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Criterion Five

Engagement and Service



Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

In addition to a [mission](#) [Pres-2] to offer a comprehensive array of baccalaureate, master's, and doctoral degrees, and to meet statewide needs for education professionals, 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.” The University understands its constituencies, and listens to their needs. Outreach activities, derived from the University mission, enhance the economy and quality of life in the community, state, and region.

The University has many constituencies. Criterion One detailed each college's constituencies and their relation to the University mission. Criterion Five will examine UNC's relationships with key constituencies served by broad University efforts – students, alumni, the local and state community, and groups that look to UNC for expertise and professional development, particularly educators and those in health-care professions. UNC works to serve the common good with outreach and service activities directed toward key constituencies. As a result, engagement and service activities are integral to University programs. They range from large-scale to individual programs and service learning activities.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Component Overview

The University mission documents and available resources shape its commitments to constituents. The University's understanding of its capacity is fundamental to serving constituents. It is important for the University to understand the changes in its constituencies and their needs.

The Distinctive Organization

UNC has an unambiguous mission.

The University's distinct mission to deliver programs for education professionals statewide provides a natural focal point for service and outreach activities. UNC has partnerships with schools in five northern Colorado districts, off-campus programs to train education professionals, institutes that provide professional development opportunities, and associations with organizations that focus on educational advancement and reform.

Mission and Resources Shape Commitments

The University's distinct mission to deliver programs for education professionals statewide provides a natural focal point for service and outreach activities. The University's historical and statutory mission requires it to serve schools and education professionals in Colorado and beyond. It does so in a variety of ways, including partnerships with schools across five districts in northern Colorado, off-campus programs to train education professionals, institutes that provide professional development opportunities, and association with organizations that focus on educational advancement and reform.

Almost 20 percent of the bachelor's degrees UNC awarded in 2003-03 were to students who completed a teacher licensure program, and more than half of the master's and doctoral degrees awarded were to students studying in the College of Education. UNC students training to be educators are clearly a vital constituency for the University.

The University mission documents also address its commitment to "distinctive service to society." That commitment, in turn, enhances educational programs. Mission documents state: "UNC faculty, at both the graduate and undergraduate levels, subscribe to a teacher/scholar model in which excellence in instruction is complemented by activities in scholarship and service."

Providing distinctive service to society does not mean that the University can strive to be all things to all people. On the contrary, limited funds demand a sharp focus. One of the fundamental purposes of Charting the Future (CTF) is to ensure that focus. During the CTF process, every function of UNC has been subject to scrutiny with regard to its place in the organizational structure, its relation to the University mission, and its potential. The *Charting the Future Final Report* [Pres-3] notes a premise of the planning process was that: "Every expenditure would be an investment in the education of students and the advancement of society, not merely an expense on one side of a ledger."

Understanding Changing Needs

The University's attention to societal, economic, and academic trends (as discussed in Criterion Two) is helpful in predicting trends that may affect the needs of its constituencies. For example, changing economic conditions may affect the ratio of full-time students to those who attend UNC part-time or supplement their class schedule with online courses to accommodate part-time work. Demographics, such as the average age of the workforce, may affect hiring trends for recent graduates. Changes in licensure and certification requirements necessitate changes in the University's professional development programs.

Gathering information directly from constituents is equally valuable. The University and the colleges rely on surveys and advisory boards that represent constituencies. For example, the [College Transition Center](#) [Reg-1] gathers information about student services and support from current and prospective students and their parents. Arts programs regularly survey audiences on the quality of offerings. The [Alumni](#)

[Association](#) [Alum-2] and *Spectrum* magazine [Alum-3], the University's Alumni publication, help alumni and friends stay connected to the University, enhancing the lifelong value of the UNC experience. Periodic alumni surveys and *Spectrum* readership surveys also help gauge the needs of alumni. Effective surveying of constituents is particularly valuable in a region like northern Colorado, which has a rapidly growing population.

UNC programs for education professionals are particularly successful in listening to constituencies' changing needs. Much of the work done in UNC's teacher preparation programs serves as a national model, particularly collaborative efforts such as its partner school program. The program is a significant shift from an earlier teacher preparation model, in which candidates did the bulk of their preparation on campus before student teaching their last semester. In a mid-1990s effort to improve teacher education programs, leadership at the University enlisted the help of principals and superintendents of schools where student teachers worked. The result was a greater emphasis on the field experience portion of the program.

Now, teacher candidates start to work in the school as early as the first semester of their junior year. State-level teacher licensure requires 800 pre-service hours, which are completed at partner schools where mentor teachers work with the students and provide feedback to supervising faculty on issues related to teacher preparation. The assessment serves to continually improve the program as feedback from teachers and teacher candidates has been used to change curricular aspects of student teacher preparation. Increasing the amount of time prospective teachers spend in the classroom improves their understanding of how to apply their college classroom knowledge to K-12 classrooms. It had the added benefit of further engaging mentor teachers with University faculty and programs.

Education programs monitor and respond to demographic changes. Changing demographics in Colorado mean greater diversity in schools, which the college addresses with special programs aimed both at UNC students and educators already in the field. In 1996, a group of UNC's Hispanic alumni concerned about the high dropout rate among Hispanic high school students proposed a program that would encourage more university students to become teachers with state endorsement in bilingual education or English as a Second Language. The program was named [Cumbres](#) (peaks in Spanish). The expectation was that Cumbres [MCA-4] graduates, who were predominantly Hispanic, would also be role models for students. The program, now entering its ninth year, graduates 25-30 students each year and has alumni in districts around Colorado. Its success has led to Cumbres partnerships with specific school districts, which encourage and sometimes pay for students to complete the program and return to the district to teach.

UNC's [Center for Urban Education](#) [CPDO-2] in Denver also demonstrates a response to needs of a changing constituency. The program gives teacher's aides, mostly from Denver Public Schools, the opportunity to take intensive, accelerated coursework on their way to teacher licensure. The teachers train specifically to work in K-12 schools in urban areas. The program came about in 2000, when

The Future-Oriented Organization

UNC focuses on the future of constituents.

Attention to societal, economic, and academic trends helps UNC predict trends that may affect its constituencies. Economic conditions may affect the ratio of full-time students to those who attend UNC part-time or supplement class schedules with online courses to accommodate part-time work. Demographics may affect hiring trends for graduates. Professional development programs must reflect changes in licensure and certification requirements.

a former superintendent of Denver Public Schools, concerned about the lack of teacher training specific to urban schools, proposed to UNC leadership a special program to fill the void. The program, sustained largely by private gift support, graduated its first cohort in spring 2004.

Other programs across the state and region address changing professional development needs of educators. The [Tointon Institute for Educational Change](#) [CoE-5] provides statewide leadership training to K-12 principals, teachers, and administrators through leadership academies, serving more than 500 educators last year. The [Mathematics and Science Teaching Institute](#) [A&S-7] provides services to K-12 teachers through a hotline connection to expertise in various fields and through curriculum support.

The College of Education's [National Center on Low-Incidence Disabilities](#) [CoE-6] and its [Bresnahan-Halstead Center on Mental Retardation and Developmental Disabilities](#) [CoE-8] provide opportunities for learning and service to those who are blind, deaf, or cognitively delayed. Faculty and college leadership listened to the growing need for research, services, and teacher training in the field. The Bresnahan-Halstead Center was established with private gift support. The National Center on Low-Incidence Disabilities leveraged grant money to receive federal funding that allowed it to take its specialized mission in research, service, and teacher training to a national constituency, helping to meet significant unmet needs in the field.

Successful response to change is also evident in UNC's College of Health and Human Sciences programs for health care professionals. The college's [Rocky Mountain Cancer Rehabilitation Institute](#) [HHS-6] provides prescriptive exercise and dietary intervention to recovering cancer patients. The field is relatively new. As cancer survival rates increase, there are a lack of knowledge and services for recovering patients. Health and Human Sciences faculty formed a partnership with a local physician to explore ways to improve quality of life for cancer survivors. They established a research agenda and began training students to work with the specialized group. The physician used her network to encourage her peers to refer patients to the center. The effort led to a significant influx of patients. The center quickly outgrew its facility, which led faculty and college administration to seek external funds. UNC received a \$2.4 million federal earmark to build a new facility. The institute now resides in the Ben Nighthorse Campbell Center for Health and Human Sciences and serves some 60 clients annually, while training master's and doctoral students in the field and conducting research on the effects of diet and exercise on recovery from cancer.

The [Speech and Audiology Clinic](#) [HHS-13] in the Department of Communication Disorders provides diagnostic and rehabilitative services to clients of any age who have aural or oral difficulties ranging from mild to severe. The department recognized that its clients were not always able to travel to campus for services in the clinic, so it sought private gift support for a specially equipped van to visit industrial work sites and community health fairs, offering diagnostic services.

Changing needs of the University's student constituency also drive changes in UNC programs. For example, the [Rural Education Access Program](#) [CPDO-3] is a collaboration between UNC and several community colleges to deliver complete degrees, as well as elementary and secondary teacher licensure programs, to students from rural areas. The College of Education offers day, evening, summer, and weekend programs, as well as classes through nontraditional formats including online and distance education classes. Approximately 13,000 candidates annually attend classes at Greeley, Denver, and Colorado Springs campuses and online. Some 60 off-campus courses are offered each semester with more than 1,900 candidates enrolled.

The Office of Extended Studies, through the [Center for Professional Development and Outreach](#) [CPDO-1], has coordinated much of UNC's response to the educational needs of external constituencies. Extended Studies staff, working with academic units, assesses academic degree and non-degree professional development needs. Assessments have resulted in new programs that include a master's in Public Health, Principal Licensure, the RN to BSN program, and the Distance Dietetic Program.

Extended Studies offers more than 40 programs statewide for degree-seeking students. More than 850 students are enrolled in degree-seeking programs, which include master's programs in Speech-Language Pathology, Sport Administration, Education Technology/Media/School Library, Early Childhood Education, Principal Licensure, Urban Education, Special Education, and Reading. The programs offer a combination of online instruction and instruction in Denver, Colorado Springs, Sterling, Fort Morgan, Durango, and Grand Junction. In 2000-01, more than 23,158 credit hours were completed through these programs.

Extended Studies also offers 20 cash-funded programs online and at locations including Denver, Colorado Springs, and Grand Junction. Cash funded programs offer a flat tuition rate regardless of residency and include graduate degrees in Community Counseling, School Counseling, School Psychology, Speech Language Pathology, and Public Health. Approximately 360 students are enrolled in the cash funded programs, with 252 FTE generated during 2001-02.

While Extended Studies activities reach across the state and beyond to meet a variety of needs, greater coordination among programs and processes is needed. A more systematic effort to better understand the growing constituency of students who want to take online, distance education, and off-campus programs from UNC is also important. CTF identifies Extended Studies as an area for investment.

CTF calls for reassignment of an assistant vice president position to create an Assistant Vice President of Research, Graduate, and Extended Studies, who will oversee Extended Studies programs now offered through the Center for Professional Development and Outreach. The *Charting the Future Final Report* notes: "Given the changing student clientele, extended studies should become an integral part of the university's efforts. Coordination of these programs through an AVP

will enhance their development by providing credible support for these academic functions.” Academic planning detailed in CTF calls for an integration of campus and off-campus programs, which will be planned and delivered by academic units, supervised by college deans, and coordinated with the Assistant Vice President of Research, Graduate, and Extended Studies.

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Component Overview

The University structure helps it connect with constituents in ways that meet constituent and University needs. University planning processes lead to ongoing engagement and recognition of the institution’s important role in the life of its constituents in the community, the state, and beyond.

Organizational Structure Fosters Connections

The University’s organizational structure encourages connections with the institution’s constituencies. That structure is driven by the University mission and by UNC’s promise to students that they will receive a solid liberal arts foundation, professional preparation, and real-world experience. The latter two require engagement outside the walls of the institution. An understanding of that commitment pervades the organization. The *University Plan 1999-2005* [Pres-1] made real-world experience for students a priority. The *Charting the Future Final Report* [Pres-3] maintains that priority by identifying it as an area for investment.

The Connected Organization

UNC serves constituents.

The University’s organizational structure encourages connections with the institution’s constituencies. Programs across campus have established internship and service learning programs that benefit both students and external constituents. The University is working to strengthen structures that meet the needs of off-campus students.

Programs across campus have established internship and service learning programs that benefit both students and external constituents. The College of Education’s partner school program, described in Core Component 5a, is a vivid example. The School of Nursing has formal agreements to place students for clinical practice in hospitals across the region, including North Colorado Medical Center, McKee Medical Center, and Poudre Valley Hospital. The *Speech-Language Pathology and Audiology Clinic* [HHS-13] in the College of Health and Human Sciences is both a non-profit clinic and a training program for UNC graduate students. Internships are widespread in other areas of campus, from History majors who work in Rocky Mountain National Park museums, to business students who work in the State Farm Insurance regional office. Each college has internship affiliation agreements that provide students with hands-on experiences in facilities throughout the state and nation. The College of Health and Human Sciences, for example, has affiliation agreements [HHS-24] with more than 425 facilities and organizations in 37 states, Washington, D.C., Taiwan, and Egypt.

Programs are able to initiate successful partnerships in part because they understand the types of activities that would benefit students, and they have expertise to assess potential partners for a good match. However, since the majority of these

partnerships and services emanate from the program level, it is clear that the University will need to frequently assess the scope and the purpose of outreach activities to determine appropriateness and effectiveness.

UNC's [Career Services](#) [CarServ-1] counselors help students identify career goals, prepare resumes, practice interviewing, find internships, write learning objectives for internships, network, and use the Internet. An online internship search and application service, netWORK, is available free of charge to all UNC students. By fall 2004, all students will automatically be registered to use the system when they register for classes. The Career Services Resource Center also maintains employer files, and many faculty and departments post internships. If students can't find internships to meet their needs, Career Services helps them create one. Career Services hosts workshops throughout the year and sponsors five annual job/internship fairs.

The University is working to strengthen structures that meet the needs of off-campus students. Distance education offerings include more than 40 programs for degree-seeking students and many online classes, which continue to grow. Yet *Charting the Future* (CTF) identified distance education and off-campus programs as an area that requires attention. The *Charting the Future Final Report* notes: "Much of our off-campus efforts operate in isolation from the rest of the institution. We can no longer afford to treat off-campus and distance education as an addendum and a sideline source of revenue."

Meeting the needs of working professionals continues to be a strong focus for UNC. Structures to address needs for particular areas of expertise are in place through the following institutes:

- The [Tointon Institute for Educational Change](#) offers intensive leadership training for superintendents, principals, assistant principals, and teachers [CoE-5].
- The [Bresnahan-Halstead Center for Mental Retardation and Developmental Disabilities](#) focuses on research, training projects, and scholarship to advance knowledge and quality care for people with developmental disabilities [CoE-8].
- The [Hewitt Institute for History and Social Science Education](#) provides curriculum support and training for K-12 History and Social Studies teachers [A&S-4].
- The [Mathematics and Science Teaching Institute](#) is a resource for K-12 teachers by serving as a clearinghouse for connecting teachers and experts in Math and Science-related areas [A&S-7].
- The [Center for Language Arts Education](#) supports Language Arts education in K-12 Colorado schools and at the University [A&S-42].
- [National Center for Low-Incidence Disabilities](#) works with educators and families to provide training, research, and information in the areas of blindness, deafness, and cognitive delays [CoE-6].

The Connected Organization

UNC collaborates.

Community advisory boards, comprised of both experts and laypersons, meet regularly to give UNC programs feedback that helps the University respond to the changing needs of its students and the community.

Community advisory boards, comprised of both experts and laypersons, also meet regularly to provide UNC programs with feedback that helps the University respond to the changing needs of its students and the community. Community advisory boards include the [College of Performing and Visual Arts Community Advisory Board \[PVA-1\]](#), [Friends of the Michener Libraries \[ULIB-7\]](#), advisory boards for the cultural centers [MCA-7], and the College of Business Advisory Board [MCB-1], among others.

The UNC Alumni Association [Alum-2] serves the institution's 110,000 alumni of record with a variety of programs and services. It offers career counseling and resume services for a nominal fee. The association contributes to the production of *Spectrum*, UNC's 80,000-circulation magazine [Alum-3] that keeps alumni apprised of activities on campus and achievements of UNC graduates. The Association also facilitates special events across the state, class reunions, and special events such as Homecoming. It hosts the [Alumni Association Web site \[Alum-2\]](#), which is a primary communication vehicle for alumni.

The University also participates in a partnership with the northern Colorado Latino Chamber of Commerce, and a University representative serves on the Greeley Human Relations Commission, which works to make the community more inclusive. UNC supports a number of programs that respond to diverse constituencies' educational needs. For example:

- The [McNair Program \[MCA-9\]](#) prepares high-achieving first generation/ low income and/or underrepresented college students for graduate study, thus building the potential for a community of minority professionals within the state.
- The [GEAR UP program \[MCA-8\]](#) helps middle school and senior high school students prepare academically and financially to enter and succeed in college.
- The [Ohana 80631 program \[MCA-1\]](#) is a joint program of the Asian/ Pacific American Student Services and UNC Alumni Association that pairs students from Hawaii, UNC's largest feeder state, with volunteers in the northern Colorado community. Volunteers serve as resources and mentors to make the transition from Hawaii to UNC easier for Hawaiian students.
- The [Stryker Leadership Development program \[Aux-3\]](#) targets non-traditional or minority students.
- The [Center for Urban Education \[CPDO-2\]](#) recruits inner-city teachers' aides to pursue careers as teachers.

Reorganization of the Division of University Affairs to create the Division of University Advancement also speaks to the University's commitment to foster connections with constituents. The change was made in part to reflect a greater emphasis on UNC's connection to the community. The Vice President for University Advancement now meets regularly with an Advancement Committee that has cross-campus representation from areas with an external focus. One of the committee's activities

is to develop and nurture connections among the University's various internal and external communities. For example, the committee brought together a community working-group of professionals in communications from entities including the local school district, the cities of Greeley and Evans, the Convention and Visitors Bureau, and Aims Community College. The group collaborates on items of mutual interest and benefit, and recently launched an online community calendar that draws information from each entity's electronic calendar.

Planning Furthers Ongoing Engagement

Planning processes throughout the University promote ongoing activities that fulfill the University's vision be a student-centered institution that promotes a commitment to service. A guiding principle for CTF has been that the planning process be "mindful of the various communities that the University serves and those that shape our fate." *The Charting the Future Final Report* notes that planning should identify opportunities for engagement in vital public issues and effective public service, among several other targets for opportunities.

CTF keeps a sharp focus on the constituency at the heart of the University – students. Academic planning will continue to focus on instruction and will include taking stock of degree programs during the 2004-05 transition year. Review will consider programs' centrality to the mission, quality, efficiency, and demand. In particular, the University anticipates increased demand for extended studies programs. Immediate planning needs include addressing how the University can support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.

Planning drives priorities for allocation of scarce resources and helps the University invest in long-term successes. Outreach programs are subject to continual review to examine their appropriateness and effectiveness. Budget support for programs is reviewed each year as part of the University-wide budget planning process. Additionally, outreach programs are reviewed during comprehensive program reviews and through accreditation processes. In some cases, programs are revised or re-aligned. In other cases, partnerships are sought to support initiatives. In some cases, programs are discontinued.

For example, because of low enrollment, the online bachelor's degree in Applied Science will be discontinued after its current students have graduated. Review of expenses for UNC's summer sessions led to discontinuing UNC's Summer Concerts Under the Stars series because of budgetary constraints and rising production costs. The University's Laboratory School was made a charter school after review determined it no longer served as the primary site for student field experiences and student teaching. As planning efforts focused on directing 55% of state-allocated resources to instruction, UNC made the Laboratory School independent and sold the broadcast license for KUNC, the campus-based radio station.

Simultaneously, UNC has sought to initiate new outreach programs that serve campus and community, and are feasible within current fiscal constraints. The

The Connected Organization

UNC creates a culture of service.

Planning processes throughout the University promote ongoing activities that fulfill the University's vision be a student-centered institution that promotes a commitment to service. *Charting the Future* has been mindful of the communities the University serves and those that shape its fate. Future planning efforts will identify opportunities for engagement in vital public issues and effective public service.

University's Community Connections series hosts lectures and debates on issues of economic and social importance to the community and region, including water usage, a ballot initiative on a bilingual education amendment, and enhancing opportunities for minorities in higher education. The College of Performing and Visual Arts Children's Theatre program, new in 2001 and expanded in 2002, offers the area's only theater program that targets young audiences. More than 2,000 students attended the spring 2003 production of "Charlotte's Web."

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Component Overview

The University maintains policies that allow it to successfully manage engagement with constituencies who depend on it. UNC's care in identifying constituencies that are compatible with its mission and making commitments that can be accomplished with available resources helps sustain collaborations. The collaborations are mutually beneficial to the University and its partners.

Policies Promote Engagement

UNC is mindful of its student constituency. Statewide and regionally, the University offers degree programs in education and professional fields through a variety of instructional formats. Agreements with other institutions of higher education help create pathways for students to take advantage of multiple learning opportunities.

UNC's transfer policies [Adm-3] demonstrate its commitment to the Colorado Commission on Higher Education emphasis on helping students pursue educational opportunities in a variety of ways and at an array of institutions. At the policy level, a 60-credit transfer policy ensures that any student who receives an associate's degree from a two-year Colorado institution can transfer to a state-supported four-year academic institution as a junior and receive a bachelor's degree with 60 additional credits. A common course numbering system of general education courses allows for consistent transfer of credits across community colleges and universities. An International Baccalaureate Program ensures consistent statewide policies on acceptance of college-level course work earned in high school, and the Advanced Placement Program offers high school students the opportunity to earn college credits before full-time enrollment.

UNC maintains articulation agreements with other institutions of higher education to facilitate transfer to UNC. In addition to following the Colorado Commission on Higher Education's transfer policy, UNC has several program-level articulation agreements. For example, UNC's doctoral Rehabilitation program has an agreement with the San Diego State University master's Rehabilitation program that allows master's students to transfer 30 credits toward the UNC doctoral program.

The Future-Oriented Organization

UNC understands social and economic change.

UNC's transfer policies demonstrate its commitment to helping students pursue educational opportunities in a variety of ways and at an array of institutions. UNC maintains articulation agreements with two- and four-year institutions to facilitate transfer to UNC.

UNC's [Center for International Education](#) [ISS-1] and the International Student Exchange Program [ISS-2] also help visiting international students and UNC students studying abroad with transferring credits.

UNC is part of the [Western Interstate Commission for Higher Education](#) [EXT-18], which works with its 15 member states to ensure access and excellence in higher education for their residents. The commission sponsors the [Western Undergraduate Exchange](#) [EXT-20], which allows undergraduate residents of the 15 states to pay 150% of the resident tuition cost at participating institutions. The commission also provides access to graduate programs not available in a student's home state at a reduced tuition rate. UNC's concurrent enrollment program also allows UNC students to enroll simultaneously at [Aims Community College](#) [EXT-26] or [Colorado State University](#) [EXT-50].

Multiple UNC entities ensure that partnerships and contractual arrangements maintain standards of integrity. The [Sponsored Programs and Academic Research Center](#) [SPARC-1] oversees grant agreements and research programs funded by governmental agencies and other external sources. The [Institutional Review Board](#) [SPARC-2] reviews all research activities involving human subjects, and ensures integrity and safety in those activities. The [Institutional Animal Care and Use Committee](#) [A&S-16] reviews all research activities involving animal subjects to ensure appropriate, humane treatment. In addition, all contractual arrangements are reviewed by an officer of the University and General Counsel to ensure that requirements of Colorado state law are met.

Mutually Beneficial Partnerships

A learning, dynamic university must connect students with a variety of learning communities for the mutual benefit of the student and the community. UNC fosters co-curricular activities that provide students and faculty with opportunities to expand learning and to address the needs of external communities.

As it builds connections, the University listens to constituencies' needs. In keeping with its mission to prepare education professionals, UNC is particularly responsive to K-12 education. Partnerships with K-12 schools are symbiotic. Recent examples include:

- A collaborative committee of K-12 administrators and staff and UNC faculty created a program to address new performance-based standards for Colorado teachers and requirements for more field experiences.
- UNC's Elementary Professional Teacher Education Program (PTEP) works in collaboration with school districts across the northern Colorado region and involves 35 elementary schools. Each school has a site coordinator who works with UNC's Elementary PTEP coordinator to implement and evaluate the program [CoE-4].
- Professional Education Unit Partner School Faculty Teams create and present seminars on program issues and secondary school experiences,

The Connected Organization

UNC collaborates.

UNC is part of the Western Interstate Commission for Higher Education, which works with its 15 member states to ensure access and excellence in higher education for their residents. UNC's concurrent enrollment program allows UNC students to enroll simultaneously at Aims Community College or Colorado State University.

such as program portfolio development and classroom management, to cohort groups. In addition to working with teacher candidates in their school-based classrooms, faculty members from the partner schools present specialty seminars and serve on governance committees within the Secondary PTEP.

- The Professional Education Unit and Weld County School District 6 entered into a Literacy Collaborative project. The Elementary PTEP coordinator and the district tutorial coordinator developed a field experience called “Literacy Interns.” Ninety teacher candidates were trained and placed in 13 schools to provide literacy tutoring for students. The project has been continued as the initial field experience for UNC sophomores training to be teachers. The project provides more than 2,000 hours of literacy tutoring each semester in several culturally and linguistically diverse schools.
- In a school-based professional development academy created with grant funds, University faculty joined partner district coordinators and master teachers to provide staff development for 70 teachers and 12 teacher candidates in best practices in Sheltered English, vocabulary instruction, using writing to learn mathematics, and Six Traits Writing.
- The College of Education also participates in the [Colorado Partnership for Educational Renewal \(CoPER\)](#) [EXT-32], a consortium of school districts, universities, and community colleges, as well as a branch of the [National Network for Educational Renewal \(NNER\)](#) [EXT-33]. Partner districts and unit membership in CoPER have provided ongoing opportunities for professional development in creating equitable classroom practices, and advancing leadership and inquiry in the Leadership Associate Program [EXT-35]. The programs reflect on educational policy, lead Socratic seminars, recruit future teachers, provide scholarships to under-represented groups, and create induction programs with qualified mentors.

In response to state and regional public health needs, the College of Health and Human Sciences is collaborating with Colorado State University and the University of Colorado to create a jointly supported School of Public Health. The mission of the school is to address training, certification, and continuing education for public health workers in the state and region.

The University participates in a variety of partnerships that focus on shared educational, economic, and social goals. UNC hosts the Business Plus [Found-2] series, which features nationally known business leaders who speak to campus and community leaders. The speakers also spend at least a day visiting Business classes in the Monfort College of Business. UNC partners with Aims Community College and the Greeley Tribune for a career fair that draws employers and prospective employees from around the region. UNC’s annual [Teacher Employment Days](#)

The Connected Organization

UNC collaborates.

The University participates in a variety of partnerships that focus on shared educational, economic, and social goals. UNC’s Monfort College of Business and Banner Health recently began a leadership training partnership. The college hosts executive leadership training programs for Banner, and in return, Banner has agreed to build an on-site library of leadership training resources.

[CarServ-3] draws hundreds of education professionals who are looking for jobs, while providing dozens of schools a pool of high-quality applicants.

UNC's Monfort College of Business and Banner Health recently began a leadership training partnership. The college hosts executive leadership training programs for Banner, and in return, Banner has agreed to build an on-site library of leadership training resources. Another partnership, between the Monfort College of Business and the Institute for Entrepreneurship, has resulted in an annual Young Entrepreneur Conference and Business Showcase that provides children and adolescents hands-on assistance in starting their own businesses. The young entrepreneurs may also showcase and sell their products and services during the conference. In addition, the college and the Department of Sociology co-sponsor a Summer Leadership Institute for Nonprofit Executives that uses interactive sessions to educate prospective and current leaders of nonprofit organizations.

While the University has developed effective partnerships in a variety of areas, there is room for growth. The *Charting the Future Final Report* [Pres-3] states: "More strategic alliances with other institutions of higher education need to be formed to make the best use of limited resources. We will explore partnerships that allow for combining resources to deliver degree programs, capitalize on particular institution's strengths, provide additional academic opportunities for our students and faculties, provide a conduit to professional programs not offered and funnel students to our programs."

Core Component 5d

Internal and external constituencies value the services the organization provides.

Component Overview

The University's connections with external constituencies are meaningful not only to them, but also to UNC students, faculty, and staff. Both internal and external constituencies value the services UNC provides.

Connections Meet Constituent Needs

When UNC connects students, faculty, and staff with the community, both benefit. Students, faculty, and staff provide expertise and energy to help community efforts succeed. In many instances, students participate in community activities through campus groups. The *Student Representative Council* [StAct-1] is involved in the United Way's Day of Caring. Mortar Board [Aux-8] helps with the primary fund-raising event for an agency that provides support for abused women and children. Students and staff at the Cesar Chavez Cultural Center host annual Latina/Latino Youth Leadership Conferences. Community Health and Nutrition student projects include involvement by the Student Dietetic Association with the Weld Food Bank, 9 News Health Fair, Boys and Girls Clubs of Greeley, and Greeley Senior Center. Community Health and Nutrition faculty and students provide services to organizations such as Weld County School Dis-

trict 6 Health Coalition, Tobacco Free Weld County Coalition, American Cancer Society, Colorado Connection for Healthy Kids, and the Regional Institute for Health and Environmental Leadership [HHS-9].

In other instances, student involvement is associated with coursework. The College of Education's partnerships with schools discussed above are primary examples. Many other academic programs support external constituencies through class projects, clinics, and internships. Students in UNC's School of Sport and Exercise Science help the Partners, Inc. organization with sports instruction for 250 children each semester. The Youth Development Project, in its fifth year at Adelante Middle School, teaches children personal responsibility. Students in the Monfort College of Business Marketing and Finance departments gain real-world experience through customer surveys and data analysis for the State Farm Regional Office. Computer Information Systems students develop Web sites for area nonprofit organizations, and Marketing students work with local nonprofits on marketing and advertising strategies. In a College of Health and Human Sciences grant writing course, students help nonprofits write and submit grants.

The Connected Organization

UNC creates a culture of service.

Students, faculty, and staff provide expertise and energy to help community efforts succeed. Students in UNC's School of Sport and Exercise Science help the Partners, Inc. organization with sports instruction for 250 children each semester. Computer Information Systems students develop Web sites for area nonprofit organizations, and Marketing students work with local nonprofits on marketing and advertising strategies.

Junior- and senior-level nursing students engage in community outreach by participating in a variety of clinical programs as part of their learning outcomes. Co-curricular activities include a weekly health clinic at the Greeley Salvation Army, with health screening of approximately 10-20 people, meal preparation and blood pressure checks at the Guadalupe Shelter, and prenatal and post-delivery home visits to 72 women annually who have been referred by care providers.

Interactions extend beyond the community to meet state needs. UNC is working with health care providers to address the shortage of nurses. The University's long history of preparing educators and its expertise in preparing nurses make UNC the ideal entity to provide a doctoral nursing program that trains nurse educators. A critical component in the nursing shortage is a shortage of qualified faculty and programs designed to produce nurse educators, rather than researchers. The Board of Trustees and the Colorado Commission on Higher Education recently approved a doctorate in Nursing program. A partnership with North Colorado Medical Center provides seed money for the program.

Constituents Value Interaction with UNC

The community uses and values UNC's services, from sold-out theatre performances to health care services such as the Rocky Mountain Cancer Rehabilitation Institute. Evaluation of UNC's co-curricular and extra-curricular outreach includes client or participant surveys and/or community advisory boards to ensure that services are valued.

Events and forums open to the public are well attended by community members. The [UNC/Greeley Jazz Festival](#) is an annual three-day event that brings together professional musicians, music educators, and more than 6,000 junior high, high school, and college participants to provide exceptional music in an educational and

entertaining atmosphere. For 70 years, [Little Theatre of the Rockies](#) has provided live stage entertainment for the campus and northern Colorado communities. The College of Performing and Visual Arts' [Mariani Gallery and Oak Room Gallery](#) have also served UNC and northern Colorado since 1972. The galleries showcase students' artwork, as well as the work of diverse professional artists, and give students the opportunity to participate as docents and exhibit attendants.

Community leaders also testify to the usefulness of UNC's programs of engagement through their financial and public support. Community organizations financially support many programs, such as multicultural programming (State Farm Insurance), UNC Theatre (Hall-Irwin Construction Company), College of Performing and Visual Arts (Centennial Bank, New Frontier Bank), the College of Arts and Sciences Frontiers of Science Institute (Coors), athletic programs (Wells Fargo Bank), and College of Health and Human Sciences Nursing Program (Poudre Valley Hospital and North Colorado Medical Center).

Community entities also support UNC's [Intercollegiate Athletics](#) program. Corporate partnerships with more than 100 organizations provide funding for scholarships, facilities, and operations. The community has embraced UNC's reclassification from NCAA Division II to Division I (the University has completed the second year of the five-year process). In turn, the Athletic Department makes contributions to the community. Student-athletes engage in a variety of community service activities, from reading to elementary school students (football teams) to regular visits with children in the hospital (volleyball team).

The duration of and demand for UNC's outreach and service programs are a testament to the value constituents place on them. The [Speech and Audiology Clinic](#) [HHS-13] and the Center for the Education and Study of the Gifted, Talented, and Creative [CoE-9] have been in existence for more than 25 years. The [Bresnahan-Halstead Center](#) [COE-8] is offering its 28th summer workshop series during summer 2004. New programs, such as the [National Center on Low-Incidence Disabilities](#) [CoE-6] and the [Rocky Mountain Cancer Rehabilitation Institute](#) [HHS-6], continue to grow because of the important need each program addresses.

Entities such as United Way and other business and nonprofit organizations often seek involvement from UNC faculty, staff, and students in volunteer, charitable, and research activities. Many community groups arrange to use UNC's facilities. Organizations use classrooms, gymnasiums, conference rooms, theaters, residence halls, dining halls, computer labs, and practice fields. Recent organizations using campus facilities include State Farm Insurance Company, Greeley Chamber of Commerce, the Greeley Philharmonic Orchestra, Future Business Leaders of America, Miss Teen America of Colorado, Special Olympics, All State Games, National Jump Roping Competition, and the Vogelsinger Soccer Camp.

UNC also supports economic and workforce development activities through the [Teacher Employment Days](#) [CarServ-3], one of the largest teacher employment fairs in the country, as well as through job and internships fairs. Employers from across

The Connected Organization

UNC serves the common good.

Community organizations financially support many programs, such as multicultural programming, the Theatre Department, the College of Performing and Visual Arts, the Frontiers of Science Institute, athletic programs, and the Nursing Program. Entities such as United Way and other business and nonprofit organizations often seek involvement from UNC faculty, staff, and students in volunteer, charitable, and research activities.

the region attend the fairs. In addition, UNC officials regularly meet with city and county officials to address areas of concern and to plan for UNC's continued role in the growth of the city and county economy.

Summary

UNC engages its constituencies through a variety of programs and services that are linked to the University mission. Service and engagement activities are integral to programs campus-wide and vital to the quality of life in the community, region, and state. The community is enriched by the University's programs in the arts, business, and athletics. Similarly, the University shares its intellectual resources by inviting the community to campus events that feature experts and other presentations.

UNC's professional development programs are widely used. Activities that engage professional constituencies also benefit UNC students by providing training and real-world experience.

The University recognizes the need to create mutually beneficial connections between internal and external constituencies. Care in identifying partners compatible with its mission and making commitments within available resources builds lasting collaborations that both partners value.

Strengths, Challenges, and Opportunities

Strength—The University's outreach activities are relevant to its historical and statutory mission to serve schools and education professionals in Colorado and beyond. Activities include partnerships with schools across five districts in northern Colorado, off-campus programs to train education professionals, institutes that provide professional development opportunities, and association with organizations that focus on educational advancement and reform.

Challenge—Providing distinctive service to society does not mean that the University can strive to be all things to all people. On the contrary, limited funds demand a sharp focus.

Opportunity—One of the fundamental purposes of Charting the Future is to ensure the University's sharp focus on areas relevant to the University mission. A premise of the Charting the Future planning process was that: "Every expenditure would be an investment in the education of students and the advancement of society, not merely an expense on one side of a ledger."

Strength—UNC programs for education professionals are particularly successful in listening to constituencies' changing needs. Much of the work done in UNC's teacher preparation programs serves as a national model, particularly collaborative efforts such as its partner school program. UNC has a number of symbiotic partnerships with K-12 schools.

Challenge—*There is no formal structure for initiating internship and service learning partnerships.* Programs initiate successful partnerships in part because they understand the types of activities that would benefit students and they have expertise to assess potential partners for a good match. However, since the majority of these partnerships and services emanate from the program level, the University needs to frequently assess the scope and the purpose of outreach activities in order to determine appropriateness and effectiveness.

Strength—*UNC programs such as Cumbres and the Center for Urban Education are good examples of the University's work to respond to demographic changes.* Cumbres addresses the need for more teachers with state endorsement in bilingual education and English as a Second Language. The Center for Urban Education addresses the lack of teacher training specific to urban schools.

Opportunity—*With more scholarship support, the Cumbres program could grow.* Program graduates are in demand. Its success has led to Cumbres partnerships with specific school districts, which encourage and sometimes pay for students to complete the program and return to the district to teach.

Challenge—*While Extended Studies activities reach across the state and beyond to meet a variety of needs, greater coordination among programs and processes is needed.* A more systematic effort to better understand the growing constituency of students who want to take online, distance education, and off-campus programs from UNC is also important. Charting the Future identifies Extended Studies as an area for investment.

Opportunity—*Charting the Future calls for reassignment of an assistant vice president position to create an Assistant Vice President of Research, Graduate, and Extended Studies, who will oversee Extended Studies programs.* Extended studies should become an integral part of the University's efforts to respond to its changing student constituency.

Strength—*The University's organizational structure encourages connections with the institution's constituencies.* That structure is driven by the University mission and by UNC's promise to students that they will receive a solid liberal arts foundation, professional preparation, and real-world experience. The latter two require engagement outside the walls of the institution. An understanding of that commitment pervades the organization.

Opportunity—*While the University has developed effective partnerships in a variety of areas, there is room for growth.* The University should form strategic alliances with other higher education institutions to make the best use of limited resources. Partnerships could allow for combining resources to deliver degree programs, capitalize on particular institution's strengths, provide additional academic opportunities for students and faculty, provide a conduit to professional programs not offered at UNC, and draw students to UNC programs.

Strength—*The duration of and demand for UNC’s outreach and service programs are a testament to the value constituents place on them.* The Speech and Audiology Clinic and the Center for the Education and Study of the Gifted, Talented, and Creative have been in existence for more than 25 years. The Bresnahan-Halstead Center for Mental Retardation and Developmental Disabilities is offering its 28th summer workshop series during the summer of 2004.