

University of Northern Colorado *Self-Study Report*

Focusing on the Future, Building on Quality

Presented July 2004 to the Higher Learning Commission
of the North Central Association of Colleges and Schools



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Introduction

Purposes of the Report

The purpose of this report is threefold: to establish that the University of Northern Colorado (UNC) meets the Higher Learning Commission of the North Central Association's new accreditation criteria for an outstanding institution of higher education, to promote institutional self-improvement, and to examine the University's progress toward becoming a great University as it focuses on the future and builds on quality. We believe this report demonstrates that UNC meets and surpasses the Higher Learning Commission's criteria for accreditation. The new Commission criteria are addressed in the chapters of this report.

With respect to institutional effectiveness and performance, we established the following goals in our self-study plan:

- To complete an honest and thorough evaluation of the state of the University in meeting its mission and purposes
- To include and inform a large proportion of the University community in the self-study process
- To prepare a thoughtful self-study report representative of the current status of the University and the challenges for the next decade

The report contains descriptions, analyses, assessments, and evaluations of our institution's effectiveness and performance. It demonstrates that we are making progress toward becoming a great University that is a future-oriented organization, a learning-focused organization, a connected organization, and a distinctive organization.

Organization of the Report

The introduction and institutional overview provide the context within which to interpret the remainder of the report. A section provides an overview of Charting the Future, the University comprehensive planning process. Another section includes the University Mission documents. The next five chapters address each of the five criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. Chapter six addresses federal compliance and Chapter Seven provides a summary and our request for continued accreditation.

Higher Education in Colorado

The Colorado Commission on Higher Education (CCHE), an agency in the Department of Higher Education, is the central policy and coordinating board for Colorado's system of public higher education. CCHE serves as a bridge between the Governor, the General Assembly, and the governing boards of the state-supported institutions of higher education. The Executive Director of the Department of Higher Education is a member of the Governor's Cabinet. The 11 commissioners are appointed by the Governor. The CCHE is the agent of the General Assembly in implementing legislative higher education policy. Institutions are governed by an array of one constitutional and 11 statutory governing boards. By statute, CCHE is responsible for:

- Higher education finance and appropriations
- Academic programs and system-wide planning
- Capital construction and long-range planning
- Advanced technology

The CCHE's mission is to provide access to high-quality, affordable education for all Colorado residents that is student centered, quality driven, and performance based. The mission is addressed through collaborative partnerships with students and parents, Colorado's higher education institutions and governing boards, the Colorado General Assembly, the Governor, and the business community.

UNC Board of Trustees

The UNC Board of Trustees consists of nine members. It is the governing authority for the University. Colorado's governor appoints seven Board members to serve four-year terms. Faculty elect an at-large representative to the Board. Students elect a junior or senior student to the Board. Both terms are one year, beginning July 1. Neither the faculty nor the student trustee votes.

Each Trustee takes and subscribes to the Oath of Office prescribed by the Colorado Constitution before entering upon the duties of the office. The oath is kept on file in the Office of the Secretary of State.

Overview of the University

On April 1, 1889, the governor of Colorado signed the bill creating the State Normal School to train qualified teachers for the state's public schools. Greeley citizens raised the money for the first building, and the cornerstone was laid on June 13, 1890. The school opened its doors October 6 with four instructors and 96 students. Certificates were granted upon the completion of a two-year course.

In 1911, the Colorado Legislature changed the school's name to Colorado State Teachers College. The college was then offering four years of undergraduate work and granting the bachelor of arts degree.

In 1935, the name of Colorado State College of Education was adopted to recognize the fully developed graduate program that began in 1913. Early in 1957,

the state Legislature shortened the name to Colorado State College. In 1970, to recognize the further growth of programs and offerings, the name was changed to the University of Northern Colorado.

Today, UNC is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences, and education. All students are required to study in the liberal arts tradition that prepares them to think and act responsibly in a dynamic, diverse, and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, problem solving, leadership, and technological applications.

Designated by the Carnegie Foundation as a Research Intensive Institution, UNC's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes: 51 degree programs, 56 emphasis areas, five doctoral minors, nine endorsement/certificate programs, and 39 licensure programs. Five master's programs, one specialist, and four doctoral programs participate in the Western Regional Graduate Program, which offers resident-tuition rates to students from Alaska, Arizona, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Graduate programs emphasize scholarship and research, clinical practice, pedagogy, and performance. The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library offer information resources through sophisticated technology and established collections.

Significant Developments at UNC 1994-2004

During the past 10 years the University has made impressive gains in improving the student academic experience, integrating research and creative scholarship into the curriculum, strengthening evaluation processes, enriching the campus environment, and serving its constituents more effectively.

Among the accomplishments of the University since 1994 are the following:

- A University Planning Council was established, chaired by the Provost, representing campus-wide constituency groups. The Council developed the University Plan 1999-2005, which included all University divisional goals and strategies. It was based on the University mission, values, and purposes. The University planning document was presented to the UNC Board of Trustees as the institutional guide for 1999-2005. The President's budget advisory group helps to determine budget allocations and budget priorities directly related to the University Planning Document. The Charting the Future process of 2003-04 will result in a renewed University plan, which will guide the University beginning in 2005-06.

- President Kay Norton, in August 2003, initiated a futuristic, comprehensive planning process called Charting the Future. Recognizing that dynamic change is an ongoing process, Charting the Future unites, builds on, and emphasizes the positive forward movement from previous University planning. Charting the Future is the only institutional planning process of this magnitude in the state. Although prompted by significant reductions in state funding, Charting the Future marked the initiation of an ongoing planning process that uses accreditation guidelines for continual self-assessment and improvement. The process creates a shared vision to discover opportunities, foster imagination, and invest for greatness.
- A Director of University Assessment position was created in the Office of Academic Affairs. Since its inception, the Assessment Council has become an integral aspect of the University's program improvement process, establishing a comprehensive assessment program. In addition, an Enrollment Task Force was created. It developed enrollment goals and strategies to guide the University in the coming decade.
- Assessment is integrated into the planning process through the establishment of an assessment advisory council, development of an institutional assessment plan, updating of departmental assessment planning documents, preparation of assessment profiles, and the allocation of resources to address assessment within the program review process.
- Substantial investments have been made to renovate learning areas, build new facilities, modify existing buildings, and enhance the campus infrastructure (particularly in information and instructional technology). The improvements provide an environment that supports excellence in instruction, in research pursuits of students and faculty, and in the administrative processes that advance the University's educational mission.
- Colorado legislation amended the University mission to make it consistent with the broad array of undergraduate programs offered and to articulate more clearly that UNC is a comprehensive baccalaureate university. The Legislature also altered the educational mandate slightly to emphasize that UNC is Colorado's primary institution for undergraduate and graduate degree programs for education professionals.
- The Office of Academic Affairs was reorganized, reducing a mid-layer of management, increasing the responsibilities of the Associate and Assistant Vice Presidents of Academic Affairs to include enrollment management, multicultural affairs, and the Center of Professional Development and Outreach. Reporting directly to the Office of the Provost elevates the efforts of the three areas within the University structure.

- Undergraduate and graduate education have benefited from the combined efforts of the budget advisory group and University planning process to ensure that not less than 55% of the state-approved budget is allocated to instruction.
- Diversity and access have shown positive trends, as illustrated by steady rates in minority student recruitment and retention, modest growth in the numbers of new women and minority faculty, and attention to salary equity issues for women on the faculty. However, there remains substantial room for improvement in this area.
- Faculty are involved, more than ever, in using instructional technology and in distance education in both undergraduate and graduate programs. Excellence in teaching at all levels is rewarded with a variety of teaching awards bestowed by Academic Affairs, academic colleges and University Libraries. Many faculty members have taken advantage of professional development in new technologies.
- A post-tenure review process, now part of each tenured faculty member's performance evaluation, assesses and recognizes accomplishments in teaching, scholarship, and service.
- Net assets to the UNC Foundation grew from \$16.8 million to \$80.6 million, an increase of over 400%. Significant donations during this period of time have come from the Monfort Family (\$12.3 million) James A. Michener (\$6.3 million) and Bill Daniels (\$4.1 million). The Monfort Family supports the Kenneth W. Monfort College of Business, Athletics, and many scholarships and programs at the University. The Michener donation supports the James A. Michener Library. The Bill Daniels donation supports programs and capital funding in all areas of the University.
- Scholarships are supported by the UNC Foundation: the number of recipients has increased from 367 to over 1,400 (281% increase); the number of dollars distributed has increased from \$409,009 to over \$2.5 million (410% increase); scholarships to minority students increased from 63 recipients and \$94,734 to 143 recipients and \$216,366.
- Compared to other four-year institutions in the state, extended studies and distance education activities are flourishing, not only among programs with rich outreach traditions, but also in areas where outreach emphasis is comparatively new.
- The establishment of an Urban Education program at the Lowry Higher Education Center solidified outreach to the Denver metropolitan area, home to three quarters of the state's population. Outreach efforts have also been enhanced in Colorado Springs, Grand Junction, and the Sterling/Fort Morgan areas.

- Appointment of a Vice President for University Advancement demonstrated the high priority placed on effective communication with internal and external constituents (including friends, donors, alumni, and government officials), consolidation of fund-raising initiatives, and promotion of the University throughout the state and beyond.
- Colorado is one of only two states in the nation that does not differentiate state funding for undergraduate and graduate programs. Despite this, UNC has endeavored to distinguish its support for the two levels of programs.
- A program of graduate assistantships offers tuition and stipends for graduate students serving as teaching, graduate, and research assistants. The program is unique at the graduate level, addressing the financial needs of students and offering them advanced professional opportunities.
- A workload policy allows for workload credit for supervision of dissertation and student research. Some colleges and departments have implemented the policy to give tangible credit to faculty supervising graduate-student research and teaching graduate courses.
- During recent and sizable budget reductions, the University affirmed the distinction between needs of graduate and undergraduate programs in allocating more tenure-track positions to graduate programs.
- The Graduate School, Sponsored Programs and Academic Research Center, and the Division of Academic Affairs offer a variety of programs to support the research and creative works of faculty and graduate students, including competitive programs that fund graduate research assistantships to faculty, summer research fellowship positions for faculty, and professional development programs in preparing grant proposals.
- The University has enacted a policy to redirect 10% of indirect cost returns from Academic Affairs and the academic colleges to the Universities Libraries. These funds are allocated to preserve the advanced serials and holding of the Libraries.

Responses to Observations in the 1994 Evaluation Report, 1998 Focused Visit Report, and 2000 Focused Visit Report

UNC earned its first accreditation with the North Central Association of Colleges in 1916 as a teacher's college with a four-year baccalaureate and a master of arts program. The purpose and nature of the University gradually broadened as it transitioned from a normal school to a university. Since achieving its first NCA accreditation, the University has been reaccredited at each decennial review, most recently in spring 1994.

The 1994-95 evaluation team focused the attention of the University community on four areas of concern: mission, governance, graduate education, and assessment. The team recommended a focused evaluation in 1998.

During the 1998 focused visit on mission, governance, and graduate education, the team noted that measurable progress had been made in each area. The focused visit team recognized the Board of Trustees' efforts to take strong corrective actions. Interim President Howard Skinner was also recognized for his efforts to stabilize the campus and establish an improved level of trust and mutual respect. Further, the 1998 evaluation team recommended that a focused evaluation be scheduled for 2000-01 to examine progress on a long-range plan that operationalized the vision, mission, purposes, and goals of the institution into measurable terms.

Near the time of the 1998 visit, Hank Brown became the 11th president of UNC. Three of four vice president positions were in the search process. The University community coalesced behind the new central administration leadership and made significant progress in each of the areas the team examined. Since the 1998 focused visit, extensive initiatives have improved University planning and institutional assessment efforts and ensured continued progress in governance, graduate education, and institutional leadership.

Basic to all issues was the need to develop a University planning document that would identify goals and strategies to achieve them, and would serve as the institution's guide for resource development and progress assessment. The development of a process for a campus-wide involvement and input was central to this effort. That planning effort has evolved into the current process, Charting the Future.

Equally important to University planning was the need to develop assessment plans and processes that would lead to programmatic and institutional improvements. The establishment of an assessment advisory council, preparation of an institutional assessment plan, updating of departmental assessment documents, and preparation of assessment profiles have all given sharper focus to University assessment.

The University continued to strengthen graduate education and scholarly activity through enhanced recruitment and retention efforts, infusion of increased resources in graduate stipends, increase in summer research and instructional professorships, and bolstering library resources. The UNC Research Corporation was dissolved and its successor, the Sponsored Programs and Academic Research Center, was relocated from downtown Greeley to the University campus. Grant submissions and rewards have remained steady. Increases have occurred in professional development in grant writing for faculty and staff.

Progress made during the past few years through leadership changes has strengthened shared governance. The establishment of trust is not a product but a process that is continually nurtured. UNC continues to address change and issues that require open dialogue and consensus building.

The 2000 evaluation team reported that the University had answered all the concerns raised by both the comprehensive and focused evaluation teams and did not require any further reports or visits before its regularly scheduled evaluation in 2004-05.

The Self-Study Process

The University's request for continued accreditation officially began in March 2002 when Provost Marlene Strathe initiated planning for the self-study, and notified the Commission of the Self-Study Coordinators, and the University's preferred dates for the visit. She proposed changes in the statement of Affiliation Status and appointed the Self-Study Steering Committee. Vicki Downey, Associate Vice President for Academic Affairs, and Donna Bottenberg, Director of the Center for Professional Development and Outreach, were appointed Co-Chairs of the Self-Study Steering Committee and Subcommittee Chairs were selected from the University Steering Committee.

An HLC Web site was developed. The Provost gave the charge to the Steering Committee in September 2002. There were open forums for faculty, staff, and students. The goals and objectives of HLC were presented to the UNC Board of Trustees. Subcommittees were formed from faculty, administrators, staff, and students as working groups for each of the five HLC Criteria. The subcommittees gathered data, interviewed, analyzed, and developed draft reports for submission to the Steering Committee. Over the course of the self-study review the subcommittees met to ensure active communication between committee members and various teams. In April 2003, the Provost recommended and the President determined that UNC use the Commission's new criteria.

In July 2003, with the departure of Provost Marlene Strathe to Oklahoma State University, President Kay Norton reorganized the Division of Academic Affairs. Allen Huang was appointed as Provost and Vice President for Academic Affairs, Vincent Scalia was appointed as Associate Vice President for Academic Affairs, and Thomas Gavin was appointed Assistant Vice President for Academic Affairs, Institutional Research and Enrollment Services. Additional faculty and staff departures and reorganization within the University resulted in some replacements and additions on the Self-Study Steering Committee.

Vincent Scalia and Teresa McDevitt were appointed Co-Chairs of the Self-Study Report Steering Committee. A writing team was established to take the data and draft reports the subcommittees completed under the old criteria and prepare a draft self-study report for the Steering Committee. The Self-Study Writing Team included:

Tom Gavin, Dir., Institutional Research & Planning
Emily Golson, General Education Council and Prof., English
Ken McConnellogue, VP, University Advancement
Teresa McDevitt, Asst. to Provost for Research & Graduate Education and Prof.,
Educational Psychology

Helen Reed, Assoc. Dean, University Libraries
Gloria Reynolds, Dir., Communications and Media Relations
Judy Richter, Prof., Nursing (2002-04)
Vincent Scalia, Assoc. VP, Academic Affairs
Debora Scheffel, Dir., University Assessment and Prof., Special Education
Robbyn Wacker, Interim Dean, College of Health & Human Sciences

The Self-Study Steering Committee included:

Vincent Scalia, Assoc. VP, Academic Affairs (Co-Chair)
Teresa McDevitt, Asst. to Provost for Research & Graduate Education and Prof.,
Educational Psychology (Co-Chair)
Joe Alexander, Dean, Monfort College of Business
Becky Barnes, Registrar
Kim Black, International/Multicultural Affairs and Dir., McNair Scholars Program
Eddie Cortez, President of Student Representative Council (2004-05)
Rik D'Amato, College of Education and Prof., School Psychology
Dick Dietz, Chair, Faculty Senate and Prof., Astronomy
Sandra Flake, Dean, College of Arts & Sciences
Tim Fleming, Interim Dean, College of Performing & Visual Arts (2004-present)
Debra Fliethman, SPEEC
Tom Gavin, Dir., Institutional Research & Planning
Emily Golson, General Education Council and Prof., English
Jennifer Griffin, PASC
Steve Gustafson, President of Student Representative Council (2003-04)
Gary Hatch, Asst. VP for Information Technology
Gregory Heald, Undergraduate Council and Asst. Prof., University Libraries
Bob Hetzel, Asst. VP, Auxiliary Services
Julie Hill, Asst. Dir., Athletics (2002-04)
Joonok Huh, Chair, English
Ken McConnellogue, VP, University Advancement
Jim Moore, Pres., UNC Foundation
Jean Schober Morrell, Dean of Students
Sherri Moser, Dir., Alumni Relations (2002-04)
Curt Peterson, Prof., Biological Sciences and Interim Assoc. Dean, College
of Arts & Sciences
Gary Pitkin, Dean, University Libraries
Michelle Quinn, Asst. VP, Finance
Helen Reed, Assoc. Dean, University Libraries
Gloria Reynolds, Dir., Communications & Media Relations
Judy Richter, Prof., Nursing (2002-04)
Kathleen Rountree, Dean, College of Performing and Visual Arts (2002-04)
Debora Scheffel, Dir., University Assessment and Prof., Special Education
Frances Schoneck, VP, Finance & Administration
Eugene Sheehan, Dean, College of Education
Jack Temkin, Faculty Senate and Chair, Philosophy
Stephanie Torrez, Dir., Center for Human Enrichment

Gardiner Tucker, Asst. Prof., Higher Ed. & Student Affairs Leadership
Robbyn Wacker, Interim Dean, College of Health & Human Sciences
The membership of the subcommittees for each criterion included:

Criterion One Subcommittee

Jack Temkin, Chair of Subcommittee (and Chair, Philosophy)
Roian Baird, Asst. Prof., University Libraries (2002-04)
Marshall Clough, Prof., History
Joonok Huh, Chair, English
Jenny Jenkins, Prof., Visual Arts
Marshall Parks, Dir., Human Resources (and formerly Jim LaCour)
Ken Singleton, Prof., Music

Criterion Two Subcommittee

Frances Schoneck, Chair of Subcommittee (and VP, Finance & Administration)
Christina Aguilera, Dir., Environmental Health & Safety
John Clinebell, Prof., Finance
Marianne Dinges, Assistant to the VP, Finance & Administration
Chris Downen, Asst. Dir. of Admissions
Gary Hatch, Asst. VP, Information Technology
Mike Jacobs, Chair, Educational Foundations and Curriculum Studies
Vickki Klingman, Purchasing Agent
Joan Lamborn, Prof., University Libraries
Norm Laurence, Dir., Facility Planning & Construction (2002-04)
Jay Lightfoot, Department Chair, Computer Information Systems

Criterion Three Subcommittee

Curt Peterson, Co-Chair of Subcommittee (and Chair, Biological Sciences)
Debora Scheffel, Co-Chair of Subcommittee (and Dir., University Assessment
and Prof., Special Education)
Katie Bright, Prof., Communication Disorders
Tom Gavin, Dir., Institutional Research & Planning
Emily Golson, Prof., English
Sieger Hartgers, Lecturer, Visual Arts
Gregory Heald, Asst. Prof., University Libraries
Bill Hoyt, Chair, Earth Sciences
Ron Reed, Prof., Accounting
Jose Suarez, Chair, Hispanic Studies

Criterion Four Subcommittee

Michelle Quinn, Chair of Subcommittee (and Asst. VP of Finance)
Becky Barnes, Registrar
Jennifer Griffin, Coordinator, Academic Advising
Bob Hetzel, Asst. VP, Auxiliary Services
Sue Kent, Dir., Administrative & Student Services, HHS
Jennifer Rasmussen, Admin. Aide to AVP, Finance
Helen Reed, Assoc. Dean, University Libraries

Stephanie Torrez, Dir., Center for Human Enrichment
Gardiner Tucker, Asst. Prof., Higher Ed. & Student Affairs Leadership
Sharon Clinebell, Prof., Management

Criterion Five Subcommittee

Kathleen Rountree, Chair of Subcommittee (and Dean of PVA) (2002-04)
Alana Cline, Asst. Prof., Food, Nutrition, & Dietetics
Steve Gustafson, President of Student Representative Council (2003-04)
Rebecca Macon, Exec. Dir., Enrollment Services (2002-03)
Ken McConnellouge, VP, University Advancement (former University Affairs)
Tony Montoya, Asst. VP, Multicultural Affairs (2002-03)
Chris Porter, Student
Rick Silverman, Prof., Elementary Education
Jory Taylor, Student Representative to the Board of Trustees (2003-04)
Phil Wishon, Asst. Dean, College of Education (2002-03)

Over the course of the self-study review, the writing team and Steering Committee informed the University constituents of the process, its focus, and its potential benefits to the University. The writing team reviewed the reports of the subcommittees, prioritized issues and challenges facing the University, consulted with the Steering Committee, and prepared the self-study report. The findings presented in this report were shared with the University community in campus publications, in meetings of campus organizations and advisory committees, through the reaccreditation web site, and at campus and community open forums.

Charting The Future: A Comprehensive Planning Process For The University Of Northern Colorado

The event that gave rise to the Charting the Future comprehensive planning process was the unprecedented drop in state funding to higher education during 2003 and 2004. Over that time, the University's state appropriation was cut 25% (\$44 million to \$33 million). Due to the confluence of a number of state constitutional provisions adopted by the voters over the previous 20 years, the Colorado higher education budget will not recover. In fact, the combination of tax, spending, revenue limitations and mandated expenditures may result in little or no general fund dollars available for higher education as soon as fiscal year 2010.

Any organization faced with a real and permanent change in its revenue picture must re-examine itself in light of the changed circumstance. The decisions made to balance the fiscal year 2004 budget were not the sort of decisions that should become permanent policy. They were decisions based on the organization and budget as it existed at the time. To continue to slash conventional line item budgets risked fatally weakening the University as a whole. It was clearly time to take a more thoughtful and longer term approach to planning.

President Kay Norton called on the campus to participate in the process of renewing UNC in the State of the University Address on September 18, 2003. The process was dubbed "Charting the Future," in reference to the exploration of the unknown and the fact that the plan designed at the end of the first year of the process would be the map for a journey just beginning.

Three fundamental purposes for Charting the Future were: discovering opportunities, fostering imagination, and investing for greatness. Every function of the University was examined, without regard to its current placement in the organizational structure, rather, for its relation to the University's mission and its potential. Imagination would be employed in organizing the University, creating new ways of fulfilling UNC's commitment to students and the people of Colorado. The renewed University of Northern Colorado would exemplify greatness in higher education as a faithful steward of the public's money. 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.

Charting the Future committed to guiding principles, which emphasized the need for an open, collaborative process that would build a culture of trust at UNC. Design principles for a framework organizing the essential functions of the University were outlined. The foundation of the design was the mission, vision and values of the University. Principles of balance, harmony, contrast, rhythm, and imagination were employed in the development of an organizational framework that would allow the University to flourish in a permanently changed environment. The overarching goal of the design process was to use structure as a tool to promote self-examination, creativity, and positive change.

The Charting the Future process involved a series of activities and events intended to maximize participation with the faculty, staff, students, and community friends. On September 19, 2003, the first of a series of five Leadership Summits was held. It was attended by the leaders of all administrative and academic units and governance groups on campus. Each unit was asked to produce a report that analyzed its past, described its present, and dreamed about its future.

By the end of November 2004, 143 unit reports were reviewed by their respective vice presidents or deans and submitted to the Charting the Future Design Team. The Design Team included the President, vice presidents, and assistant and associate vice presidents, representing all functional areas of the University. Constitution of the team proved to be a controversial issue for some in the campus community, who wanted wider representation from faculty and students. After careful consideration, it was deemed appropriate to maintain the members of the Design Team, as appointed by the President to be the decision making body, and to facilitate a representative planning process that would involve the total campus community. The Design Team deliberations were facilitated by the Special Assistant to the President, the retired Provost and Academic Vice President of Colorado State University. Each team member read all the reports and engaged in extensive discussions and meetings with interested parties.

During January 2004, the academic deans and chairs of University governance groups met with the Design Team to review unit report findings and recommendations and to discuss ideas for the future. Emerging themes from the unit reports were presented to the campus at a Leadership Summit, in two open forums, and on the Web. These meetings, together with e-mail communication to the Charting the Future site, provided additional opportunities for campus participation. In February, the academic deans joined the Design Team for several days of deliberations to complete a first draft of the plan.

The first draft was presented to the University community March 8, 2004. Campus and community comments about the first draft came through a number of formats, including a Leadership Summit, three open forums, meetings with each college, business units, and governance groups, and e-mail correspondence to the Charting the Future site. The Design Team reviewed all comments, carefully considering the suggestions provided. Suggestions and comments received served as the basis to revise the first draft and submit a second draft to the campus. The second draft,

incorporating many of the comments, was published April 8, 2004, and subjected to the same comment process as with the first draft. Each draft was presented to the Board of Trustees as an information item in March and April 2004. In April, the Board held a special public meeting to provide the campus and community with opportunity to comment on the draft plan.

The final plan was recommended to the Board of Trustees May 4, 2004, as an approach to building a new UNC throughout the transitional year 2004-05. The Board unanimously approved the plan. The details of the staffing and budgeting of the University will be determined in a collaborative process with the University community, as described in the report and in a comprehensive transition plan. The ultimate goal for the upcoming year is to complete a transition from the current organization and governance systems to the vibrant and dynamic University design developed through the Charting the Future process. The *Charting the Future Transition Plan* serves as an ever-changing road map to guide the change process during the upcoming academic year, 2004-05.

The *Charting the Future Final Report* notes the following:

The University has articulated its mission to students as a three-part promise of the UNC experience: a solid liberal arts foundation, professional preparation, and real-world experience. This promise arises from UNC's historical statutory mission to be a comprehensive baccalaureate and specialized graduate institution that is the primary preparer of education professionals in the state. The promise is also based on more than a century of providing that type of education in the preparation of teachers. UNC has never been, nor will it be simply a vocational school. Nor has it been, nor will it be, a "pure" liberal arts undergraduate college devoid of professional programs and opportunities connecting the liberal arts experience to a student life after graduation. UNC is not a land grant school, charged from the outset with providing a "practical" education and struggling to coordinate the liberal arts into that mission. The challenge for UNC is to develop a structure that will honor and foster the great traditions of liberal learning while connecting that experience to the other parts of a student's learning and life.

The distinction between liberal arts and professional education is artificial and diminishes both. The need for all three legs of the stool of the UNC experience is clear... The challenge is to suggest a structure and outline some of the management of the structure which will free UNC from the constraints of the way things have always been done, which will foster interdisciplinary opportunities for students and faculty, and therefore lead to a continuous examination of the University. Certainly efficiency and cost savings are a goal, but those benefits will come with a structure that has been re-thought to be the most effective structure for delivering on the promise UNC makes to students and the people of Colorado.

The heavy lifting of building a new UNC will come during the transition year, 2004—2005, when the University community takes a long look at the many functions and programs it has taken on, and prioritizes those to create a University which does those things at which it can be great, and does not try to be all things to all people. The time and talent of our faculty and staff will be devoted to those commitments. The University financial planning and budget will be aligned with those priorities. University planning identified in the Charting the Future process as a presidential responsibility, will be a continued process of self-assessment and reinvention to meet the demands of inevitable change.

Mission Documents

Mission Statement

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel. The Commission shall include in its funding recommendations a level of general fund support for these programs.

Vision Statement

The University of Northern Colorado strives 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.

Description: The University of Northern Colorado is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences and education. The array and quality of UNC programs provide a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, and problem solving, leadership, and technological applications.

As a Carnegie Research Intensive Institution, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance.

The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library provide information resources through sophisticated technology and established collections.

Values, Purposes and Goals

The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty. 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. Support for the continuous improvement of teaching, learning, scholarship and service is provided through University programs, policies and practices.

Values: 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. For this reason, the University is committed to promoting an environment in which:

- academic integrity is valued and expected
- excellence is sought and rewarded
- teaching and learning flourish
- diversity of thought and culture is respected
- intellectual freedom is preserve
- and equal opportunity is afforded

Purposes and Goals: The University of Northern Colorado is committed to the following purposes and goals: To prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advance, diverse society.

To prepare undergraduate students

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology.
3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.
4. Students will develop a life-long commitment to scholarship and service.
5. Students will acquire depth of knowledge in a specialized scholarly discipline.
6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
7. Students will master methods of inquiry to acquire deeper understanding of their discipline.
8. Students will demonstrate knowledge of professional standards and practice.

To prepare graduate students in specialized fields of study

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.
2. Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.
3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
4. Students will develop a commitment to scholarship and life-long learning.
5. Students will develop those competencies essential to assuming leadership positions in their professional fields.