

Core Component 3c 101

- Assessment Informs Learning Environments 101
- Environment Supports Diverse Learners 102
- Student Support 106

Core Component 3d 107

- Accessible Resources 107
- Evaluating Teaching and Learning Resources 111
- Investing in Learning Resources 113

Summary 114

- Strengths, Challenges, and Opportunities 115

Criterion Four: Acquisition, Discovery, and Application of Knowledge 119

Core Component 4a 119

- Institutional Commitment to a Life of Learning 120
- Faculty and Staff Model Lifelong Learning 122
- Research and Scholarship 125

Core Component 4b 127

- Mission Guides General Education 127
- General Education Fosters Lifelong Learning 129
- Curricular/Co-Curricular Linkages 131

Core Component 4c 132

- Current and Relevant Curriculum 132
- Skills for a Diverse Society 134
- Learning from a Diverse World 136

Core Component 4d 137

- Clearly Defined Expectations for Integrity 137
- Teaching Students to be Responsible 138
- Practicing Academic Responsibility 139

Summary 141

- Strengths, Challenges, and Opportunities 141

Criterion Five: Engagement and Service 145

Core Component 5a 145

- Mission and Resources Shape Commitments 146
- Understanding Changing Needs 146

Core Component 5b 150

- Organizational Structure Fosters Connections 150
- Planning Furthers Ongoing Engagement 153

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

UNC maintains a broad outlook on what it means to be an educated person. The University community looks beyond the confines of the classroom and the traditional conception of learning. Both graduate and undergraduate students are involved in research, creative projects, and field experiences. The commitment to a life of learning is clearly articulated in the University mission documents and outlined in the promises UNC makes to its students.

UNC promises to deliver learning based in the liberal arts tradition, relevant coursework in professional fields of study, and real-world experience through internships and directed study. This three-legged stool not only provides students the tools to make them lifelong learners, but also helps them apply their knowledge beyond their college years. An important part of delivering on this promise is that faculty and staff are exemplars of lifelong learning. They do so through research, creative endeavors, community engagement, and ongoing professional development.

Core Component 4a

The organization demonstrates, through the actions of its Board, administrators, students, faculty and staff, that it values a life of learning.

Component Overview

UNC maintains a commitment to a life of learning, not only for its students, but also for its faculty and staff. The University provides support for faculty and staff to engage in activities that will enhance the learning environment and help them model intellectual curiosity for students. Research, scholarship, and professional development are at the heart of these activities.

Institutional Commitment to a Life of Learning

UNC is committed to a life of learning for faculty, administration, staff, and students. As articulated in Criterion One, the commitment is reflected in the [mission documents](#) [Pres-2]. According to its *Vision Statement*, UNC is to be “a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the liberal arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.” The commitment is mirrored in the *Student Rights and Responsibilities Handbook* [DOS-2], which states: “The purpose of the University of Northern Colorado is to provide an environment in which the student can develop into an effective citizen and a useful and productive member of society.”

As detailed in Criterion One, specific goals for undergraduate preparation include: a foundation in the liberal arts and sciences; competencies in critical thinking, communication, problem solving, and current technology; an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle; a lifelong commitment to scholarship and service; in-depth knowledge and skills suitable for work or advanced study; methods of inquiry to acquire deeper understanding of a discipline; and knowledge of professional standards and practices. Specific goals of graduate preparation include: an appreciation for and ability to work with diverse populations; engagement in scholarly activity, research, and creative endeavors that advance a discipline; a commitment to lifelong learning; and competencies essential to leadership in their fields.

The University’s commitment to research, learning, and professional development is reflected in planning initiatives and budget allocation policies. As delineated in Criterion Two, the *University Plan 1999-2005* [Pres-1] stresses a commitment to a life of learning for faculty, administration, staff, and students. Goals include:

- Increase professional development opportunities to professionals in a wide array of disciplines
- Develop an expanded faculty orientation and development program
- Establish a University mentoring program to increase the retention of faculty
- Increase institutional support for faculty scholarship and professional activities
- Provide professional development opportunities for staff that enhance their skills and contributions

The Learning-Focused Organization

UNC supports learning.

Charting the Future identifies faculty and staff as an area for investment and calls for the creation of a campus-wide Faculty and Staff Professional Development Center to consolidate limited resources and provide regular training opportunities in instructional technology, leadership, and management.

Each college and administrative unit contributed evidence of accomplishments toward the goals in the *1999-2000 Annual Report of the University Plan 1999-2005* [AA-33]. Each college, the library, and other administrative areas reported initiatives toward the plan’s goals (Figure 4.1).

Charting the Future (CTF) maintains the commitment to a life of learning outlined in the *University Plan 1999-2005*. The *Charting the Future Final Report* [Pres-3] identifies faculty and staff as an area for investment and calls for the creation of a campus-wide Faculty and Staff Professional Development Center. It will consolidate

limited resources and systematically provide faculty and staff training opportunities to enhance their knowledge and skills in instructional technology, leadership, and management. The center will also play a vital role in preparing graduate students to serve in classrooms as graduate and teaching assistants and for advising.

Figure 4.1. Progress Toward Planning Goals in 1999-2000

College of Arts and Sciences	<ul style="list-style-type: none"> • Supported leadership development for department chairs
Monfort College of Business	<ul style="list-style-type: none"> • Established an orientation program for new business faculty targeting accreditation, curriculum, advising, and scholarship • Established a donor-funded program to support faculty scholarly and professional activities
College of Education	<ul style="list-style-type: none"> • Center for Collaborative Research in Education organized a colloquium series for faculty recognized for scholarship
Enrollment Services	<ul style="list-style-type: none"> • Received a grant to train faculty on the legal mandates of disability services
University Libraries	<ul style="list-style-type: none"> • Sponsored teleconferences for all staff on information technology and access
University-Wide	<ul style="list-style-type: none"> • Academic Affairs developed a structured new faculty orientation program • Human Resources began offering orientation for new staff on a monthly basis • Professional Administrative Staff Council's Annual Development Day focused on diversity • Faculty, administrators, and staff were encouraged to participate in professional associations and to attend professional development opportunities

UNC demonstrates its dedication to lifelong learning through commitments to student instruction, both on campus and in extended studies; to outreach and continuing education for practicing professionals; and to faculty and staff development. It also provides faculty, staff, and administrators with opportunities for scholarly pursuits and research that model lifelong learning. This commitment manifests itself in the University's program offerings, policies, financial allocation, and planning.

As noted in Criterion One, guidelines for budgetary decisions are clearly stated in the *Board Policy Manual* [BOT-1]. The guidelines make instruction a priority by specifying that the University should dedicate 55% of its state-appropriated budget to instruction. In 2003-04, the University allocated just over 55% of its budget to instruction, an increase of 7% since 1999-2000. CTF affirms the University's commitment to dedicate 55% of the annual state-appropriated budget to instruction.

The colleges allocate funds to support learning for students, faculty, and staff. For example, the College of Arts and Sciences funds initiatives to support degree pro-

grams and scholarship, and to promote a learning environment and academic culture for students. The Monfort College of Business supports research and scholarly activities to enrich instruction and bring the relevance of contemporary business practices into the classroom. The College of Health and Human Sciences supports initiatives that enhance teaching and student learning outcomes.

UNC builds on its commitment to undergraduate and graduate instruction and fulfills its mission to support lifelong learning through centers and institutes for practicing professionals. Funded through endowments and external grants, they are collaborative and multidisciplinary. Findings from the institutes are evaluated and incorporated into the curriculum.

The Learning-Focused Organization

UNC creates the capacity for lifelong learning.

UNC fulfills its mission to support lifelong learning through centers and institutes for practicing professionals. Funded through endowments and external grants, they are collaborative and multidisciplinary. Findings from the institutes are evaluated and incorporated into the curriculum.

Figure 4.2. UNC Support for Practicing Professionals

Center/Institute	Mission
Mathematics and Science Teaching Institute	Improve Mathematics and Science education at the University, state, and national levels by providing leadership and coordination for projects
Hewitt Institute for History and Social Science Education	Support K-12 education in History and Social Sciences through teacher education, materials development, and research in teaching of social sciences
Center for Language Arts Education	Support, promote, and develop Language Arts education at the University and in pre K-12 Colorado schools
Bresnahan-Halstead Center for Mental Retardation and Developmental Disabilities	Work for the advancement of knowledge and quality care for people with developmental disabilities through research, training projects, and scholarship
Tointon Institute for Educational Change	Provide professional development opportunities for school superintendents, principals, assistant principals, and teachers
National Center on Low-Incidence Disabilities	Serve as a central resource of information, training, and technical support for families and education professionals supporting infants, children, and youth who are deaf or hard of hearing, are blind or visually impaired, or have severe disabilities

Faculty and Staff Model Lifelong Learning

Faculty, administrators, and staff model lifelong learning in part by taking advantage of professional development opportunities. The University provides opportunities in a variety of formats and venues (Figure 4.3). Opportunities range from college classes to software training. Much of the on-campus training is provided at no cost to employees as part of the mission of a campus unit. Funding for other development opportunities comes from various sources, including funds designated in the colleges and administrative units for off-campus or online training.

Faculty, administrators, and staff also contribute to an atmosphere of intellectual vibrancy by sharing their expertise outside the classroom. Student Activities draws a broad audience from campus and the community to its “Last Lecture Series,” which invites faculty to address any topic as if it were the last lecture they could give. School of Music faculty frequently perform at music recitals or concerts on campus or in venues beyond campus, such as the Greeley Philharmonic Orchestra. Visual Arts faculty show their work at exhibits in Mariani Gallery, in the Mari Michener Gallery in Michener Library, in Denver art galleries, and beyond. English faculty give readings of their work, Business faculty speak at community-based workshops, and History faculty contribute to Elderhostel programs.

Departments, colleges, and the Division of Academic Affairs sponsor research symposia where both students and faculty present work. In addition, faculty, staff, and administrators serve as mentors for programs such as Cumbres and McNair Scholars, and faculty serve as sponsors of student organizations and clubs at the University, college, and departmental levels.

Many faculty, administrators, and staff are involved with activities in the community. The University community is a mainstay in United Way of Weld County’s annual fund-raising campaign, with faculty, administrators, and staff serving on the executive board, allocations committees, and as loaned executives. Community engagement models to students the importance of application of knowledge and classroom concepts.

Faculty also model lifelong learning through the work they do while on sabbatical leave. According to Board Policy 1-1-309, sabbatical leaves are designed to provide an opportunity for growth and renewal for tenured faculty members. Sabbatical leaves must benefit the University in meeting responsibilities of teaching, scholarship, service, and the advancement of knowledge. Faculty are required to submit a report of their activities to the Provost and to incorporate their findings into their classroom teaching. Over the past three years, 20-24 faculty were granted sabbatical leave annually.

Faculty, administrators, staff, and students who model lifelong learning are publicly recognized at several levels for their accomplishments. University-wide recognition of faculty includes the [M. Lucile Harrison Award for Professional Excellence](#), the Provost’s Academic Excellence Awards and the Graduate School/SPARC Faculty Research and Publication Board’s [Distinguished Scholar Program](#).

The M. Lucile Harrison Award for Professional Excellence, UNC’s top faculty honor, recognizes a faculty member who has excelled at teaching, research, and community service. Recipients must inspire students and colleagues; their research must pose significant questions and offer meaningful answers; and they must demand the best from students and push colleagues to give their best to students [AA-10].

Academic Excellence awards are given each spring in Teaching Excellence in Undergraduate Education, Teaching Excellence in Graduate Education, Excellence

The Connected Organization

UNC serves constituents.

Faculty, administrators, and staff contribute to an atmosphere of intellectual vibrancy by sharing their expertise outside the classroom. Many are involved with activities in the community. The University community is a mainstay in United Way of Weld County’s annual fund-raising campaign.

in Faculty Service, Excellence in Faculty Advisement, Departmental Excellence in Teaching, Departmental Excellence in Service, Departmental Excellence in Scholarship, and Academic Leadership Excellence.

Figure 4.3. Development Opportunities for Faculty, Administrators, and Staff

Source	Opportunity
Tuition grants/reciprocal tuition agreements for courses	All employees may take a specified number of credit hours each semester at UNC, Aims Community College, and Colorado State University
Center for Professional Development and Outreach	Provides Smart Classroom training and online and face-to-face courses in topics such as BlackBoard, Digital Images for the Web, Photoshop Elements, and Advanced PowerPoint
Stryker Institute for Leadership Development	Administrative Fellowship Program provides professional development opportunities for faculty and staff with interests in cultivating leadership skills and commitments to serve in university settings
Colleges and administrative units	Attendance at conferences, workshops, and training sessions relevant to the technical and professional development of individual employees
Human Resources supervisory training	Series of workshops for supervisors of classified employees on topics including communication and evaluation; 321 employees have attended courses
Human Resources SkillSoft courses	Over 600 online course offerings in topics from supervision to software programs; 171 employees have completed 278 courses
Faculty sabbatical leaves	Opportunities for growth and renewal for tenured faculty members; over the past three years, 20-24 faculty have taken sabbatical leave each year
Professional Administrative Staff Council Development Day	A one-day workshop/seminar held annually and open to the entire University community
Professional Administrative Staff Council's Professional Development Award	Annual award to support conference attendance, training or other activity for a member of the Professional Administrative Staff
State Personnel Executive Employees Council	Sponsors a staff development program
Sponsored Programs and Academic Research Center	Brings in experts to provide training in grant writing and offers individualized support

At the annual Distinguished Scholar Banquet, the Faculty Research and Publications Board Distinguished Scholar Program recognizes faculty accomplishments in each college, as well as the University's Distinguished Scholar. The Sponsored Programs and Academic Research Center makes two achievement

awards: Outstanding Achievement Award and the New Faculty Achievement Award, both recognizing faculty who are extraordinarily active in the area of sponsored programs [AA-9].

The State Personnel Employees Executive Council recognizes classified employees from every division of the University each semester with an employee award. The Professional Administrative Staff Council also recognizes an exemplary administrative staff employee each year. Additionally, colleges and administrative areas have programs to recognize employees who take special initiative. For example, the Graduate School has a form on its Web site where employees can be recognized for special efforts.

The colleges and administrative units recognize and celebrate the performance of faculty, students, staff, and alumni through events, University-wide announcements, and announcements to the media. In addition, UNC's [Media Relations Office](#) [MR-1] promotes stories on faculty, administrators, and staff achievement in local, regional, and national media. Faculty, staff, and students are often featured in *Spectrum*, UNC's 80,000-circulation alumni magazine. Awards presented at the University level are documented in the press and internal publications. The University, colleges, departments, and programs strive to honor faculty, staff, and student achievements beyond the moment of recognition.

The University also has a strong tradition of recognizing and honoring student achievement. An annual [Academic Excellence Week](#) [AA-32] includes Research Day, an Honors Convocation, and recognition events by individual colleges and programs. Undergraduate and graduate research is showcased on Research Day. The colleges also use Academic Excellence Week to recognize student achievements. For example, the Monfort College of Business hosts an Academic Excellence Reception, the College of Performing and Visual Arts presents the Southard Convocation, Intercollegiate Athletics recognizes student-athletes who have maintained a 3.25 grade point average or better, and there is a Multicultural Affairs Awards Banquet. Other examples of recognition include the College of Education's end-of-year reception, where accomplishments of UNC students and their mentors in partner schools are recognized. High-achieving students are recognized through programs including the Dean's List of Distinction, Dean's Honor Roll, UNC's Next Scholars, Junior Honor Society, Mortar Board, and Golden Key. University-wide recognition for graduate students includes the Graduate Dean's Citation for Excellence, the Graduate Dean's Citation for Outstanding Dissertation, and the Graduate Dean's Citation for Outstanding Thesis.

Research and Scholarship

UNC promotes a life of learning through research. Expectations of faculty research and scholarship are embedded in University administrative and fiscal policies and procedures. According Board Policy 1-1-307, the purpose and intent of faculty evaluation includes encouraging professional development and renewal, as well as individual excellence and achievement. The evaluation process also encourages excellence in both traditional and innovative approaches

to teaching, research, and service. Each college establishes its own expectations for the three areas of evaluation.

Faculty and students across disciplines conduct research, and UNC places particular emphasis on research opportunities for students. Financial support for faculty and student research and scholarly presentations is funded through the Sponsored Programs and Academic Research Center, centers such as the Stryker Institute for Leadership Development, individual colleges, and University Libraries. The [Sponsored Programs and Academic Research Center](#) distributes funds across a range of projects (Figure 4.4), and awards many of its grants through competitive processes [SPARC-3]. The Student Representative Council and the Graduate Student Association also provide student research grants and financial support for students to attend professional conferences.

Figure 4.4. Internal SPARC 2002-03 Funding for Research

Funding Source	Purpose	Amount
Faculty Research and Publications Board	Peer reviewed internal grant competition	\$42,067
Summer Research Fellowships	Summer support for faculty working on research	\$50,182
SPARC Research Development Support	Support for promising research and programs	\$77,655
Scholar Speaker Series	Support to host a renowned scholar's visit	\$ 7,574
Scholarly Activity Fund	Support for travel to present at conferences	\$76,839
Provost's Undergraduate Research Fund	Support for undergraduate student research projects	\$ 4,401

Student research is facilitated through academic and student services. Master's and doctoral students conduct research as part of their academic programs and culminate their degrees with research for a thesis or dissertation. Increasingly, faculty engage undergraduates in both their own and independent research. Several programs actively promote student research (Figure 4.5).

As part of Academic Excellence Week, Research Day gives undergraduate and graduate students a forum to present research. Research Day 2004 featured more than 60 research presentations and over 100 poster sessions. Many departments support undergraduate and graduate research, providing students the structure for research, mentoring, and encouragement to present at annual meetings of their professional associations and at the national undergraduate research forum.

The *Charting the Future Final Report* calls for strengthening the research agenda and reassigning an assistant vice president position to be the Assistant Vice President for Research, Graduate, and Extended Studies. Under direction from the new position, the Sponsored Programs and Academic Research Center will be expanded to support all types and levels of research, regardless of funding source. CTF also calls for an investment in programs of instruction, research, and creative scholarship.

Figure 4.5. Student Research Development Programs

Program	Commitment
Honors Program	Research resulting in an Honors Thesis, including presentation at Research Day
McNair Scholars Program	Complete a research paper, which is published in the McNair Scholars Journal
Stryker Institute for Leadership Development	Complete an integrated academic/experiential learning project

The variety of scholarship and research across campus is a starting point for organizational and educational improvement. Research and scholarship allow faculty to keep current in their fields, thus strengthening the educational process and learning opportunities for students. Basic and applied research in a particular discipline informs specific curricular changes. Given the University’s educational mandate, much of the research conducted by faculty is pedagogical research that results in changes in teaching methods and curriculum at the University and in K-12 schools.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Component Overview

Driven by UNC’s mission, values, and goals, the General Education program meets the need to provide students breadth of knowledge through a liberal arts education, as well as support and rewards for intellectual inquiry. Components that contribute to the breadth of knowledge are freedom of inquiry, breadth of learning, effectiveness of the curriculum, and linkages between curricular and co-curricular activities. Success in General Education prepares students to be successful in degree areas, advanced study, and life.

Mission Guides General Education

UNC has a long-standing commitment to broad educational goals and to an environment supportive of independent inquiry and a life of learning. According to the [University mission documents](#) [Pres-2], “Graduates are educated in the Liberal

The Distinctive Organization

UNC is committed to improvement.

Scholarship and research on campus provide a starting point for organizational and educational improvement. Research and scholarship allow faculty to keep current in their fields, thus strengthening the educational process and learning opportunities for students. Basic and applied research in a particular discipline informs specific curricular changes.

Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.” The mission documents articulate that undergraduate students will acquire a solid foundation of general knowledge in the liberal arts and sciences; develop a lifelong commitment to scholarship and service; and master methods of inquiry to acquire deeper understanding of their discipline, and that graduate students will develop a commitment to scholarship and lifelong learning. These principles are reflected in the mission statement of the General Education program, as well as the mission statements of colleges, the University Libraries, and the Graduate School.

The mission of the [General Education program](#) [AA-6] is to foster the competencies and perspectives that enrich and enhance life experiences. It further states:

A liberal arts education extends beyond the teaching and learning of vocational skills and the acquisition of specialized knowledge to provide the skills and abilities that strengthen an individual’s capacity not only to make a living but to have a satisfying life. It promotes an understanding of circumstances and events that may exert a strong influence on the ability of others to read, hear, or understand your views even if they’ve done little to shape your own personal development before now.

Both internal and external forces are driving UNC to re-examine its General Education program. Externally, the Colorado Commission on Higher Education has established core learning competencies to be delivered through General Education programs. The University community, primarily faculty, must tailor the University’s offerings to match state requirements while also honoring the institution’s mission. Internally, changes to UNC’s General Education program were suggested in several Charting the Future (CTF) unit reports, as well as in several comments in Leadership Summits that were part of the CTF planning process. Many suggest that General Education has grown to a point where its focus has become diluted. General Education now comprises some 200 courses, some of which are perceived to be far afield from the program’s intent.

The Future-Oriented Organization

UNC is driven by its mission.

Charting the Future calls for a faculty-guided revision of General Education into a structure based on a core curriculum that operates throughout the four-year undergraduate experience. While the structure of General Education is being examined, the intent remains as articulated in the mission documents.

The [Charting the Future Transition Plan](#) [Pres-16] establishes a Commission on the University Experience, which will revise General Education into a structure based on a core curriculum that operates throughout the four-year undergraduate experience. Faculty will guide the effort to define the new core curriculum. The structure of General Education is being examined, but the intent remains as articulated in the mission documents. The new framework will build on the values and goals supported by the University mission. While maintaining a commitment to a liberal arts foundation, the new core curriculum will also be based on core curriculum competencies articulated at the state level by the Colorado Commission on Higher Education.

CTF also calls for closer integration of student support services into the curriculum. Many offices across campus, including Student Services, the Office of Multicultural Affairs, and the Department of Athletics, offer students opportunities to develop skills essential to their success in classes and in lifelong learning. The College of Arts

and Sciences offers students several options for [tutorial support](#) [A&S-41], including Supplemental Instruction, the Writing Center, and the Math Tutoring Center. The Center for Human Enrichment [MCA-2] holds [Cornerstone skills workshops](#) to enhance confidence, awareness of resources, and study and time management skills for students, faculty, and staff. As programs have developed to serve and support specialized groups of students, some redundant efforts have emerged. Student support services across various programs that are supported by multiple funding sources create a complex, inefficient system. Sharing initiatives and resources will result in expanded opportunities for student learning and inquiry.

The acquisition and dissemination of a breadth of knowledge is facilitated by the Board of Trustees, which espouses and supports freedom of inquiry. The [Board Policy Manual](#) [BOT-1] defines academic freedom as “the right to pursue and share ideas, information and knowledge without institutional or governmental interference.” Board policy emphasizes intellectual freedom as one of the University’s six values – along with academic integrity, excellence, teaching and learning, diversity of thought and culture, and equal opportunity. Implicit in the policy is the faculty member’s right to academic freedom in teaching, scholarly, and artistic activities, and in the dissemination of the results of those activities. The policy also outlines faculty responsibilities to practice intellectual honesty, demonstrate respect for students, protect students’ academic freedom, demonstrate respect for colleagues, and be effective teachers and scholars.

The [Student Rights and Responsibilities Handbook](#) [DOS-2] articulates students’ rights to information and freedom of inquiry, as well as their responsibilities. According to the handbook, UNC’s purpose is to provide an environment where students can develop into effective citizens and useful and productive members of society. The handbook states that opportunities and conditions in classrooms, on campus, and in the larger community affect the freedom to learn; that all members of the academic community share the responsibility to secure and respect general conditions conducive to the freedom to learn; and that students must exercise their freedom with maturity and responsibility.

General Education Fosters Lifelong Learning

UNC’s General Education program is the cornerstone for undergraduate education and fosters students’ intellectual inquiry and receptiveness to lifelong learning. Giving students a general education foundation is essential in allowing the University to fulfill its vision as “a student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research and a commitment to service.” It cultivates skills and abilities that enhance students’ personal, professional, and public lives and enables them to live and work in a changing world. Further, broad knowledge establishes a foundation for deeper experiences and provides links to upper-division and post-graduate opportunities such as internships, employment learning, graduate school, professional training, and continued service learning. UNC requires all undergraduate students to complete 40 hours of General Education, balanced among skill and content areas.

The Future-Oriented Organization

UNC focuses on the future of its constituents.

A general education foundation is essential in fulfilling the University's vision to promote "effective teaching, lifelong learning, the advancement of knowledge, research and a commitment to service." It cultivates skills and abilities that enhance students' lives and enables them to live and work in a changing world.

The skills and content components of the General Education program aim to provide the framework for lifelong learning and personal growth. They give students an understanding of and perspective on history, current events, and challenges. The foundation enhances students' abilities to make effective use of the knowledge they acquire in majors, minors, and other parts of their undergraduate program. An array of General Education course requirements is meant to enrich students' understanding of the world and provide the foundation for lifelong learning in areas that may not be the student's specialty. The skills areas are intended to help students master effective writing, learn to gather and interpret information, hone numerical skills and interpret data, and acquire knowledge and skills that lead to a healthy lifestyle. The content areas are intended to provide students an understanding of the historical framework of disciplines and interactions between them; research techniques; assessing validity of information; Western and non-Western cultures; the perspectives, contributions, and concerns of different ethnic, gender, and age groups; and issues in human welfare and survival.

General Education learning outcomes focus on whether UNC graduates have achieved a breadth of knowledge and skills fundamental to intellectual inquiry and a life of learning. Student success in acquiring a broad understanding is tested by performance in major and minor programs where techniques such as capstone courses, standardized tests, theses, projects, performances, exit interviews, or other culminating experiences demonstrate mastery of foundations as well as mastery of specific subjects.

General Education courses are reviewed regularly. The Dean of Arts and Sciences and the General Education Council, a standing committee of the Faculty Senate with University-wide representation, oversee General Education. The council requires all General Education faculty to state categories of learning outcomes on syllabi. In fall 2002, it began requiring [course-embedded assessment](#) [AA-23] of student performance in General Education courses to ensure development of appropriate skills and capacities. For General Education content programs, student outcome assessment profiles provide a framework for assessing students' knowledge base. The [Institutional Assessment Plan](#) [AA-5] requires programs to use at least two assessment techniques, such as a capstone course, standardized test, thesis, project, performance, exit interview, or other culminating experience.

Throughout UNC, programs link the undergraduate experience to post-graduate opportunities, such as employment learning, graduate school, professional training, and continued service learning. The General Education program demonstrates the emphasis on preparation for continued learning. Students are expected to demonstrate critical and creative thinking skills through unified, coherent papers; demonstrate the ability to change rhetorical strategies in conjunction with varying purposes, audiences, and content; demonstrate the ability to incorporate source material into writing; demonstrate the ability to structure essays coherently; and demonstrate knowledge and understanding of standard English usage.

The skills serve students well in other courses. Program areas beyond General Education also value breadth of learning. For example, the conceptual framework developed for programs that prepare education professionals endorses the view that the acquisition of a breadth of skills and an inquiry-based orientation is critical to their development. Graduate programs also ensure breadth of knowledge in a field of study by requiring that students use multiple research tools, and include faculty representatives from outside their field on dissertation committees. Doctoral minors and certification programs allow students to build expertise outside their primary focus.

The value of intellectual inquiry and academic freedom carry forward into upper division and graduate courses as well. Freedom of inquiry is demonstrated in a range of curricular offerings, research, seminars, and workshops, where external and internal presentations offer several perspectives. For example, “Continuous Inquiry for Renewal” is identified by the [College of Education Professional Education Unit \[COE-1\]](#) as one of the primary competencies for initial and advanced programs that prepare education professionals. As teacher-scholars, faculty encourage the free pursuit of learning in students and maintain high scholarly standards. They demonstrate respect for students as individuals and serve as intellectual guides and counselors. The colleges support intellectual freedom in their policies and practices.

The University also evaluates graduate students’ success in learning broad and discipline-specific skills. All graduate programs have a statement of purpose and final assessment measures such as comprehensive exams, theses or dissertations, research presentations, publications, and performances. As discussed in Criterion Three, graduate programs have several distinct methods for ensuring that students gain the necessary skills for final assessment. All students receive periodic feedback on their progress through class evaluations, comprehensive examinations, and individualized program assessment systems.

After students graduate, the University continues to collect information on their success. Surveys examine job placements, post-graduation internships, and acceptance into graduate programs. [Career Services annually surveys alumni](#) to measure their preparedness [CarServ-2]. Approximately 96% of respondents to the survey of 2001-02 graduates who earned bachelor’s degrees were employed or in graduate school one year after graduation.

Curricular/Co-Curricular Linkages

The University advocates links among curricular and co-curricular activities to give students opportunities to use knowledge beyond the classroom. Students are encouraged to make connections with the outside community – for academic credit and well as for personal development and community service.

Credit-generating opportunities include internships, volunteer work, field experiences, and practica, which provide students links between classroom intellectual and theoretical knowledge and practical, hands-on experience in the field. For

The Learning-Focused Organization

UNC creates the capacity for lifelong learning.

Students are encouraged to make connections with the outside community. Internships, volunteer work, field experiences, and practica provide links between classroom intellectual and theoretical knowledge and practical experience. Charting the Future identifies real-world experiences for students as an area for investment.

example, students in professional education programs are required to gain extensive internship experiences. Teacher education candidates spend more than 800 hours in pre-K-12 schools. The classroom experiences are linked to classes in the Professional Teacher Education Program. To accomplish this, the College of Education has developed partnerships with schools across northern Colorado. A major tenet of the college's conceptual framework is that the preparation of teachers is a collaborative enterprise with school-based professionals.

As an avenue to strengthening academic programs, one goal of the *University Plan 1999-2005* [Pres-1] was to increase experiential learning opportunities for undergraduate and graduate students including research, practica, internships, and other field based experiences. In response, Career Services hired an employer relations coordinator, who has developed hundreds of internships customized for UNC students. CTF maintains a commitment to giving students real-world experiences, and identifies it as an area for investment. The investment will facilitate scheduling of internships and service learning opportunities, students' transitions into careers, and related collaboration among the colleges.

Students are also active in the community through non-credit-generating initiatives such as student clubs and organizations that provide opportunities for service learning. Students are encouraged to contribute to the broader community in a socially responsible manner. Student Activities' Volunteer Link program connects students with volunteer opportunities at organizations and businesses in the community. UNC's community outreach and involvement is detailed in Criterion Five.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

Component Overview

The University faculty ensure that curriculum is current and relevant, in part by consulting outside the institution with groups that understand relationships between the curriculum and the world beyond the University. The curriculum gives students skills necessary to be successful and responsible in a diverse, global society. It strikes a balance between scholarship and practical application.

Current and Relevant Curriculum

Currency and relevance of courses and programs are assessed in comprehensive academic program reviews every five years. Accredited programs merge program review requirements and accreditation requirements, synchronizing the processes as much as possible. For example, in the College of Health and Human Sciences, some 80% of programs are reviewed by accrediting bodies that examine outcomes, relevancy, and future direction.

Program review includes a departmental self-study, a report on assessment, evaluation by an external consultant/reviewer, and designating a program review team to analyze the consultant's report and prepare the self-study report and recommendations. The consultant reviews a series of questions that encompass, among other criteria, the level of involvement of alumni, employers, and practicing professionals have in shaping the program. Goals for continual improvement, including updating segments of the curriculum, are part of program review. Between program reviews, departments must complete annual reports to show progress toward implementing self-study recommendations.

External constituent groups provide valuable input in assessing University programs. They are often engaged through surveys of alumni and employers and through membership on committees and advisory boards. In select curricular areas, practicing professionals are surveyed about the skills of recent graduates. Practicing professionals are sometimes guest lecturers or members of advisory boards and are asked to evaluate curricula and share perceptions of students' preparation for working in a diverse, global society.

For example, the Monfort College of Business seeks input on its curriculum from the Dean's Leadership Council, external business people, and leaders in other programs. In addition, the College of Education's Department of Educational Psychology has conducted a review of job announcements in the field and used results to inform graduate students of job trends, as well as to inform the graduate curriculum. Another example is the 2002 National Council for the Accreditation of Teacher Education review of the College of Education. The documentation prepared for the accreditation outlines the role of the Professional Education Unit in collaboratively developing curricula with faculty in the Colleges of Education, Arts and Sciences, Health and Human Sciences, and Performing and Visual Arts, as well as professional educators from partner schools.

Employer surveys also provide feedback on the relevance of curricula. The College of Education annually surveys teacher recruiters at the UNC Teacher Fair. Recruiters provide opinions on UNC students' interview performance as well as their views on the performance of UNC graduates working in their school districts.

Alumni surveys are a valuable source of information about how well the University is fulfilling its mission. Career Services conducts an annual alumni survey on post-graduate employment of alumni, and the Alumni Association periodically surveys alumni about their UNC experience. Several colleges and programs, including the Monfort College of Business, the Graduate School, and the School of Nursing, annually survey a sample of alumni to assess their perceptions of program quality and how well they were prepared for a career and/or graduate school. The Colorado Commission on Higher Education also annually surveys a sample of first-year teachers in Colorado to assess their perceptions on preparedness for teaching as well as student teaching and induction experiences.

The Distinctive Organization

UNC is self-reflective.

Program review includes evaluation by an external consultant who reviews the level of involvement of alumni, employers, and practicing professionals have in shaping the programs. External constituent groups are often engaged through alumni and employer surveys and membership on advisory boards.

Alumni survey results are valuable in revising curricula and tailoring support services to better meet student needs; however, they could be better coordinated to produce higher return rates and to streamline administrative efforts.

Skills for a Diverse Society

A rapidly changing, diverse society and globalization of the economy require students with both specialized training and the ability to adapt to changing environments. The [University mission documents](#) [Pres-2] state that UNC graduates are to be educated in the liberal arts tradition and professionally prepared for a life of work. Further, they state that the University values honesty, trust, fairness, respect, and responsibility in an environment in which diversity of thought and culture are respected and equal opportunity afforded. Additional emphasis on diversity is articulated in learning goals for undergraduates, which state that students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle. The goals are incorporated throughout students' academic careers, initially in the General Education program and, for upper-division and graduate students, in the major or graduate specialization area.

The mission of the [General Education program](#) [AA-6] is to foster the competencies and perspectives that enrich and enhance life experiences. The skills component of the General Education curriculum fosters students' growth in critical thinking, computer abilities, written, oral and graphic self-expression, and physical competence. Among the tenets of General Education are the need to acquire basic skills, expand intellectual and aesthetic horizons, and build the foundation for roles in family, workplace, community, and society. The content of the General Education curriculum aims to provide students with an understanding of the complexity of knowledge and of the multidisciplinary nature of understanding. In particular, interdisciplinary, multicultural, and international courses provide grounding in the nature of human experience and the importance of diversity in life's endeavors. Student outcome objectives identified in both the skills and content areas of General Education identify competencies that fulfill the program mission and give students skills to be successful in a diverse work force.

Students' work in their major areas also prepares them to live and work in a diverse world. Students learn skills that not only help them succeed in their academic careers, but also serve them after they leave the University. Some applied academic programs require students to master certain skills before they can proceed to the next level of study. Faculty expect students to master the knowledge and skills necessary for independent learning in applied programs. Other fields require students to do an internship or to complete a practicum or guided research project before earning a degree. In each, mechanisms are in place to gather and provide feedback to students on their preparation and performance. For example, the School of Nursing and the School of Sport and Exercise Science conduct competency reviews to measure students' progress toward outcomes. Students cannot progress in their coursework unless they demonstrate competency. Similarly, the College of Education uses a series of rubrics to assess the performance of teacher candidates in relation to the Colorado Model Content Teacher Standards. Classes in the Mon-

fort College of Business studying areas such as market research and small business counseling require students to do independent studies in businesses.

Professional skills and competencies are nurtured in content majors, graduate programs, and other units, and assessment profiles document student outcomes. For example, a goal of the [Center for Language Arts Education \[A&S-42\]](#) is to prepare teachers to work in communities with second-language learners. Central to the program is teaching future teachers to know a community and to work with its parents. Similarly, the College of Education's Professional Education Unit has developed a set of competencies for candidates in professional education programs. One of the guiding principles is that successful education professionals respect and respond to diversity in many forms – racial, ethnic, linguistic, gender, philosophical, cultural, socio-economic status, age, ability, and sexual orientation. The commitment is further demonstrated in content areas such as multidisciplinary programs for elementary teacher licensure. They provide students with an understanding of how different disciplines look at an issue. Music Education programs prepare students to maintain positive relationships with individuals from various social and ethnic groups, and to be empathetic with students and colleagues of different backgrounds.

Student services and campus activities also aim to raise awareness and acceptance of diversity. The [Office of Multicultural Affairs](#) advocates for under-represented populations and serves as a catalyst for student development and achievement, cultural competency, institutional equity, and diversity. Four campus cultural centers – Asian/Pacific American Student Services [MCA-1], Cesar Chavez Cultural Center [MCA-3], Marcus Garvey Center for Black Cultural Education [MCA-5], and Native American Student Services [MCA-6] – provide programming that enhances awareness of diverse cultures and social perspectives. As discussed in Criterion One, programs that focus on serving diverse students include the Center for Human Enrichment [MCA-2], the Gear-Up Program [MCA-8], the McNair Scholars Program [MCA-9], and the Cumbres teacher education program [MCA-4], among others. In addition, UNC clubs, organizations, and colleges and programs sponsor diversity awareness activities on campus. Recent examples of programs that reached out to the local community include Holocaust Awareness Week and a conference on ethnic stereotyping.

A campus community that fosters diversity is a fundamental goal of Charting the Future (CTF). The [Charting the Future Final Report \[Pres-3\]](#) outlines a plan to build a campus community that is inclusive and welcoming. One of its goals is to encourage understanding of and appreciation for different cultures and perspectives. CTF calls for the refinement of the University's incorporation of multicultural and international curriculum content and experiences in the core curriculum that will replace General Education. The final report notes: "Cultural diversity and diversity of thought will be integrated throughout the university experience, rather than treated as an 'add-on.'" The [Charting the Future Transition Plan \[Pres-16\]](#) calls for a two-part self-study on diversity to begin in summer 2004. The self-study will identify strengths and opportunities for improvement in the area of diversity cam-

pus-wide, focusing on a comprehensive evaluation of all student support services and exploring the extent of diversity-related activities in the University's academic programs.

Learning from a Diverse World

The University teaches students to be responsible participants in a diverse world, in part, by encouraging them to venture into the world before they graduate. Courses and certification programs in several colleges have community service requirements. Students in the School of Nursing are involved in community outreach, offering health clinics at local organizations. Psychology students are required to complete a field experience as part of their major. The National Association of Schools of Music requires undergraduate and graduate students in the School of Music to acquire real-world experience in addition to academic and philosophical foundations. Monfort College of Business is affiliated with American Humanics, which provides certification for students seeking careers in the nonprofit sector and requires them to do volunteer work. The *Charting the Future Final Report* suggests that the new core curriculum might include a service learning component for every student.

The Connected Organization

UNC creates a culture of service.

Students have many opportunities to participate in volunteer activities that teach social responsibility and establish links to the community. *Charting the Future* suggests that the new core curriculum might include a service learning component for every student.

Students also have many opportunities to participate in volunteer activities that teach social responsibility and establish links to the community. Through the [Office of Student Activities](#) [StAct-2], students may participate in programs such as the Volunteer Link, the Center for Peer Education, and Alternative Spring Break. The [Women's Resource Center](#) [Aux-5] encourages leadership as social responsibility, sponsoring campus and community outreach programs including Safe Week and Take Back the Night. The Student-Athlete Advisory Committee encourages student-athletes to be involved in campus and community projects.

The missions and assessment profiles of programs across colleges have explicitly stated learning outcomes aimed at instilling in students the skills and competencies necessary to be productive members of society. General Education and academic unit assessment plans identify core program standards that detail the knowledge, skills, and dispositions expected of each student. Evidence of success may include performance in capstone courses, preparation of documentation (thesis or dissertation), attaining specific scores on standardized tests or licensure exams, successful completion of student teaching, or other practicum or performance. For example, some Health and Human Sciences departments assess students' performance in internships using employers' evaluations of students' knowledge and skills. Other areas have community advisory boards that provide feedback on student preparation.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Component Overview

The University mission documents and Board policies explicitly state expectations for responsible acquisition, discovery, and use of knowledge by faculty, staff, and students. Clear policies and procedures govern academic behavior, research, and intellectual property rights. The University teaches students how to act responsibly, and faculty and staff model responsible behavior.

Clearly Defined Expectations for Integrity

The [University mission](#) [Pres-2] defines a clear expectation for faculty, staff, and students to act with integrity: “The University of Northern Colorado believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect and responsibility.” The [Board Policy Manual](#) [BOT-1] further details expectations for appropriate conduct. Board Policy 1-1-501 states that all University employees are expected to follow University policies and do their jobs “in compliance with the laws of the land, in a professionally competent and skillful manner, in accordance with the highest ethical standards.”

Student academic conduct is addressed in Board Policy 2-1-502, which states that students are to “conduct themselves in accordance with certain generally accepted norms of scholarship and professional behavior.” The policy notes: “Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.” It defines academic misconduct and sanctions, and states that academic misconduct, including plagiarism, cheating, fabrication, and facilitating others’ academic misconduct, is unacceptable.

The [Student Rights and Responsibilities Handbook](#) [DOS-2] presents the policies in a more accessible format and offers supporting information, such as a referral guide. The Dean of Students Office also maintains a [Web site on plagiarism](#) [DOS-4], including definitions, policies, and links to plagiarism detection software.

Professional ethics for faculty are defined in Board Policy 2-3-602, which states, in part: “They accept the obligation of exercising critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty.” The policy instructs faculty to make reasonable efforts to foster honest academic conduct, to encourage their students’ free pursuit of learning, to demonstrate the best scholarly standards, and to protect students’ academic freedom. The policy also defines faculty rights and responsibilities to colleagues, the institution, and society.

A policy addressing intellectual property (Board Policy 2-3-412) covers inventions, creations, trade or service marks, patented or copyrighted materials, or

The Distinctive Organization

UNC has an unambiguous mission.

Students, faculty, and staff adopted a student-initiated Honor Code that advances the values clearly defined in the University mission – honesty, trust, fairness, respect, and responsibility. The code is displayed across campus and shared with incoming students during orientation.

ideas the University determines to have commercial or intellectual value. The Board adopted the policy in 1993 and, working with the Faculty Senate, revised it in 2004. Board Policy 1-1-506 is also explicit in the University's expectation that employees read and understand the requirements for compliance with the copyright laws and regulations.

Students, faculty, and staff adopted a student-initiated *Honor Code* [DoS-3] in 2002-03, which advances the values found in the University mission – honesty, trust, fairness, respect, and responsibility. The *Honor Code* is displayed in classrooms and public areas on campus, and brochures are distributed to incoming students during orientation.

While the Board of Trustees has clearly defined the University's expectations for ethical academic conduct, related supporting policies are not as easy to access. Information regarding policy and procedures relating to responsible conduct, ethical guidelines for research, and principles of intellectual property and copyright compliance in print and digital environments is scattered across the University in local policies and procedures as well as on various Web sites. The University should consider a coordinated communication system in which all guidelines are compiled and available online, with links to college/departmental policies and procedures.

Teaching Students to be Responsible

Academic and student support realms of the University take responsibility for developing student skills and attitudes related to responsible use of knowledge. Students are expected to learn how to acquire and use knowledge responsibly, as well as the value of doing so. At different stages in their academic careers, students receive training in the responsible use of information and ethical research. Training is embedded in credit courses and occurs in workshops offered by various student support centers.

Students are instructed in the principles of copyright and avoiding plagiarism in *ENG 122–College Composition* and *ENG 123–College Research Paper*, as well as in research methods seminars. The Center for Human Enrichment [MCA-2] schedules six to eight free Cornerstone Academic Skills and Personal Development workshops conducted by UNC faculty and staff each semester. Recent topics include “The Value of Research in Different Fields,” “Student Dialogue on Diversity,” and “Test Taking Strategies.” Students who enroll in *LIB 150–Introduction to Undergraduate Research* learn how to locate, evaluate the integrity of, and cite various information resources. Plagiarism warning statements also appear on many course syllabi.

The proliferation of electronic information, the ease of file sharing, and the increased use of Web-assisted teaching modules, pose challenges for faculty, administrators, staff, and students in understanding copyright law and applications. In response, the University subscribed to an Internet plagiarism detection service, www.Turnitin.com, which faculty use as another means of teaching students about plagiarism. The Center for Professional Development and Outreach offers classes

on how to use the service and helps faculty create accounts where they submit papers or portions of papers, and in less than 24 hours, find out if the work is not original. Results come back with Internet links to copied material.

Colleges offer courses in ethics of particular fields. For example, the Monfort College of Business incorporates ethics into the curriculum of each course. Intercollegiate Athletics, as part of the [NCAA CHAMPS/Life Skills program](#) [Ext-22], requires freshmen and transfer athletes who receive grant or other financial aid to complete *HESA 210–Human Values*, an ethics course that addresses personal values, community outreach, nutrition, time management, valuable relationships, sexual responsibility, finances, substance abuse, loss and grief, and stress management. However, there is no systematic approach to ensure that students take classes that address ethics. In response, Charting the Future (CTF) suggests integration of ethics into the core curriculum.

Graduate programs require students to adhere to ethical codes of the discipline's professional association. For instance, programs in counseling, school psychology, and educational psychology ask students to learn and comply with the ethical codes of the American Psychological Association. The Graduate School has also compiled a *Thesis and Dissertation Manual* [GS-8] to assist graduate candidates in meeting the highest standards of professionalism and legal compliance, such as with copyright material.

Programs in Residence Life offer opportunities for seamless learning experiences that integrate a student's academic and non-academic life, helping students see the implications of the responsible use of knowledge. [Theme housing units](#) [AUX-18] and [Learning Communities](#) [A&S-3] provide opportunities for students to link their curricular and co-curricular activities. Learning Communities bring together students with common interests for General Education courses and encourage them to participate in related community activities. Students who participate in Learning Communities attend programs with required readings, discussion questions, and seminars that address ethical issues and social responsibility. CTF recognizes the specialized role of Learning Communities and proposes the possibility that all students would benefit from participation in a Learning Community as part of the core curriculum.

Practicing Academic Responsibility

The University has policies, procedures, and guidelines in place for faculty and students who are conducting research, whether they are using written sources, human subjects, or animals. Research at UNC is guided by policies aimed at ensuring integrity. Oversight to ensure the integrity of research and practice conducted by faculty and students is the responsibility of several entities, including the Sponsored Programs and Academic Research Center, the Institutional Review Board, the Institutional Animal Care and Use Committee, and individual units and programs. There are structures in place across the University vested with responsibility for ensuring that research, whether undertaken by faculty or students, is conducted appropriately and that it complies with the regulations of the University and the

granting agency. As students are offered opportunities to engage in research, organizations across campus provide them training in appropriate conduct of research. Faculty are expected to model responsible research practices for students.

The mission of the [Sponsored Programs and Academic Research Center](#) [SPARC-1] is to “nurture the research, scholarship and creative activity of UNC faculty staff and students... to promote and sustain responsible and ethical practices in scholarly activities and sponsored program administration; and to support the integration of the research, education and service missions of the University.” In support of its mission, the center sponsors many workshops and training sessions in addition to providing avenues for support of faculty research. The center coordinates compliance approvals required by some granting agencies, monitors budget expenditures for grant funds, and tracks reporting required by granting agencies. The [Charting the Future Final Report](#) [Pres-3] expands the role of the Sponsored Programs and Academic Research Center to include research at all levels and types, regardless of funding source.

The Learning-Focused Organization

UNC supports scholarship.

The Sponsored Programs and Academic Research Center offers workshops, coordinates compliance approvals required by some granting agencies, monitors budget expenditures for grant funds, and tracks reporting required by granting agencies. *Charting the Future* expands the center’s role to include research at all levels and types, regardless of funding source.

Approval is required before initiating a research project using human or animal subjects. Review boards establish guidelines and procedures for use of human and animal subjects. Research involving human participants is regulated by Board Policy 3-8-104, enacted to ensure that all research conforms to ethical standards. The [Institutional Review Board](#) [SPARC-2] develops procedures for research using human subjects as required by federal law and University policy. The board does not endorse particular research methods, but helps researchers meet objectives in ethically responsible ways.

Use of animals for research or instruction must be reviewed by the [Institutional Animal Care and Use Committee](#) [A&S-10] and follow procedures mandated by the regulations of various federal agencies. The University’s designated compliance officer ensures compliance with Institutional Animal Care and Use Committee regulations. Inspectors from the federal office make unannounced visits to campus to ensure the University’s compliance with established standards.

Colleges have internal procedures for reviewing grants before they are submitted, as well as mechanisms to track grants in progress. For example, the *MCB Faculty Handbook* provides direction for Business faculty regarding grants, awards, and summer research. The college’s Faculty Affairs Committee is responsible for monitoring faculty ethics, and the Student Affairs Committee monitors and polices student-related ethical issues.

Programs that sponsor student research, such as the Honors Program and the McNair Scholars Program, also have research review processes. Each student in the Honors Program works with a faculty advisor. The department Honors coordinator and the Honors director review and evaluate the Honors Program student’s thesis. The McNair Scholars Program uses faculty mentors to assist students during their research and uses independent faculty review boards to evaluate student research before publication in the *McNair Research Journal*.

Summary

Programs across the University engage faculty, administrators, staff, and students in learning and creating knowledge that contributes to a better understanding of the world. Central to the University's programs is teaching students how to apply the skills and knowledge they learn in the classroom. Through the General Education curriculum and in-depth study in a major, students learn to apply basic skills to complex analyses and become aware of the need to embrace diversity in the increasingly global world of study and work.

The University is committed to the acquisition and application of knowledge as reflected in the mission documents and Board policies. The University endeavors to instill integrity and responsibility into all aspects of University life so that faculty, staff, and students understand how to use information and create knowledge in a responsible manner. Faculty embrace scholarship and research and increasingly are engaging students in research. The campus community celebrates accomplishments of faculty, staff, and students.

The University seeks feedback from graduates and constituents through many channels to ensure that undergraduate and graduate curricula continue to be relevant and meet the needs of graduates in their careers and further learning. The University can continue to strengthen its culture of learning and further embrace research. *Charting the Future* establishes the framework within which UNC will excel in its charge to prepare graduates who study, work, and live as responsible citizens.

Strengths, Challenges, and Opportunities

Strength—*UNC is committed to a life of learning for faculty, administration, staff, and students.* The University's commitment to research, learning, and professional development is reflected in planning initiatives and budget allocation policies. Guidelines for budgetary decisions make instruction a priority by specifying that the University should dedicate 55% of its state-appropriated budget to instruction.

Opportunity—*Charting the Future identifies faculty and staff for investment and calls for the creation of a campus-wide Faculty and Staff Professional Development Center.* The center will consolidate limited resources to systematically provide faculty and staff training opportunities to enhance their knowledge and skills in instructional technology, leadership, and management. It will also play a vital role in preparing graduate students to serve in classrooms as graduate assistants and teaching assistants and for advising.

Strength—*UNC promotes a life of learning through research.* Faculty and students across disciplines conduct research. Master's and doctoral students conduct research as part of their academic programs and culminate their degrees with research for a thesis or dissertation. Increasingly, faculty engage undergraduates in both their own and independent research. Several programs actively promote undergraduate research.

Opportunity—*Charting the Future* calls for strengthening the research agenda and for an investment in programs of instruction, research, and creative scholarship. An assistant vice president position will be reassigned as Assistant Vice President for Research, Graduate, and Extended Studies and will oversee research activities. Under direction from the new position, the Sponsored Programs and Academic Research Center will be expanded to support all types and levels of research, regardless of funding source.

Strength—*UNC* has a long-standing commitment to broad educational goals and to an environment supportive of independent inquiry and a life of learning. The General Education program aims to provide the framework for lifelong learning and personal growth. A foundation of broad knowledge enhances students' abilities to make effective use of the knowledge they acquire in majors, minors, and other parts of their undergraduate program.

Challenge—*Both internal and external forces are driving UNC to re-examine its General Education program.* Externally, the Colorado Commission on Higher Education has established core learning competencies to be delivered through General Education programs. The University must tailor its offerings to match state requirements while honoring the University mission. Internally, many suggest that General Education has grown to a point where its focus has become diluted. General Education now comprises some 200 courses, some of which are perceived to be far afield from the program's intent.

Opportunity—*Charting the Future* establishes a Commission on the University Experience to revise General Education into a structure based on a core curriculum that operates throughout the four-year undergraduate experience. Faculty will guide the effort to define the new core curriculum. The new framework will build on the values and goals supported by the University mission. While maintaining a commitment to a liberal arts foundation, the new core curriculum will also be based on core curriculum competencies articulated at the state level by the Colorado Commission on Higher Education.

Strength—*Many offices across campus offer students opportunities to develop skills essential to their success in classes and in lifelong learning.* For example, the College of Arts and Sciences offers students tutorial options including Supplemental Instruction, the Writing Center, and the Math Tutoring Center. The Center for Human Enrichment holds skills workshops to enhance confidence, awareness of resources, and study and time management skills for students, faculty, and staff.

Challenge—*As programs have developed to serve and support specialized groups of students, some redundant efforts have emerged.* Student support services across various programs that are supported by multiple funding sources create a complex, inefficient system.

Opportunity—*Charting the Future* calls for closer integration of student support services into the curriculum. Sharing initiatives and resources will result in expanded opportunities for student learning and inquiry.

Strength—*Students are encouraged to make connections outside the University – for academic credit and well as for personal development and community service.* As a means of strengthening academic programs, the *University Plan 1999-2005* worked to increase experiential learning opportunities for undergraduate and graduate students including research, practica, internship, and other field based experiences.

Opportunity—*Charting the Future maintains a commitment to giving students real-world experiences, and identifies it as an area for investment.* The investment will facilitate scheduling of internships and service learning opportunities, students' transitions into careers, and related collaboration among the colleges.

Strength—*External constituent groups provide valuable input in assessing University programs.* They are often engaged through surveys of alumni and employers and through membership on committees and advisory boards. Practicing professionals are surveyed about recent graduates' skills and their perceptions of graduates' preparation for working in a diverse, global society. Alumni are surveyed about how well their preparation is serving them.

Challenge—*Alumni and constituent surveys are conducted by departments, colleges, and University administrative units for various purposes.* Surveys could be better coordinated to produce higher return rates and to streamline administrative efforts.

Opportunity—*Charting the Future calls for the refinement of the University's incorporation of multicultural and international curriculum content and experiences in the core curriculum that will replace general education.* A self-study on diversity will explore the extent of diversity-related activities in the University's academic programs, as well as identify campus-wide strengths and opportunities for improvement in diversity and evaluate all student support services.

Strength—*The University mission defines a clear expectation for faculty, staff, and students to act with integrity.* Students, faculty, and staff adopted a student-initiated *Honor Code* in 2002-03, which advances the values found in the University mission.

Challenge—*While the University's expectations for ethical academic conduct are clear, related supporting policies are not as easy to access.* Information regarding policy and procedures relating to responsible conduct, ethical guidelines for research, and principles of intellectual property and copyright compliance in print and digital environments is scattered across the University in local policies and procedures as well as on various Web sites. A centralized system for communicating guidelines would help campus keep abreast of changes.

Strength—*The acquisition and dissemination of a breadth of knowledge is facilitated by the Board of Trustees, which espouses and supports freedom of inquiry.* Board policies clearly define academic freedom and related responsibilities for both faculty and students.

Challenge—*Students need consistent opportunities to participate in activities outside the University that help them tie what they learn in the classroom to real-world experiences,*

Criterion Four

*Acquisition, Discovery, and Application
of Knowledge*



teach them social responsibility, and help them establish links to the community. There is no systematic approach to ensure that students take advantage of internship and service learning opportunities.

Opportunity—*Charting the Future recognizes the specialized roles of Learning Communities, service learning, and ethics in the curriculum.* Charting the Future proposes the possibility that all students would benefit from participation in a Learning Community as part of the core curriculum, that the new core curriculum might include a service learning component for every student, and that ethics might be integrated into the core curriculum.