productivity and role of advising performance in tenure, promotion, and salary decisions • Handling "remediation of unsatisfactory scholarly activity pending the outcome of post-tenure review" • Maintaining an appropriate level of tenure/non-tenured faculty 	
<p><u>Scholarly Activity</u></p> <ul style="list-style-type: none"> • Clarity regarding what constitutes scholarly activity • Promoting faculty collaboration • Publicizing research activity • Defining minimum expectations for productivity 	
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Grant writing • Research design and methods • Innovative pedagogies and technology • Advising 	<ul style="list-style-type: none"> • By fall 2007 the university will develop and implement a streamlined professional development program that focuses on leadership, evaluation, budgeting and other issues deemed critical for successful administration. By fall 2008 70% of administrators (directors and higher) will have completed this program.

Academic Plan Component 2: Faculty

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p><u>Support</u></p> <ul style="list-style-type: none"> • Access to graduate assistants, lab space, travel funds, and start-up monies • Information resources on advising • Development of affinity groups around issues such as grant writing and publication, research interests • Support for current and new faculty from underrepresented populations 	
<p><u>Advising</u></p> <ul style="list-style-type: none"> • Role of faculty advising in retention and graduation • Consistent training in advising across colleges and programs • Reducing impediments to advising • Clarifying advising standards and the role of advising in faculty evaluation, promotion, and tenure decisions 	
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Concern about a reduction of tenure and tenure track faculty positions • Focusing on recruiting and retaining highly qualified individuals • Increasing the proportion of faculty from underrepresented populations 	<ul style="list-style-type: none"> • In order to enhance advising, faculty scholarship and grant writing, and service, the university will come into compliance with the 80/20 tenure-track to term faculty ratio by 2010. <ul style="list-style-type: none"> - The university will increase the proportion of minority faculty by 5% by 2010. - Commit to quality instruction and programming by increasing the ratio of tenure/tenure track hires to term hires. • Increase recruitment and retention of both promising and established scholars, as evidenced by adoption of the following strategies: <ul style="list-style-type: none"> - Hiring practices designed to attract and retain productive scholars: competitive salaries, tenure track positions, adequate start-up packages - Establishing endowed professorships • Provide opportunities to all faculty and staff for professional development in the areas of research and creative scholarly activities (for example, workshops and programs led by campus and/or off-campus experts; new faculty mentoring program in support of scholarly endeavors, etc.)

Academic Plan Component 3: Research

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p><u>Focused Research Agenda</u></p> <ul style="list-style-type: none"> • Focused research agenda in alignment with the University’s mission • Identifying attainable scope of activity • Emphasizing “public service role of research” 	
<p><u>Support Systems</u></p> <ul style="list-style-type: none"> • More time for research • Access to graduate assistants • Professional development support for research design and methodology • Budget lines for research • Research communities to support research development, textbook writing, and publication. 	<ul style="list-style-type: none"> • Provide opportunities to all faculty and staff for professional development in the areas of research and creative scholarly activities (for example, workshops and programs led by campus and/or off-campus experts; new faculty mentoring program in support of scholarly endeavors, etc.).
<p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Cross-disciplinary research and scholarly activity • Incentives and rewards for collaborative efforts • Establishing research planning groups within the colleges 	<ul style="list-style-type: none"> • Increase the University’s engagement in interdisciplinary research across the campus as evidenced by: <ul style="list-style-type: none"> - An increase in the production of scholarly work (books, articles, performances, grant proposals, professional presentations, and the like) that is the result of contributors from different disciplines - Establishing and supporting through focused investment interdisciplinary research interest groups • An increase in the visibility of and enrollment in the Honors Program, McNair Scholars Program, and other programs that foster undergraduate student involvement in research.
<p><u>Environment</u></p> <ul style="list-style-type: none"> • Create environment for research appropriate to a doctoral granting research institution • Incentives for engaging in research • Clarity regarding expectations for scholarly productivity 	<ul style="list-style-type: none"> • Increase the communication and recognition of research and creative scholarly activity by faculty, staff, and students as evidenced by: <ul style="list-style-type: none"> - An increase in the number of Student Research Days and other events to honor student research and creative scholarly activity - An increase in the number of campus events to honor faculty and staff research and creative scholarly activity. • Publicizing our faculty, staff, and student research and creative scholarly activity through website, media, and community contact (citizens and their representatives). • Making available University awards to acknowledge exemplary mentoring of student research by faculty and exceptional engagement in research by students.

Academic Plan Component 4: Enrollment

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<u>Access</u> <ul style="list-style-type: none"> Providing access to underserved populations, including minority, first generation, and international students 	
<u>Market Approach</u> <ul style="list-style-type: none"> Taking a market approach to enrollment management: costs, demand, competition, quality, and capacity 	
<u>Faculty & Staff Involvement</u> <ul style="list-style-type: none"> Involving faculty and staff to improve recruitment outcomes for undergraduate and graduate students 	<ul style="list-style-type: none"> Students, faculty, and staff will address what it means to be a UNC student and a member of the UNC community. What is expected of UNC students, and what UNC students can expect of faculty and staff, as well as the academic and social traditions that characterize the UNC experience. <ul style="list-style-type: none"> Participation in Junior and Senior Preview Days Participation in New Student Orientation for both freshmen and transfer students.
[There were no themes identified in the analysis that directly linked to these recommendations.]	<ul style="list-style-type: none"> Increase total undergraduate enrollment by 5% over the course of 5 years. Accomplished through: <ul style="list-style-type: none"> Increased retention of continuing students by 5% over 5 years. Maintain the total number of freshmen recruited annually. Maintain the total number of transfers recruited annually. Increase the proportion of incoming non-resident freshmen by 5% over 5 years. Increase the total graduate enrollment by 5% over the course of 5 years. Increase the quality of incoming freshmen over 5 years as follows: <ul style="list-style-type: none"> Average CCHE index of entering freshmen increased from 104.9 to 107.4 (.5 annually through decreasing window admits and increasing non-resident freshmen; also should consider increasing university minimum requirements from 94 to 96 and using window to regulate quantities). Average composite ACT of entering freshmen increased from 22.2 to 22.7 (.1 annually) Increase the quality of incoming transfer students as follows: <ul style="list-style-type: none"> Average transfer GPA from 2.93 to 2.98 (.1 annually).

Academic Plan Component 5: Student Support

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p><u>First Year Experience</u></p> <ul style="list-style-type: none"> • Establishing “a common undergraduate experience” for first year students • Expanding Learning Communities to all first year students 	<ul style="list-style-type: none"> • We intend to be of the utmost assistance in helping students transition into the community of learners at UNC and orienting and mentoring them to the UNC Experience and to a successful academic career. <ul style="list-style-type: none"> - Mandatory on-campus residence for the freshman and sophomore years - Acceptance in sharing of the responsibility for first-year student success by faculty, staff, and students - University-wide calendar recognition ceremonies - Significant campus events and activities - Leadership programs - An environment that nurtures healthy choices by those in the learning community - Academic Convocation and Welcome - Consistent discussion and implementation of the Honor Code - Peer and professional mentoring for all students - Opportunities to participate in a variety of academic learning communities - Opportunities to connect to organizations or groups with both common and diverse interests - Faculty and staff are prepared to articulate the UNC Experience - Peer mentoring experiences that connect new UNC students with upperclassmen
<p><u>Advising</u></p> <ul style="list-style-type: none"> • Importance of advising for undeclared students and within the majors • Providing consistent and accurate advising • Investing in the resources necessary to support effective advising 	<ul style="list-style-type: none"> • We intend to support students in every way feasible to ensure that they are provided with the academic assistance they need to complete their programs of study. <ul style="list-style-type: none"> - Creating specific support services for transfer students, non-traditional students, and commuter students - Faculty and staff advisors that conduct intervention meetings with students based on midterm grades - Effective and consistent academic advising across all majors and disciplines - Each student is matched with an academic advisor

Academic Plan Component 5: Student Support

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<u>Real World Experiences</u> <ul style="list-style-type: none"> • Providing students with real world experiences • Supporting internship and service learning opportunities 	<ul style="list-style-type: none"> • We intend the UNC Experience to be a springboard for students to transition from college to the next step in their life plan. Each student will have access to guidance in understanding the post-graduate opportunities available to him or her. These experiences and services include: <ul style="list-style-type: none"> - Opportunities to participate in faculty-guided professional and scholarly activities - Academic capstone experiences - Comprehensive career planning services - Assistance with the graduate school application/selection process - Connection and involvement with the UNC Alumni Association - Encouraging student engagement with the local and regional community off-campus
<u>Staffing</u> <ul style="list-style-type: none"> • Reducing duplication of services • Ensuring sufficient staff to meet demand for services • Analyzing staffing patterns in relation to the demand and need for services provided 	
<u>Scholarship Support</u> <ul style="list-style-type: none"> • Increasing scholarships and other funding for undergraduate and graduate students • Increasing scholarships for specialized programs • Providing equitable access to scholarships and other funding sources 	<ul style="list-style-type: none"> • Additional financial assistance for students to reduce the need for our students to work full-time
<u>Professional Development</u> <ul style="list-style-type: none"> • Diversity • Student development • Legal and ethical issues related to student services • Program assessment. 	
<u>Graduate Student Support</u> <ul style="list-style-type: none"> • Improving funding for graduate assistantships (GA's, TA's, and RA's) • Professional development including training on research and teaching, dealing with difficult students, and career planning • Increased support for graduate students of color and international graduate students 	

Academic Plan Component 5: Student Support

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p>[There were no themes identified in the analysis that directly linked to these recommendations.]</p>	<ul style="list-style-type: none"> • We intend to provide our students with opportunities to be engaged on and off campus and aid them in making healthy choices for themselves and in seeing the benefits of serving the greater good. <ul style="list-style-type: none"> - Encouraging faculty and students to interaction in and outside of the classroom - Creating opportunities for active learning - Setting high expectations for our students, faculty, and staff - Celebrating UNC successes - Communicating what it means to be a member of UNC • We intend to implement the best possible practices to work toward a seamless administrative structure that keeps the best interests of our students in mind. <ul style="list-style-type: none"> - A “one stop shop” approach to student services areas - Individualization of each student’s experiences - Nurture of and experiences for the whole person - Recognition of the family experience and communicating effectively with parents and families of students - Creation and maintenance of housing and residential learning communities - Stewardship of a place and culture of enduring excellence

Academic Plan Component 6: External Funding

Themes Identified in the Analysis	Recommendations Submitted by Sub-Committees
<p><u>Focused Agenda</u></p> <ul style="list-style-type: none"> • Development of a focused agenda for research, grant writing, and private giving • Linking fundraising and grant activity to institution mission and state and regional priorities • Establishing clearly defined objectives for increasing funding 	<ul style="list-style-type: none"> • Increase the level of engagement of faculty and staff in grant-writing as evidenced by an: <ul style="list-style-type: none"> - Increase in the number of faculty and staff submitting grant proposals - Increase in the number of grant proposals submitted - Increase in the success ratio (number of funded grant proposals divided by the number of submitted grant proposals) of grant proposal submissions. • Increase in the amount of extramural grant funds brought in by the university annually. • Increase the number of external grants that include research/scholarship/creative experiences for graduate or undergraduate students to at least 30% of all sponsored grant awards. • Increase the success rate of grant proposals to at least 75% of all external competitive submissions. • Increase major and planned gift efforts with assistance from the College Deans, Dean of the Library and Director of Athletics by 20%. • Increase annual giving revenue by 20%
<p><u>Support and Professional Development</u></p> <ul style="list-style-type: none"> • Incentives for proposal development and grant writing • Reducing disincentives • Providing professional development support in grant writing, research design, and post award reporting 	<ul style="list-style-type: none"> • Increase the true external support of sponsored programs by ensuring that 25% of all external grants include the university's full F&A costs; that 75% of all external grants include the full F&A rate allowed by the sponsoring entity; and that voluntary cost share is reduced to no more than 10% of the total volume of external funding received by the university.
<p><u>Collaboration and Partnerships</u></p> <ul style="list-style-type: none"> • Providing support and incentives for cross disciplinary proposal development • Establishing partnerships with external organizations, including other higher education institutions, to combine resources and expand funding opportunities 	
<p><u>Scholarship Funding</u></p> <ul style="list-style-type: none"> • Increasing funding for merit and need-based scholarships • Using scholarship funding to attract students in programs that “address state priorities for teacher education, nursing, and graduate programs” • Increasing funding for graduate students 	<ul style="list-style-type: none"> • Increase the number of external grants that include research/scholarship/creative experiences for graduate or undergraduate students to at least 30% of all sponsored grant awards. • Increase giving for student scholarships by 20%.

Analysis of UNC Planning and Self-Study Documents
A Report for the Academic Plan Steering Team
October 10, 2006

Introduction

Charting the Future called for an academic planning process “to enhance academic quality and reputation, facilitate operations, create new opportunities for obtaining resources and establish new partnerships” (CTF, 2004, p. 28). In Spring 2006, the Division of Academic Affairs initiated a comprehensive academic planning process in accordance with Charting the Future. As part of this process, a content analysis using the framework of the Academic Plan Conceptual Model was conducted on eight planning and self-study documents created during the period between 2003 and 2005. The Academic Plan Conceptual Model consists of six primary components: Academic Programs, Faculty, Research, Enrollment, Student Support, and External Funding. Findings from the analysis were compared to the recommendations forwarded by the Academic Plan Subcommittees and are intended to assist in the development of institutional goals for academic planning.

Method

Data were collected from eight institutional planning and self-study documents. Two of these documents represented university-wide planning and self-study processes: Charting the Future and the Self-Study Report to the Higher Learning Commission. The six remaining documents were the Transition Team Final Reports: (1) Commission on the University Experience, (2) Compensation Commission, (3) Diversity and Student Services, (4) Faculty and Staff Professional Development, (5) Graduate Education, and (6) Student Success.

All documents except the HLC Report were electronically loaded into the qualitative software package, NVivo, which facilitates coding, sorting, and retrieving data. Because an electronic version of the HLC Report was not available, hand coding was initially done to identify passages within the document related to one or more of the six academic plan components. These passages were typed then imported into NVivo. After all electronic files had been entered into NVivo, each was coded for the six primary components of the Academic Plan Conceptual Model: Academic Programs, Faculty, Research, Enrollment, Student Support, and External Funding. After all documents were coded for these categories, secondary coding was conducted to identify major themes within each primary category. The final stage of analysis consisted of comparing the issues identified through the content analysis to the recommendations forwarded by the six academic plan sub-committees.

Findings

Within each primary category, several themes emerged through the secondary coding process. A brief description of the findings from within each category follows.

Academic Programs Themes

Several major themes surfaced related to academic programs: university mission, curriculum, interdisciplinary collaboration, graduate programs, student outcomes, sustainability, and program

delivery. Overall, the documents suggest that the University is interested in providing a sustainable mix of undergraduate and graduate programs that support the institutional mission, provide a high quality academic experience for students, and prepare students for entry into careers and/or advanced study in an environment that supports diversity of thought and culture.

Mission – A consistent theme was an emphasis on UNC’s mission as a specialized graduate research university with a special focus on the preparation of education professionals. There were several references to solidifying the institution’s role as “the state’s premier institution for preparing education professionals.” One reference referred to this role as “UNC’s franchise.” Expanding on this theme, another reference noted that this role extends beyond the preparation of education professionals, also encompassing “the discovery, integration, application, and dissemination of knowledge about learning and educational processes.”

Curriculum – There were multiple references throughout the documents to the University’s general education curriculum. Themes related to general education included a need for clarifying the role and structure of general education at UNC, especially given mandates by the State through gtPathways. Other issues related to the curriculum included discussion of a common first year experience through either a specific course or learning communities. Several documents suggested that diversity be integrated throughout the curriculum “so that students, faculty, and staff, benefit from a university environment which is rich in diverse cultures and outlooks.” In addition to the integration of diversity throughout the curriculum, there were also several references to linking real world experiences to academic programs. Several documents also emphasized the importance of faculty maintaining control over curricular decisions.

Interdisciplinary Collaboration – Many documents encouraged the development of interdisciplinary collaboration to address state and regional needs and priorities. Calls for new interdisciplinary graduate programs, partnerships between the Monfort College of Business and other programs, and strategic links between different disciplines were emphasized.

Graduate Education – A comprehensive analysis of the University’s graduate programs was suggested in several documents. Issues that emerged included a need to understand revenue and enrollment trends, determining the mix and number of graduate programs that can be sustained, improving the marketing of graduate programs, and strengthening graduate education and research.

Student Outcomes – There were several references to student outcomes related to general education, including the identification of outcomes such as critical thinking, reading, writing, mathematics, and the use of technology. Several documents noted a need for developing effective assessment practices to ensure that students are acquiring the identified competencies. One document noted that “the nature of students’ cumulative learning is uncertain,” while another emphasized a need to “discuss the consistency with which all students, undergraduate and graduate, are effectively prepared to work in a diverse society.”

Sustainability – This theme encompassed three issues: efficiency, quality, and demand. There were many references to examining trends in enrollment, costs, and revenues when making resource allocations. In particular, conducting a comprehensive financial analysis of graduate programs was recommended to increase the “financial efficiency of graduate programs.” Program review was

frequently cited as vital to ensuring program quality, and there were several recommendations to improve assessment and accreditation processes. Another factor that was frequently mentioned was a need to consider demand for programs and their relevance to UNC's mission. One reference suggested that the institution "determine which programs can be supported at higher levels because of state priorities."

Program Delivery – The final major theme related to Academic Programs involved program delivery. Within this theme were two issues: off campus programs and technology. Several documents discussed a need for strengthening and expanding off-campus programs to provide access and ensure a high quality educational experience for students in the programs. Investment in instructional technology was cited as critical for both on and off campus programs. One document also highlighted a need for standards for developing and teaching online and blended courses.

Faculty Themes

Eight major themes were found related to the faculty: compensation, workload, promotion and tenure, scholarly activity, professional development, support, advising, and composition. The overall picture emerging from the analysis suggests the University seeks to attract and retain a highly qualified and diverse faculty in an environment that provides equitable compensation and workload policies, clearly defined promotion and tenure practices, and access to professional development and support that ensures faculty have the tools and resources to be productive scholars and effective teachers and advisors.

Compensation – There were many references to compensation practices, with most noting the importance of establishing and maintaining competitive compensation to sustain the University's capacity for attracting and retaining highly qualified faculty. Issues of concern related to compensation included parity with peer institutions, compression, incentive compensation, and the role of merit pay. In addition, some documents referred to inequities based on inconsistent compensation practices across divisions, while others emphasized a preference for providing flexibility in compensation decisions based on differences across the schools and colleges. One document stated, "Investing for greatness requires an investment in our faculty."

Workload – Multiple documents expressed a need for the University to attain "more balanced faculty workload assignments." Issues related to workload included a recommendation to establish teaching loads more commensurate with AAUP guidelines for a doctoral granting institution, noting that current loads "appear to be more consistent with an undergraduate-only, non-research institution based on AAUP standards." Other references suggested a need for flexible workload policies that recognize faculty productivity in non-teaching activities such as lab supervision and research.

Promotion and Tenure – The primary themes related to promotion and tenure dealt with a need for clarity regarding policies. In particular, several references were made to a lack of consistency regarding expectations for scholarly productivity and the role of advising in tenure, promotion, and salary decisions. One reference suggested a need for addressing "remediation of unsatisfactory scholarly activity pending the outcome of post-tenure review." In addition, it was noted that current policies may deter untenured faculty from pursuing grant writing. Maintaining an appropriate level of tenured/non-tenured faculty was cited as important, with a reduction of tenure and tenure track positions seen as a potential problem.

Scholarly Activity – A primary issue related to scholarly activity was a lack of clarity regarding what constitutes such activity and how scholarly productivity should be measured (number of publications, quality and impact of work, comprehensive body of work, etc.). Other issues included promoting more faculty collaboration, publicizing research, and defining minimum expectations for productivity.

Professional Development – Professional development needs were grouped around five areas: grant writing, research design and methods, innovative pedagogies, advising, and technology. The issues of training for grant writing and research methods also emerged in the themes related to Research and External Funding. In particular, the documents suggested that faculty desire opportunities “to update/improve research skills,” particularly in the areas of research design and statistical methodology. Several pedagogical training needs were also discussed, including addressing diverse learning styles, instructional technology, and skills for teaching in graduate education.

Support – Many documents suggested that faculty have a strong need for multiple types of support including access to graduate assistants, lab space, travel funds, and start-up monies for new faculty and those faculty developing grant proposals. In addition, one document suggested that information resources on advising would be helpful for faculty. Several documents supported a need for the development of affinity groups around issues such as grant writing and publication, research interests, and support for current and new faculty from underrepresented populations.

Advising – “Advising students who have a declared major is an important responsibility for faculty,” one document stated. Other references cited the role of faculty advisement in retention and graduation and a lack of consistent training in advising across colleges and programs. Impediments to advising included a lack of time, lack of knowledge and training, and a lack of appreciation or rewards for effective advising. Several documents cited a need for clarifying advising standards and the role of advising in faculty evaluation, promotion, and tenure decisions.

Composition – Regarding the composition of the faculty, several issues emerged. First, one document reflected concern about any potential reduction of tenure and tenure track faculty positions, noting that such reductions may negatively impact the quality of academic programs. Several documents suggested the University needs to continue focusing on recruiting and retaining highly qualified individuals, including those with a track record in research related to UNC’s mission. Finally, there were several references to a need for increasing the proportion of faculty from underrepresented populations to better reflect the “changing demographics of the state and region.”

Research Themes

An analysis of the eight documents suggests that UNC needs to establish a focused research agenda in alignment with the institutional mission, provide stronger support systems for engaging in research, and increase the involvement of faculty and students (undergraduate and graduate) in scholarly activity. Four primary themes emerged through the analysis.

Focused Research Agenda – Several of the documents reflected a need for establishing a focused research agenda in alignment with the University’s mission. This agenda should “define the scope of activity that is possible,” emphasize the “public service role of research,” and translate the “implications of high quality research for education and other professional fields.”

Support Systems – A need for stronger support systems for research encompassed issues ranging from more time for research, access to graduate assistants, and professional development support for research design and methodology. Several documents suggested that “budgetary lines of support for research, scholarship, and creative works” be created. One document suggested that research communities be established to support research development, textbook writing, and publication.

Collaboration – Encouragement of cross-disciplinary research and scholarly activity was recommended in several documents. To support collaboration, suggestions included providing incentives and rewards for collaborative efforts and establishing research planning groups within the colleges.

Environment – Several documents commented that the environment “for conducting scholarly activity does not seem to be appropriate for a Carnegie Doctoral/Research University.” Other issues included a lack of incentives for engaging in research and a lack of clarity regarding expectations for scholarly productivity.

Enrollment Themes

The enrollment themes can be grouped into three major categories:

- Providing access to underserved populations, including minority, first generation, and international students;
- Taking a market approach to enrollment management by considering “costs, market forces, demand, program quality, capacity, and other relevant factors;” and
- Involving faculty and staff to improve recruitment outcomes for undergraduate and graduate students.

Student Support Themes

Themes related to Student Support can be summarized as follows: By linking student services to academic programming, creating an inclusive and welcoming campus environment, and providing academic support and advising, the University supports the retention and graduation of students and their successful transition to careers and/or advanced study. Themes related to Student Support included the following: first year experience, underrepresented students, advising, real world experiences, staffing, scholarship support, professional development, and graduate student support.

First Year Experience – Several documents expressed support for establishing “a common undergraduate experience” for first year students. Themes related to this included expanding Learning Communities to all first year students and creating a Freshman Preceptorial. A common theme across the items that discussed the freshman experience was an emphasis on the role of faculty in supporting student retention and graduation.

Underrepresented Students – “Creating an inclusive campus environment to increase the retention and graduation of underrepresented students” was also a consistent theme. Related issues included improved coordination of services for minority, first generation, and international students, increasing the enrollment and degree-completion of underserved populations, and developing long-range retention strategies for minority students.

Advising – The importance of advising was emphasized in many documents, both for undeclared students and within the majors. Providing consistent and accurate advising was frequently cited, and investing in the resources necessary to support effective advising was also mentioned.

Real World Experiences – Almost every document that discussed student outcomes addressed the issue of providing students with real world experiences. The role of Career Services in supporting internship and service learning opportunities was emphasized in several documents as a possible strategy for addressing a lack of “formal structure for initiating internship and service learning partnerships.”

Staffing – An issue of concern with several documents involved staffing patterns within student services areas. While some documents emphasized a need for reducing duplication of services, others suggested that some areas lack sufficient staff to adequately provide the requisite services, particularly in the areas of Career Services, advising, and the cultural centers. There were recommendations for analyzing staffing patterns in relation to the demand and need for services provided.

Scholarship Support – Although mentioned less frequently than some of the other themes, there were some references to a need for increasing scholarships and other funding for undergraduate and graduate students. In particular, there were references to increasing scholarships for specialized programs such as Cumbres and providing equitable access to scholarships and other funding sources for students in academic enrichment programs (Honors, McNair, PLP, Stryker).

Professional Development – Staff professional development needs were discussed in several documents. Issues related to professional development included training in the areas of diversity, student development, legal and ethical issues related to student services, and program assessment.

Graduate Student Support – Support for graduate students was a major theme and encompassed issues ranging from a need for increased funding to professional development for graduate students. In particular, several references were made to improving funding for graduate assistantships (GA’s, TA’s, and RA’s). Professional development support included access to continued training on research and teaching, dealing with difficult students, and career planning. Specific mention was also made of a need for increased support for graduate students of color and international graduate students.

External Funding Themes

The most common theme related to external funding was a call for increasing grant and private donor funds to offset shrinking public resources. Other themes were closely related to those found in several other categories including establishing a focused agenda for fundraising, providing support and professional development for grant writing and proposal development, encouraging collaboration and partnerships, and increasing scholarship funding.

Focused Agenda – Several documents noted that fundraising efforts could be improved through the development of a focused agenda for research, grant writing, and private giving. Linking these activities to institutional mission and state and regional priorities was also recommended. Establishing clearly defined objectives for increasing funding was discussed in some of the documents as well.

Support and Professional Development – There were numerous references to a lack of incentives for engaging in proposal development and grant writing. One document stated that “the primary

beneficiary [of grant funding] is the university with little apparent benefit to faculty.” Reducing disincentives by providing more tangible rewards for productivity in grant and proposal development was recommended. Providing professional development support in grant writing, research design, and post award reporting were also discussed.

Collaboration and Partnerships – Many documents referenced a need for more interdisciplinary collaboration. Providing support and incentives for cross disciplinary proposal development was discussed within this context. In addition to internal collaborative efforts, some documents also suggested establishing partnerships with external organizations, including other higher education institutions, to combine resources and expand funding opportunities.

Scholarship Funding – There were limited references to a need for increasing funding for merit and need-based scholarships as a recruitment and retention strategy. One document suggested that scholarship funding could be used to attract students in programs that “address state priorities for teacher education, nursing, and graduate programs.” Increasing funding for graduate students was also discussed.

Discussion

Distinct themes emerged within each of the six primary categories outlined in the Academic Plan Conceptual Model; however, there was also considerable overlap. For example, in most of the categories, linking academic programs, research, and external funding activities to the University mission was described as an important component in promoting success. Promoting collaboration and interdisciplinary partnerships for teaching, research, fundraising, and student support was also a consistent theme. Likewise, providing appropriate compensation, resources and other support for faculty and staff was a recurring issue that appeared throughout the documents and seems to be essential if faculty and staff are to be successful in their respective roles and responsibilities. Addressing the climate for diversity was embedded in almost all of the categories and encompassed issues such as the composition of the faculty, staff, and study body, multicultural content in the curriculum, and the retention of faculty and students from underrepresented groups.

The Academic Plan Conceptual Model upon which this analysis was based, in addition to outlining six primary areas to be addressed in academic planning, also describes four issues to be integrated throughout the planning process: assessment, diversity, technology, and facilities. For the most part, the analysis of previous planning and self-study documents suggests that the University has recognized a need for tying assessment, diversity, and technology to academic planning because these issues emerged as themes across nearly all of the categories. Although there were few references to facilities in relation to the six primary components, it is reasonable to assume that linking facilities and academic planning will be critical in supporting the goals that emerge from the process.

Limitations

As with any study, there are limitations to this analysis. First, although the documents selected were written based upon broad representation of campus constituencies, they do not represent all of the planning and self study documents that might have contributed to the analysis. It is possible that the inclusion of additional sources may have illuminated additional themes to be considered in the current planning process. Also, because the documents were analyzed by only one person, it is possible that

important themes may have been missed or that other themes were given undue attention based upon the analyst's perceptions. Finally, because the documents were analyzed using the framework provided by the Academic Plan Conceptual Model, it is possible that other categories that may be relevant for academic planning were not included. Additional planning activity, including seeking input from the campus community will be helpful in filling in any gaps resulting from these limitations.

Conclusion

The purpose of this analysis was to provide a context for moving forward with academic planning by examining the needs and issues that have emerged over the past several years. In addition to the work done by the various teams and commissions who created the documents included in this study, recent work was also completed by six academic plan sub-committees. A comparison of the findings from the current study to the reports forwarded by the subcommittees suggests that many of the issues described here emerged as recommendations in the subcommittee reports (see Appendix for an outline of the relationship between the themes identified here and the subcommittee recommendations). Further discussion should clarify whether additional issues will need to be addressed as the planning process continues.