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Criterion Two

Preparing for the Future



Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

UNC has a vision for the future relative to its mission and mandate. It is committed to marshalling and managing resources to realize that vision, even in times of economic and political uncertainty. Social, economic, and political events have led the institution to reorganize its human, financial, and physical resources and to focus more closely on the University mission, which was modified early in 2002.

Further changes to the higher education landscape in Colorado prompted the University to undertake a comprehensive planning process, Charting the Future (CTF), which aimed to achieve excellence, despite serious financial challenges. Various planning documents over the past decade have provided direction for the University. CTF builds on those documents and is intended to be a more comprehensive and future-oriented map for guiding the University. The planning documents mentioned in this section will include the following:

- *University Plan 1999-2005* [Pres-1]
- *Enrollment Plan* [Fin/Ad-22]
- *Institutional Assessment Plan* [AA-5]
- *Facilities Master Plan* [Fin/Ad-6]
- *Information Technology Plan* [IT-3]
- *Alumni Association Strategic Plan* [Alum-1]
- *University Advancement Plan* [UAdv-2]
- *University Libraries Plan* [ULIB-4]
- *Charting the Future Final Report* [Pres-3]
- *Charting the Future Transition Plan* [Pres-16]

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Component Overview

UNC has a solid understanding of its current capacity to fulfill its mission, to enhance the quality of education, and to prepare for an uncertain future. The University recognizes the importance of continually monitoring societal trends that can shape its future. While UNC remains grounded in its historical mission, it also has the capacity to react to change. That capacity manifests itself in clearly defined processes for decision-making.

Understanding Current Capacity

For the three years before Charting the Future (CTF), the *University Plan 1999-2005* [Pres-1] guided UNC. Societal and economic changes, state budget reductions, limits on tuition increases, expanding enrollment, and shifting demographics required the University to be more innovative and comprehensive in planning for the future than the relatively incremental *University Plan 1999-2005* allowed.

CTF is designed to react to shifting societal and economic trends. Reports from each unit on campus were the basis for CTF. The report format allowed units to reflect on their past, assess their current situation, and look to the future. The exercise grounded the CTF process in the University's history and contemporary activities while focusing on the future. While deep cuts in the University's state-appropriated budget were the impetus for CTF, the President frequently reminded the campus community that the plan was not a budget-cutting exercise, but an opportunity to focus the University on quality and to prepare for changing economic and social realities.

Several sources provide projections of changing economic, societal, academic, and state trends. The Assistant Vice President for Planning gathers demographic information and market trends and transmits data to campus leaders. For example, in response to the nationwide shortage of nurses, a doctoral program in Nursing Education was initiated to address the related shortage of nurse educators. A doctorate in Audiology was also developed to meet the current standards for licensure in the profession. The Vice President for Administration gathers financial information from the state budget planning process, the legislative council, and the Colorado Commission on Higher Education, which informs planning and budgeting.

Although planning occurs on a continual basis, the challenge of CTF is to integrate various University plans, which are often created and implemented independent of one another. Plans are effective and carried out well, but collaboration among major planning units must be improved. To address the is-

The Future-Oriented Organization

UNC understands social and economic change.

Societal and economic changes, state budget reductions, limits on tuition increases, increasing enrollment, and shifting demographics require the University to be more innovative and comprehensive in planning for the future. Charting the Future is designed to react to shifting societal and economic trends.

sue, the *Charting the Future Transition Plan* [Pres-16] makes explicit the need for coordinated University planning at all levels. A strength of CTF is its overarching outlook, which recognizes that plans must use a common set of mission-driven goals as their starting point.

While there is a need for greater coordination among plans, existing plans do reflect a sound understanding of the organization's current capacity in academic areas and facilities. Several peripheral planning documents, such as the *Facilities Master Plan* [Fin/Ad-6], *Information Technology Plan* [IT-3], *Enrollment Plan* [Fin/Ad-22], and *University Advancement Plan* [UAdv-2], offer detailed information on the institution's current capacity and will be useful in coordinated planning efforts. The *Facilities Master Plan* is a Web-based document that shows how current and future facilities plans interact with factors such as enrollment, faculty/staff projections, utilities, and technology. It deliberately includes no dates, so it can be modified to accommodate changes in the University's organization or goals.

Recognizing the Impact of Societal Trends

In CTF, as well as in its antecedent and supporting University planning documents, careful attention is paid to emerging factors such as technology, demographics, and globalization. These factors also helped shape the *University Plan 1999-2005*. Both the *University Plan 1999-2005* and CTF articulate specific goals and strategies for addressing emerging factors. The challenge is to bring more cohesion among the antecedent and supporting planning documents so that they represent a unified approach to planning.

The rapidly changing world of technology provides an ongoing challenge for the University, both in terms of instructional systems and technology to enhance the efficiency of operations. The significant costs involved make it imperative that good decisions are made in both areas. The *Information Technology Plan* was a University-wide effort. At the request of the Board of Trustees, Information Technology is exploring possibilities for a new integrated technology system.

Technology was identified as an area for investment in CTF. The *Charting the Future Final Report* [Pres-3] recommends investments in instructional equipment, integrated business and service databases, and security, among others. In addition, technology is part of unit planning documents. The *Information Technology Plan* presented to the Board of Trustees in December 2001 was fully implemented. An annual planning process guided by the Information Technology Department informs units about new applications and maintenance or adjustments for those in place. Planning occurs in conjunction with the Division of Finance and Administration to make budget preparation, resource allocation, and implementation as seamless as possible.

A new *Information Technology Plan*, completed in conjunction with the Academic Advisory Council, was adopted in September 2003 to replace the December 2001 plan. It recognizes that external trends must shape the University's approach to information technology. The *Information Technology Plan* notes:

UNC is positioned centrally to simultaneously influence and be influenced by modern developments in educational and information technology. The growing level of technologically sophisticated younger age groups in our society compels us to achieve a high level of technological sophistication in our educational and administrative environments. In turn, our graduates will need to be prepared to deal with a technology-aware population of school children, clients, and consumers.

The *Information Technology Plan* has several components. A *Student Computer Lab Plan* is updated annually to ensure that every lab on campus is no more than four years old, relative to currency of available technology [IT-5]. A Smart Classroom program plan has allowed the University to implement classrooms that incorporate computer, multimedia, and network technology [IT-4].

University Libraries also developed an *Information Literacy Framework* plan to provide information literacy instruction to students, allowing them access to information anywhere in the world [ULIB-1].

Campus communication relating to instructional technology and training is enhanced through the Academic Information Technology Advisory Group, composed of associate deans from each college, a representative from the Center for Professional Development and Outreach, a representative from Faculty Senate, and a student representative. The group advises on academic technology issues and shares information with its faculty and staff constituents. The group also collects information from faculty and staff to create an effective feedback loop on technology processes and needs. There is widespread use of the Web to provide information to the University community about plans and changes in information technology. Planning for course development systems and faculty training in technology and software applications is conducted in conjunction with the Center for Professional Development and Outreach.

While technology-related planning is extensive, it is important for the University to look toward an integrated information technology approach in which databases in various areas have the capacity to share information. Much of the information technology infrastructure now on campus is described as “best of breed” technology – the best available at the time to do a specific task. While it may be best for that specific task, efficiency is lost if databases cannot communicate with each other. CTF endorses development of an integrated system.

The Future-Oriented Organization

UNC integrates new technology.

Charting the Future identifies technology as an area for investment, particularly in instructional equipment, integrated business and service databases, and security. Information Technology is exploring possibilities for a new integrated technology system.

Societal trends also drive recruitment strategies. The Director of Admissions and the Assistant Vice President for Academic Affairs continually monitor information on demographic shifts, societal trends, and academic interests and make appropriate changes to recruitment efforts. Two market research projects conducted by marketing consultant Bonnie Dean Associates gathered demographic data and focus group information from current and prospective students, as well as alumni [IRP-1].

In the first project (December 2000), research with high school students led to change by helping the University create a branding platform aimed not only at increasing enrollment, but also at raising UNC's profile and enhancing its image. The findings formed the basis of the "Colorado's Best University Experience" branding platform in wide use today.

The second project (August 2001) surveyed a random sample of alumni to determine how alumni view the University and Alumni Association and to find better ways to serve and communicate with alumni. As a result, changes were made to the [Alumni Association Strategic Plan](#) [Alum-1], *Spectrum* magazine (UNC's 80,000-circulation University magazine), and to the [alumni Web site](#) [Alum-3]. Changes were also made to the association's mix of programs and services.

The surveys described above yielded valuable information to inform planning at the University. It is recognized that ongoing, coordinated research to examine trends outside the University would facilitate long-term planning. Data based on public perception and recognition of the Legislature's influence would be essential to such a process.

The University also responds to globalization trends. This response is evident, in part, by its long-standing international activities and ongoing efforts by the Provost's and President's offices to ensure students are prepared to think and act in a dynamic, diverse, and global society, as the mission documents instruct. UNC has long maintained international connections, particularly in Taiwan and Thailand. CTF also recognizes the University's responsibility to provide international education, and places responsibility for maintaining and bolstering those connections with the Provost's Office. CTF emphasizes that the Associate Vice President for Undergraduate Studies and Assistant Vice President for Enrollment Management must address respective services for international students. The [Center for International Education](#) [ISS-1] also provides services for international students as well as for students and faculty who wish to study abroad.

Likewise, programs are in place and initiatives planned that promote communication, cooperation, academic preparation, and research linking the institution to a multicultural society. University governance and operational components are dedicated to fulfilling these activities. CTF also has as one of its guiding precepts that diversity in all its forms (racial, ethnic, gender, physical ability, socioeconomic, geographic, among others) must be encouraged and enhanced for the University to succeed. CTF recognizes that diversity is a campus-wide responsibility. The University's [Commitment to Diversity](#) report to the Colorado Commission on Higher Education [MCA-10] also outlines plans for multicultural diversity.

Building an inclusive campus and infusing diverse practices into recruitment and retention of students, faculty, and staff require examining effectiveness of the University's programs and structures. In fall 2003, following an institutional evaluation by the Provost, the position of Assistant Vice President for Multicultural and Academic Affairs (established in the mid-1990s) was eliminated. The Provost de-

terminated that the position, which was responsible for the coordination, evaluation, and reporting functions associated with diversity, was neither the most efficient nor most effective way to promote diversity. Elimination of the position led some faculty and students to question the University's commitment to diversity. They suggested that the assistant vice president position represented higher visibility for diversity on campus, and they asserted that eliminating it diminished the importance of the function. They also argued that an administration with few minorities at its upper levels could not further diversity on campus. The Provost believes that the funds from the position are better spent on the broad range of services available to minority students. Those services include the [Cumbres Teaching Project](#) [MCA-4], [McNair Scholars program](#) [MCA-9], [Center for Human Enrichment tutoring center](#) [MCA-2], [Women's Resource Center](#) [Aux-5], [Disability Access Center](#) [DAC-1], [cultural centers](#) [MCA-1, 3, 5, 6], and [Gay, Lesbian, Bisexual, Transgender Resource Office](#) [Aux-1].

There is an ongoing series of events and programs to support and mentor incoming minority students and to honor graduating minority students. While programs to recruit minority students are in place, additional recruitment strategies need to be developed. UNC also recognizes the need to formalize a comprehensive recruitment and retention plan to increase minority faculty, staff, and administrators. In light of demographic shifts, such a plan is a priority. CTF calls for a comprehensive, campus-wide study of how the University can infuse diversity in academic programs and build an inclusive campus. Another result of CTF is the formation of an ongoing Diversity Advisory Council, which will offer insight on how to make UNC a campus that reflects a diverse world and prepares students to succeed in that world.

The Distinctive Organization

UNC is self-reflective.

Charting the Future calls for a comprehensive, campus-wide study of how the University can infuse diversity in academic programs and build an inclusive campus. It also calls for an ongoing Diversity Advisory Council, which will offer insight on how to make UNC a campus that reflects a diverse world and prepares students to succeed in that world.

UNC continually studies the external environment and the impact of external variables on the institution. Human Resources keeps comprehensive data on current staffing patterns and compares those patterns against national data on minorities who may fill a specific need. The data help the University fill positions in areas where minorities are under-represented. In another example, the Miller Group Worldwide study researched the integration of activities in the Alumni Association, University Advancement, and the UNC Foundation, comparing the units and activities to those at other universities [IRP-2]. The evaluation resulted in important changes. The Alumni Association and UNC Foundation have merged, resulting in increased collaboration. The UNC Foundation has also changed its leadership and direction.

UNC also closely monitors activity at the state Legislature. UNC uses an external legislative relations firm, Tomlinson and Associates, which prepares legislative analyses and advocates for the University at the Colorado General Assembly. The firm's activities are summarized in regular reports to the campus community. In addition, the University engages a part-time federal relations lobbyist to work with Colorado's federal legislative delegation. Efforts will be enhanced in 2004-05. State and federal policy decisions require continual planning to anticipate and comply with shifts in government regulations and priorities. The Board of Trustees is an experienced and well-informed arbiter of societal attitudes and trends.

Campus units also monitor relevant external activities. For example, the Sponsored Programs and Academic Research Center analyzes external funding potential and communicates information to appropriate faculty and staff. The Monfort College of Business and the School of Nursing survey employers and alumni to determine program effectiveness, needs, and demands. Auxiliary Services and the Monfort College of Business use benchmarking instruments to determine areas for development and improvement. Advisory boards for programs in colleges include alumni, directors of state agencies, members of the state political community, members of professional organizations, and senior business leaders. National accreditation reviews of individual programs also provide external scans and accountability.

Campus Environment Supports Change

The CTF initiative is intended to enhance the efficiency and effectiveness of University programs. To do so, the process worked to create an environment where change was not threatening. Units were asked to dream about their ideal futures in their reports, and most articulated a vision that proposed dramatic change. The unit reports became the basis for the CTF plan, which itself underwent dramatic changes throughout the process. When the first draft was presented, the campus community raised significant concerns about the proposed new University structure. Many of the concerns were acted upon in the creation of a new, far different draft, which received broad support. After minor modifications, the final draft was adopted unanimously by the Board of Trustees.

The process demonstrated that the campus community, far from being entrenched in the past, could embrace change. Many faculty and staff members said they were pleased, and even surprised, that suggestions for changes to draft one were not only considered, but became part of the plan. The culture of trust that had been building in recent years made possible a campus climate in which frank and open discussion could lead to meaningful change. The positive results that emerged from the process, in turn, further the culture of trust and an environment that supports change.

Support for change is also demonstrated by campus-wide willingness to use new technology. Data relative to institutional and unit assessments are collected and reported electronically. Internal innovation grants invite and foster the development of distance and online learning. The [Center for Professional Development and Outreach](#) schedules ongoing programs to develop and enhance technological competence of faculty and staff [CPDO-1]. The [Preparing Tomorrow's Teachers to Use Technology \(PT3\) grant](#) [CoE-20] helps faculty infuse technology into curriculum and assessment. Human Rehabilitative Services faculty have incorporated assistive technologies, such as adaptive computers, throughout the graduate curriculum. Nursing faculty incorporate personal digital assistants into courses to establish drug dosages in patient care settings.

The University supports innovation and change while remembering its heritage. The *University Plan 1999-2005* and CTF recognize the pre-eminent leadership role of the institution in the "preparation of teachers and other educational personnel,"

The Future-Oriented Organization

UNC engages in planning.

Charting the Future demonstrated that the campus community can embrace change. Many faculty and staff said they were pleased, and even surprised, that suggestions were not only considered, but also used in the revised plan. The trust that had been building in recent years made possible frank and open discussion.

which is both a historical and a legislative mandate. CTF encouraged all academic programs and service areas to reflect on their history as it relates to future program development and modification. This was particularly important in relation to teacher education, which has seen significant changes in recent decades. The environment in the College of Education is one where continual external change drives internal changes. K-12 teachers must be equipped to deal with constant change in learning styles, demographics, and external mandates.

Clearly Defined Decision-Making Authority

While the campus environment supports change, it does so within the parameters of decision-making authority, which are clearly defined. Authority regarding organizational goals is recognized at the University and unit levels through the *Board Policy Manual* [BOT-1] and various organizational charts. The *Board Policy Manual* makes it clear that the Board is responsible for the overall direction of the University, in addition to the hiring and evaluation of the President. The Board delegates to the President and the administration responsibility for day-to-day operation of UNC. The administration maintains clear organizational charts that delineate reporting lines.

The *Board Policy Manual* also contains constitutions of student and faculty governance groups. The manual makes clear the importance of these groups to the shared governance process, but also articulates that these groups serve in an advisory capacity.

The *Charting the Future Final Report* details structure and reporting lines for the entire campus. Each draft of CTF outlined how proposed changes would affect structure and lines of decision-making authority. There is ongoing discussion, particularly among academic units, of how decision-making authority will best serve the operation. For example, the proposal to streamline administrative tasks by reducing the responsibilities of department chairs raised questions about who is best able to evaluate faculty in a particular discipline. Some faculty and department chairs challenged the notion that anyone outside a particular discipline could evaluate its faculty. The issue remains a priority for discussion for the transition team.

Core Component 2b

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Component Overview

An accurate assessment of existing resources is essential to ensuring stability in current programs and planning for enhancing the quality of others. Resources are now allocated based on plans, which give a clear direction on priorities. Success at planning comes not only in achieving goals, but also with knowing when to re-examine plans and adjust accordingly.

Accurate Assessment of Existing Resources

UNC is committed to carrying out its mission and mandate, and to ensuring continuation of its commitment to educational quality, even when faced with declining resources. Charting the Future (CTF) will examine resource allocation and redistribute University resources to support excellence. All facets of the enterprise are subject to scrutiny and prioritization in relation to the mission. Current structure and all costs driven by that structure are being closely examined.

The organization's human, physical, and financial resources allow it to achieve the educational quality it aspires to in its mission. Since the primary mission, and mandate, of the University revolves around instruction, steps have been taken to reallocate resources to ensure its adequate support. The Board of Trustees has charged the administration with ensuring that 55% of state-appropriated funds is dedicated to instruction. State-appropriated funds UNC budgeted for instruction increased from 48% in fiscal year 1999-2000 to 55.7% in fiscal year 2003-04. The increased support for instruction was achieved in part by reducing administrative expenditures from 11.9% to 9.9% during the same time period.

The Quality Indicator System compiled by the Colorado Commission on Higher Education is one measure of administrative efficiency. The data provide peer comparisons of institutional support. The commission's December 2003 report shows that UNC spends \$574 per student FTE on institutional support compared to the \$1,502 of its peer group. The University of Colorado System expenditures per student FTE range from \$1,311 to \$1,348, depending on the institution. Colorado State University spends \$737 per student FTE. Only two schools in the state, including community colleges and local district colleges, spend less than UNC per FTE on institutional support. As a percent of budget, only the University of Colorado and Colorado State University expend less on institutional support, most likely due to their depth of resources and large research budgets.

UNC has demonstrated efficiency and frugality in managing available resources. This is particularly important in the current fiscal environment in Colorado, which mirrors difficulties in states across the nation. Since UNC receives a significant por-

The Learning-Focused Organization

UNC supports learning.

The Board of Trustees has charged the administration with ensuring that 55% of state-appropriated funds is dedicated to instruction. State-appropriated funds UNC budgeted for instruction increased from 48% in fiscal year 1999-2000 to 55.7% in fiscal year 2003-04.

tion of its budget from state allocation, tight state budgets affect UNC more than larger research universities.

Continued decreases in state funding make it imperative for the UNC Foundation to aggressively pursue more donations. Assets of the Foundation grew from \$16.8 million in fiscal year 1994 to \$80.6 million in fiscal year 2003 (Figure 2.1).

Figure 2.1. Foundation Assets Managed

Fiscal Year	Assets
1998-99	\$57.8 million
1999-00	\$79.4 million
2000-01	\$90.2 million
2001-02	\$84.3 million
2002-03	\$80.6 million

Source. UNC Foundation

Since more than 80% of the University’s budget is dedicated to personnel, careful distribution of human resources is important. The University continually reviews its mix of tenured, tenured-track, term full-time, and part-time faculty, as well as vacant positions, to meet enrollment fluctuations and programmatic needs. Recent years saw an increase in part-time and term faculty to ensure program coverage, but it was necessary to reduce the budget for these faculty in fiscal year 2003-04, decreasing flexibility for delivering instruction. Budget revisions in 2002-03 also resulted in the loss of some tenure-track lines through attrition. However, the University maintains a high ratio of tenure-track and tenured faculty to term faculty, averaging approximately 78% tenured/tenure-track faculty.

Reducing part-time and term faculty was an area of concern to faculty and to the institution. The practice resulted in heavier teaching loads and larger classes, which raised concerns campus-wide over diminishing the student-faculty interaction that is a hallmark of the University. It also led the institution to reconsider marketing efforts that point to small classes where students have significant opportunities to interact with professors. CTF recognized the issue, and the *Charting the Future Transition Plan* [Pres-16] calls for examining faculty workload. That examination will be in the context of prioritizing the tasks faculty perform, rather than by a formula that assigns equal value to all tasks faculty do.

An important facet of CTF is examining administrative functions to determine if human resources are effectively deployed. The process looks at functions, in part, to be sure that staff efforts are not duplicated. It then calls for development of a structure that will enhance those functions rather than maintain the status quo.

The Distinctive Organization

UNC is self-reflective.

An important facet of *Charting the Future* is examining administrative functions to determine if human resources are effectively deployed. The University also examines its physical resources in relation to their ability to support quality education.

The University also examines its physical resources in relation to their ability to support quality education. The Division of Finance and Administration annually assesses buildings and equipment and their ability to contribute to instruction. The effort is twofold – to gauge current capacity and to predict and prioritize future needs. While there are always unmet needs, the assessment is important to ensuring that academic aspirations do not outpace facilities, enrollment, or state needs.

Resource Planning for Quality Education

While declining state budget appropriations were a major impetus for CTF, the President emphasized that the planning effort was not a budget-cutting exercise. CTF allowed the University to take a critical look at itself in the context of decreasing public funding. The challenge was to determine where to direct scant state dollars to ensure continued excellence, and to prepare for better economic times. CTF identified key areas for investment (Figure 2.2), which will inform planning and budgeting, including setting goals for private gift support.

Figure 2.2. Investing in the Future: Priorities Identified in CTF

Students	Offer quality academic and academic support services.
	Support functions and programs such as advising and career services.
	Provide scholarship and other funding sources for student support programs.
Faculty and Staff	Increase salaries.
	Establish a campus-wide Faculty and Staff Professional Development Center.
	Appoint a committee of faculty and staff to identify goals/priorities for program offerings and make recommendations for implementing professional development through the new center.
Academics: Instruction, Research, and Creative Scholarship	Invest in faculty so they can effectively perform academic responsibilities to instruct and advise students, conduct research and creative scholarship, and provide service.
	Continue planning and establish priorities for development and funding to support these goals.
	Invest in programs of instruction, research, and creative scholarship.
Academics: Instructional Equipment	Provide base funding for replacement of and investment in instructional equipment, particularly laboratory equipment, musical instruments, and clinical equipment.
	Address need for systematic replacement of equipment in ongoing planning and budgeting processes.

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Figure 2.2. Investing in the Future: Priorities Identified in CTF

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Academics: Extended Studies	Determine how to support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.
	Maintain, perhaps grow, presence at Lowry; use instructional technologies; and explore ways to take instruction into the workplace.
	Make adult and extended studies a central part of the University's efforts.
Technology	Purchase and implement a fully integrated system that functions from a common database.
	Upgrade network security.
	Establish a budget associated with the life cycle of technology.
	Expand the current imaging system.
	Provide base budget to eliminate messaging system charge backs.
University Advancement	Increase efforts to bring consistency and best practices to University Web sites.
	Invest in writing/editing to meet a variety of needs.
	Assign a business manager to Intercollegiate Athletics.

Source. *Charting the Future Final Report*

CTF built on earlier plans to invest in the University's human resources. Beginning in fiscal year 1998-99, the University administration made a concerted effort to increase faculty salaries to levels comparable to those at peer institutions. Over three fiscal years, faculty received substantial salary increases, some more than 20%. Funding came from administrative efficiencies and difficult decisions to cut University ties with two campus assets – the public radio station (KUNC) and the University's century-old Laboratory School. Each decision led to significant public controversy, but in the end proved prudent. KUNC is now a healthy, independent station, and the Laboratory School has a new building and is a charter school affiliated with the local school district. The moves allowed approximately \$2 million to be reallocated to faculty salaries.

The University develops human resources to meet current needs and future challenges. Faculty development through the Center for Professional Development and Outreach is ongoing and provides continuing education for faculty and staff in pedagogy, technology, and online instruction. The [Administrative Fellowship Program](#) [AA-3] helps develop internal administrative talent. For example, the Director of Human Resources and the Director for the Center for Human Enrichment were fellows in the program. CTF recognizes the importance of ongoing human resource development through the creation of the Faculty and Staff Professional Development Center, to be housed in University Libraries.

The Connected Organization

UNC serves constituents.

Beginning in fiscal year 1998-99, the University administration made a concerted effort to increase faculty salaries to levels comparable to those at peer institutions. *Charting the Future* builds on a commitment to invest in the University's human resources.

Human Resources offers more than 600 online training programs for employees. The Sponsored Programs and Academic Research Center offers ongoing training in writing research proposals and grant acquisition. A summer faculty fellow program provides financial support for research initiatives that have potential for external funding. There is continued support for faculty publication and professional memberships. When fiscal resources are available, faculty are rewarded with merit pay for participation in activities that reflect excellence in their areas of teaching, research, and service. Employee evaluations, both faculty and staff, focus on development and skill enhancement. Classified employee evaluations are conducted annually and reviewed semi-annually in administrative divisions and units. Faculty evaluations occur annually, and post-tenure reviews are conducted every four years.

There is also continued investment in instructional facilities, including campus-wide development of Smart Classrooms that use leading-edge technology. There is ongoing commitment to the development of distance-learning and online instructional capability. There has been an increase in the investment in campus-wide technology for instructional, administrative, and assessment services. The University has been able to maintain funding levels for library materials, even in light of budget reductions. In addition, several campus buildings received extensive renovation and refurbishing. The [Ross Hall project](#) (\$42 million), completed in 2003, enhanced a building where nearly one-quarter of student credit hours are generated [Fin/Ad-6]. The Gunter Hall project (\$8.2 million) was completed in 1996, bringing health and human sciences programs under one roof.

In keeping with its mandate to prepare education professional statewide, the University is committed to increase off-campus programs, particularly to serve rural school districts. Off-campus program profits, which have increased in recent years, are earmarked to expand the institution's capacity to deliver off-campus programs.

Resources are in place to support future plans and growth. Support for grant writing through workshops, seminars, and reassigned time has resulted in more faculty writing successful grants. Additional efforts are planned to increase funding from both public and private sources. State initiatives, such as the College Opportunity Fund (higher education vouchers), may lead to more flexibility in resource planning. The intent of the College Opportunity Fund is to shift the state investment in higher education from funding institutions to funding students, thus making the state investment in higher education visible to students, parents, and taxpayers and encouraging competition among institutions. While the initiative will not put additional state money into the system, it may allow institutions more management and financial flexibility, in part by creating exemption from state constitutional earning and spending limits.

While significant progress has been made with regard to investment, there is also continual evaluation of needs, priorities, and services. The University budget process is tied to the ongoing evaluation of priorities, and allocations are adjusted accordingly. The enrollment planning process is sensitive to the need for adjust-

ments based on enrollment objectives and “real-world market” variables. The annual budget process is driven by the imperatives of plans, such as CTF, and aims to be as nimble as possible to respond to unanticipated needs. CTF is a dynamic process that integrates projected resources, budget changes, and demographic changes with programmatic needs. Although the *University Plan 1999-2005* [Pres-1] provided important direction for faculty and staff, it was not sufficient in providing the needed structure, given current financial constraints. Members of the campus community demonstrated flexibility in their willingness to expand the scope of planning from the *University Plan 1999-2005* to the CTF initiative.

Successful Planning

The flexibility built into all facets of University planning has resulted in a history of achieving planning goals. Even in light of economic and political uncertainty, and a significant reduction in state funding, the University continues to achieve its planning goals. There are a number of examples of the University accomplishing substantial goals. A significant accomplishment was achieving the goal of 55% resource allocation to instruction. Over four years, UNC went from the lowest percentage of resource allocation to instruction among Colorado public institutions to the highest.

The Distinctive Organization

UNC is accountable.

Even in light of economic and political uncertainty, and reduced state funding, the University continues to achieve its planning goals. A significant accomplishment was allocating 55% of state-appropriated funds to instruction. Over four years, UNC went from the lowest percentage of resource allocation to instruction among Colorado public institutions to the highest.

The University also achieved its goal of increasing admissions standards, a plan developed by President’s Staff. The admission index score increased from 92 to 94 on the Colorado Commission on Higher Education’s scale, which factors in high school grade point average and standardized test scores. There have been corresponding increases in the admissions windows, higher admissions standards for academic programs, and development of academic programs to support students with low index scores. Management of enrollment continues with the increased admissions and academic standards. Reductions in state support affect enrollment factors such as the desirable mix of Colorado and out-of-state students. Goals are regularly discussed with the Board of Trustees and incorporated into planning.

The University has achieved its goal of improving facilities by fulfilling goals in the *Facilities Master Plan* [Fin/Ad-6] to build 36 Smart Classrooms and a state-of-the-art classroom in Michener Library for library instruction. Improvements have been completed in residence halls, dining facilities, the Ross Hall complex, the Arts Annex, and Guggenheim Hall. There have been technology advances in computer lab upgrades, Web-based support services, wireless technology implementation, and professional development for faculty and staff. However, elimination of state capital construction budgets will result in a slowing in construction and upgrades as the University explores and develops alternate sources of funding.

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Component Overview

The University maintains effective evaluation systems. There is a dependable, ongoing system of self-evaluation that generates data. The data set is carefully interpreted, and the results are used to make decisions that guide improvement.

Effective Evaluation Systems

The University recognizes the necessity of determining the relationship between its past, present, and future institutional effectiveness. It is committed to evaluation and assessment for improvement and has a broad range of programs, processes, and initiatives to gather data and provide evidence. Further, the institution is committed to interpreting data to inform improvement.

While UNC has had assessment coordinators for many years, the position of Director of University Assessment was formally established in August 2002 to aid in the assessment process and to ensure quality and effective performance throughout program and service areas. The Director of University Assessment has responded to the goals of the University Planning Council and more recently, the Charting the Future (CTF) initiative. The primary aim of the position is to ensure that evaluation processes provide evidence that performance meets expectations for institutional effectiveness.

The Director of University Assessment meets monthly with the [Assessment Coordinating Council](#) [AA-13]. The council identifies criteria by which assessment plans and profiles are reviewed, makes recommendations on the institutional assessment plan, and promotes a culture of assessment by sharing information, coordinating assessment activities, recognizing exemplary assessment processes, and supporting related faculty development. The council coordinates efforts of college assessment committees, which monitor each college's evaluations of programs and faculty. Further, the Academic Assessment Catalog provides a common reference point for assessment efforts campus-wide. The assessment catalog identifies program goals and outcomes, methods of assessing student learning, and assessment results. It also does the following:

- Allows cross-flow of assessment ideas between and among departments and units
- Identifies internal and external sources of assessment data
- Allows easy identification of qualitative and quantitative assessment methods
- Categorizes assessment instrument types
- Identifies the status of the assessment sample/population
- Tracks the currency and frequency of use of assessment methods
- Identifies the 3W's (what, when, and whom) of the dissemination of the

The Learning-Focused Organization

UNC assesses student learning.

The Director of University Assessment position was formally established in August 2002. The primary aim of the position is to ensure that evaluation processes provide evidence that performance meets expectations for institutional effectiveness.

assessment document

- Identifies decisions based on assessment data
- Provides judgments about the utility of the assessment methods (low, moderate, or high)
- Identifies knowledgeable points of contact within the departments and units

[Assessment information](#), program plans, data, and decisions based on assessment are posted online [AA-5]. Academic assessment and University-mandated faculty evaluation have demonstrated that evaluation processes provide ongoing evidence of quality, professional development, and continual institutional renewal.

Program review is a self-study conducted by each academic unit every five years. Academic programs are reviewed by their units, their deans, and the Graduate or Undergraduate Council. A summary of review and recommendations is provided to the unit for ongoing development and program modification. The CTF process, which required all units to submit a report, substituted for unit program review in 2003-04. The transition process will use the information to prioritize academic majors, minors, emphasis areas, and certificate programs, all of which drive workload and costs.

There are also program five-year plans that reflect the program review process and provide support for the [University Plan 1999-2005](#) [Pres-1] and now, for CTF. All of the colleges, both new and realigned, will develop plans under CTF.

Annual assessments are conducted at the program and college levels to inform strategies that feed continual improvement and are designed to ensure progress toward stated goals. One example is the [assessment profiles](#) available for every academic department on campus [AA-29].

On the administrative side, division goals are developed and continually reviewed for the areas of finance, facilities, student services, human resources, safety, technology, and advancement, promoting cross-functional cooperation. These goals are used to inform college, department, and program unit plans as well as individual performance objectives. Special attention and emphasis is paid to personnel performance planning and evaluation throughout organizational divisions and units.

The Distinctive Organization

UNC is committed to improvement.

Annual academic assessments are conducted at the program and college levels to inform strategies that feed continual improvement. On the administrative side, division goals are developed and continually reviewed for the areas of finance, facilities, student services, human resources, safety, technology, and advancement, promoting cross-functional cooperation.

While there is no single established administrative assessment process uniformly applied across all University divisions, areas of identified concern or opportunity are analyzed and addressed when appropriate. The discipline of shifting University priorities from administration to academics and subsequent state budget cuts have effectively kept administrative costs and practices under scrutiny. Institutional examples include recent reviews and changes made to Payroll Services, Human Resources, and the Health and Counseling Center. Human Resources is working to establish a cycle of 360-degree review for staff. The [Information Technology Plan](#) [IT-3] is also under continual review and evaluation for improvement of services to clients and programs.

Units in Auxiliary Services routinely conduct uniform self-assessment studies. Auxiliary units are completing self-assessments using guidelines from the Council for Advancement of Standards in Higher Education. Because Auxiliary Services must be self-funded enterprises, revenue numbers are also helpful in assessing the units.

CTF recognizes the need for an integrated approach to assessment of administrative and academic areas in its proposal for a broad self-study on diversity. The *Charting the Future Transition Plan* [Pres-16] calls for a two-part self-study on diversity to begin in summer 2004. Rather than look only at units whose primary purposes are to further ethnic and racial diversity, the self-study will identify strengths and opportunities for improvement in the area of diversity campus-wide. The self-study will encompass two parallel processes. One will use relevant measures based on uniform, mission-driven criteria to evaluate all student services, including the four cultural centers, the Women's Resource Center, the Gay, Lesbian, Bisexual, Transgender Resource Office, and academic advising. The second will explore the extent of current diversity-related activities within the University's academic programs.

Effective tools for evaluation also come from outside the University. Reviews by consultants and other contracted agencies show the University community is using data to renew itself. An example is the *Noel-Levitz Survey*, which gauges students' perceptions of their experiences [IRP-3]. Results of the survey provide information used to update programs, services, and benefits. *Career Services surveys alumni* after graduation to determine, in part, if they are employed in their preferred field [CarServ-2]. Graduate follow-up surveys are done specific to teacher education, the Monfort College of Business, the School of Nursing, and the Graduate School. College and program accreditation processes provide additional evaluation opportunities and data that drive systematic improvement initiatives. Individual programs also offer evidence of meeting stated expectations and indicate opportunities for improvement through certification and licensure programs. Examples include reviews for programs in professional counseling, health and human sciences, and business.

A key to effective evaluation processes is effective data gathering and analysis. Web-based systems, databases, and survey instruments facilitate collection and analysis of information. UNC uses a number of online systems, including myUNC (developed to access disparate databases), educational testing services and benchmarking sites, student surveys, employer surveys, assessment summary overviews for each college, TracDAT Software, PeopleSoft, and ADAM, the campus building information and asbestos inventory. Documents that provide the status of finances, facilities, technology, environmental issues, human resource initiatives, and safety issues are also online. The Office of Institutional Research and Planning is an effective clearinghouse for University-wide data in areas such as program productivity, salaries, workload, and assessment. Units also collect data to measure student performance and program effectiveness. Significant improvements in measuring financial management have also been made in recent years because of improved data gathering, information sharing, monitoring, and reporting.

The Connected Organization

UNC collaborates.

Feedback loops, which range from external department and college advisory boards to academic and administrative program reviews, facilitate data collection and reporting. Accrediting agencies also provide opportunities for systematic review of programs.

Evaluation Guides Continuous Improvement

Data collected through the mechanisms discussed above inform decision-making at the faculty, unit, college, and University levels. Feedback loops, which range from external department and college advisory boards to academic and administrative program reviews, facilitate data collection and reporting. Examples of formal feedback loops include faculty evaluation processes, the [Student Course/Instructor Survey](#) [IRP-8], [Academic Council](#) [AA-21], University Curriculum Committee, the Assessment Coordinating Council, [University Advancement Committee](#) [UAdv-5], Undergraduate Council, [Graduate Council](#) [GS-9], [General Education Council](#) [AA-18], [Academic Information Technology Advisory Group](#) [IT-2] and governance groups such as the [Faculty Senate](#) [BOT-5], [Student Representative Council](#) [StAct-1], [Professional Administrative Staff Council](#) [HR-3], and [State Personnel Employees Executive Council](#) [HR-4].

The University has procedures that support continual review. CTF is the most recent initiative to examine unit contributions to the overall improvement of the organization. The [program review process](#) [AA-14], which occurs every five years in academic departments and colleges, contributes to continuous improvement in academic programs. Departmental plans and goals have been based on the *University Plan 1999-2005*. Faculty are evaluated annually, and tenured faculty complete a comprehensive evaluation every four years. The annual and comprehensive evaluations are based on goals that reflect program and college goals, and they include information from student and peer evaluations.

Accrediting agencies also provide opportunities for systematic review of programs. One example is the National Council on Accreditation of Teacher Education (NCATE), which reviews academic programs that train professional educators. This substantial review afforded units across campus the opportunity to evaluate and improve programs in coordination with the Colorado Commission on Higher Education's review of teacher education programs. Many units throughout the University are continually engaged in professional accreditation reviews and report processes, and colleges have assessment committees for college and unit reviews.

The organization is committed to supporting a variety of evaluation and assessment efforts. There are ongoing internal assessment processes, both annual and comprehensive, through consultant review and accreditation efforts. The creation of the Director of Academic Assessment position demonstrates a high level of commitment to assessment. Further, the Provost annually allocates funds to support assessment and to fund program improvements resulting from assessment. Colleges have developed and implemented assessment committees, and engage in program reviews every five years. In spring 2003, the University invested in Trac-DAT, a software system designed to facilitate the review and assessment process. Application of this system has been piloted in the College of Health and Human Sciences. The long-term goal is implementation of the system University-wide to facilitate assessment from macro to micro levels of data.

Core Component 2d

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Component Overview

The University's mission is the starting point for all levels of planning. That planning is evident in the day-to-day activities of the institution, particularly the budgeting process. However, plans are not so rigid that they are not responsive to the external environment.

Planning Grounded in Mission

The starting point for planning is the University mission, which informs all levels of planning on campus. Annual planning processes establish goals for colleges, divisions, and departments, as well as for faculty and staff, to fulfill the University mission. When the University Planning Council began developing the comprehensive *University Plan 1999-2005* [Pres-1], it worked to integrate existing plans and ensure each was grounded in the mission. It also integrated diversity and enrollment planning in the strategic priorities process. The *Enrollment Management Plan* [Fin/Ad-22] and the *Institutional Assessment Plan* [AA-5] became part of the *University Plan 1999-2005*. The planning process was effective, but it became necessary to adopt a more aggressive plan that would promote excellence during times of limited resources.

Charting the Future (CTF) drew on aspects of the *University Plan 1999-2005* as well as data from other planning initiatives into a more comprehensive planning process. The University mission is the foundation for CTF, which will become the overarching plan to guide the University. The *Charting the Future Final Report* [Pres-3] calls for review of all University plans during the transition year. A President's Planning Council will be appointed by the President to provide recommendations for ongoing planning. The council's initial assignments, which are detailed in the transition plan, include reviewing plans currently in operation to identify and establish the plans' relationship to CTF.

Plans Drive Operations

As an ongoing process, CTF will drive budget decisions and financial planning. The Vice President for Finance and Administration was an active member of both the University Planning Council and the CTF Design Team. This helps link the conceptualized vision, mission, and mandate of the institution with available and projected financial resources. Resources are allocated to meet the strategic priorities of the University. CTF defined specific areas for investment (Figure 2.2), priorities that will inform decision-making. College deans and department chairs are responsible for developing and aligning budgets with the University mission and the plan. Requests for capital construction and development dollars are based on the priorities established in the *University Plan 1999-2005* and CTF.

The Future-Oriented Organization

UNC is driven by its mission.

The starting point for planning is the University mission, which informs all levels of planning on campus. The University mission is the foundation for Charting the Future, which will become the overarching plan to guide the University. All plans will be reviewed in the transition year to identify and establish their relationship to Charting the Future.

The implementation of priorities in the *University Plan 1999-2005* and CTF are evident in the operations of several units. The *University Advancement Plan* [UAdv-2] was based in part on the *University Plan 1999-2005*, including directives to increase marketing of honors programs and to publicize University technology advances. Finance and Administration's budget planning parameters reflect imperatives of the *University Plan 1999-2005* and CTF. In a more targeted example, the *University Libraries Plan* [ULIB-4], which is based on the *Academic Plan* [Pres-8], will be refined as a result of CTF's endorsement of the teaching library concept.

Budget allocations in recent years have focused on meeting strategic goals – targeting faculty salaries, ensuring a specific percent of state allocation is budgeted to instruction, and improving campus appearance. Budgetary decisions have been especially challenging during the past two fiscal years, when UNC received a 25% cut (\$11 million) in its state-appropriated budget. In response, the University has worked to keep the campus community informed, seek broad participation in budget decisions, and protect the University's core functions and services, particularly instruction.

The Connected Organization

UNC engages in healthy internal communication.

In dealing with challenging budgetary decisions in the past two years, the University worked to keep the campus community informed, seek broad participation in budget decisions, and protect the University's core functions and services, particularly instruction.

Responsive Plans

While plans serve as signposts for the University community, they must also be living documents able to respond to changing environments. CTF and its transition plan are intended to be reviewed frequently. College, department, and individual faculty and staff goals are evaluated annually and respond directly to changes in mission and University-wide plans when appropriate. Capital construction and controlled maintenance requests are submitted annually, and priorities are adjusted in response to current fiscal data and programmatic information. Given the elimination of state capital funding, these priorities also inform the University's fund-raising priorities and pricing (tuition) strategies. The University is effectively demonstrating its capacity to respond to the changing state budget environment.

The ability for planning to be responsive is crucial when the University's external environment is so volatile. Over the past decade, University planning documents and processes have placed high priority on needs of students and their preparation for working in a diverse and changing society. As one example, the University regularly updates its *Information Technology Plan* [IT-3] to respond not only to rapidly changing developments in technology, but also to the changing environment of the University and its infrastructure. College and departmental units focus closely on these relationships.

To plan effectively for a changing world, the University engages both internal and external constituents. For example, CTF meetings were held frequently with department chairs and unit leaders to initiate and to guide the process. Community leaders were also invited to campus to learn about the CTF process and to provide input. CTF was informed by local constituents, such as the school district and city government officials, and by state officials, from Colorado's Governor to the Colorado Commission on Higher Education. Colleges and departments also involve internal and external groups, organizations, and individuals on many working and advisory committees. Their input provides valuable information that informs planning at all levels.

Summary

UNC prepares for a future shaped by shifting societal and economic trends by paying attention to its capacity to fulfill its mission, improve the quality of education, and meet future challenges. Clearly defined lines of decision making, coupled with a grounding in the institution's historical and statutory mission, allow the University to react to change.

UNC has a clear understanding of its existing resources, which allows for continuing stability in some programs and plans for enhancing others. Planning guides resource allocation, particularly with the Charting the Future initiative. It will give the University the focus necessary to make adjustments to programming in difficult financial times.

That focus also comes from effective evaluation and assessment of programs. The University has a variety of assessment methods in place that generate data that is the basis for continual institutional improvement.

The University's distinctive mission is the starting point for all levels of planning, particularly Charting the Future, a comprehensive, forward-looking process that builds on the University's strong programs and heritage. One of the key challenges for Charting the Future will be coordinating the various plans throughout the University. The initiative's transition plan makes explicit the need for alignment of plans. The campus community is mindful of the need to ensure that planning is flexible enough to respond to the changing external environment.

Strengths, Challenges, and Opportunities

Strength—*UNC remains committed to its mission, even in the face of serious financial constraints.* UNC continues to aim for the highest standards of educational quality, respect for diversity, and ability to respond to changing local, national, and global environments. The University effectively and efficiently uses available material and human resources to further the values in its mission.

Strength—*Charting the Future is providing the means to articulate the University mission and values in a coherent academic, service, and administrative plan.* Financial planning is reflected in the Charting the Future initiative, and the budget process in the plan's implementation will reflect the University mission.

Challenge—*A challenge of Charting the Future is to integrate various University plans.* Although planning occurs on a continual basis, plans are often created and implemented independent of one another. Collaboration among major planning units must be improved. To address the issue, Charting the Future makes explicit in its transition document the need for coordinated University planning at all levels and calls for reviewing current plans to establish their relationship to Charting the Future.

Strength—*Planning documents reflect a sound understanding of the organization's cur-*

rent capacity in academic areas and facilities. Several unit-level plans, such as the Facilities Master Plan, Information Technology Plan, Enrollment Plan, and University Advancement Plan, offer detailed information on the institution's current capacity and will be useful in coordinated planning efforts. These plans, in turn, will be modified to be consistent with the overarching structure of Charting the Future.

Opportunity—*Charting the Future's overarching outlook recognizes that plans must use a common set of mission-driven goals.* The University has the opportunity to focus its energy and resources on the mission's core values and areas that support those values. Charting the Future identifies opportunities for investment.

Challenge—*The rapidly changing world of technology provides an ongoing challenge.* The University must monitor advances in technology and instructional systems to enhance the efficiency of operations.

Opportunity—*An integrated technology approach has been identified as an area for investment.* The University can become more efficient if databases in various areas have the capacity to share information. Much of the information technology infrastructure now on campus is described as “best of breed” technology – the best available at the time to do a specific task. While it may be best for that specific task, efficiency is lost if databases cannot communicate with each other.

Opportunity—*A system for regularly examining trends outside the University will facilitate long-term planning.* Data based on public perception and recognition of the Legislature's influence will be essential to the process.

Challenge—*UNC needs long-range recruitment and retention strategies for minority students and a comprehensive recruitment and retention plan to increase minority faculty, staff, and administrators.* Planning must reflect the changing demographics of the state and region.

Opportunity—*Charting the Future calls for a two-part self-study on diversity to begin in summer 2004.* It will identify institutional strengths and opportunities in the area of diversity. The self-study will focus on a comprehensive evaluation of all student support services, including the four cultural centers, the Women's Resource Center, the Gay, Lesbian, Bisexual, Transgender Resource Office, and academic advising. It will also explore the extent of diversity-related activities in the University's academic programs.

Strength—*Trust that has been building in recent years made possible frank and open discussion in Charting the Future.* Charting the Future demonstrated that the campus community can embrace change. When units were asked to dream about their ideal futures, many articulated a vision that proposed dramatic change. The plan itself underwent dramatic changes. Significant concerns about the proposed University structure in the first draft were addressed in a later, far different draft, which received broad support. Many said they were pleased, and even surprised, that suggestions for changes were considered and became part of the plan.

Strength—*Charting the Future* clearly shows the basic structure and reporting lines for campus. Each draft of *Charting the Future* outlined how proposed changes would affect the basic structure and explained relevant lines of decision-making authority. Details of structure and reporting lines will be determined during the transition.

Challenge—*There is ongoing discussion about detailed implementation of structure and reporting lines under Charting the Future.* For example, the roles of school directors and academic program leadership (in lieu of department chairs) will be addressed during the transition.

Strength—*Flexibility built into University planning has resulted in a history of achieving planning goals.* UNC achieved the goal of allocating 55% of its state-appropriated budget to instruction, in spite of budget shortages. The admission index score increased from 92 to 94, with corresponding increases in the admissions windows, academic program admissions standards, and programs to support students with low index scores. Facilities improvements include technology advances, addition of 36 Smart Classrooms and a state-of-the-art classroom in Michener Library, and substantial work in residence halls, dining facilities, the Ross Hall complex, the Arts Annex, and Guggenheim Hall.

Challenge—*Cuts to state capital construction budgets will make it difficult to fund construction and upgrades.* Recent legislative changes will allow the University to receive enterprise status (relief from certain state restrictions), which should allow more flexibility in financing academic facilities with bonds.

Strength—*The Director of Assessment and the Assessment Coordinating Council help bring together campus-wide assessment efforts.* The council identifies common assessment criteria and coordinates efforts of colleges' assessment committees. The Academic Assessment Catalog provides a common reference point for assessment. Annual assessments at the program and college levels inform strategies that feed continual improvement, and program five-year plans reflect program review, the self-study conducted by each academic unit every five years.

Strength—*The discipline of shifting University priorities from administration to academics and subsequent state budget cuts have effectively kept administrative costs and practices under scrutiny.* Division goals are continually reviewed for the areas of finance, facilities, student services, human resources, safety, technology, and advancement in an effort to promote cross-functional cooperation. Areas of identified concern and opportunity are analyzed and addressed.

Opportunity—*Charting the Future* recognizes the need for an integrated approach to assessment of administrative and academic areas in its proposal for a broad self-study on diversity. Auxiliary Services units, which routinely conduct uniform self-assessment studies, provide a successful example of the approach that will be used for the self-study on diversity.