

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.

Criterion One

Mission and Integrity



Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

UNC is guided by a clear and distinct mission. This mission builds on the University's historic legacy while providing needed flexibility to face emerging challenges and pursue worthwhile opportunities. The mission has been refined slightly over the past 10 years, clarifying and emphasizing student learning goals. Mission themes include the University's traditional strengths in education, professional fields of study, a strong liberal arts foundation, and real-world experiences for undergraduate students, outstanding graduate studies, and commitments to diversity, critical thinking, lifelong learning, leadership, service, and technology. Well-defined values are also in the mission. These values are embodied in organizational structures; policies and processes; and the daily work of faculty, staff, administrators, and students. The mission serves as a banner of integrity both in communicating high ideals and in identifying the University's overriding purpose to serve students, employees, the community, and the state and nation.

Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

Component Overview

UNC's mission documents articulate a commitment not only to high academic standards, but also to lifelong learning, service, diversity, critical thinking, and leadership. *The Mission Statement, Vision Statement, and Values, Purposes and Goals* are multifaceted and intertwined, yet clear. They are accessible to important constituents, both on and off campus. The statements are continually evaluated in light of changing environments. They serve as a guidepost for the University's planning and operations.

The Distinctive Organization

UNC has an unambiguous mission.

The University's mission recognizes the institution's role in preparing education professionals. Since the institution was founded in 1889 as the State Normal School, teacher education has been at the heart of its activities.

UNC was founded as the State Normal School in 1889. After four name changes and more than a century, the preparation of education professionals remains at the heart of UNC's activities. The state of Colorado charges UNC to offer a comprehensive array of baccalaureate programs and a focused set of graduate programs, primarily in the field of education.

While some 20% of undergraduates become teachers, degree offerings are comprehensive. They include the preparation of professionals in business, the arts and sciences, health and human sciences, and performing and visual arts. A liberal arts education is the foundation for all undergraduate studies.

UNC offers a range of graduate programs through a variety of instructional formats to meet its statutory responsibility to serve education professionals statewide. The University's statutory mandate is to provide master's and doctoral degrees, primarily in the field of education. Some 60% of graduate programs focus on education professionals.

The University's statutory mission drives its *Mission Statement, Vision Statement and statements of Values, Purposes and Goals* [Pres-2]. These directives, which mirror the statutory mission and reflect the institution's endorsement of its essential functions, were developed by the campus community and approved by the University's Board of Trustees. The Board has approved two revisions to the mission documents in the past 10 years. The revisions, described later in this chapter, elevate emphasis on meeting students' needs, a priority that is tangible in quality educational programs, student services, and assessment strategies.

Together, these directives reflect UNC's multifaceted purpose. Common themes are threaded through the *Mission Statement, Vision Statement* and statements of *Values, Purposes and Goals*. They make it clear that UNC is a student-centered institution that values lifelong learning, service, diversity, critical thinking, and leadership. UNC strives to prepare graduates who are both scholars and successful professionals who contribute to a rapidly changing society.

High Standards for Student Learning

The mission documents articulate high standards for student learning. In the *Vision Statement*, the University asserts the need to promote lifelong learning and responsibility in students. The *Values, Purposes and Goals* statements define learning outcomes, noting the importance of critical thinking, respect for diversity, participation in society, and development of professional skills. An *Honor Code* and the *Student Rights and Responsibilities Handbook* communicate expectations that students meet high standards of conduct [DoS-3, DoS-2].

Learning outcomes guide instruction for students (Figure 1.1). Undergraduate students study in the liberal arts tradition, learning to think and act responsibly in a dynamic, diverse, global, and technologically advanced society (*Vision*). Graduate students develop advanced scholarship and the ability to contribute creatively to their fields of study (*Vision*). High standards of academic learning

and freedom of inquiry are espoused (*Values, Purposes and Goals*); students acquire solid understanding in arts and sciences, problem solving, technologies, research, and creative endeavors, preparing them for lifelong learning (*Values, Purposes and Goals*). Regular assessments inform students about their learning as well as guide instructional improvement, as discussed in Criterion Three.

Figure 1.1. Learning Goals for Students

Learning Goals for Undergraduate Students
<ol style="list-style-type: none"> 1. A solid foundation in liberal arts and sciences 2. Competencies in critical thinking, communication, problem solving, technology 3. Appreciation for diversity, citizenship, artistic expression, and a healthy lifestyle 4. A lifelong commitment to scholarship and service 5. Depth of knowledge in a discipline 6. Preparation for career and scholarship 7. Mastery of methods of inquiry 8. Knowledge of professional standards
Learning Goals for Graduate Students
<ol style="list-style-type: none"> 1. Ability to work in a diverse population 2. Ability to advance the discipline 3. Advanced knowledge of disciplinary standards 4. Commitment to scholarship and lifelong learning 5. Leadership abilities in the discipline

Source. Summary of student learning goals in UNC’s *Values, Purposes and Goals*

Learning at UNC involves a dynamic interchange between teachers and students. The *Values, Purposes and Goals* statements indicate that faculty are teacher-scholars who make scholarly contributions to their fields and infuse their expertise into instruction. Faculty model critical thinking. They reflect on their teaching, scholarship, and other duties, striving for increasingly high standards of professionalism (*Values, Purposes and Goals*). Faculty teach students multiple perspectives on issues and how to evaluate information from several distinct bodies of knowledge. The mission documents specify that the University will support the “continuous improvement of teaching, learning, scholarship and service.” High standards of instruction and professional development for faculty and staff are described further in Criteria Three and Four.

The mission documents emphasize the importance of preparing students to contribute to society. Students learn to think critically, lead, use technology, and communicate effectively (*Vision*). Faculty and students are expected to engage in both scholarship and service (*Values, Purposes and Goals*). Students apply academic concepts and skills to real-world problems in schools and other community institutions, as described in Criteria Four and Five. Graduate students engage in research and creative endeavors to advance their disciplines and develop competencies essential to their professions (*Values, Purposes and Goals*).

Clear, Multifaceted Mission

The University mission documents clearly and concisely outline its multifaceted, intertwined responsibilities. The University's marketing slogan, Colorado's Best University Experience, is a phrase frequently mentioned when the University's aims are discussed. The marketing slogan is tied to the mission by the three elements of the University's promise to students: a solid liberal arts foundation, professional preparation, and real-world experience. The elements have been essential to the UNC experience in the preparation of teachers since 1889 and apply now throughout the University.

The starting points for the mission documents are the University's historical mission and statutory imperative. The documents reflect both UNC's specialized role in teacher education and its evolution into a comprehensive institution. The University's multifaceted purpose is to provide undergraduates a liberal arts foundation and prepare them for professional careers or further study. Graduate programs, which primarily relate to the University mission in teacher education, promote advanced scholarship and enhance specialized career skills. As a Carnegie Research Intensive classification institution, UNC is committed to graduate programs through the doctorate, as well as to contributions in academic fields with research, scholarship, and artistic expression.

The mission focuses on ensuring that UNC is a student-centered University. The mission documents establish a compact between the University and its students, which details not only expectations for student learning, but also the skills they are expected to carry throughout their lives. The mission explicitly promises an environment that values academic integrity, seeks and rewards excellence, fosters teaching and learning, respects diversity of thought and culture, preserves intellectual freedom, and affords equal opportunities.

The mission documents delineate specific undergraduate and graduate student goals that aim to prepare students to be part of a "well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advanced, diverse society." The goals emphasize development of ideals across a broad spectrum, from commitment to scholarship and service to an appreciation for diversity, citizenship, artistic expression, and a healthy lifestyle.

Accessibility

UNC's mission and directives are disseminated widely and are easily accessible by links from several pages on the University Web site at <http://www.unco.edu>, including pages for the [President](#) [Pres-2], the [Provost](#) [AA-2], the [Trustees](#) [BOT-1], and "[About UNC](#)" [IT-1].

Prospective and current students will encounter the University mission documents at the front of the *Catalog*. On campus, the *Catalog* is available at the central administrative building, Carter Hall, at college offices, at the Registrar's Office, and at other locations. Links to the *Catalog* are on UNC's Web site, including pages for the

Registrar's Office [Reg-5] Admissions Office [Adm-4], "Current Students" pages [WC-1], and "Prospective Students" pages [WC-2]. The Admissions Office and the Graduate School send copies of the *Catalog* to prospective students, parents, and others who request it. The UNC Visitor's Center provides paper or CD copies of the *Catalog*.

Values from the University mission documents are woven into other publications and programs. Prospective students who visit the University take tours and learn about programs, history, identity, and values of the institution through scripted introductions and publications such as the *Freshman Viewbook* [Adm-2], *Transfer @ UNC* [Adm-3], and the *Graduate Quick Look* [GS-3]. Approximately 80,000 copies of the *Freshman Viewbook* and 20,000 *Transfer @ UNC* brochures are distributed annually. Themes in the publications illustrate many of the values inherent to the mission documents. For example, these themes in the *Freshman Viewbook* are in harmony with the mission and directives:

- *coursework is relevant to students' future professional duties*
- *individualized attention and small class sizes strengthen students' learning*
- *high academic standards motivate students to attain standards of excellence*
- *students from diverse backgrounds are welcomed and supported*
- *the university's many clubs, organizations, centers, and services enrich students' personal experiences and growth.*

UNC students also see mission-related principles come alive during orientations and on-campus experiences. Ninety percent of incoming freshmen and many transfer students attend the two-day [Discover UNC orientation sessions](#) [Reg-3]. There, they receive a copy of the *Catalog* and they participate in many activities that convey University values. For example, they learn about the *Honor Code* and high academic standards. During the orientation, students also learn about the University's commitment to diversity and they visit at least one cultural center. The Graduate School offers fall and spring orientation programs that give students information on Graduate School resources, policies, and financial aid.

As the mission documents define the institution's purpose, they also identify the internal and external audiences UNC serves. Certainly, students remain at the center of the institution. However, the University's focus extends beyond its campus in Greeley to the entire state of Colorado. The mission specifies that the University serve the state by offering comprehensive undergraduate programs and graduate programs primarily in the field of education. State statute requires the University to provide leadership and statewide programs in education. Those programs include the initial preparation of teachers, principals, and school counselors and continuing education for education professionals. The University has also enjoyed national and international recognition in a few exemplary areas, including special education, music and the arts, cancer rehabilitation, nursing, science education, sports and exercise, psychology, finance and investment, marketing, and applied networking in business settings.

In delivering programs in entry-level teaching and advanced programs for education professionals, the University recognizes the important audience of teachers and school systems in Colorado. UNC also prepares professionals in other fields for which practical experiences and community internships are common, including marketing, finance, accounting, and other business fields; counseling and school psychology; musical and artistic performance; nursing, community health, and nutrition; criminal justice and human services; recreation, sport and exercise science; and audiology and speech-language pathology.

The University serves the local community and the state of Colorado with its preparation of a well-prepared citizenry. It prepares graduates to be flexible to emerging changes, technologically savvy, respectful with diverse colleagues and clients, and motivated to continue learning. Society also benefits from the research and scholarship conducted by faculty and graduate students. Because this scholarship often addresses pressing practical problems, it informs policy in education, mental health, community health, and cultural enrichment, among others.

The mission documents recognize the importance of the internal community by articulating a commitment to programs, policies, and practices that improve teaching, learning, scholarship, and service.

Evolutionary Process

UNC is one of three major public universities in the state. The University has changed significantly since the 1994 accreditation review. Today, campus-wide student learning is given the attention it is due. This involves placing greater emphasis on considering the University from a student perspective and on access by all students to the full learning environment of one of the major universities in the state. To make fundamental changes in the way the University functions, the faculty, staff, and administration continually analyze whether student learning and success are enhanced by the University mission, organizational structure, business practices, teaching methods, curriculum, faculty hiring and promoting procedures, and student support services.

The University revises its mission only after comprehensive review. Internally, offices of the President and vice presidents, colleges, governance bodies such as the Faculty Senate and the General Education Council, and other units periodically examine the meaning and implications of the mission. The mission will continue to be refined as part of UNC's continual planning under Charting the Future (CTF). Externally, the state of Colorado and accreditation bodies, notably the Higher Learning Commission of the North Central Association, mandate reviews of the University mission.

The Distinctive Organization

UNC is self-reflective.

Multi-level analyses over the past 10 years led to two sets of changes to the University's Board-adopted mission. The *Charting the Future Transition Plan* calls for examination of the mission during the transition year.

Multi-level analyses over the past 10 years led to two sets of changes in the Board-adopted mission (Figure 1.2). The first revision, in 1996, represented a shift away from global institutional aspirations, such as institutional prominence and overall quality of resources, to a focus on students' learning. The University set goals for students' learning and strengthened services that support equal opportunity for

students. In addition, the new mission was written to facilitate decision-making and to increase alignment with UNC's statutory mission.

Figure 1.2. Major Changes to UNC Mission Documents Over the Past Decade

1996 Changes
<ul style="list-style-type: none">• Give priority to student learning• Identify student learning outcomes• Place value on equal opportunity• Focus on assessment and planning
2002 Changes
<ul style="list-style-type: none">• Refer to Carnegie Research Intensive classification• Omit goals not directly related to student learning• List values defining honorable conduct• Note change to comprehensive baccalaureate university• Add reference to educational personnel preparation in addition to teachers.

Another motivation for the 1996 revision was to address the Higher Learning Commission's observation that the University did not review its mission periodically. The mission had not been changed substantively since 1981, nor did it address the 1985 Colorado HB 1187 (Higher Education Accountability, 21-13-101 Colorado Revised Statutes), which required designation and assessment of outcomes for students. The first revision addressed these concerns and anticipated the need for defined student learning outcomes and performance indicators later mandated by state regulations, particularly HB 96-1219 and SB 99-229 (23-13-104 C.R.S.), which supercedes the 1996 legislation. The new mission was crafted as part of a campus-wide review and with participation of all governance groups. It was unanimously endorsed by Faculty Senate and unanimously passed by the Board of Trustees.

The second revision of the Board-adopted mission documents, in 2002, was another step toward becoming a student-centered institution. The institution's classification was changed from "Doctoral I" to "Research Intensive," reflecting the new Carnegie terminology. The purposes and goals were revised so that they focused squarely on student learning. The *Values, Purposes and Goals* statement was altered slightly to emphasize student learning and to list the five values present in the new *Honor Code*.

The 2002 changes were the result of two movements – the state's overarching review of Colorado public higher education and UNC's accompanying internal review of the mission's effectiveness. In the late 1990s, the Governor, the Legislature, and the Colorado Commission on Higher Education initiated an analysis of the roles of each state institution. In response, UNC began in 2000 a two-year process of reviewing its mission, values, and goals. The Provost convened a group of deans and faculty to examine the mission documents. The University Planning Council, with representatives from faculty, deans, University Libraries,

Student Activities, Multicultural Affairs, Student Representative Council, Finance and Administration, and the Provost's Office, also examined the mission and considered implications for University-wide planning. The internal review led to revisions in the Board-approved mission statements. In April 2002, Faculty Senate voted unanimously to adopt the amended mission statement. The Professional Administrative Staff Council, State Personnel Employees Executive Council, and Student Representative Council also endorsed the new statement. The Board of Trustees unanimously approved the new mission and directives in May 2002. The *University Plan 1999-2005* was revised in July 2002 and also approved by all governance groups [Pres-1].

During this same period, a panel appointed by the Governor directed state higher-education institutions to review their missions, and it later recommended wording changes. With input from UNC, two specific changes were made to its statutory mission. First, the University was changed from a "general baccalaureate...university" to a "comprehensive baccalaureate...university," consistent with the array of undergraduate programs. Second, the educational mandate was altered slightly, from "The University shall be the primary institution for undergraduate and graduate teacher education in the state of Colorado" to "The University shall be the primary institution for undergraduate and graduate degree programs for educational personnel preparation in the state of Colorado." The second change reflects the institution's programs for principals, school counselors, media specialists, and other education professionals besides teachers. These revisions were officially amended in the 2003 legislative session.

Most recently, the mission documents informed unit reports that were at the heart of the CTF process. Each unit was asked to provide information on how its activities relate to the University mission. Units were also asked to use the mission as the starting point for their dreams for the future.

Interpreting and enacting the University mission are continual challenges given the pace of change in higher education. The mission statement must be general enough to serve diverse constituencies in a shifting environment. The University is medium sized, complex, and also responsive, offering benefits that are many and varied. It cannot, however, be all things to all people. Therefore, UNC requires a basic and encompassing mission statement that reflects the institution's goals and values, and the institution's academic and support units must articulate specific aspects of the mission and enact policies for fulfillment of these goals. The President's Planning Council will review the mission documents for potential refinement as a part of the implementation of Charting the Future.

As is the case at comparable institutions, UNC is subject to the expectations of many internal and external constituents, producing significant tensions. Over the past 10 years there has been a shift in the demand from the style of "just-in-case" education, in which students are expected to complete degree programs at a level long before they actually need the knowledge, to "just-in-time" education through certificate programs when a person needs it, to "just-for-you" education in which

educational programs are carefully tailored to meet the specific requirements of particular students.

The University faces other challenges of responding to other transitions: from passive students to active learners, from faculty-centered to learner-centered, from teaching to facilitating learning, and from students to lifelong members of a learning community.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Component Overview

UNC's mission documents specifically emphasize diversity – directing the University to embrace diversity in the campus community and to look beyond campus and consider its place in a diverse and changing world. UNC's mission translates goals into actions, driving policies and practices that further diversity.

Mission Documents Explicitly Address Diversity

The value UNC places on diversity – both in people and in thought – is woven throughout its mission documents [Pres-2]. The *Vision Statement* notes that the University strives to prepare students for a “dynamic, diverse and global society” and that multicultural content and interdisciplinary programs enrich students' experiences. The *Values, Purposes and Goals* statements assert both that UNC supports equal learning opportunities for all students and that it values diversity. In the *Values, Purposes and Goals*, the University articulates its aspiration toward an environment in which:

*Diversity of thought and culture is respected
Intellectual freedom is preserved
Equal opportunity is afforded*

The mission documents affirm UNC's commitment to an environment that honors the dignity and worth of individuals. UNC communicates its aspiration to elevate *all* individuals. These documents assert that students should learn to live and work effectively with individuals from diverse backgrounds. The *Values, Purposes and Goals* note that UNC is committed:

To prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advanced, diverse society.

Other University plans, policies, and statements reflect these University ideals, as outlined later in this core component. For example, the commitment to meeting the needs of its diverse student body drives the University's offering of a wide array

The Distinctive Organization

UNC appreciates diversity.

The value UNC places on diversity is woven throughout its mission documents. Diversity of thought and culture, intellectual freedom, equal opportunity, and preparing students to contribute to a changing, diverse society are essential parts of campus activity.

of services. The full range of student support services, recreational opportunities, and library technology resources outlined in the *Vision Statement* allows students to choose the particular kind of support they need. This commitment also ensures an atmosphere that encourages creative thinking and protects individual perspectives of students and faculty. The University views diversity reflected in its community as a factor of strength that should influence the design of educational programs and institutional climate.

Responding to Diverse Students

The University is committed to include, educate, and learn from individuals who are under-represented in higher education. Annually, the Office of Multicultural Affairs prepares an analysis of activities and accomplishments for the University's *Commitment to Diversity* report to the Colorado Commission on Higher Education [MCA-10]. This analysis is extensive and includes, along with information about other operations, updates on recruitment and retention of students, faculty, and staff from ethnic minority and under-represented groups. The [Commitment to Diversity report](#) is publicly available through the Multicultural Affairs Web site.

The University's commitment is articulated in a *Statement on Diversity* prepared annually with input from the campus community (Spring 2004):

The University of Northern Colorado embraces the diversity embodied within individual and group differences. Each member of the University is responsible for valuing and supporting interactions among diverse populations, thus creating a rich and inclusive community of learners.

We are committed to fostering an environment where diversity is affirmed and vigorously pursued. As such, we will strive to recruit and retain a diverse administration, staff, faculty, and student body by providing a campus climate that is welcoming and free of discrimination.

We recognize that diversity encompasses race, gender, age, sexual orientation, gender identity, human capacity, and ethnicity as well as differences in culture, ideas, viewpoints, perspectives, values, religious beliefs, and backgrounds. Through exploration, discovery, interaction, collaboration, instruction, and partnership, we gain understanding about how our differences affect the way we see the world and our engagement with those around us. We also gain understanding of the equally important fundamental similarities that exist among all humans. These understandings prepare our students and other members of the university community to work effectively in a diverse, global, and changing environment.

UNC welcomes all students and provides services that support equal opportunities (*Values, Purposes and Goals*). The University operationalizes its commitment to diversity in several ways. It appears at the course level in classes such as *Contemporary Native American Issues*, *Health and Life-styles Among the Elderly*, and *Sociology of Minorities*, among others. It is reflected in programs of study, such as *Africana Studies* and *Mexican-American Studies*. Students may participate in

several programs that focus specifically on diverse areas, such as the Cumbres program (aimed at increasing Hispanic K-12 teachers) and the Center for Urban Education (which prepares predominantly minority students to work as teachers in urban K-12 schools). UNC also fosters learning communities, cohort groups with similar interests, for minority students. In addition, more than a dozen student clubs, including Black Women of Today and the Ha'aheo 'o Hawai'i Club, focus on students who are underrepresented in higher education.

Two federally funded programs, the [McNair Scholars Program](#) [MCA-9] and the [Gear-Up Program](#) [MCA-8], enhance the educational opportunities for students from first-generation and under-represented groups. The Gear-Up Program works with young students from under-represented groups to encourage them to graduate from high school and succeed in college, and the McNair Scholars Program prepares students from first-generation and under-represented groups for post-baccalaureate study. UNC serves a large population of first-generation students. Almost one-third of new freshmen in fall 2002 came from families where neither parent received a college degree (Figure 1.3).

Figure 1.3. First-Generation Freshmen

	FY 1998	FY1999	FY1999	FY2001	FY2002
Total freshmen	2,252	2,390	2,178	2,197	2,028
% First-generation	43.3	41.1	34.8	33.5	31.4
% Unknown	1.1	3.8	9.4	9.7	11.2

Source. Office of Institutional Research and Planning, UNC

The Office of Multicultural Affairs and its constituent programs play a significant role in advancing diversity at the University. The Office of Multicultural Affairs vision is to advance the University mission by:

advocating for underrepresented populations and by serving as a catalyst for student development and achievement, cultural competency, institutional equity, and diversity.

Units and initiatives supported by the [Office of Multicultural Affairs](#) include the Asian/Pacific American Student Services [MCA-1], the Cesar Chavez Cultural Center [MCA-3], Cumbres [MCA-4], the Center for Human Enrichment [MCA-2], the Marcus Garvey Center for Black Cultural Education [MCA-5], and Native American Student Services [MCA-6]. Center directors and other staff in Multicultural Affairs work closely with colleagues in Admissions, Residence Life, the College Transition Center, academic departments, and federally funded programs.

The first draft of Charting the Future (CTF) [Pres-17] identified the primary functions associated with the cultural centers as currently organized and suggested alternative delivery methods for multicultural programming. In particular,

a renewed emphasis on integrating programming with the academic life of the University and the academic success of minority students was recommended. Significant controversy erupted on campus in March 2004 in response to the first CTF draft. Some students and faculty believed that the proposals would harm diversity efforts on campus. As a result of the concern, the President convened a Cultural Centers Task Force to examine the issues. The President's charge to the committee [Pres-19] asked it to "discuss, evaluate and recommend workable ways that UNC can create a welcoming environment for all students," and to address several issues specific to the centers. Many of the task force's recommendations [Pres-20] became part of later CTF drafts, including conducting operational audits on the centers and establishing a standing diversity committee.

A campus community that fosters diversity is a fundamental goal of CTF. *The Charting the Future Final Report* [Pres-3] notes that UNC must continue to offer programs and activities that support the University and its campus as a welcoming and inclusive community, encourage understanding and appreciation for varied cultures and perspectives, and promote a learning community where freedom of expression is protected and civility is affirmed. After a self-study process of all student services, including programs designed to serve minority students, the President will appoint an ongoing Diversity Advisory Council. The council will include faculty, staff, students, alumni, and community leaders and will offer insight on how to make UNC a campus that reflects a diverse world and prepares students to succeed in that world.

Data on students' perceptions of the University's climate for diversity suggest moderate satisfaction. The *Student Satisfaction Survey* is administered biennially by USA Group Noel-Levitz to a sample of students stratified by class and including freshmen through seniors and graduate students [IRP-3]. In the diversity scale of the survey, students complete a series of items on the institution's commitment to students who are part-time, attend in the evening, are older and returning learners, come from under-represented populations, commute to college, and have disabilities. Results (Figure 1.4) indicate that, compared to a national sample, UNC students are somewhat less satisfied about the University's responsiveness to diverse populations. UNC students were most satisfied with the institution's commitment to students with disabilities and to older and returning learners. Students were least satisfied with the institution's commitment to evening students, commuters, and students from under-represented groups. It should be noted, however, that mean responses across these items were between a 4 (neutral) and a 5 (somewhat satisfied), reflecting a basic satisfaction with the University's commitment to diverse groups.

Figure 1.4. Noel-Levitz Student Satisfaction Inventory: UNC Students 1997, 1999, 2001

Scale	1997	1999	2001
Instructional Effectiveness	5.05 (0.95)	5.09 (0.88)	5.12 (0.91)
Academic Advising	5.03 (1.35)	5.11 (1.35)	5.02 (1.40)
Safety and Security	4.13 (1.17)	4.10 (1.02)	4.46 (0.99)
Registration Effectiveness	4.63 (1.07)	4.63 (1.02)	4.65 (1.01)
Concern for the Individual	4.65 (1.07)	4.71 (1.02)	4.75 (1.02)
Campus Climate	4.65 (0.97)	4.79 (0.85)	4.81 (0.89)
Student Centeredness	4.77 (1.06)	4.89 (0.94)	4.90 (0.97)
Campus Support Services	4.75 (0.92)	4.89 (0.90)	5.10 (0.88)
Service Excellence	4.50 (0.95)	4.57 (0.89)	4.64 (0.94)
Recruitment and Financial Aid	4.26 (1.09)	4.35 (1.06)	4.44 (1.07)
Campus Life	4.43 (0.89)	4.58 (0.83)	4.58 (0.89)
Responsiveness to Diverse Populations	4.71 (1.18)	4.71 (1.12)	4.77 (1.15)

Note. Numbers of respondents vary somewhat from year to year. In 2001, there were 655 respondents. Means appear in the left side of each column; standard deviations are in parentheses. Scale ranges from 1 (not at all satisfied) to 7 (very satisfied). Between 1997 and 1999, significant increases in satisfaction occurred with campus climate, student centeredness, campus support services, and campus life. Between 1999 and 2001, significant increases in satisfaction occurred with safety and security and campus support services. No significant decreases in satisfaction occurred. In the 2001 report, UNC students were significantly more satisfied than students in the national sample on safety and security and campus support services. They were less satisfied on registration effectiveness, recruitment and financial aid, campus life, and responsiveness to diverse populations.

Source. Noel-Levitz reports for the University of Northern Colorado

The University’s broad commitment to diversity manifests itself in many ways throughout the organization. For example, the College of Education has a Diversity Committee that makes recommendations regarding recruitment of students, faculty, and staff from under-represented backgrounds; diversity in the curriculum; and professional development on diversity issues. During the 2003-04 academic year, the Provost charged deans to examine their initiatives related to diversity and to propose enhancements. Their efforts will be coordinated with implementation of the University’s *Affirmative Action Plan* [HR-12], which will be discussed in the “Mission-Based Guidelines Further Diversity” subhead below. In addition, students advocate for diversity through clubs and organizations and in cooperation with the student government Vice President for Diverse Relations.

UNC's [Center for International Education](#) offers a variety of services to international students and others interested in international cultures [ISS-1]. The center offers guidance for international students on visas and immigration, University programs, life in Colorado, and other logistics related to studying in the United States. It also pairs international students with families in the local community. The center helps domestic students arrange study abroad experiences, hosts many social and cultural events for international students and the University community, and offers coursework in English as a second language.

Institutional data also indicate the University consistently seeks participation of students from under-represented groups (Figures 1.5, 1.6). Over the past five years, ethnic minority resident undergraduate students were 13.1-14.4% of the resident undergraduate population. Comparable figures at the graduate level ranged from 7.9-10.6%. Recruitment of students has been a priority for many units on campus, including the cultural centers and the Office of Admissions. In addition, the University Foundation has worked with donors to establish scholarships for ethnic minority students. Since 1996-97, the number of minority students receiving scholarships grew from 63 recipients who received a total of \$94,734 to 143 recipients receiving \$216,366.

Figure 1.5. UNC Resident Minority Student Enrollment

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Resident Undergraduate Students	8,293	8,421	8,415	8,421	8,695
Resident Minority Students	1,174	1,215	1,150	1,107	1,163
Percent Resident Minority Students	14.2%	14.4%	13.7%	13.1%	13.4%
Resident Graduate Students	1,352	1,241	1,222	1,290	1,458
Resident Minority Students	143	105	96	117	129
Percent Resident Minority Students	10.6%	8.5%	7.9%	9.1%	8.8%

Source. Office of Institutional Research and Planning, UNC

Graduation rates are similar to enrollment rates. Resident minority undergraduate degree recipients were 11.8-13.6% of resident undergraduate degree recipients over the five-year period. Comparable rates for graduate recipients were 7.5-11.0% over the five-year period.

Figure 1.6. UNC Degrees Awarded to Resident Minority Students

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Resident Undergraduate Students	1,411	1,521	1,511	1,561	1,661
Resident Minority Students	167	190	205	190	219
Percent Resident Minority Students	11.8%	12.5%	13.6%	12.2%	13.2%
Resident Graduate Students	622	502	598	518	563
Resident Minority Students	53	55	55	39	48
Percent Resident Minority Students	8.5%	11.0%	9.2%	7.5%	8.5%

Source. Office of Institutional Research and Planning, UNC

UNC's Place in a Diverse World

UNC's mission documents look beyond campus to consider the University's place in a diverse and changing world, pushing the University to be a catalyst for positive change in a multicultural society. UNC strives to prepare students to appreciate diversity (*Values, Purposes and Goals*). A liberal arts tradition helps graduates think and act responsibly in a dynamic, diverse, and global society (*Vision*). At the graduate level, students learn to appreciate the intrinsic value of people holding different perspectives and to work effectively in an increasingly diverse population (*Values, Purposes and Goals*).

This commitment is operationalized in part in the mission of the University's General Education program, which all undergraduate students take. The General Education program:

promotes an understanding of the circumstances and events which may not have shaped our personal development but that may exert a strong influence on the ability of others to read, hear, or understand our viewpoints.

Further, [General Education \[AA-6\]](#) course content is broad in its outlook. It suggests that the interdisciplinary, multicultural, and international course requirements give students basic knowledge about the wealth of human experience and the need to take diversity into account throughout their lives. Specifically, two of the program's goals are to impart an understanding of Western and non-Western cultures and values, and to understand perspectives, contributions, and concerns of diverse groups. Students choose from courses with titles such as *Sex Roles in a Cross-Cultural Perspective*, *Latin American Civilization and Culture*, *African Civiliza-*

tion, *Asian Civilization I & II*, *Contemporary Native American Issues*, and Introduction to Africana Studies.

The Future-Oriented Organization

UNC understands social and economic change.

The University's graduate and undergraduate curriculum consider the diverse world where graduates will work and live. Courses and programs respond to needs created by social and economic change.

In addition, the University promotes a diverse focus in curriculum for traditional fields of study. For example, UNC's 40-year-old School of Nursing now offers a program in transcultural nursing. The Center for Urban Education trains teachers specifically to work in inner-city schools with diverse populations. [Professional Teacher Education programs](#) place priority on prospective teachers' abilities to work with diverse populations of children [CoE-4]. All teacher candidates are assured experiences with children from ethnic minority, limited-English-speaking, and low-income backgrounds.

At the graduate level, faculty members integrate diversity issues into instruction. Particular classes also address the experiences and needs of defined populations. Examples include *Intervention Strategies with the Elderly*, *Concepts in Transcultural Nursing*, *Psychology of Prejudice*, *Multiculturalism in Higher Education*, *Pluralism in Education*, and *Community Psychology and Social Systems*. Graduate Endorsement Programs in Bilingual/Bicultural Education and Teaching English as a Second Language prepare graduates for facilitating the learning of linguistically diverse children.

The University's commitment to its place in a wider world is also reflected in longstanding relationships with institutions and entities around the world. UNC maintains partnership agreements with universities in Taiwan, Thailand, and Spain. *The Charting the Future Final Report* calls for the refinement of the University's incorporation of multicultural (to include international) curriculum content and experiences in the core curriculum that will replace general education.

Mission-Based Guidelines Further Diversity

UNC's mission drives policies and practices that further diversity on campus. Several codes of conduct support the mission's imperatives on fairness, inclusion, and equal opportunity.

Students, faculty, and staff adopted a student-initiated *Honor Code* in 2002-03. The code, based on one developed at Duke University, is displayed in UNC classrooms, in many public locations on campus, on examination blue books, and on UNC's Web site on the [Dean of Students' page](#) [DoS-3], and pages for "Prospective Students," "Current Students," and "Faculty and Staff."

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty*, *Trust*, *Respect*, *Fairness*, and *Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. (April 2002)

The *Honor Code* is congruent with the *Values, Purposes and Goals* directive in the mission documents, where the same five values are present:

The University of Northern Colorado believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility.

The *Board Policy Manual* [BOT-1] complements the *Honor Code*. It details rules for students, faculty, and staff. For example, students are urged to act in a manner that fosters academic excellence and professional behavior, and to refrain from dishonesty, cheating, plagiarism, forgery, physical abuse, hazing, non-consensual sexual activity, obstruction of teaching and University functions, discriminatory acts, theft, and other inappropriate or illegal acts.

The *Board Policy Manual* also prescribes professional ethics for faculty members. In pursuing academic freedom, faculty members have the responsibility to act morally:

Academic freedom is the right to share ideas, information and knowledge without institutional or governmental interference. Faculty members are entitled to academic freedom... Implicit in the right to academic freedom is faculty adherence to professional ethics.

The policy manual elaborates on academic freedom to specify responsibilities to the discipline, by being truthful and self-critical; to students, by being respectful, non-exploitative, and open to individual and free pursuits of learning; to colleagues, by respecting and defending their free inquiry, acknowledging sources of ideas, joining them in governance, and prioritizing one's own effective instruction and scholarship; to society, by acting as good citizens.

CTF calls for a Commission on the University Experience, which will revise general education into a structure that operates throughout the four-year undergraduate experience, based on a core curriculum. CTF calls for the integration of ethics and diversity as well as other elements across the curriculum.

Further, the *Board Policy Manual* includes faculty and student government constitutions that govern the groups' meetings and activities. The groups' constitutions and bylaws prescribe reasonable conduct and open deliberations consistent with the values of the University mission. Codes of conduct for staff are addressed by the State of Colorado civil service system.

The University also prescribes high standards of conduct in its *University Regulations* [HR-2], which addresses governance, student affairs, faculty responsibilities and conditions of employment, classified and exempt personnel, finance and administration, information security, and student privacy.

The mission documents drive policies on fairness in hiring, affirmative action, non-discrimination, equal opportunity, and sexual harassment that guard the

rights of students and employees. Discrimination of any kind is prohibited on campus or in any University program. *University Regulations* defines a commitment to equal opportunity.

Equal Opportunity in employment and education is an essential priority for the University of Northern Colorado and one to which the University is deeply committed. The University of Northern Colorado is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, religion, gender, age, national origin, disability, military service, or political affiliation. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited.

Human Resources investigates complaints of sexual harassment and discrimination, frivolous or malicious charges, and claims of retaliatory acts. The office also promotes a diverse and inclusive climate through proactive programs. For example, position openings are posted to *HigherEdJobs.com*, and its Affirmative Action E-Mail Plan sends applicable postings to potential candidates who have been identified as minority individuals.

The following tables (Figures 1.7, 1.8, 1.9) show numbers of faculty and staff from ethnic minority backgrounds. Over a five-year period, 10.8-11.6% of full-time UNC faculty were ethnic minorities. From 1999-2003, tenure-track ethnic minority faculty grew slightly, from 5.3% to 7.1%. Data also reveal a decrease in ethnic minorities in executive, administrative, and managerial staff, from 17.1% to 6.7% from 1999-2003. When the Human Resources office identifies an area of underrepresentation, it develops a plan to address the need. Thus, the drop in minorities in the administrative areas will be addressed through the University's 2004-05 *Affirmative Action Plan*. The plan's action-oriented program will begin by analyzing current external recruitment practices and identifying why they are ineffective in attracting women and minorities to the initial applicant pool.

The mission documents drive the University's ongoing efforts to enhance diversity, particularly through the CTF process, which aims to develop structures that are inclusive and welcoming of diversity in its broadest sense. From the beginning of the planning process, the Design Team of campus administrators communicated value in diversity and concern for the welfare of all. As part of their unit reports, academic programs reported on how they meet the needs of students from diverse backgrounds and encourage multiple viewpoints. All programs were asked how they promote diversity. CTF planning principles affirmed, among other attributes, that discussions follow these guidelines:

*Value and respect all participants
Exercise civility and integrity
Create a culture of trust*

Figure 1.7. UNC Full-Time Faculty

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Total UNC Faculty	476	486	439	452	425
Minority Faculty	52	53	51	49	47
Percent Minority Faculty	10.9%	10.9%	11.6%	10.8%	11.1%
Tenured Faculty	285	282	273	263	254
Tenured Minority Faculty	37	39	37	36	34
Percent Tenured Minority Faculty	13.0%	13.8%	13.6%	13.7%	13.4%
Tenure Track Faculty	75	80	75	81	85
Tenure Track Minority Faculty	4	6	6	5	6
Percent Tenure Track Minority Faculty	5.3%	7.5%	8.0%	6.2%	7.1%

Source. Office of Institutional Research and Planning, UNC

Figure 1.8. UNC New Full-Time Faculty

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Total New UNC Faculty	30	38	28	36	20
New Minority Faculty	2	1	3	2	2
Percent New Minority Faculty	6.7%	2.6%	10.7%	5.6%	10.0%
New Tenured Faculty	1	0	1	0	1
New Tenured Minority Faculty	1	0	0	0	0
Percent New Tenured Minority Faculty	100.0%	0.0%	0.0%	0.0%	0.0%
New Tenure Track Faculty	10	15	13	19	10
New Tenure Track Minority Faculty	0	1	1	2	1
Percent New Tenure Track Minority Faculty	0.0%	6.7%	7.7%	10.5%	10.0%

Source. Office of Institutional Research and Planning, UNC

Figure 1.9. UNC Other Full-Time Staff

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Total Exec., Admin. & Managerial	70	65	54	56	60
Minority Exec., Admin. & Managerial	12	8	7	9	4
Percent Minority Exec., Admin. & Managerial	17.1%	12.3%	13.0%	16.1%	6.7%
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Total Other Professional	184	198	248	226	234
Minority Other Professional	27	25	28	28	29
Percent Minority Other Professional	14.7%	12.6%	11.3%	12.4%	12.4%
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Total Technical & Paraprofessional	70	68	5	5	5
Minority Technical & Paraprofessional	7	5	0	0	0
Percent Minority Technical & Paraprofessional	10.0%	7.4%	0.0%	0.0%	0.0%
<hr/>					
Total Clerical & Secretarial	150	139	170	181	179
Minority Clerical & Secretarial	24	23	23	22	23
Percent Minority Clerical & Secretarial	16.0%	16.5%	13.5%	12.2%	12.8%
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Total Skilled Craft	38	36	42	43	43
Minority Skilled Craft	8	7	9	8	7
Percent Minority Skilled Craft	21.1%	19.4%	21.4%	18.6%	16.3%
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Total Service & Maintenance	162	157	142	157	156
Minority Service & Maintenance	70	72	65	71	71
Percent Minority Service & Maintenance	43.2%	45.9%	45.8%	45.2%	45.5%

Source. Office of Institutional Research and Planning, UNC

As discussed in the “Responding to Diverse Students” subhead above, when the first draft of CTF was released for input during spring semester 2004, many students, faculty, and staff raised concerns about the future of the cultural centers. They asserted students’ need for places that welcome them, communicate cultural

understanding, and affirm their ethnic identities. In response, the President and the Design Team convened a Cultural Centers Task Force. The group made recommendations to the Design Team, which used them in part in the next draft of CTF. The *Charting the Future Final Report* articulates the new vision:

A fundamental goal of the Charting the Future process is to use structure to foster a community which is inclusive and welcoming of diversity in its broadest sense: race, ethnicity, nationality, geographic, thought, gender, sexual preference, sexual identity, class, religion and age. Part of the examined life we seek for our graduates is an understanding of others who are not like themselves. The functional analysis of the Charting the Future process displayed in organizational charts is only part of the picture of a new UNC.

The university must continue to support three functions: 1) offering programs and activities that support the university and its campus as a welcoming and inclusive community, 2) encouraging an understanding and appreciation for varied cultures and perspectives, and 3) promoting a community of learning where freedom of expression is protected and civility affirmed.

To that end, the President will appoint an ongoing Diversity Advisory Council, which will advise the President and the administration on the development and implementation of an updated and comprehensive plan for diversity, encouraging a campus climate that is welcoming and supportive for all students, faculty, staff and the public. The council will comprise faculty, staff, students, alumni and community leaders. The council will consider the insights of Beverly Daniel Tatum, President of Spelman College, who identifies three critical dimensions in a racially inclusive campus: to affirm identity, to build community, and to cultivate leadership. According to Tatum, students of color need a sense that they belong. They need to see themselves reflected in the campus environment, in the curriculum and in the people of the community.

The current operations of the cultural centers, Women's Resource Center and GLBT Resource Office will be maintained during the transition year. An operational audit will be conducted of the cultural centers, and the advice of the Diversity Advisory Council considered in planning for the best structure for UNC to support its goal of building an inclusive community.

The future role of the cultural centers will be considered, along with all other student support services, in developing a structure which will effectively integrate student services with the academic life of students. The most effective means of achieving academic success for all students will be considered as structures are created for functions such as academic advising, student activities, career services and other student support services.

The Future-Oriented Organization

UNC appreciates diversity

A fundamental goal of Charting the Future is fostering diversity in its broadest sense—diversity of race, ethnicity, nationality, geography, thought, gender, sexual preference, sexual identity, class, religion, and age.

The *Charting the Future Final Report* sets forth a vision for diversity enhancement and a means of seeking and coordinating input from multiple stakeholders. The new plan ensures that diversity receives oversight by the President and by other high-level University officials. For example, the Assistant Vice President for Enrollment Management coordinates admission services, including recruitment of minority, first-generation, and international students; the Associate Vice President for Undergraduate Studies coordinates academic enrichment and services for ethnic minority, first-generation, and international students.

As the University seeks to advance itself as an effective, efficient, and inclusive organization, it is essential to continue assessing diversity initiatives. Some data such as numbers of ethnic minority students who enroll and graduate are straightforward to collect and have been examined regularly. We must also examine indicators that are more difficult to measure, such as the University community's respectful tolerance of variations in political beliefs and gender identity, among others.

Diversity enhancement at UNC must continue to be a shared commitment for which individual units take on prescribed roles (Figure 1.10). The University can do a more effective job of recruiting and retaining students, faculty, and staff from under-represented groups and ensuring that the campus climate is palpably respectful, culturally sensitive, and inclusive. In the coming years, the recommendations of a newly formed Diversity Advisory Council, reporting to the President, will offer needed counsel on directions and strategies. New plans and their implementation will be assessed to confirm their impact on a healthy climate.

Figure 1.10. Diversity Enhancement at UNC

Illustrations of the Shared Commitment to Diversity Enhancement:
<ul style="list-style-type: none">• Mission Documents clarify that <i>everyone</i> has a responsibility related to diversity• Regulatory documents communicate codes of conduct and specific responsibilities• The Human Resources Office promotes a diverse and inclusive climate through hiring programs and AA/EO efforts• The Center for International Education supports international students, domestic students studying abroad, and the University community• Faculty members infuse diversity into the curriculum• The Office of Multicultural Affairs and center directors advocate for under-represented populations, enhance students' cultural development, and strive to recruit and retain diverse students; some of these responsibilities may be shared by additional units as a result of the <i>Charting the Future</i> planning process• As an outcome of the planning process, <i>Charting the Future</i>, the President and University at large will propose ways to create a welcoming and inclusive community, encourage an appreciation for varied cultures and perspectives, and promote a community of learning where freedom of expression is protected and civility affirmed• Academic Affairs and the Colleges aspire to proactive recruitment and retention of faculty, staff, and students from under-represented groups• The President and other central administrators coordinate diversity initiatives

Note. This list is a sample of diversity efforts at UNC.

Core Component 1c

Understanding of and support for the mission pervade the organization.

Component Overview

The UNC community understands and relies on its mission. Values expressed in the mission drive strategic decisions, organizational planning, and budgeting priorities. The mission fosters consistent planning at the University level and lends stability to plans and goals of administrative and academic units across campus.

The University community – board members, administrators, faculty, staff, and students – understands and supports its mission. They understand the mission, in part, because they participated in its creation, review, and revision. For example, in 2002, the campus demonstrated its understanding of and support for the University mission during discussions that resulted in revisions to the mission. The extensive on-campus review of the mission was discussed in Core Component 1a. Campus discussions, which included Faculty Senate, the Professional Administrative Staff Council, the State Personnel Employees Executive Council, the Student Representative Council, the University Planning Council, and the Board of Trustees, led to a series of helpful refinements and broad support for the final version.

Mission-Based Comprehensive Planning

Values expressed in the mission drive the University's strategic decisions, organizational planning, and budgeting priorities. The mission documents [Pres-2] play a key role in new initiatives, creating priorities, and informing critical decisions about the allocation of time, energy, and resources.

For example, academic programs developed in recent years reflect input from campus groups and a commitment to the University's charge to deliver programs for students throughout the state. Specifically, the University has expanded its program offerings, selection of online courses, and instructional delivery modes. Programs have been designed and implemented in communities across the state. An online nursing program is now offered; education programs are offered at the [Center for Urban Education](#) in Denver [CPDO-2] and through the [Rural Education Access Program](#) in Ft. Morgan and Sterling, Colo. [CPDO-3]; and a community counseling program is offered in Colorado Springs.

Historically and currently, the University has used its mission directives to guide programs and to allocate scarce resources. For example, in 1997, the Division of Academic Affairs prepared the *UNC Academic Plan* [Pres-8]. This plan was based in the University mission and took action on programs that were not considered central to the mission, of adequate quality, or reasonably productive or efficient. As a result of this process, eight master's programs, one educational specialist, and three doctoral programs were closed or merged [IRP-9]. Some programs also revised curriculum and recruitment plans as part of the process. In its statement of goals, the report indicated:

The Distinctive Organization

UNC is self-reflective.

The University looks to its mission for guidance on strategic decisions, organizational planning, and budgeting priorities. Mission directives guide programs and help make decisions when allocating scarce resources.

It is essential that there be an explicit relationship between UNC's academic activities and the state-approved statutory mission for the university. Accordingly, the AP [Academic Plan] has been developed to reflect closely the priorities expressed in the mission and purposes adopted last year. Congruency between programs and mission is assessed through a thorough evaluation of the "centrality to purpose" of each program, department, and college.

In the early 1990s, UNC had a strategic planning process that was not fully embraced by campus and was cause for a focused accreditation visit. With a change of leadership, Interim President Howard Skinner and subsequent presidents furthered the idea of shared governance. Trust began to improve, and the University began working gradually toward unifying planning with budgeting. In 1999, with guidance from the Provost, the University Planning Council issued the [University Plan 1999-2005](#) [Pres-1]. The underlying purpose of the planning document was based in the mission:

The University of Northern Colorado Planning Document is intended to guide decisions and actions at UNC, with specific attention to those goals and strategies which will enable the institution to fulfill its academic mission as a comprehensive Doctoral I institution with a specialized research mission.

Charting the Future (CTF), the planning process initiated during 2003-04, is likewise grounded in the University mission documents. In the CTF guidelines, the impetus for change is found in the University mission:

The administration has a responsibility to develop a structure and vision for the University of Northern Colorado to fulfill its mission...

As part of the CTF process, 143 campus leaders (unit heads with cost centers and chairs of governance groups) prepared 10-page reports [Pres-10]. Reports addressed histories of units, current services and quality indicators, and dreams for units and the University as a whole. The second section of these reports, pertaining to current operations, dealt squarely with the University mission, unit goals, and the manner in which units delivered services. During 2003-04, the Design Team, a group of 10 administrators and a facilitator, used the reports as the basis for a CTF draft plan, obtained input from the campus, revised the plan, and presented a final plan to the Trustees, who approved it.

CTF was motivated in part by budget shortfalls, but the President and other campus leaders recognized the strategic opportunity afforded by comprehensive program reviews. In her [2003 State of the University Address](#) [Pres-6], President Kay Norton described the opportunity to enhance the institution, noting several mission-related student goals: attaining high academic standards, learning in professional fields, developing a strong liberal arts foundation, and becoming productive citizens.

Mission-Based Budgets

The Board of Trustees and the President make budgetary decisions in accordance with UNC's mission statements. Guidelines for budgetary decisions are clearly stated in the *Board Policy Manual* [BOT-1]. During the past five years, the University made direct instruction a priority – a move that is compatible with the mission directive to be student-centered (Figure 1.11). In fiscal year 1999, 48% of state-appropriated funds went to instruction; by 2003, 55.7% of state-appropriated funds went to instruction. In redirecting resources to instruction lines, the University made some tough decisions, including eliminating several administrative positions, moving its century-old Laboratory School to an independent charter school, selling the broadcast license for its radio station, KUNC, and withdrawing support from its campus childcare center.

The Learning-Focused Organization

UNC supports learning.

During the past five years, the University made direct instruction a priority. In fiscal year 2003-04, 55.7% of state-appropriated funds went to instruction, an increase from 48% in fiscal year 1999-2000. The Board of Trustees has directed the University to allocate at least 55% of its state-appropriated funds to instruction.

Figure 1.11. Expenditures by Function – Percent of State Appropriated Funds by Board Policy 1-1-201(3)

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	Board Guidelines
Instruction	48.0	51.9	53.6	53.4	55.7	55.0
Research	0.6	0.9	0.8	1.0	1.2	1.25
Public Service	0.9	0.7	0.2	0.2	0.1	.10
Academic Support	19.0	15.5	15.5	14.5	14.8	14.75
Student Services	8.5	8.5	8.8	8.2	8.2	7.00
Institutional Support	11.9	10.2	8.87	11.4	9.9	10.25
Operation & Maintenance of plant	7.9	8.9	8.9	8.8	8.5	8.25
Scholarships & Fellowships	3.1	3.3	3.2	2.2	2.3	3.30
Transfers	0.1	.01	0.1	0.3	-0.6	.10

Source. UNC *Charting the Future Final Report*, April 30, 2004

Budgetary decisions have been especially challenging in recent years, given significant state reductions. During the past two fiscal years (one calendar year), UNC's state-appropriated budget was cut 25% (\$11 million). In response, the University has pursued two strategies: (1) to keep the campus community informed and, when feasible, to seek its participation in deliberations; and (2) to protect, to the extent possible, the core functions and services of the institution, notably instruction for students.

President Kay Norton and former President Hank Brown sought campus input in budgetary decisions. The governance groups were part of the deliberations. As noted in a campus e-mail message from President Norton on April 7, 2003:

The administration is working with the leadership of Faculty Senate, PASC, SPEEC and the Student Representative Council to craft a budget that will allow us to deliver on our fundamental mission.

An extensive list of budgetary analyses, charts, and documents are available through a Web site established specifically to communicate budget issues to campus at www.unco.edu/news/budget.htm [Pres-9]. The site is updated regularly with information about the current budget process, including communications from the President's Office [Fin/Ad-23]. In the 2003-04 fiscal year, the site included updates related to a potential reduction in force of faculty and furloughs, both tactics of last resort but ones that the *Board Policy Manual* mandates be reviewed due to the immediate crisis and anticipated long-term funding reductions. The *Board Policy Manual* requires that the President enact the Reduction in Force Policy if she foresees conditions that may lead to a layoff of tenured faculty. The President's initial report and reports on the advisability of a reduction in force that were prepared by the [Joint Retrenchment Committee](#) are on the Faculty Senate Web site [Pres-11]. Budget shortfalls have since been addressed in other ways, including an early retirement incentive, and layoffs were unnecessary. The Joint Retrenchment Committee remains in place, but is on hiatus, pending the resolution of complex state fiscal negotiations and potential ballot issues.

The budget Trustees approved in June 2003 reflected cuts (Figure 1.12) prompted by the state and national economic downturn dating to 2001-02. In 2001-02, UNC faced a reduction just under \$1 million. In 2002-03 rescissions totaled \$7.8 million. As it budgeted for 2003-04, UNC expected its state general fund appropriation to be down \$11.2 million, or at a level equivalent to 1995-96 funding. For fiscal year 2003-04, reductions were widespread, but cuts were smallest for instruction and in areas that generate revenue, such as student recruitment and matching grant funds.

Figure 1.12. UNC 2003-04 Resource Strategies

	02-03 Base	03-04 Base	% Change
Instruction	\$44,675,182	\$39,924,568	-10.6%
Academic Support	\$12,210,424	\$11,583,075	-5.1%
Student Services	\$6,956,838	\$6,553,887	-5.8%
Schol & Fellow	\$1,269,553	\$1,556,655	22.6%
Research/Public Service	\$882,504	\$883,338	0.1%
Inst. Support	\$9,990,617	\$7,127,987	-28.7%
Oper & Maint of Plant	\$6,884,882	\$6,271,411	-8.9%
TOTAL	\$82,870,000	\$73,900,921	-10.8%

Source. 2004 Budget Briefing, Aug. 1, 2003

The priority on instruction is compatible with the mission's overriding concern for meeting student needs. President Norton often reminds campus of the need to preserve core functions, particularly students' instructional needs. For example, in an April 21, 2003, campus budget communiqué she wrote:

It is important to know that we will maintain the core function, we will continue to serve students, and we will continue to do our very best to meet the expectations of the state of Colorado.

Because many cuts were taken from one-time funds, the University must conduct further reviews of its operations and expenses. CTF has been carried out in light of the budget crisis as well as the mission documents' charges.

Mission Infusion Across Campus

The mission lends valuable stability not only to broad-based planning, but also to the plans and goals of administrative and academic units. Plans and goals in units are congruent with the University-wide mission. Units articulate their goals and services in a consistent manner, in part because the University provides programs, materials, and orientations to ensure common interpretation of the mission. UNC's colleges and student services units have guiding principles that are tailored to their programs yet congruent with the University mission.

[Goals for the College of Arts and Sciences \[A&S-2\]](#) emphasize scholarship in the liberal arts, teacher education at the undergraduate and graduate levels, diversity, and a student-centered environment that fosters academic excellence. Arts and Sciences serves all UNC undergraduates, who take 40 credits of General Education classes taught largely by Arts and Sciences faculty. In addition, the college addresses its responsibilities to prospective teachers with content majors, helping them build skills and conceptual understandings they will need as teachers. Many undergraduates who are not preparing for teaching also study in one of the college's distinguished academic majors. Arts and Sciences serves teachers and other professionals who seek advanced degrees, especially at the master's level; doctoral programs are offered in mathematics and science education. The college serves the community through outreach centers, and supports students through learning communities, tutoring and advising centers, and other programs [A&S-29].

The [College of Education](#) prepares undergraduates and graduates in fields of education. The college contributes to the betterment of society through "research, professional service, and the preparation of a diverse and comprehensive array of education professionals who are lifelong learners, skilled in pedagogy and content, knowledgeable of standards and assessment, and capable of working effectively with all populations in a changing global environment," as noted in its Vision Statement [CoE-2]. The College's [Professional Education Unit Conceptual Framework \[CoE-1\]](#) details the philosophy – "Education as a Transformational Enterprise" – behind its commitment to preparing educational professionals. The college supports numerous licensure programs and graduate degree programs on campus and in statewide sites. Programs are enriched by cooperative partnerships

with schools and community systems. The college's outreach centers support educational professionals in several distinct areas, including professional development for K-12 school administrators and resources for educators working with children with special needs.

The [College of Health and Human Sciences](#) prepares nurses, nurse practitioners, nurse educators, community health professionals, nutritionists, audiologists and speech and language pathology specialists, gerontologists, human rehabilitation counselors, recreation specialists, specialists in exercise and kinesiology, physical educators, sports administrators, and others in human services. The college, like the University, recognizes its obligation to serve in the areas of teaching, research, and service [HHS-4]. Its outreach units include the Rocky Mountain Cancer Rehabilitation Institute [HHS-6], the UNC Audiology and Speech-Language Pathology Clinic [HHS-13], UNC Elderhostel [HHS-15], and the Region VIII Rehabilitation Continuing Education Program [HHS-12]. The college's constituent groups, in addition to its students, include alumni and the administrators, hospital workers, and others in the service professions in Colorado.

The [College of Performing and Visual Arts](#) serves undergraduate and graduate students, many of whom become teachers of art, drama, or music. Other graduates become artists, performers, or scholars. The college's major goal [PVA-1] is to "challenge each student with a professionally based process that provides extreme readiness for success in a highly competitive marketplace." External constituencies include Colorado secondary schools, alumni, friends of the arts, and audiences at musical and theatrical performances and at exhibits for the visual arts. The college's Community Advisory Board for the Performing and Visual Arts strengthens ties with local citizens, groups, and businesses; hosts an annual Gala; and identifies potential donors. The college enriches the lives of the local community by its many high-quality performances and exhibits.

The [Monfort College of Business](#) serves students in undergraduate professional programs in accounting, computer information systems, finance, general business, management, and marketing. Its mission [MCB-2] is to "deliver excellent undergraduate business programs that prepare students for successful careers and responsible leadership in business." The college's statements of vision and values [MCB-6] focus on excellence in preparing future business leaders and professionals, and emphasize courses, faculty, curriculum, students, scholarship, and academic and professional service. The college serves students, faculty and staff, and businesses and alumni. Practical experiences are an important part of students' programs: many students work as consultants with clients in the community and others work as interns.

The current colleges will be realigned in 2004-05, consistent with the structure created during CTE. The realignment will further the consistent integration of core mission-related functions across the University. *The Charting the Future Final Report* notes the importance of a structure that will honor liberal arts tradition while connecting that experience to other parts of students' learning and lives. The report explains:

The design of college structure is based on UNC's mission to offer comprehensive baccalaureate programs that emphasize a solid liberal arts foundation, professional preparation and real world experiences. To do so, we believe it is important to align the liberal arts and sciences with professional preparation programs, resulting in the enrichment of both.

The plan also focuses on UNC's mission to offer specialized graduate education programs to enhance research activities for both students and faculty. The proposed college structure was designed to be cost effective, and to position academic disciplines and programs to enhance research and creative scholarship functions and to increase external funding support. The functions of knowledge discovery, integration, application, dissemination and preservation are the cornerstone for each academic college. These functions are supported by college activities, which offer discipline and/or professional instruction, conduct scholarship/research, and provide services to the campus and external communities, including the professional associations of the faculty.

Units in [Auxiliary Services](#), which augment the academic activities of the institution, exemplify the University mission to be a student-centered institution. Their mission statements reflect their roles in providing an environment that facilitates learning. Mission statements are available for the following Auxiliary Services units: Auxiliary Services, Assault Survivor Advocacy Program [Aux-11], Campus Recreation Center [StAct-6], Counseling Center [Aux-10], Dining Services [Aux-13], Health Center [Aux-14], Housing and Residence Life [ResLf-1], Student Activities [StAct-2], Student Health Insurance Program [Aux-15], University Center [Aux-2], UNC Card [Aux-16], and Women's Resource Center [Aux-5].

The missions and functions of individual administrative units on campus are clearly specified. A review of campus Web pages shows how individual units make interdependent contributions to the overall mission of the University. As examples:

- The [Division of Finance and Administration](#) supports the academic, research, and public service efforts of the University by providing high quality, efficient, and attractive facilities and support services in a safe and inspiring setting [Fin/Ad-5].
- [University Advancement](#) effectively communicates the University's values, purposes, goals, achievements, and needs to internal and external communities through internal and external communications, University image, and marketing [UAdv-1].
- The office of the [Graduate School and International Admissions](#) prepares individuals for advanced study, professional careers, and positions of leadership, and adds value to the broader community through educational programs, research, and service activities [GS-4].

- The office of the [Dean of Students](#) enhances student learning and personal responsibility by resolving student issues, serving as an information and referral center, arranging for student recognition, and disciplining students who have exhibited conduct incompatible with the academic mission of the University [DoS-1].
- [University Libraries](#) support the learning and scholarship of faculty, staff, and students with their extensive collections of monographs, periodicals, government documents, audio-visual and microform formats, electronic sources, archives and art gallery, and programs [ULIB-8].
- In essence, the colleges and other administrative units are interconnected pieces of a complex and vibrant University community. Together, units form a mosaic of student-centered instruction and related services.

Core Component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Component Overview

Participants in the University's shared governance embrace the mission and, within their respective roles, endeavor to align practices with the University's core values. The University benefits from a strong faculty, staff, administration, and student leaders who are committed to serving UNC as individuals and as members of teams. As is to be expected, participants of shared governance do not always agree. Nonetheless, a high standard of mutual respect is everyone's goal.

Structure Promotes Effectiveness

The University's administrative structure promotes effective operations and decision-making by ensuring that responsibilities are clearly delineated. At the same time, governance groups recognize that they are interconnected by the University mission. This shared governance by the University community operates within a framework established by Trustees in the [Board Policy Manual](#) [BOT-1]. The Board of Trustees ultimately ensures that University decisions are carried out according to mission directives. The Board charges the University President and officers to carry out University operations according to the [Board Policy Manual](#). Trustees' actions are mindful of the values expressed in the University mission documents, and as a result, so are the actions of other campus decision-makers.

The Board of Trustees, which comprises nine members, is the governing authority for the University. Each trustee takes and subscribes to the Oath of Office prescribed by the Colorado Constitution. The Governor appoints seven voting members for staggered, four-year terms. The eighth member is a faculty member elected by faculty at-large for a one-year term; the ninth member is a full-time junior or senior student elected

by the student body. The faculty and student members are advisory and do not vote. The Board of Trustees meets seven to eight times each year to review policy enactment, to determine which, if any, policies need to be changed, and to act on personnel and other business items. The Board also makes available at each meeting time for public comment from anyone in the campus or larger community. Board members also communicate regularly with the state policy body, the Colorado Commission on Higher Education, and represent the governing board at certain Commission events.

Guiding principles in the *Board Policy Manual* help the University implement procedures that are fair, legal, and student-centered. High standards of conduct are specified for faculty, staff, and students, consistent with the University's *Values, Purposes and Goals*, which emphasize integrity, honesty, trust, fairness, respect, responsibility, and equal opportunity [Pres-2]. Further, the policy manual specifies that the budget place an over-riding emphasis on instruction (Figure 1.11), consistent with the student-centered theme of the mission statements. In its decision-making, the Board has demonstrated support for the University mission by encouraging new programs to address diversity needs and statewide access, such as the teacher preparation program at the Center for Urban Education and the newly approved doctoral program in nursing; by instructing the President to maintain the institution's distinctive identity; and by approving budgets that give priority to student needs and programs.

Effective, Shared Governance

The Board, however, understands the intended limits of its role. It guides the University by setting policies congruent with the mission, but it also relies on campus leaders to implement those policies. During spring 2003, Criterion One subcommittee members conducted interviews about the Board's role with the President, Provost, Vice President for Finance and Administration, and Vice President for University Affairs (now Vice President for University Advancement). They perceived the Board of Trustees as having stepped back, since 1998, from detailed management. The current Board delegates detailed academic administrative matters to the University's chief administrative personnel while maintaining healthy interest in broad policy matters. The Board is widely perceived as giving adequate administrative flexibility and permitting University administrators to lead effectively.

This effective leadership takes place, in large part, as responsibilities are delegated through established governance structures. The *Board Policy Manual* outlines the responsibilities of the President, faculty, administrators, staff, and governance groups. The manual includes constitutions for faculty and student governments. In addition, interlocking memberships on governance groups afford ample opportunity for representatives of different governance groups to exchange information. For example, Faculty Senate meetings include representation from the Provost, President, Professional Education Council, Undergraduate Council, General Education Council, Graduate Council, State Personnel Employees Executive Council, Professional Administrative Staff Council, Board of Trustees (Faculty Representative), Student Representative Council, and Council of Deans. The administration also seeks input from a number of advisory committees.

During spring 2003, Criterion One subcommittee members also conducted interviews with leaders of Faculty Senate, Professional Administrative Staff Council, State Personnel Employees Executive Council, and Student Representative Council. The interviews largely confirmed that the distribution of responsibilities in governance structures, processes, and activities is well understood. However, there were two notable exceptions. First, some members of the Faculty Senate expressed the opinion that the role of the faculty in the presidential search process was insufficiently clear. While several faculty sat on an advisory committee to the Board during the search, some faculty expressed concern that the Board was the sole search committee, and that the lone faculty trustee did not have a vote. The Board asserted that hiring, evaluation, and replacement of the President is its primary responsibility, and while it seeks significant input from the University community, the ultimate decision belongs to the Board. This responsibility was reiterated when faculty proposed that the Board change policies to give faculty greater involvement in the search process. The Board responded by restating its commitment for campus input, but remaining firm in its responsibility. Secondly, concern was expressed that the role of the Professional Administrative Staff Council in governance is not outlined in the *Board Policy Manual* and requires continuity of membership to preserve memory and momentum.

Campus leaders are committed to the mission. The University is led by a distinguished corps of highly qualified individuals, many who have national and international reputations for academic and professional expertise. The President, vice presidents, deans, department chairs, other administrators, faculty, and staff hold appropriate credentials and work experiences to carry out their current levels of responsibility. Governance chairs are elected not only because they represent these groups, but also because they are strong leaders and advocates for their constituents.

Shared governance is also evident on many academic fronts. For example, the [curriculum review process](#) demonstrates the collective responsibility of faculty and other academic leaders for the integrity of the curriculum [AA-16]. Faculty initiate curriculum changes at the department level and forward them for faculty review by college curriculum committees. If the proposed curriculum involves either General Education or teacher preparation, the General Education Council and the Professional Education Council, respectively, review proposed changes. Other academic leaders – namely college deans, the Graduate School Dean, and an Academic Affairs representative – review the proposal and assure availability of resources and its compatibility with the unit’s mission. External accrediting agencies also provide input and oversight for curricular matters.

Faculty and other academic leaders share responsibility for the integrity of academic processes through mechanisms of shared governance. Proposed changes to academic processes are channeled to the Faculty Senate for review through its Academic Policies Committee. (Examples of recent policies examined by the committee include a mid-term grade policy and a grade forgiveness policy.) Proposals for changes to academic processes may come from faculty, students (through the interrelationship of the Student Representative Council with the Faculty Senate)

or from the administration, but none are adopted without input from both faculty and the Division of Academic Affairs. Also, academic programs are evaluated every five years, as a part of a comprehensive program review process, and in compliance with the Colorado Commission on Higher Education [EXT-23]. Program reviews are evaluated first by departments and then by academic deans. The Graduate School Dean and the Graduate Council's Program Review Committee also review reports for graduate programs. Departments establish their own objectives for program improvement and deans may specify additional objectives.

Charting the Future (CTF) is explicitly grounded in the University mission and relies on guiding principles that exemplify the process of shared governance. Principles call for discussions to follow these guidelines:

- *Value and respect all participants*
- *Value and recognize individual and collective investment in the University*
- *Exercise civility and integrity*
- *Create a culture of trust*
- *Welcome discourse that will inform decisions in the best interest of the University*
- *Be committed to open, honest, and timely communications*
- *Implement a timeline driven by the academic and fiscal demands*
- *Be guided by clearly articulated criteria that are balanced and grounded in the mission*
- *Be mindful of the various communities that the University serves and of those that shape our future*

Communicating a Shared Vision

Effective communication has been vital to the operations of shared governance at UNC. Interviews with the President and vice presidents, and with leadership of the State Personnel Employees Executive Council, Professional Administrative Staff Council, Student Representative Council, and Faculty Senate provide evidence for this claim. Members of the Criterion One subcommittee conducted the interviews during spring 2003. Generally, those interviewed agreed that communication among governance groups has improved recently. Several interviewees noted that while communication among governance groups is generally effective, there is a problem communicating policies that affect campus constituencies. Some felt that the University should make greater efforts to notify groups affected by policy changes. Several interviewees indicated that while it is necessary to keep a current version of the *Board Policy Manual* and *University Regulations on the Web*, additional methods of dissemination should be considered.

Effective communication is facilitated by the accessibility of campus leaders – including the President and Provost – to students, faculty, and staff. The Board of Trustees is also receptive to input from the University community. Those who are not satisfied with decisions made by the Board of Trustees or the President have access to the Board and the President to communicate these views. Further, the Board's bylaws indicate that persons other than Board members may request items be placed on the agenda of any regular meeting.

The Connected Organization

UNC engages in healthy internal communication.

Effective communication has been vital to the operations of shared governance at UNC. Communication is facilitated by the accessibility of campus leaders to students, faculty, and staff.

It is not surprising that partners in the governance network do not always agree on decisions or processes for input. For example, as discussed in the “Effective, Shared Governance” subhead above, several groups and individuals in the campus community felt that the Board of Trustees did not seriously consider their suggestions during the past two presidential searches. Also, some faculty members have expressed reservations about the Board’s imposing a “corporate culture” – one they believe may erode academic traditions and values.

Such concerns notwithstanding, communication has been largely open, respectful, and grounded in the realization that everyone is motivated to improve the institution. It is arguably the case that communication has improved dramatically on campus over the past five years. The Board of Trustees has consistently delegated matters of curriculum to the faculty. Further, during this time frame, Trustees have consistently expressed confidence in the President and other senior administrators, allowing them to manage the institution with much discretion. The President now meets regularly with students in an open-door office-hour format. Open meetings on the budget and planning process are routinely held, and the University’s [budget reports](#) [Fin/Ad-25] are available from the Budget Office and online.

The emphasis on communication extends to UNC’s continual examination of its structures and processes. The organization regularly evaluates its structures and processes both through executive action and the governance process. Governance groups, including the Faculty Senate, review and revise policies and procedures that govern the University’s processes and, sometimes, its structures. Recent examples include a Faculty Leave Policy, Transitional Appointment Policy, and Grade Forgiveness Policy. Appropriate administrative authorities regularly review administrative structures. Since 1998, for example, components of the Division of Student Affairs have been, in effect, combined with the Division of Academic Affairs and the Division of Finance and Administration; the Division of University Affairs has been restructured and renamed the Division of University Advancement.

CTF entailed a comprehensive review of programs and administrative structures. After analyzing unit reports, the Design Team of campus leaders sketched an alternative organizational structure for the University. Some elements of the draft were welcomed and others were hotly debated. The Design Team revised its initial ideas based on this feedback. The final plan also provoked a range of reactions, including appreciation for the openness of communication, recognition of the Design Team’s willingness to revise the plan, and concerns about particular structural elements, notably the move from academic departments with chairs to schools with directors. Boding well for future governance, dissenting individuals continue to express their opinions and reservations. The [Charting the Future Transition Plan](#) [Pres-16] details how individuals across the campus will be deeply involved in the design and implementation of a revitalized University, focused on its mission.

Core Component 1e

The organization upholds and protects its integrity.

Component Overview

UNC reflects integrity in its mission documents. Its *Values, Purposes and Goals* state that the University believes its distinctive service to society can be offered only in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. UNC is honest in its operations; its governing and budgeting processes are transparent and clearly defined; it operates in respectful symbiosis with internal and external constituents; and it provides clear grievance processes for those who feel they have been wronged. The University remains true to its mission in its activities. UNC not only offers the various courses, programs, and degrees described in its *Catalog*, but also supports the campus community through a number of centers, services, and professional development opportunities. The institution also has processes for individuals from the campus community and those from outside the University to raise issues of integrity in its operations.

Lawful Practice

As a state entity, UNC adheres to all state and federal regulations and policies, including personnel rules, fiscal rules, and Colorado statutes and regulations. To ensure adherence to state mandates and to advise on legal and financial integrity, the Board of Trustees employs a full time [General Counsel](#) [BOT-3] and [Internal Auditor](#) [BOT-4], who both report directly to the Trustees. The Board of Trustees also builds on some state requirements. For example, it has formulated guidelines in the *Board Policy Manual* for percentages of the budget to be directed to specific areas (Figure 1.11).

The Colorado state government mandates fiscal rules. Procedures for making purchases are outlined in the *Colorado Contracts Manual* [EXT-58]. [Financial Services](#) posts its forms and policies on its Web site at [Fin/Ad-1], with rules for bidding requirements, capital equipment purchases, check requests, official functions, personal services agreements, travel, timesheets, and other financial matters. Certified public accountants on staff attend the state's annual ethics training. UNC contracts are signed by either the State Controller, or his or her designee, to ensure fiscal accountability. A fund accountant is dedicated to financial affairs of grants.

UNC's financial statements are audited. The [Colorado State Auditor](#) presents [findings](#) to the Legislative Audit Committee. After findings are approved, they are available to the public and online [EXT-38]. Over the past decade, external auditors have always given an "unqualified" opinion, indicating there were no significant problems with University financial statements. The University also uses an internal auditor to ensure accountability. Information on internal controls, the audit process, and other services are included on the Internal Auditor's Web site.

The Distinctive Organization

UNC is accountable.

Audits of the University's financial statements over the past decade have shown no significant problems. The University has never been cited with a major violation from the National Collegiate Athletic Association. Student, faculty, and staff rights and responsibilities are clearly defined, and include clear grievance processes.

The Internal Auditor reports to the chair of the Board of Trustees to allow impartial and unbiased judgments.

Campus units also help monitor compliance and enforce applicable laws and regulations. For example, the Human Resources Office communicates information about laws and regulations related to pension and benefits, safety and health, payroll, labor and employment law, workers' compensation, unemployment insurance, employee assistance programs, and Social Security. Human Resources also helps develop and implement the [Affirmative Action Plan](#) [HR-12]. UNC's Affirmative Action Plan for minorities and women (Part I) was prepared according to Executive Order No. 11246, as amended, and Title 41, Code of Federal Regulations, Part 60-1 (Equal Employment Opportunity Duties of Government Contractors), Part 60-2 (Affirmative Action Programs of Government Non-Construction Contractors, also known as "Revised Order No. 4"), and Part 60-20 (Sex Discrimination Guidelines for Government Contractors). The University has developed an Affirmative Action Plan for veterans and persons with disabilities (Part II) prepared in accordance with the Rehabilitation Act of 1973, Section 503, as amended and Title 41, Code of Federal Regulations, Part 60-741 (Affirmative Action Program for Handicapped Persons), the Vietnam Era Veterans' Readjustment Assistance Act of 1974, Section 4212, as amended, and Title 41 Code of Federal Regulations, Part 60-250 (Affirmative Action Program for Disabled Veterans and Veterans of the Vietnam Era).

To ensure legal accountability, the University General Counsel, who is designated a Special Assistant Attorney General, is involved in daily planning and review of University operations. No litigation or investigation by the Equal Employment Opportunity Commission or Colorado Civil Rights Commission has been initiated over the past two years; one piece of litigation regarding a hostile work environment occurred under the direction of a previous director of Human Resources. Five allegations of discrimination were brought to Human Resources over the past two years; all were resolved through internal University processes.

Ensuring Integrity in Operations

The Admissions Office provides information to prospective students and designs and reviews, in conjunction with the Advancement Publications team, publications disseminated to potential applicants. The office ensures that its materials accurately reflect the University and its mission. Admissions personnel and staff in other units, including the Graduate School and the Office of Student Financial Resources, implement recruitment strategies and regulations, such as recruitment fairs and scholarship programs, to enhance outreach efforts. The Admissions staff is responsible for review and approval of admission applications and transfer of credit requests in accordance with institutional rules and practices. The office conforms to rules and regulations related to admissions processing standards as established by the Colorado Commission on Higher Education. The office also coordinates the implementation of [transfer agreements](#) [Adm-3] among Colorado two-year and four-year institutions as mandated by the Colorado Commission on Higher Education. In addition, the Admissions Office has a student appeal process for contesting transfer credit evaluations.

The UNC Registrar's Office maintains all academic records, produces transcripts, registers students, classifies students for tuition purposes, evaluates students for graduation, schedules classes, and verifies enrollment. Timely information on tuition charges, special fees, and payment schedules is provided through the schedule of classes generated and maintained by the Registrar's Office. The office is the central source of student data and provides information needed to meet state and federal statutes. Data generated from records are also used for internal decision-making. The Registrar's Office conforms to laws, rules, and regulations established by federal, state, and independent governing agencies, such as the [Family Educational Rights and Privacy Act \(FERPA\) \[Reg-4\]](#), [Colorado Open Records Law \[EXT-37\]](#), [Tuition Classification Statutes \[EXT-45\]](#), [Colorado Commission on Higher Education regulations](#), [NCAA rules and compliance](#), and [AACRAO guidelines and standards \[EXT-46\]](#).

The State of Colorado contracts firms to audit records of all Colorado institutions of higher education to ensure compliance with state requirements. For example, an external firm audits tuition classification and financial aid. Each year, the Colorado state auditor also confirms that the Admissions Office complies with state admissions policy statutes.

The Office of Student Financial Resources, in compliance with state and federal regulations, awards state, federal, and institutional funds to students who demonstrate financial need. Guidelines for establishing need are outlined in federal legislation and are implemented through federal methodology. The office develops written policies and procedures to conform to these regulations. Annual reports provide disclosure information regarding the office's activities and expenditures. Annual audits and regular program reviews validate compliance with rules and regulations related to administration of financial aid.

The [Disability Access Center's](#) mission is to develop a partnership with students, faculty, and staff to assist in creating an accessible University community where students with disabilities have equal opportunities to fully participate in all aspects of the educational environment. The center provides equal access for students with disabilities while maintaining the integrity of the University's academic standards and offers students with disabilities the right to pursue their educational goals and achieve their full potential [DAC-1]. [Charting the Future](#) calls for moving the compliance function to Human Resources to allow the center to concentrate on services.

Research at UNC is guided by policies aimed at ensuring integrity. For example, research involving human participants is regulated by Board Policy 3-8-104, enacted by the Board of Trustees to ensure that all research conforms to ethical standards. Use of animals for research or instruction must be reviewed by the [Institutional Animal Care and Use Committee \[A&S-10\]](#). The [Sponsored Programs and Academic Research Center](#) helps researchers comply with grant requirements [SPARC-2].

An [Intellectual Property policy](#) was approved in 1993 and covers inventions, creations, trade or service marks, patented or copyrighted materials or ideas the University determines to have commercial or intellectual value [BOT-1]. The policy was revised in June 2004 by Board action after a lengthy and productive process involving faculty governance structures. The Graduate School has also compiled a [Thesis and Dissertation Manual](#) [GS-8] to assist graduate candidates in meeting the highest standards of professionalism and legal compliance, such as with copyright material.

The UNC Foundation, an independent entity, solicits, receives, and manages funds for the University. The officers and staff in the Foundation follow the Code of Ethics and Professional Practices, Colorado Commission on Higher Education guidelines [EXT-55, p. III-N-1], and endorse the Statement of Ethics adopted by the Council for the Advancement and Support of Education.

The [Office of Environmental Health and Safety](#) promotes sound ecological management of campus resources and waste; fosters a safe campus environment for students, faculty and staff; and reduces liabilities to the University and its constituents by ensuring compliance with federal, state, and local guidelines and generally accepted standards of the profession. The office also addresses emergency procedures; faculty, staff, and student training; environmental issues and permits; lab safety; general safety and hazardous materials; and health alerts [Fin/Ad-9].

UNC is committed to making its campus a safe, secure environment where security is balanced with freedom, individual rights are balanced with community needs, and the pursuit of learning, teaching, and research can occur. The [Police Department](#) provides information on reporting criminal or suspicious action, duty to report, access to campus facilities, maintenance and security of campus facilities, law enforcement authority and inter-agency relationships, drug and alcohol policies, sexual assault issues, sexual assault resources, and sex offender registration, as well as security awareness and crime prevention programs, a campus security report, and crime statistics [Fin/Ad-13].

Other campus units take on specific roles in helping the University comply with laws and policies. The [Center for International Education](#) assists international students and scholars on campus and in study-abroad programs [ISS-1]. The [Sponsored Programs and Academic Research Center](#) administers and monitors programs funded by grants from various governmental agencies and private sources [SPARC-1]. The College of Education oversees compliance in areas pertinent to the preparation of education professionals. Additional information on compliance is discussed in the chapter devoted to federal compliance matters.

Clearly Defined Rights and Responsibilities

The University also maintains its integrity by developing respectful relationships with internal and external constituents. It consistently implements clear and fair policies regarding the rights and responsibilities of its internal constituents. In a series of interviews the Criterion One subcommittee conducted with many individuals on campus, interviewees said internal constituents know about their rights

and responsibilities and can access that information easily. (Interviewees included members of the Faculty Senate Executive Committee, Faculty Senate Codification Committee, State Personnel Employees Executive Council, Professional Administrative Staff Council, and the Director of Environmental Health and Safety.) Specific rights and responsibilities are defined for all campus groups, as follows:

Board of Trustees and University Policies—The *Board Policy Manual* contains Title I, *Board Adopted Policies*, and Title II, *Board Approved Constitutions and Procedures*. Title III is a separate document, *University Regulations*, promulgated by the President under authority of the Board of Trustees. Titles I and II contain a statement of support for the principles of shared governance, the Student Constitution, and the Faculty Constitution. Changes to Title I and Title II must be approved by the Board of Trustees. Changes to sections regarding internal constituents, such as students and faculty, use a governance process beginning with approval from elected representatives of the affected entities, progressing to the President, then to the Trustees. Changes to Title III, *University Regulations*, are made by an act of the President after consultation with appropriate governance groups.

Faculty—The Constitution of the Faculty is found in Title II of the *Board Policy Manual*. Information about the function and powers of the [Faculty Senate](#), meeting minutes, committee information, and bylaws are on its Web site [BOT-5]. Governing groups that report their policy recommendations and annual accomplishments to the Faculty Senate are: Undergraduate Council, General Education Council, Graduate Council, Professional Education Council, University Curriculum Council, and Faculty Research and Publications Board.

Classified Staff—Classified personnel are regulated by the Colorado Department of Personnel and Administration. Classified employees may join the [State Personnel Employees Executive Council](#) (SPEEC). The SPEEC constitution, minutes from its meetings, bylaws, and a mission statement are on its Web site [HR-4]. SPEEC representatives attend State Liaison Meetings in Denver with other higher education representatives. Members of SPEEC are active citizens on campus, sponsoring community events, and serving on other campus groups, including the Faculty Senate and planning groups.

Professional Exempt Administrative Staff—The [Professional Administrative Staff Council](#) (PASC) serves as a representative body for the professional administrative staff members. PASC participates in the development of policy, and advises the University President, President's staff, and other groups whose policies affect these employees. PASC's mission, purpose, constitution, committees, and minutes are on its Web site [HR-3]. PASC members also serve several groups at the University, including the Board of Trustees, Bookstore Advisory Board, Faculty Senate, Parking Advisory, President's Council, Student Representative Council, State Personnel Employees Executive Council, University Center Advisory Board, and University Planning Council. Members of PASC are "at will" employees of the University; their contracts dictate their job duties. PASC members would like to see the *Board Policy Manual* elaborate on their distinct, collective duties and rights.

Students—Students’ rights and responsibilities are outlined in the *Board Policy Manual* Titles II and III, in the *Honor Code*, in the *Catalog*, and in the *Student Rights and Responsibilities Handbook* [DoS3, DoS-2]. Students are active participants in campus governance. The *Student Representative Council* is the representative authority of the student body; its constitution is in Title II of the *Board Policy Manual*. SRC bylaws and minutes of its meetings are on its Web site [StAct-1].

Principled Co-Curricular and Auxiliary Activities

The University maintains integrity in co-curricular and auxiliary activities by holding participants to clear, high standards. In gathering information about co-curricular and auxiliary activities, the Criterion One subcommittee conducted interviews during spring 2003 with the Assistant Vice President for Auxiliary Services, the Director of the University Center, and a professor of Mathematical Sciences who is the NCAA Faculty Athletic Representative.

The Board of Athletic Control is a representative group that has monitored [University compliance with intercollegiate athletic regulations](#) and recommended policies to the University President or the President’s designee, in accordance with the philosophies and values established by the University and in accordance with the regulations of the athletics governing organizations under whose jurisdiction the University operates (Title II *Board Policy Manual*). A faculty representative chairs the board, and several faculty are members, along with student-athletes and administrators. The composition of the Board of Athletic Control was refined in 2003 by an amendment to the Faculty Constitution that removed the board from the Faculty Senate committee structure and created a direct reporting relationship to the President.

Intercollegiate Athletics’ Director of Compliance oversees compliance [Ath-1, Ath-2, Ath-3]. Compliance is monitored in the areas of students’ initial eligibility, students’ transfer eligibility, and recruiting guidelines. Examples of student compliance indicators include grade point average, full-time status, progress toward degree, number of semesters participating in a sport, and random drug testing for banned substances

UNC has a solid record on athletic compliance. UNC has never been cited with a major violation from the National Collegiate Athletic Association (NCAA). Over the past two years, UNC has registered eight secondary violations as part of the voluntary reporting system. Secondary violations are minor and usually inadvertent infractions. To illustrate, in one secondary violation, a prospective student athlete, without consent from or arrangement with UNC Athletics, appeared at a campus function where athletic boosters were present, a violation of NCAA policy. The prospective student was identified by a staff member and asked to leave the event because of the NCAA restriction. This infraction was unintentional; following the reporting requirement, the University registered the secondary violation with NCAA.

High standards of compliance will continue to be monitored as the University undergoes its planned transition from NCAA Division II athletics to Division I athletics. In May 2004, UNC completed the second year of the five-year NCAA-mandated transition period. With this move, the Board of Athletic Control is revising its reporting responsibility and status to facilitate the move.

The decision to move up a division in athletics raised questions in some areas of campus. Some fear that state funding will be diverted from academic programs to fund the move. The previous President, who initiated the move in 2001, led a successful drive to raise private scholarship dollars to support the move. He said the move would have to be made with private gift support. When the decision to move was made, the state was in a boom economy. The subsequent downturn fed the fears about diversion of state-appropriated funds. Although that has not happened, the University administration needs to do a better job of communicating the realities of funding for Intercollegiate Athletics. The Athletics Department has stepped up its efforts in attracting external funds, increasing corporate partnership dollars and earning more from cash sales (tickets, concessions, merchandise). It must also join University administration to step up communication efforts about the move. Athletics is completing a strategic plan to address these issues.

High standards in other student activities are addressed by [Auxiliary Services](#) [Aux-17], which offers programs and ancillary support services such as student housing, dining, and the University Center student center. Auxiliary Services includes the Assault Survivor's Advocacy Program [Aux-11], campus bookstore [EXT-40], Campus Recreation [StAct-6], Conference Services [Aux-12], Counseling Center [Aux-10], Dining Services [Aux-13], Gay, Lesbian, Bisexual, Transgender Resource Center [Aux-1], Student Health Center [Aux-14], Student Health Insurance [Aux-15], Information Technology Auxiliary Support [IT-6], Residence Life [ResLf-1], Student Activities [StAct-2], UNC Card [Aux-16], the University Center [Aux-2], and the Women's Resource Center [Aux-5].

Student participation in activities is monitored for compliance with regulations such as minimum GPA or eligibility for holding office. Each group has an advisor from Auxiliary Services. Materials articulating groups' principles of integrity are on the University's Web site and in representative offices for Auxiliary activities. Constitutions and bylaws are available for the following units:

[Student Representative Council](#) [StAct-1]

Clubs and Organizations included in the SRC Constitution and bylaws

[Interfraternity Council](#) [StAct-8]

[Pan-Hellenic Council](#) [StAct-9]

University Program Council [StAct-13]

[Residence Hall Association](#) [StAct-10]

Integrity in Communication

An honest portrayal of itself to external constituents also maintains UNC's integrity. The organization deals fairly with its external constituents. In interviews with the

Criterion One subcommittee, the Vice President of University Advancement (then University Affairs) said the University works to maintain effective communication with external constituents, including alumni, parents of students, the Legislature, the local community, and citizens of Colorado. The University understands that the integrity of its communications requires it to reach a broad audience. Events, accomplishments, trends, and campus debates are communicated to external entities through venues that include the following:

- UNC Annual Report* published by the UNC Foundation [Found-3]
- Greeley Tribune newspaper and other Northern Colorado newspapers
- Denver metro newspapers including the Denver Post and Rocky Mountain News
- Community Connections lectures
- UNC Web site
- Recruitment materials, including viewbooks
- Print publications including undergraduate and graduate brochures
- UNC Catalog
- Transfer guides
- Spectrum magazine, which every UNC alumnus receives [Alum-3]
- UNC contract lobbyist at the Colorado Legislature
- One-on-one meetings between state legislators and the President
- Legislative town meetings attended by the President, Provost, and vice presidents
- Reports to the Colorado Commission on Higher Education
- College of Education Yearbook*, published every other year [CoE-10]
- College of Arts & Sciences Annual Report* [A&S-26]
- Artistry*, Performing and Visual Arts semi-annual newsletter [PVA-9]
- Monfort College *Prospectus* [MCB-14]
- Health and Human Sciences newsletter [HHS-19]
- Annual/biennial report from the Graduate School* [GS-1]

Responding to Complaints

A challenge for all participants in shared governance is to advocate for personal opinions while simultaneously showing respect for the ideas, viewpoints, and basic dignity of one another. There are, however, grievance procedures for those who feel their differences go beyond differences in opinion. Grievance procedures (Figure 1.13) are outlined in written University policies. The University offers a variety of procedures that allow faculty, staff, and students to contest administrative and academic decisions. In every instance, the appeal procedures and the rights granted to the parties exceed the minimum requirements of due process and other applicable laws, rules, and regulations. Processes are designed to maximize effective communication about, and early resolution of, potential disputes.

The *Student Rights and Responsibilities Handbook* defines procedures for resolving student-faculty conflict, an explanation of violations of student conduct and a summary of disciplinary actions and procedures, including formal and informal hearings. Conditions and sanctions for misconduct are outlined, including warning, probation, restitution, suspension, expulsion, withdrawal, and loss of recognition. The disciplin-

ary procedures provide due process. The handbook also outlines procedures for Academic Appeals, a process that may take up to five steps, with defined and limited time periods. Undergraduate appeals for academic decisions are handled by the Provost's Office, while graduate appeals are handled by the Graduate School. Decisions are made by an academic appeals board, which includes four faculty and four students.

Figure 1.13. UNC Employee Grievance Procedures

Faculty	Discuss with department chair
	File grievance with Faculty Grievance Committee (12 full-time faculty)
	Hearing panel (5 committee members & chair) hears each side, records proceedings
	Hearing panel reports findings, makes recommendation to President
	President makes final decision, reports decision to Faculty Senate
Non-faculty Exempt	Discuss with supervisor
	Appeal to Director of Human Resources, General Counsel, appropriate Vice President
	Human Resources, General Counsel, Vice President investigate and advise President
	President makes final decision
State Personnel System	Discuss with supervisor
	Appeal to Director of Human Resources
	Appeal to State Personnel Board, which may schedule hearing with Hearing Officer
	Decision of Hearing Officer is binding unless appealed to the court

Source. UNC Board Policy Manual

The University also responds to complaints and suggestions from external constituents and works to seek input before issues become problems. Community members are often asked to serve on task forces and advisory committees, providing the University community with valuable insight into issues of concern. The University President has an open-door policy. She also encourages administration and staff to respond to specific issues. For example, when the May 2003 commencement ceremony was snowed out, forcing a hasty move indoors and a less-than-adequate ceremony, the President assigned the Vice President for University Advancement to respond personally to individual complaints. The President also clarified responsibility of the ceremony, which had been fragmented. The Board of Trustees also makes available at each meeting a comment period when anyone can air grievances.

Staff in administrative units that deal with students and parents, such as the Registrar's Office and Financial Aid, understand they are expected to provide good customer service, and that effectively responding to complaints is a significant part of good service.

Summary

UNC responds confidently to Criterion One, Mission and Integrity. Mission values are translated into everyday practice; the campus community embraces its moral imperatives. Periodically, the mission is reviewed. Two sets of changes have been made over the past 10 years, reflecting a conscious attempt to clarify values, and particularly to elevate a student-centered philosophy. Further refinements are pending. The University community embraces the mission's values, principles, and student learning goals. Specific values are included in the mission; basic operations of the University are carried out with absolute integrity. In recent years, improvements have been made in basic trust among the University's governing partners.

Challenges and opportunities exist with the mission, including the need to examine students' attainment of broad learning goals. Likewise, the broader institutional climate for diversity remains an important area for continued work. The climate for diversity must continue to be a priority, a target for assessment, and an area for investment. In addition, the budget situation necessitates that the University consider the separate parts of the mission and their inter-relationships. For example, it will continue to be necessary for the University to refine periodically the scope of comprehensive baccalaureate programs, specialized graduate programs, and statewide access. Finally, it will be imperative that the campus community nurture shared governance, especially during times of rapid change.

Strengths, Challenges, and Opportunities

Strength—*The mission and directives for UNC are clearly stated.* The statements include unambiguous commitments to distinct groups. Students are the overriding priority. By helping students achieve high standards, UNC serves Colorado and society. Regional schools, community organizations, and businesses provide invaluable practical experiences for UNC students. They, in return, benefit from ongoing professional education and through the scholarship and creative works of faculty. Faculty and staff members are valued employees who encounter incentives, expectations, and mechanisms for professional growth.

Strength—*The mission statements are easily available to prospective and enrolled students, faculty, and staff, and to the public at large.* Many University publications underscore values from the mission documents. Additionally, faculty and other personnel give credence to the mission by supporting students individually and by expressing their confidence that students can achieve high standards.

Strength—*The mission is both a source of stability and a tool for reflection.* Two waves of changes were made to the mission during the past 10 years. These revisions

reflect a healthy self-analysis: Changes were simultaneously responsive to external constraints, protective of the institution's longstanding purposes, and reflective of the growing priority for students' learning.

Opportunity—*In the future, periodic analyses of mission statements will be needed to accommodate new mandates and internal evolutions.* The President's Planning Council will review the mission documents for potential refinements as a part of the implementation of Charting the Future. The University community anticipates that these transformations will sustain the University's core functions.

Strength—*A commitment to including all segments of society is present in the University Mission Statement.* Recruitment and retention of students, faculty, and staff members from diverse backgrounds are University priorities. UNC strongly advocates for the respectful consideration of ideas and customs of its members. This commitment is enacted in regulatory policies, recruitment and professional development, and curriculum. Responsibility is shared by all; several units on campus execute oversight over key diversity issues, ensuring that recruitment strategies and curricular offerings translate ideology into practice. In addition, the student-centered philosophy of the institution encourages students to seek the particular services they need for well-being and academic growth.

Challenge—*Creating an inclusive and respectful community is an ongoing goal that requires continued attention.* Good intentions do not always lead to good outcomes, which makes it essential for the University to regularly review its climate for diversity and to offer everyone – faculty, students, staff, and administrators – ongoing support to act inclusively and sensitively to diverse perspectives.

Challenge—*The University should discuss the consistency with which all students – undergraduate and graduate – are effectively prepared to work in a diverse society.* Undergraduate students have choices in the General Education program, many of which can enhance students' understanding of diversity. Further, many academic areas, including the teacher education programs, provide students with guided experiences in diverse settings. At the graduate level, many options exist and many programs systematically target students' ability to work with people from diverse backgrounds. However, it is not obvious what impact these efforts have.

Opportunity—*Determine whether all students "...acquire an appreciation for and ability to work in an increasingly diverse population."* Use additional assessment data and infuse diversity across the curriculum as outlined in Charting the Future.

Strength—*The University's many constituent groups embrace the mission.* Decisions have been made mindful of the mission priorities and values. The current planning process, Charting the Future, is grounded in the University's core mission principles.

Opportunity—*Strong communication operations on campus, extensive input into planning, and the University's history of shared governance can inspire optimism at a*

time when existing and foreseeable state appropriations are low. The University has the infrastructure to meet its challenges.

Challenge—The University must consider the relationship between its student-centered orientation and other aspects of the mission. The University serves society in progressive ways both by advancing knowledge and by translating the implications of high-quality research for education and other professional fields. Certainly, a case can be made that leadership in students is enhanced when they see faculty and staff contributing to society. Research, creative works, and other forms of scholarship are also inherently valuable.

Opportunity—Arguably, the University has room to grow in its appreciation of the power and utility of research and scholarship conducted by its faculty, staff, and students. Consideration of its public service role in these areas is particularly appropriate to an institution relying, at least in part, on public funds.

Strength—Participants in the University’s shared governance embrace the mission and, within their respective roles, endeavor to align practices with core values. The University benefits from strong faculty, staff, administrators, and student leaders who are committed to serving the University as individuals and as members of teams. As is to be expected, participants of shared governance do not always agree. Nonetheless, a high standard of mutual respect is everyone’s goal.

Challenge—As at every institution, at UNC there are conflicting opinions and, occasionally, feelings of not being heard or taken seriously. A challenge for all participants in shared governance is to advocate for personal opinions while simultaneously showing respect for the viewpoints and basic dignity of one another. Gathering data, arguing passionately, listening openly, forging compromise, and getting on with business after disappointments are critical areas for everyone’s lifelong learning. Certainly, the institution can improve, but strides in trust have been sizable in recent years, laying a foundation for future institutional growth and improvement.

Strength—The University operates smoothly and with high levels of integrity. Written codes of professional conduct and the existence of clear procedures for airing grievances and complaints contribute immensely to this healthy state. Disputes are resolved early, when possible, and the rights of all participants are protected. External governing bodies have validated the integrity of University processes and operations.

Challenge—The University must assess its effectiveness in cultivating good citizenship, leadership, and lifelong learning in its students. What it truly means to contribute to society, to think deeply about social problems, to work productively with diverse clienteles, and to demonstrate these competencies are consequential matters. Individual programs address these outcomes in specific ways; however, the nature of students’ cumulative learning is uncertain. For example, the University does not have extensive data on what students learn about citizenship or diversity as the result of their several years of study at the University.

Opportunity—*Additional discussions are needed about the meaning of student-learning goals (above), the manner in which curriculum and services enrich these capacities in students, and the assessment data that speak to our successes – and limitations – in cultivating them.* Discussions will be an inherent part of the core curriculum/University Experience development initiated in Charting the Future.

Challenge—*Additional thought about the inclusion of the Professional Administrative Staff Council in the Policy Manual appears necessary.* Members of PASC would like additional recognition for their participation in the institution. A further definition of their role could be helpful.

Challenge—*New mechanisms are needed to get regulations into the hands of those obliged to comply with them.* In the spirit of shared governance, faculty, staff, students, and administrators need to consider their individual and collective responsibilities in communicating policy. In addition, thought should be given to communication and solicitation during eras of change. Ways to enhance communication across traditional organizational lines should be considered in making decisions about structure and organization.

Opportunity—*With a limited budget, the University has an opportunity to refine and prioritize each aspect of its mission.* For example, it may become increasingly necessary to define the scope of activity that is possible with a comprehensive baccalaureate program, specialized graduate programs, statewide access, and research and scholarship.

Criterion Two

Preparing for the Future



Criterion Two: Preparing for the Future

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

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

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

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

Core Component 2a

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

Component Overview

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

Understanding Current Capacity

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

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

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

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

The Future-Oriented Organization

UNC understands social and economic change.

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

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

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

Recognizing the Impact of Societal Trends

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

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

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

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

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

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

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

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

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

The Future-Oriented Organization

UNC integrates new technology.

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

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

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

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

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

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

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

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

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

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

The Distinctive Organization

UNC is self-reflective.

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

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

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

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

Campus Environment Supports Change

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

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

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

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

The Future-Oriented Organization

UNC engages in planning.

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

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

Clearly Defined Decision-Making Authority

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

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

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

Core Component 2b

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

Component Overview

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

Accurate Assessment of Existing Resources

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

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

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

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

The Learning-Focused Organization

UNC supports learning.

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

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

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

Figure 2.1. Foundation Assets Managed

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

Source. UNC Foundation

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

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

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

The Distinctive Organization

UNC is self-reflective.

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

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

Resource Planning for Quality Education

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

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

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

continued on next page >>

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

>> continued from previous page

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

Source. *Charting the Future Final Report*

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

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

The Connected Organization

UNC serves constituents.

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

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

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

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

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

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

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

Successful Planning

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

The Distinctive Organization

UNC is accountable.

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

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

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

Core Component 2c

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

Component Overview

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

Effective Evaluation Systems

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

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

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

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

The Learning-Focused Organization

UNC assesses student learning.

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

assessment document

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

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

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

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

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

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

The Distinctive Organization

UNC is committed to improvement.

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

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

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

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

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

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

The Connected Organization

UNC collaborates.

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

Evaluation Guides Continuous Improvement

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

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

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

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

Core Component 2d

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

Component Overview

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

Planning Grounded in Mission

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

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

Plans Drive Operations

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

The Future-Oriented Organization

UNC is driven by its mission.

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

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

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

The Connected Organization

UNC engages in healthy internal communication.

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

Responsive Plans

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

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

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

