

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



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

Contents

Introduction VII

Purposes of the Report	VII
Organization of the Report	VII
Higher Education in Colorado	VIII
UNC Board of Trustees	VIII
Overview of the University	VIII
Significant Developments at UNC 1994-2004	IX
Responses to Observations in the 1994 Evaluation Report, 1998 Focused Visit Report, and 2000 Focused Visit Report	XII
The Self-Study Process	XIV

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

Mission Documents XXIII

Mission Statement	XXIII
Vision Statement	XXIII
Values, Purposes and Goals	XXIV
To prepare undergraduate students	XXIV
To prepare graduate students in specialized fields of study	XXV

Criterion One: Mission and Integrity 1

Core Component 1a 1

High Standards for Student Learning	2
Clear, Multifaceted Mission	4
Accessibility	4
Evolutionary Process	6

Core Component 1b 9

Mission Documents Explicitly Address Diversity	9
Responding to Diverse Students	10
UNC's Place in a Diverse World	15
Mission-Based Guidelines Further Diversity	16
Honor Code	16

Core Component 1c 23

Mission-Based Comprehensive Planning	23
Mission-Based Budgets	25
Mission Infusion Across Campus	27

Core Component 1d 30

Structure Promotes Effectiveness	30
Effective, Shared Governance	31
Communicating a Shared Vision	33

Core Component 1e 35

- Lawful Practice 35
- Ensuring Integrity in Operations 36
- Clearly Defined Rights and Responsibilities 38
- Principled Co-Curricular and Auxiliary Activities 40
- Integrity in Communication 41
- Responding to Complaints 42

Summary 44

- Strengths, Challenges, and Opportunities 44

Criterion Two: Preparing for the Future 49**Core Component 2a 50**

- Understanding Current Capacity 50
- Recognizing the Impact of Societal Trends 51
- Campus Environment Supports Change 55
- Clearly Defined Decision-Making Authority 56

Core Component 2b 57

- Accurate Assessment of Existing Resources 57
- Resource Planning for Quality Education 59
- Successful Planning 62

Core Component 2c 63

- Effective Evaluation Systems 63
- Evaluation Guides Continuous Improvement 66

Core Component 2d 67

- Planning Grounded in Mission 67
- Plans Drive Operations 67
- Responsive Plans 68

Summary 69

- Strengths, Challenges, and Opportunities 69

Criterion Three: Student Learning 73**Core Component 3a 73**

- Culture of Assessment 73
- Clear Learning Goals 80
- Faculty Involvement in Learning Goals 80
- Multifaceted Assessment 82
- Assessment Results Improve Student Learning 85

Core Component 3b 91

- Qualified Faculty 91
- Active Faculty 93
- Encouraging Innovation 97
- Evaluating and Recognizing Effective Teaching 100

Core Component 3c 101

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

Core Component 3d 107

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

Summary 114

- Strengths, Challenges, and Opportunities 115

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

Core Component 4a 119

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

Core Component 4b 127

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

Core Component 4c 132

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

Core Component 4d 137

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

Summary 141

- Strengths, Challenges, and Opportunities 141

Criterion Five: Engagement and Service 145

Core Component 5a 145

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

Core Component 5b 150

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

Core Component 5c 154

Policies Promote Engagement 154

Mutually Beneficial Partnerships 155

Core Component 5d 157

Connections Meet Constituent Needs 157

Constituents Value Interaction with UNC 158

Summary 160

Strengths, Challenges, and Opportunities 160

Chapter Six: Federal Compliance 163

Introduction 163

Institutional Compliance with the Higher Education

Reauthorization Act 163

Federal Compliance Visits to Off-Campus Locations 164

Credits, Program Length, and Tuition 164

Advertising and Recruitment Materials 166

Resolution of Student Complaints 166

Summary 167

Chapter Seven: Request for Continued Accreditation 169

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 reaccruited 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 McConnelllogue, 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
Vicki 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 McDonnellogue, 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%
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%
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%
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%
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%
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 Guide-lines
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.

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.

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-

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 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.

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.

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-

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.

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 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 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.

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.

Responsive Plans

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

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

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

Summary

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

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

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

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

Strengths, Challenges, and Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Criterion Three

Student Learning and Effective Teaching



Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

UNC has made excellent progress in developing a culture of assessment in the past 10 years. Clear review structures and learning goals defined by qualified faculty facilitate academic program review. Results from assessment of teaching and learning are used throughout the University as units incorporate assessment-driven changes into curricula and programs. The University encourages innovative teaching approaches, provides effective learning environments, and supports a diverse student population. Its commitment to instruction is evident in budgeting priorities and planning efforts. Charting the Future identifies investments that benefit students and faculty as priorities.

Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

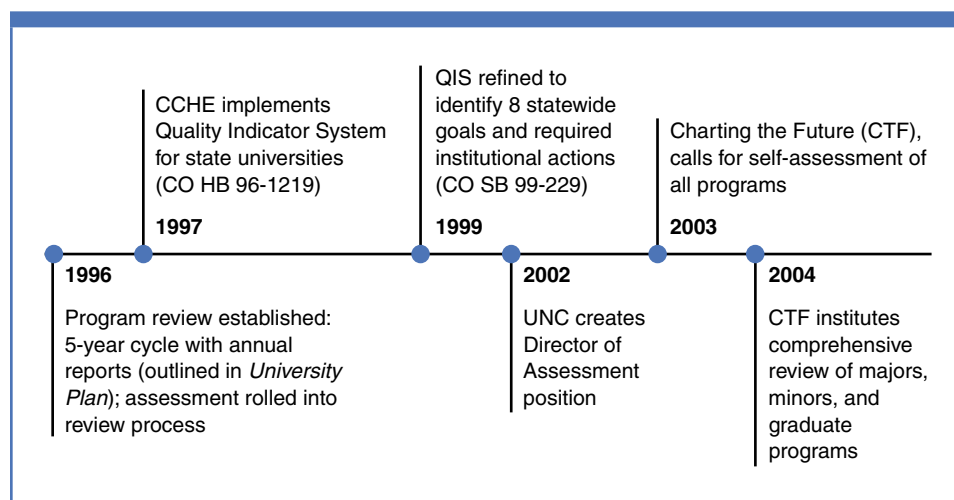
Component Overview

The University has created a culture of assessment that ensures accountability to its constituents. Clearly defined learning goals are the foundation of a multifaceted assessment program. Faculty make significant contributions to the development of learning goals and strategies for ensuring outcomes. Direct and indirect assessment of programs at all levels provides results that improve teaching and learning.

Culture of Assessment

Assessment of student learning and effective teaching at UNC has grown from focused reaction to external requirements into a complex, multi-level approach that integrates requirements into processes and uses data from feedback loops (Figure 3.1).

Figure 3.1. Development of UNC Assessment Since Last HLC Evaluation



Since 1916, the University has been accredited by the North Central Association of Colleges and Schools. Since then, assessment at UNC has evolved. The University has evaluated student learning outcomes and engaged in formal comprehensive program review continually for two decades. In 1984, the University initiated formal academic program reviews. The Colorado General Assembly passed HB 85-1187 (Higher Education Accountability, 21-13-101 C.R.S.) in 1985, requiring state universities to establish student outcomes assessment as an indicator of program quality. In response, UNC assessed student outcomes before the scheduled program review and submitted progress reports for several years after. This process continued through 1995. In 1996, the University Assessment Committee and the Program Review Task Force designed a program review process with embedded assessment. The process established a five-year review cycle for all graduate and undergraduate programs, and required annual reports of progress toward goal attainment and resource allocation. The Colorado General Assembly also passed the Higher Education Quality Assurance Act (HB 96-1219) in 1996, calling for the implementation of a statewide quality indicator system, which was instituted the following year and refined three years later with SB 99-229 (23-13-104 C.R.S.).

The Distinctive Organization

UNC is committed to improvement.

The University made a commitment to improve its assessment processes in response to North Central Association recommendations. Charting the Future furthers the commitment by calling for better coordination between academic assessment and the institution's accreditation processes.

Under the University's revised model of program review, deans' offices are responsible for development of academic program assessment plans. The *Institutional Assessment Plan* [AA-5], which is also part of the *University Plan 1999-2005* [Pres-1], outlines what is to be included in assessment plans and requires all programs to use two assessment techniques from a defined list. Department and college-level committees and the *University Assessment Coordinating Council* [AA-13] review all plans before the Provost approves them. The Dean of Arts and Sciences and the *General Education Council* [AA-18], a standing committee of the Faculty Senate with University-wide representation, oversee General Education. General Education program assessment consists of the course review survey and course-embedded assessment.

In response to North Central Association recommendations, UNC made a commitment to improve its assessment processes. In 2002, the University established in the Provost's Office a Director of Assessment, who coordinates assessment efforts campus-wide. Specifically, the director's duties include the following:

- Oversee a cycle of assessment that comprehensively addresses student learning and academic development
- Ensure coordinated use of assessment data
- Link current and proposed program and institutional assessment to the mission, goals, and objectives of the institution
- Oversee the design, collection, interpretation, analysis, and presentation of institutional academic assessment
- Provide professional development related to academic assessment for University personnel
- Design and maintain assessment catalog and electronic databases
- Chair the Assessment Coordinating Council

Charting the Future (CTF) recognizes that assessment and accreditation of academic programs are critical and should have leadership and oversight from the Division of Academic Affairs. The current functions offered by the Director of Assessment will be expanded to include coordination and assistance with the institution's accreditation processes. Merger of these functions will enhance efficiencies in preparing reports and the management of data necessary for assessment and reporting. The office will work with colleges and academic disciplines to assist them with required program assessment and specialized accreditation processes.

Until fall 2003, the University Planning Council (the University-wide planning team that developed the *University Plan 1999-2005*) used surveys, reports, and data to revise the University five-year plan to reflect annual changes in retention rates and diversity. In fall 2003, CTF supplanted the function of the University Planning Council and temporarily replaced five-year program review with unit reports and comprehensive institutional analysis. In December 2003, each program and unit in the University submitted to the CTF Design Team a report that included its history, current function, and future goals. The reports became the basis for recommendations about the University's future.

Assessment criteria and performance indicators come from a broad spectrum of sources (Figure 3.2). Criteria and indicators are based on structures, feedback, and reports provided at the national level by the Higher Learning Commission and at the state level by the Colorado Commission on Higher Education. UNC subscribes to the criteria set forth by the HLC and is also responsible to 20 accrediting bodies at the unit or program level. The University mission defines learning goals for undergraduate and graduate students. Targeted internal assessment processes that are linked to the University's goals include assessment at the University, unit/program, and course levels.

The Learning-Focused Organization

UNC assesses student learning.

The University has made excellent progress toward improving assessment processes. Learning outcomes are more aligned with the University mission. Teaching is more responsive to student needs. There is a clear division of responsibility for assessment activities and a stable implementation system.

UNC has made excellent progress toward improving assessment processes during the past few years. In most cases, the emphasis on teaching and learning has become thoroughly integrated. Learning outcomes are more aligned with the institution's educational mission, and teaching is more responsive to student needs. Program administrators are more committed to communication processes that encourage both diversity and educational excellence. Supporting units work more closely with faculty in efforts to improve teaching and learning.

Notable improvements include the following: Learning outcomes are posted on every syllabus. Program objectives are posted on program Web sites, and in catalogs, handbooks, or handouts. Input from constituencies is sought, and discussions leading to change are posted on the Web or distributed by electronic or paper copies. Committees report to one another to coordinate course and program delivery.

Figure 3.2. Sources for Criteria/Indicators Used to Assess Learning and Teaching

■ External Criteria/ Indicators	■ UNC Goals	□ Internal Processes/ Data
Higher Learning Commission (national)	Mission and Integrity Preparing for the Future Student Learning and Effective Teaching Acquisition, Discovery, and Application of Knowledge Engagement and Service	
Colorado Commission on Higher Education (state)	Baccalaureate Graduation Rates Freshmen Retention and Persistence Rates Support and Success of Minority Students Achievement Scores on Licensure, Professional, Graduate School Admission, Other Examinations taken by Baccalaureate Graduates Institutional Support Expenditures Undergraduate Class Size Faculty Teaching Workload After Graduation Performance (created by University) Student Evaluation of Instructional Quality (created by University)	
Program Accreditation (professional)	Association to Advance Collegiate Schools of Business American Chemical Society American Psychological Association American Speech-Language-Hearing Association Colorado State Board of Accountancy Colorado State Board of Nursing Commission on Accreditation of Allied Health Education Programs Council for Accreditation of Counseling and Related Educational Programs Council on Education of the Deaf	
continued on next page >>		

Figure 3.2. Sources for Criteria/Indicators Used to Assess Learning and Teaching

>> continued from previous page

■ External Criteria/ Indicators	■ UNC Goals	□ Internal Processes/ Data
Program Accreditation (professional)		Council on Education for Public Health Council of Rehabilitation Education National Association of Schools of Music National Association of School Psychologists National Association for Sport and Physical Education/ North American Society for Sport Management National Council for Accreditation of Teacher Education The American Dietetic Association Commission on Collegiate Nursing Education National Recreation and Park Association/American Association for Leisure and Recreation
University Student Learning Goals	Undergraduate A solid foundation in liberal arts and sciences Competencies in critical thinking, communication, problem solving, and technology Appreciation for diversity, citizenship, artistic expression, and a healthy lifestyle A lifelong commitment to scholarship and service Depth of knowledge in a discipline Preparation for career and scholarship Mastery of methods of inquiry Knowledge of professional standards Graduate Ability to work in a diverse population Ability to advance the discipline Advanced knowledge of disciplinary standards Commitment to scholarship and lifelong learning Leadership abilities in the discipline	
University-Level Assessment		Student Satisfaction Inventory (Noel-Levitz) Graduate Student Exit Survey Alumni Survey Academic Program Profiles
Unit/Program-Level Assessment		Program Review Charting the Future Assessment Profiles Assessment Catalog Library Surveys
Course-Level Assessment		Course Embedded Assessment General Education Assessment Course/Instructor Evaluations

Progress toward efficient assessment of teaching and learning outcomes is shared throughout the institution. There is a clear division of responsibility for assessment activities (Figure 3.3) as well as a stable system of implementation (Figure 3.4) that includes regular assessment schedules and provides data needed to examine trends.

Even though some units are still finding procedures and tools that work for them, the institution has a much stronger awareness of the workings and uses of assessment and is committed to using assessment to improve teaching and learning.

Figure 3.3. Organization of Assessment Responsibilities

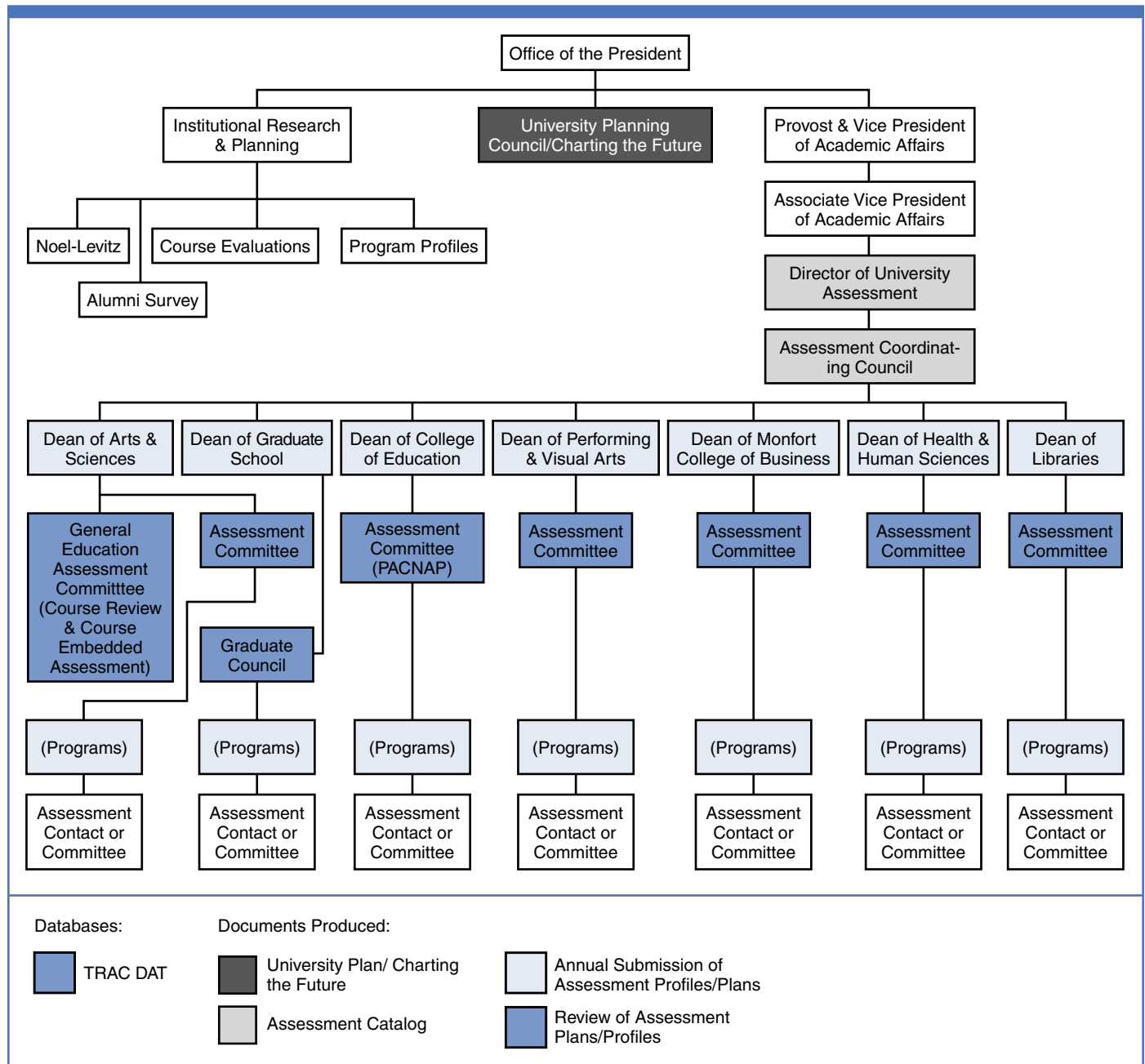


Figure 3.4. University-Wide Assessment Cycles

<div> <div>IR Institutional Research & Planning</div> <div>PC Univ. Planning Council</div> <div>GS Graduate School</div> <div>UA Director of University Assessment</div> <div>E External</div> <div>P Individual Programs</div> </div>											
University Level		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
IR	Student Satisfaction Inventory										
GS	Graduate Student Survey										
IR	Alumni Survey										
IR	Academic Program Profiles										
E	CCHE Quality Indicators										
Unit/Program Level		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
PC	Program Review										
PC	Charting the Future										
P	Assessment Profiles										
UA	Program Annual Reports										
UA	Assessment Catalog										
P	Library Surveys										
Course Level		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
P	Course-embedded Assessment										
P	General Education										
IR	Course/instructor Evaluations										
Faculty Evaluation		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Review and Promotion											

Note. An interactive version of Figure 3.4 is online at www.unco.edu/assessment/Plan/cycles.html.

Effective assessment is possible in part because the University clearly states its goals for student learning outcomes. Learning goals are expressed on multiple levels – from the University mission documents to course syllabi. The administration has sponsored several surveys to assess coordination of learning throughout the institution, and assessment is beginning to play an important role in institutional planning and curriculum development.

Clear Learning Goals

UNC clearly differentiates learning goals for students at different levels of study and in different programs. Learning outcomes for undergraduate and graduate students are found in the University mission documents and in the [Catalog](#), and assessment of student learning connects vertically back to these main UNC goals.

The course numbering system identifies five levels of study, generally to indicate course difficulty and its location on a continuum of study that leads to mastery of learning outcomes. The course numbering system is explained in the 2003-04 *Catalog* (p. 53). Learning outcomes are stated on syllabi, which require approval when classes are new or revised. Curriculum committees determine that course requirements are appropriate to the course level.

The *Catalog* clearly specifies differences in program requirements, and departments outline program requirements on their Web pages, providing examples of undergraduate and graduate program plans. Undergraduate admission requirements are described on pages 48-49 of the *UNC 2003-2004 Catalog* [AA-1]. Graduate School admission requirements are described on pages 77-78. Admission requirements for undergraduate, master's, and doctoral programs indicate that students must complete lower level requirements – meet specified program and course learning objectives – before moving to the next level.

Programs communicate specific learning outcomes to students in a variety of ways. For example, the [School of Nursing publishes a series of handbooks](#) that specify distinct expectations for the bachelor's degree in Nursing, master's degree in Nursing, and Registered Nurse bachelor's degree [HHS-2]. In some cases, where seniors may be studying with first-year graduate students, differentiation of learning outcomes may appear in paper copies given to students. The English Department, for example, distinguishes between requirements for 300/500 courses (undergraduate/graduate work) on course syllabi.

Faculty Involvement in Learning Goals

Program review processes require faculty and other constituents to be involved in defining student outcomes and evaluating whether the outcomes are achieved (Figure 3.3). Faculty assessment and curriculum committees, established by departments, assist in this development and evaluation. The committees work with data gathered from students, alumni, and peers through observations and exams in capstone courses, exit and alumni surveys, exit exams, student evaluations, and course-embedded assessments. They also gather data from the program's constituents, such as outside accrediting agencies, and use internal measurements along with external processes – such as Educational Testing Service, Graduate Record Exam, PLACE, and OPI – to assess whether outcomes are achieved.

Typically, faculty members develop course outcomes and measurement tools and submit them to department and college curriculum and assessment committees for peer review. In some cases, departments develop course outcomes and measures. After outcomes and measures are approved, curriculum or assessment committees

collect and assess measurement data and forward it to the college assessment committee for annual review. During the collection process, faculty committees review and make suggestions on assessment profiles and revised assessment plans based on data.

Faculty take great care to remain current in their disciplines, and continually assess and update curriculum accordingly. For example, the UNC [Information Literacy Framework](#) [ULIB-1], a plan for helping students achieve skill sets related to data gathering and research, contains an outcomes component developed by UNC librarians. Graduate faculty in each college administer and assess oral and written comprehensive exams based on commonly accepted learning outcomes specified in syllabi and program descriptions. School of Nursing faculty revised the undergraduate curriculum to address new topics in the field and students' deficiencies in knowledge about cultural concepts and implemented faculty training.

Faculty also look to peers outside the University for help with assessment. A Special Education Committee meets monthly to discuss learning objectives and outcomes, which are then submitted for peer-review to external professionals, such as teachers in the field, directors of special education, and educational consultants. Visual Arts faculty develop outcomes, and universities across the state show the resulting work in juried exhibitions, thereby conferring merit on objectives through external, juried peer review.

One particularly promising faculty-driven assessment feature is course-embedded assessment, a comprehensive analysis of learning outcomes, complete with objectives and rubrics composed and revised by faculty. The process asks faculty to rank student performance as exceeding, meeting, or not meeting each outcome objective. Faculty are asked to reflect upon total student performance with regard to teaching effectiveness. A typical rubric used for a course-embedded assessment report on student outcomes is shown in Figure 3.5. Since its introduction into UNC [General Education](#), [course-embedded assessment](#) has become a normal part of the General Education program review process [AA-23], and departments have adopted it as part of their comprehensive program review. The General Education Council does not dictate criteria and rubrics for course-embedded assessment, nor does it plan to aggregate the resulting data; however, departments or programs have the opportunity to standardize criteria and rubrics to facilitate intradepartmental statistical analyses. Course-embedded assessment has gained national recognition through presentations at the American Association for Higher Education Assessment Conference and publication in academic journals.

The Learning-Focused Organization

UNC strengthens organizational learning.

The program review process relies on data gathered from multiple constituents, including students, alumni, peers, and experts from outside the University. Faculty are diligent in keeping current in their disciplines and update curriculum accordingly.

Figure 3.5. Example of Course-Embedded Assessment Rubric

GENERAL EDUCATION CONTENT CATEGORY 4 — ARTS AND LETTERS STUDENT OUTCOMES ASSESSMENT			
Course Name: <u>Figures in Western Philosophy</u> Course # <u>PHIL 110</u> Section # <u>009</u>			
Instructor's Name: <u>Tom Trelogan</u> Enrollment <u>46</u> Term <u>F/01</u>			
A. COURSE OBJECTIVES AND STUDENT OUTCOMES			
Objective	Do not meet Expectations	Meet Expectations	Exceed Expectations
1. The student will understand aesthetic and intellectual achievements in art, music, literature, history, or philosophy.	28 of 39 ¹ (71.8%)	5 of 39 (12.8%)	6 of 39 (15.4%)
2. The student will understand the intellectual, cultural, and historical framework of these disciplines.	24 of 39 (61.5%)	5 of 39 (12.8%)	10 of 39 (25.6%)
3. The student will know various contributions these disciplines make to the enhancement of our lives.	3 of 39 (7.7%)	11 of 39 (28.2%)	25 of 39 (64.1%)
4. The student will demonstrate abilities in analytic thought, the use of language, aesthetic appreciation, or research techniques.	analytic thought 30 of 39 (76.9%)	analytic thought 2 of 39 (5.1%)	analytic thought 7 of 39 (17.9%)
	use of language 31 of 39 (79.5.3%)	use of language 4 of 39 (10.3%)	use of language 4 of 39 (10.3%)

Multifaceted Assessment

The University's assessment of student learning provides evidence at several levels and includes multiple direct and indirect measures (Figure 3.6). Assessment also extends to students who take courses offered in non-traditional formats and to those who take courses outside the realm of undergraduate and graduate programs, such as certificate programs. UNC uses direct assessment measures, which explicitly quantify student learning outcomes, such as pre/post testing, evaluation of projects, standardized national inventories, locally developed inventories, and student portfolios. It also uses indirect measures, which consider opinions or inferences about student or alumni knowledge, skills, attitudes, learning experiences, or perceptions of services received, as well as students' performance outside the classroom and employer opinions. UNC examines indirect assessment measures, such as including information gathered from alumni, employers, and students; graduation rates; retention and transfer studies; graduate follow-up studies; success of students in subsequent institutional settings; and job placement data.

At the course level, UNC makes every effort to ensure that learning outcomes are clearly stated on syllabi. College curriculum committees evaluate and approve syllabi for new or revised courses. Curriculum committees determine that the level and depth of study is appropriate for each course and that materials are appropri-

ate to the level of the course. Student learning is then assessed through portfolios, written and oral examinations, course-embedded assessment, course instructor surveys, and other means.

Figure 3.6. Direct and Indirect Measures of UNC Student Learning

Direct measures of student learning:	Indirect measures of student learning:
<ul style="list-style-type: none"> • Course-embedded assessment (every semester) • Grade reports (midterm and final, every semester) • Feedback from K-12 teachers, supervisors, and faculty regarding student teaching, practica, and internships • Recitals and art shows in the College of Performing and Visual Arts • Graduate Record Examination scores, PLACE exam scores, and other standardized test scores • Comprehensive examinations and senior exit oral and/or written examinations (every semester) • Education, Health and Human Sciences, and Visual Arts portfolios • Theses and dissertations (every semester) 	<ul style="list-style-type: none"> • Course/instructor evaluations (every semester) • Sport and Exercise Science and Special Education doctoral matrices (every semester) • Work samples in the College of Education (every semester) • Research Day participation, including Honors Thesis presentations (every spring) • Library surveys, including data regarding journal use (every year) • Employer surveys (every year) • Alumni surveys (every year) • Job placement statistics (every year) • Graduate school acceptance statistics (every year) • Feedback from professional advisory councils • Feedback from professional presentations and publications • Graduate Exit Survey results (upon program completion) • Results from Noel-Levitz Student Satisfaction Inventory (every 2 years)

At the program level, assessment of student learning is evaluated through program review, a process that requires units to submit annual profiles summarizing their goals and objectives, assessment procedures, results of assessment (progress toward meeting assessment goals and objectives), and proposed changes or improvements resulting from assessment. In many cases, units have completed at least one round of assessment, and faculty are working on realigning outcomes and goals to make assessment more effective. A formal comprehensive program review occurs every five years, with annual interim reports. In 2003-04 and 2004-05, CTF temporarily substituted the customary program review process with a more intensive review process.

At the institutional level, goals for undergraduate and graduate education are outlined in the mission documents and mission-driven planning documents. University-wide goals are assessed through program review and assessment reports generated through several surveys. Some of the assessment data references student satisfaction. For example, the [LibQUAL survey](#) [ULIB-2] is an institution-wide

instrument that assesses faculty and student satisfaction with library services, using national benchmarks to compare UNC's library with those at other universities. The library also uses its own instruments to assess information literacy skill sets of UNC students. The Graduate Survey [GS-2] addresses University infrastructure and resources, faculty mentorship, and program standards and assessment. The [Noel-Levitz Student Satisfaction Survey](#) [IRP-3] provides information about advising, campus climate, and student perceptions of preparedness in their area of interest. The [Alumni Survey](#) [CarServ-2] surveys the previous year's graduates on employment rates, salary, use of Career Services, and graduate school attendance.

As noted in the *Institutional Assessment Plan*, UNC is committed to assess student learning from a variety of perspectives and to triangulate data to demonstrate student learning at multiple levels. Colleges may measure student learning with tools including exams, final papers, course-embedded assessment, internship evaluations, student-teaching evaluations, and participation in activities, such as art gallery presentations, musical performances, and supervised internship activities. Opportunities for demonstration of knowledge and performance occur in programs across campus. For example, Department of Communication Disorders master's degree students participate in practica and internships every semester and receive comprehensive evaluations and mid-term progress reports about clinical skills from faculty and off-campus supervisors. In the School of Music, students participate in juried performances and receive feedback based on specified criteria. Students in the College of Education participate in field experiences throughout their programs and are assessed on sample lesson plans and pre/post test data of students with whom they work.

The Learning-Focused Organization

UNC supports learning.

Students have opportunities to demonstrate knowledge and perform skills in programs across campus. Colleges measure student learning with tools including exams, final papers, course-embedded assessment, internship evaluations, student-teaching evaluations, art gallery presentations, and musical performances.

Although assessment tools vary, most programs use at least three assessment methods to evaluate teaching and learning. For example, the School of Sport and Exercise Science uses alumni surveys, job placement statistics, internship evaluations, and student-teaching evaluations to assess student learning [HHS-33]. In the College of Education, all teacher candidates must complete a portfolio, defined as organized, goal-driven documentation of professional growth and achieved competence in teaching. Portfolios contain artifacts such as lesson plans, course assignments, pictures, children's work, rubrics, as well as written reflections.

UNC demands the same level of excellence from programs, regardless of instructional medium. Credit and non-credit, on- and off-campus, and online courses and programs are held to the same standards. UNC assesses all off-campus and online credit courses with the course evaluation form, which reflects student learning based on student perception. Student learning in these courses is also assessed using traditional direct and indirect measures. In some instances, additional feedback is gathered through informal means.

Student learning assessment in online courses is similar to that in face-to-face courses. To ensure online courses meet the same demands and accomplish the same (or better) outcomes for learners, online courses must pass the same approval process as other courses. Online courses have clearly established syllabi and reflect

the same syllabi used in face-to-face courses, adapted so students may successfully complete projects or participate online. Courses also have clearly-defined, publicly available assessment guidelines for students. Professors and instructors outline course objectives, expectations of students, requirements for course projects, and rubrics for grading to ensure students are aware of how they will be graded. These assessment measures do not deviate in quality or intensity from those used for face-to-face courses. An example of an online course description, including links from the syllabus to assessment and results of surveys, is online at www.unco.edu/assessment/Plan/Online [AA-31].

Students find some online courses, such as the master's degree in Special Education, more rigorous than their traditional classroom counterparts. Courses for those degrees are designed to maintain the same amount of instructor-class contact through listservs, communication boards, and chats as would occur in a classroom. Instructional designers work with faculty to develop online courses that have appropriate workloads and expectations. Students are expected to participate as they would in a classroom-based course and to work the same number of hours outside of class. Expectations are communicated through an orientation to the program and through grading rubrics adapted for participation in the online format. Further, the process of converting courses to online format sometimes reveals teaching methods that can be used to improve face-to-face courses.

The Center for Professional Development and Outreach delivers a course assessment for all online courses at the end of every semester. It covers factors such as the online course interface (BlackBoard), technical support, satisfaction with instructor, instructional quality, and appropriateness of course load and requirements. Feedback provided to instructors has been used to develop student support tools, select means of content delivery, and improve technical support services. Departments often administer course assessments developed by faculty or in conjunction with expert consultants on distance learning.

All non-credit courses are evaluated using a Likert scale evaluation form. Feedback is given to course instructors through the program director. In addition, the Center for Professional Development and Outreach hosts a luncheon each semester to get feedback from faculty regarding their professional development activities and faculty experiences using technology for course delivery on campus. Feedback is used for planning subsequent training activities and non-credit course content.

Assessment Results Improve Student Learning

Assessment is integrated into UNC's planning and teaching processes, and the results are available in several formats to appropriate constituencies, including students. For example, results from the Noel-Levitz Student Satisfaction Survey and the Alumni Survey are on UNC's Web site. Results from the [Student Course/Instructor Survey](#) [IRP-8] are published each semester in hard copy and online. Most colleges provide specific feedback information on assessment results. The Monfort College of Business posts Educational Testing Service results online and publishes a monthly alumni and student newsletter with aggregated standardized

The Learning-Focused Organization

UNC strengthens organizational learning.

All online courses are assessed at the end of every semester. Feedback provided to instructors has been used to develop student support tools, select means of content delivery, and improve technical support services.

test results [MCB-5]. The College of Education makes available to faculty and administration its Electronic Inventory [CoE-13], which documents each student's progress toward fulfilling teaching competencies. College of Performing and Visual Arts students receive feedback from advisors, who use rubrics comprised of criteria to reflect expectations at specific review points during the course of study.

Advising systems focus on student learning. All programs assign students to faculty advisors who devote specific office hours to advising. Advisors help students establish objectives and track their progress toward meeting them. Many programs maintain a listserv for majors, which serves as a clearinghouse for results, information, and advice. Since faculty e-mail addresses are published in the Campus Directory and online, many students contact advisors via e-mail. Some programs – such as [English Education](#) [A&S-27], the [Center for Human Enrichment](#) [MCA-2], [McNair Scholars](#) [MCA-9], and [Urban Education](#) [CPDO-2] – require advisors to meet with students throughout the term. Beginning in fall 2004, midterm grade reports will be available online for all freshmen, undergraduate first-time transfer students, students on probation, and student-athletes.

The University aims to advise students early in their academic careers through several advising centers. Advising for UNC students begins long before they choose a major. The [College Transition Center](#) [Reg-1] aims to help first-year and transfer students determine a major and help them connect with campus resources as they transition to UNC. It advises all students who have not chosen a major and are not participating in a learning community. It also provides academic advising support to students on academic probation. Students on academic probation must meet with a scholastic standards advisor before registering for classes. College Transition Center advisors contact instructors for progress reports in the middle of every term and meet with students to help them assess their progress. Advising tools, study skills information, and academic policies are also available online through the center's Web site.

Advising of undeclared majors would benefit from being centralized. Student surveys and campus focus group participants have indicated that some students perceive advising could be improved. The [Charting the Future Transition Plan](#) [Pres-16] creates a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Doctoral students are evaluated annually, as outlined in the Graduate section of the *2003-04 Catalog* (p. 88). Progress reviews include self-evaluations, grades, performance ratings from instructors, and assessment of students' professional development. Reports recommend to the chair of the department Graduate Program Committee whether the student can continue without conditions, continue with conditions, or should not continue. If conditions for improvement are stipulated, the committee must inform the student in writing of the conditions and changes

required to satisfy the conditions. In addition to the annual review process, other benchmarks for graduate students include minimum GPA during coursework, successful completion of written and oral comprehensive examinations, approval of proposed study for dissertation, and final approval of dissertation by committee.

For example, students in the College of Education Special Education Department meet annually with advisors, who have collected information from faculty about the student's performance. They discuss areas of encouragement and continued growth, as well as concerns or weaknesses. In the Educational Technology Department, students receive annual letters from department faculty expressing encouragement to continue or concerns for the student's performance or continuation. For serious concerns, students meet with their advisors. For students pursuing the doctor of arts in the School of Music, faculty have developed an extensive set of [rubrics for each emphasis in the doctoral program](#) to measure students at major stages [PVA-16]. Rubrics cover entrance into the doctoral degree program as well as recital reviews, candidate proficiencies on written and oral comprehensive exams, and evaluations of plans of study, dissertation proposals, and dissertations.

UNC programs use information from many external sources (Figure 3.7) to assess programs and student performance. For example, student performance on the Certified Public Accountant and Registered Nurse professional examinations showed improved pass rates in 2002, with the RN pass rate for UNC students remaining above the Colorado average. The same report revealed that, while in some areas students were passing the PLACE exam above the state average, in certain content areas students were below state averages. Students who have failed, or are at risk for failure, work with their advisors on a plan for successful passage.

Assessment data are often reported to agencies beyond the University, whose feedback improves teaching effectiveness and learning outcomes. Data collection driven by external requirements is a valuable piece of UNC's assessment program; however, it is a challenge to coordinate assessment data collection required for external agencies. UNC has feedback loops for both collecting information from external sources and providing data to external accountability agencies. Feedback and data gathered from external sources are folded back into courses, programs, and colleges for ongoing program improvement.

The University works to tailor external assessment requirements so they examine its performance on tasks essential to its mission. The [Quality Indicator System \(QIS\)](#) [EXT-42], instituted statewide by the [Colorado Commission on Higher Education](#) [EXT-23] in 1997, allowed the University some flexibility in defining assessment measures. Colorado's Higher Education Quality Assurance Act (HB 96-1219) called for implementation of a statewide QIS, which the Commission instituted in collaboration with state-supported institutions' governing boards. Information from the QIS report was intended to encourage continual improvement in achieving high levels of performance, to measure institutional performance and accountability, to determine funding recommendations and distribution, and to build public support for funding for higher education statewide. Statewide quality

The Distinctive Organization

UNC is accountable.

The University reports assessment data to many outside agencies, whose feedback improves teaching effectiveness and learning outcomes. There are feedback loops for collecting information from external sources and for providing data to external accountability agencies.

indicators included graduation rates, freshmen retention and persistence rates, support and success of minority students, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures. Each institution chose two additional indicators, which at UNC were after-graduation performance and student evaluation of instructional quality.

UNC has used QIS indicators related to student learning to inform program and curriculum changes. For example, the 2003 report showed that UNC student performance on professional and licensure exams varies. The report has been useful in examining trends even though, in some cases, the small number of students taking an exam may skew the average score. The 2003 PLACE examination results showed UNC pass rates were above state pass rates in Elementary Education, English, Mathematics, Art, and English as a Second Language; however, pass rates were below state averages in Social Studies (improved from 2002), Science, Physical Education, Music, Bilingual Education, and Special Education: Moderate Needs. In response, the University asked all areas to review the assessment results and identify initiatives that might better prepare students for the exam. In addition, UNC added an elective class to help students prepare for the PLACE and PRAXIS exams.

As part of the state's College Opportunity Fund implementation in 2005, state-supported universities will transition from using the QIS to negotiating performance contracts with the state. The University may have more latitude to define assessment measures that are tailored to its mission. Performance contracts will build on QIS indicators to maintain continuity, but goals are likely to be significantly more institution-specific.

Feedback loops with external agencies or accrediting bodies continually result in changes at UNC. Licensing bodies give the University varying degrees of detail about students' performance on exams, and the University uses the information in assessing programs. Many programs and courses have been modified based on external feedback, including improvements to the Special Education Foundations class, more coverage of classroom management, and improvement in areas of low passing rates on the PLACE exam. In another example, based on NCATE's emphasis on the importance of work samples to document teacher licensure candidate competencies, the [Professional Education Unit \[CoE-1\]](#) piloted a work sample assessment methodology. In response to NCATE and Colorado Commission on Higher Education emphases, protocols for developing work samples and scoring rubrics were built through faculty consensus and accreditation standards. As a result, candidates developed lesson plans, case studies, portfolios, and descriptions of how their interactions affected student learning.

The Distinctive Organization

UNC is committed to improvement.

Many programs and courses have been modified based on external feedback, and the effectiveness of changes is assessed through program review. Examples of curriculum changes include more coverage of classroom management for future teachers and better instruction in marketing for Sport and Exercise Science students.

Figure 3.7. Professional Exams and Licensure Trends

College	Exam	Trends
Arts and Sciences	<p>PLACE Exam* for teacher certification used by Colorado 5 years; PRAXIS Exam used as alternative in six content areas in past 2 years (more content-driven than PLACE). Teacher candidates must pass content test before student teaching.</p> <p>Foreign Language (French, German, Hispanic Studies) students must pass Oral Proficiency Interview, developed and standardized by American Council on the Teaching of Foreign Languages and ETS. Bachelor's degree requires "Advanced" rating.</p> <p>Science departments require completion of ETS exam in subject area for graduation.</p>	<p>Pass rates in Arts and Sciences content areas reported in 02-03: 100% English; 90% Social Studies; 94% Math; 85% Science; 96% Elementary Education. Number of test takers and test variability affect rate. Student success on both exams increased when faculty offered test prep sessions in some content areas.</p> <p>None (5 tested) passed in French, Spanish, or German education; no data for Hispanic Studies</p> <p>Improved scores in Biology following fall 2002 major curriculum revision</p>
Monfort College of Business	<p>Graduating seniors must take ETS Major Field Achievement Test in Business; practice has been in place since 1989.</p> <p>Accounting graduating seniors qualified to pass CPA exam.</p> <p>Finance students may take exam for CFA (Certified Financial Analyst) or CFP (Certified Financial Planner).</p>	<p>Seniors consistently exceed national average. Performed at 90th percentile in 2003-04, 95th percentile summer 2004.</p> <p>Pass rate: 33.3% (national average 29.6%)</p>
College of Education	<p>PLACE and PRAXIS Exams for teacher certification. Teacher candidates must pass content test before student teaching.</p> <p>PLACE exam for Principal (building), Administrator (Superintendent, central office), Special Educators, School Counselors, Library Media</p> <p>National Association of School Psychologists Examination</p> <p>National Counselor Examination (NCE) for Community Counseling</p> <p>American Board of Marriage/Family Therapy (ABMFT) for Marriage and Family Therapy</p> <p>Examination for Professional Practice of Psychology (EPPP) for PSY.D.</p>	<p>Pass rates in all content areas: 91% (99-00), 86% (00-01), 90% (01-02), 94% (02-03). Pass rates comparable to other Colorado IHEs. Required for student teaching, so trend will be 100% pass rate for program completers.</p> <p>Pass rates for College of Education areas generally in high 80%, often at 100%. Lower/variable rates can be attributed to the small numbers of test takers.</p> <p>100% pass rate for program completers (Must pass to continue in program)</p> <p>Pass rates comparable to national rates</p> <p>Pass rates comparable to national rates</p> <p>Pass rates comparable to national rates</p>

continued on next page >>

Figure 3.7. Professional Exams and Licensure Trends

>> continued from previous page

<p>College of Health and Human Sciences</p>	<p>Students who complete undergraduate Nursing program may take NCLEX-RN.</p> <p>Students who complete FNP master's program may take optional American Nurses Association Credentialing Center Family Nurse Practitioner Exam.</p> <p>NATA exam (national certification) available for athletic training degree students.</p> <p>Graduates in Sport and Exercise Science/Physical Education K-12 emphasis must pass PLACE Exam in Physical Education.</p> <p>Students who complete Exercise Science program may take American College of Sports Medicine exam for Health/Fitness Instructor, Exercise Specialist, and (with graduate degree) Registered Clinical Exercise Physiologist.</p> <p>Students who complete Exercise Science program may take National Strength and Conditioning Association exam to be Certified Strength and Conditioning Specialist or Certified Personal Trainer.</p> <p>Community Health and Nutrition students who complete Dietetics program and internship may take The Commission on Dietetic Registration (American Dietetic Association) exam to be Registered Dietitians.</p> <p>Graduate students who complete program in Communication Disorders may take PRAXIS.</p> <p>Students who complete undergraduate Therapeutic Recreation program may take CTRS exam.</p> <p>Students who complete undergraduate Health and Public Health master's programs may take CHES Exam (The National Commission for Health Education Credentialing, Inc.) to be Certified Health Education Specialists.</p>	<p>Since 1999, pass rates steadily increased from national average. Pass rates: 86% (99), 86% (00), 92% (01) and 91% (02).</p> <p>Pass rate: 50% (national average 35.29%)</p> <p>Pass rates for PE content areas: 86% (99-00), 78% (00-01), 80% (01-02), 83% (02-03). Required for student teaching, so trend will be 100% pass rate for program completers.</p> <p>Pass rate: 100% for Audiology</p> <p>Pass rate: 100% past five years</p>
<p>College of Performing and Visual Arts</p>	<p>PLACE Exam for teacher certification for Theatre Arts, B.A., Secondary Teaching Emphasis; Visual Arts, B.A., Art K-12 Teaching Emphasis; Music Education, B.M.E., Instrumental Music K-12 Teaching Emphasis; Music Education, B.M.E., Vocal, Piano and General Music K-12 Teaching Emphasis</p>	<p>There are few Art, Music, and Drama test takers, so pass rates are highly varied. Rates not on Title II reports. Required for student teaching, so trend will be 100% pass rate for program completers.</p>

*PLACE data collected from UNC Title II reports.

Changes are tracked and assessed through the program review process. For example, the College of Health and Human Sciences used job placement statistics and employer and graduate feedback to create a curriculum with greater emphasis on health promotion, variety in clinical settings, and individual, family, and community populations. The School of Sport and Exercise Science learned from its alumni surveys that students felt under-prepared in marketing, and adjusted course content. In Special Education, feedback from an outside advisory council resulted in changes in a course to better prepare teachers of students with disabilities to assess cognitive and academic functioning. The effectiveness of these changes is being evaluated through program review, which includes review of learning outcomes by faculty and administrators to ensure that new or revised programs lead to more thorough learning. As part of the cyclical review, academic programs from each college are also accredited by outside agencies, which have their own processes for reviews of assessment for student learning.

While there are many instances of assessment-driven changes in curricula and programs, the University must continue to develop a mature assessment program. In some areas, assessment processes are still being developed, and in others, communication gaps delay exchange of information. Problem areas have been identified, and weaknesses are being addressed. For example, the College of Performing and Visual Arts is documenting an implicit assessment system, based on professional judgement, that has helped make it one of the top music schools in the nation. Systematically documenting links between assessment and improvement will help demonstrate that the University's assessment program is both comprehensive and useful. Documentation will show assessment outcomes are linked to changes, and the changes will be assessed to show that they created the desired results.

Core Component 3b

The organization values and supports effective teaching.

Component Overview

Careful hiring practices, comprehensive faculty review, and supervision ensures that UNC faculty are qualified to teach in higher education. Faculty are active in their fields of expertise, and seek ongoing professional development and peer review. The University encourages innovative teaching techniques, and evaluates and recognizes effective teaching.

Qualified Faculty

Hiring plans, position descriptions, and the percentage of terminal degrees on campus all reflect a strong commitment to attracting and retaining qualified faculty at UNC. The Graduate School and the [Board Policy Manual](#) [BOT-1] list criteria for faculty consistent with standards of accrediting bodies in each college. For example, faculty must have appropriate academic credentials and must document ongoing scholarly accomplishments. The process for proposing to hire faculty is strenuous. Needs for new hires are often identified during the program review process. After the department shows the need for a new hire, position requirements

must be approved by the college dean and the Provost and advertised nationally. Search committees agree on a short list of candidates, and prospective faculty are invited to interview.

UNC faculty are well qualified to teach and conduct research in higher education. Faculty vitas indicate vigorous professional activity, and student evaluations generally indicate a high level of satisfaction. In the area of Instructional Effectiveness on the [Noel-Levitz Student Satisfaction Inventory](#), averages from 1999-2001 (most recent data) are generally consistent with national averages, save for four areas where UNC students have a higher level of satisfaction than the national average: faculty care, major course content is valuable, instruction in field is excellent (statistically significant at .001), and knowledgeable faculty [IRP-3]. (The 2003 Noel-Levitz inventory was shifted to 2004 because of staffing changes; Criterion One addresses Noel-Levitz data on diversity and other factors.)

The [2003-04 Catalog](#) lists faculty and their academic qualifications [AA-1, p.331-346]. All faculty are reviewed annually as they progress toward promotion, tenure, and post-tenure. Requirements and procedures for faculty evaluation are outlined in Parts 8 (Faculty Evaluation) and 9 (Tenure and Promotion) of the *Board Policy Manual*. In addition, comprehensive evaluations occur when faculty seek tenure/promotion and every four years in post-tenure review. Faculty are evaluated in the areas of teaching, professional activity, and service; however, the faculty member need not contribute to each area equally in every evaluation period. Board Policy 2-3-901(2) recognizes the following general areas for which individual schools and colleges must develop guidelines to facilitate promotion decisions:

Area I: Excellence in Teaching, Librarianship, etc.

- Productivity above and beyond the basic contractual duties of the aspired rank

Area II: Professional Growth and Activities

- Scholarly activities such as research, knowledge dissemination, advancement of the state of the art, writing
- Professional involvement/active participation such as leadership, officer-ship, service on task forces and commissions
- Presentations at professional organizations, learned societies, exhibitions, recitals
- Continued formal education, professional development, seminars, workshops, professional internships

Area III: Professional Service and Institutional Leadership

- Internal professional service: contribution to committees, program development, curricular and instructional innovations, development of training facilities or placement opportunities for graduates, and resource development

- External professional service: relevant community service, and relevant professional and government consultation or service
- Institutional leadership: increasing levels of leadership, responsibility, and initiative

Faculty must demonstrate in reviews a capacity to stimulate students to think critically; understand course design; demonstrate currency, depth, and breadth of knowledge in their subject fields; demonstrate creativity and resourcefulness in preparation of course content; and create a climate conducive to student learning. To meet expectations in professional activities, faculty must produce scholarly research that demonstrably contributes to the advancement of knowledge, present a creative effort that contributes to advancement or assimilation of knowledge, make professional contributions to society, and demonstrate leadership in sponsored program activity and in workshop activities. Adjunct faculty, hired by department chairs, also undergo annual reviews in which they are required to meet all but scholarship requirements. Examples of [Faculty evaluation processes](#) and submissions are online [AA-30].

Special application is required to become part of the Graduate Faculty [GS-10]. The University President appoints Graduate Faculty after they are recommended by the academic unit, college dean, Graduate Council, and Graduate School Dean. Graduate Faculty status is re-evaluated every four years. Graduate Faculty are authorized to teach graduate courses, act as program advisors for graduate students, and serve on doctoral and other University graduate committees. Graduate Faculty must obtain a doctoral research endorsement before serving as the research advisor on doctoral student research committees. With approval from the department/division, the Provost and the Graduate School Dean also may name UNC faculty to four-year Graduate Lecturer Faculty positions and individuals unaffiliated with UNC to two-year Graduate Lecturer Faculty positions. These faculty may teach specific courses that are approved.

Active Faculty

UNC recognizes that faculty professional development is a vital part of its support for effective teaching. The University supports faculty who seek to learn more about teaching methods and about their individual content areas. Faculty are encouraged to keep abreast of research on teaching and learning, technological advances that can further student learning and the delivery of instruction, and ways to facilitate teaching in varied learning environments. Faculty who voluntarily take advantage of opportunities are recognized during their annual or comprehensive review.

Ongoing development of professional teaching practices comes from extensive internal and external support structures. In the past, internal support came from each college and at the institutional level from the Center for Professional Development and Outreach. Charting the Future designates that University Libraries, through the creation of the Faculty and Staff Professional Development Center, will oversee campus professional development. The new center will consolidate

The Learning-Focused Organization

UNC supports scholarship.

To meet expectations in professional activities, faculty must produce scholarly research that demonstrably contributes to the advancement of knowledge, present a creative effort that contributes to advancement or assimilation of knowledge, make professional contributions to society, and demonstrate leadership in sponsored program activity and in workshop activities.

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

Currently, the Center for Professional Development and Outreach offers faculty workshops, Web site information, and regularly scheduled brown-bag lunches covering topics such as Giving an Effective Presentation and Using Visuals to Increase Persuasiveness. Teleconferences on teaching practices are also available through Center for Professional Development and Outreach with topics ranging from reading strategies for different group sizes (presented by National Association of State Directors of Special Education), to assessing students in online classes, to designing learning environments that support a broad spectrum of learners. The center offers many technology workshops for faculty, with offerings based on a yearly faculty survey and workshop evaluations. Recent topics include BlackBoard Basics, Scanning for Web Distribution, PowerPoint: The Basics and Beyond, Digital Photography Workshop, Excel – Beginning and Advanced, Audio/Video Bites, Plagiarism, and Photoshop Elements.

In the colleges and across the colleges, UNC faculty and invited speakers provide a wide range of workshops and presentations focused on teaching in varied learning environments. Recent College of Education sessions included Multicultural Education and Technology; Blood, Sweat and Tears: 50 Years of Technology Implementation Obstacles; Distance Education: A Hybrid Approach to a Million Dollar Winner; and Conducting Meaningful Student Assessment at a Distance. In University Libraries, staff participate in in-house programs such as Building Another Bridge: Equal Access to Technology for Special Populations. In the College of Arts and Sciences, the [Hewitt Institute for History and Social Science Education](#) [A&S-4] sponsors in-service workshops and summer institutes for teachers. Recent offerings included workshops for geography teachers on the grasslands of the world and summer institutes on using the Internet as a teaching tool. The [Mathematics and Science Teaching Institute](#) [A&S-7] provides seminars for UNC faculty, staff, and students on how to use Palm systems, SmartBoards, probes, and scanners.

In fall 2003, the Provost's Office hosted the Colorado Regional Higher Education Assessment Conference. The decade-old organization draws attendance from other states, including Wyoming, Kansas, and Nebraska. The 2003 conference drew approximately 150 participants. To promote UNC faculty development in assessment, the Provost's Office paid for any faculty willing to attend. More than 30 UNC faculty attended.

The Provost's [Administrative Fellowship Program](#) [AA-3] cultivates administrative and leadership skills among interested UNC faculty and staff. Administrative fellows learn about contemporary challenges facing leaders in higher education, develop insight into their assets as leaders, gain a sense of how universities are gov-

The Learning-Focused Organization

UNC supports scholarship.

The University recently hosted the Colorado Regional Higher Education Assessment Conference, which drew approximately 150 participants from the region. To promote UNC faculty development in assessment, the Provost's Office paid for any faculty willing to attend.

erned, see leaders in action, and polish their professional skills. Fellows participate in panel discussions, read materials related to leadership in higher education, and plan their professional futures.

External support for faculty development includes grant funding for travel and cooperative efforts with training providers. Programs and colleges have budgets for conferences, attending workshops, and hosting speakers who enrich the scholarly climate on campus. Each college/program allocates travel money, averaging \$400 per year per faculty member. Faculty can apply to the [Sponsored Programs and Academic Research Center](#) [SPARC-1] for an additional \$400 for travel if they are presenting research. If a faculty member has submitted a grant for external funding that year, additional funds are available.

The Sponsored Programs and Academic Research Center offers several workshops each year to educate faculty on grant writing and opportunities for external grants, including extensive federal, state, and education-specific lists of grants. The center also offers internal grants, three competitive and four non-competitive. Grants may help faculty do work in preparation for applying for an external grant or may support a summer research study involving a graduate student. The grants have funded research such as the use of eBooks in college classrooms and a paleoenvironmental history of the Elmalı Plain, southwest Turkey. The center provides a list of online resources and guidelines for grants, and its staff assists with review of the proposals. Faculty grant writing, with Sponsored Programs and Academic Research Center support, results in many grant awards.

College of Arts and Sciences faculty obtained more than \$6 million in grants in 2001 alone. Grants fund a range of activities, from \$1 million for the [COSMOS Mathematics and Science Upward Bound Program](#) [A&S-18] to \$15,000 for an Xcel-UNC Outreach Partnership funded by Xcel Energy Foundation.

College of Education faculty obtained almost \$2.9 million in external funding in 2001, in addition to ongoing federal grants for the multi-year PT3 project that ended in fall 2003 and the annually renewed [National Center on Low-Incidence Disabilities](#) [CoE-6]. Additionally, the [Center for Collaborative Research in Education](#) [CoE-3], established to support scholarly activity within the College of Education, funded 46 grants totaling \$86,213 from 1998-2002. Many grants are directly related to students and learning. Titles include “Family Support Services to Enhance Student Attendance,” “Student Performance and Attitudes Using Personalized Computer-Based Instruction in Mathematics,” and “Elementary School Teachers and Hispanic/Latino Parents: A Collaborative Project.”

The Sponsored Programs and Academic Research Center posts [grant totals](#) quarterly and detailed summaries annually online. In 2002-03, UNC faculty received a total of \$7,390,898 in grant awards (Figure 3.8).

Colleges support professional development through various initiatives. Monfort College of Business faculty can take online classes at no charge from SkillSoft,

an international training organization for businesses. Further opportunities come from external grants fund development, such as the teacher development workshop for K-12 Outreach funded by the Mikkelson Foundation in the College of Arts and Sciences [EXT-43].

Figure 3.8. 2002-03 Grant Award Report

Unit	1st Quarter End 9/30/02	2nd Quarter End 12/31/02	3rd Quarter End 3/31/03	4th Quarter End 6/30/03	College Totals 7/1/02- 6/30/03
A&S	\$ 50,936	\$ 691,309	\$ 268,612	\$ 316,924	\$ 1,327,781
COE	\$ 923,065	\$ 1,448,682	\$ 154,523	\$ 0	\$ 2,526,270
HHS	\$ 11,900	\$ 255,855	\$ 12,000	\$ 65,371	\$ 345,126
PVA	\$ 0	\$ 4,000	\$ 0	\$ 0	\$ 4,000
MCB	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Collaborations	\$ 0	\$ 0	\$ 146,952	\$ 296,577	\$ 443,529
Other *	\$ 2,232,632	\$ 259,306	\$ 0	\$ 252,234	\$ 2,744,172
Total	\$ 3,218,533	\$ 2,659,152	\$ 582,087	\$ 931,106	\$ 7,390,878

Source. Sponsored Programs and Academic Research Center

* Units not affiliated with a college, such as University Libraries, Graduate School, Center for Professional Development, Multicultural Affairs

Faculty are active in their fields of expertise, participating in myriad professional organizations [EXT-57]. Participation is tracked in different ways across the campus. The [College of Arts and Sciences publishes an annual report](#) [A&S-26] that lists publication submissions from Arts and Sciences faculty for the year. The Monfort College of Business uses the Sedona electronic curriculum vita software to list all faculty activities, including professional organizational involvement of faculty. Every two years, the [College of Education publishes "Perspectives,"](#) which lists professional activities of faculty [CoE-13]. Other colleges archive faculty professional involvement in annual review materials in the deans' offices. The office of Media Relations maintains a publicly accessible [online experts list](#), comprised of faculty willing to speak with the media or at community events [UAdv-4].

UNC's colleges and faculty are also active in publication in professional journals. Scholarly productivity (Figure 3.9), measured by published books and articles, presentations, and artistic performances, is documented and publicized in different ways. Faculty include all scholarly activity in their vita, which are updated yearly. Productivity is also publicized through Web sites, the media, and annual reports. However, standardized reporting of faculty scholarly activities is a challenge. While there are inherent differences in disciplines, the University needs to capture consistent data where possible.

Figure 3.9. Scholarly Activity of UNC Faculty

College of Arts and Sciences	In the past year, the College of Arts and Sciences faculty published approximately 16 books, 100 juried articles or book chapters, and gave more than 300 presentations, as reported in the Arts and Sciences Annual Report, a publication that solicits voluntary listing of faculty accomplishments [A&S-26].
Monfort College of Business	In the past six years, Monfort College of Business faculty published 15 books and book chapters, 116 articles, and gave more than 200 presentations [MCB-4]. Through private endowment funds, Monfort College of Business faculty earn professional development funds for research and service activities: \$500 for each acceptable refereed journal publication or book and \$1,000 for publications in a given department's Top 20 Journal List.
College of Education	In the past three years, College of Education faculty collectively published 1,734 juried and non-juried articles and presented at 4,529 professional conferences. Currently, 28 College of Education faculty sit on editorial boards for journals in their respective fields, and three faculty are editors or editor-elect.
College of Health and Human Sciences	In the past three years, College of Health Human Sciences faculty published 83 books and book chapters and 191 juried and non-juried journal articles, and presented at 536 professional conferences at state, regional, national, and international levels.
College of Performing and Visual Arts	In the past year, the College of Performing and Visual Arts music faculty published 12 articles and gave 250 performances; Visual Arts faculty produced 54 papers and gallery shows; and Theatre Arts and Dance faculty gave 80 presentations and four performances, produced 20 designs and two publications, and held 24 choreography and directing appointments. Online biographical summaries reflect only a small part of faculty activities [PVA-9].
University Libraries	In the past six years, University Libraries faculty produced three books, 60 book chapters and articles, and 103 presentations.

Encouraging Innovation

UNC supports an environment that encourages faculty to bring fresh ideas into the classroom. Faculty are at the core of determining curricular content and strategies for instruction. The University, college, and program curriculum committees, staffed by UNC faculty, recommend course approval or curricular change, including program changes. The process (Figure 3.10) is faculty-driven, with input from a number of committees.

All curricular changes must be approved, except those that would have minimal impact on any student's program, such as dropping a prerequisite. Approvals must be secured from the department curriculum committee or department chair, the General Education Council (for general education courses) or Professional Education Council (for teacher education courses), the dean of the relevant college, the relevant College Curriculum Committee, the dean of the originating unit, the Provost,

The Distinctive Organization

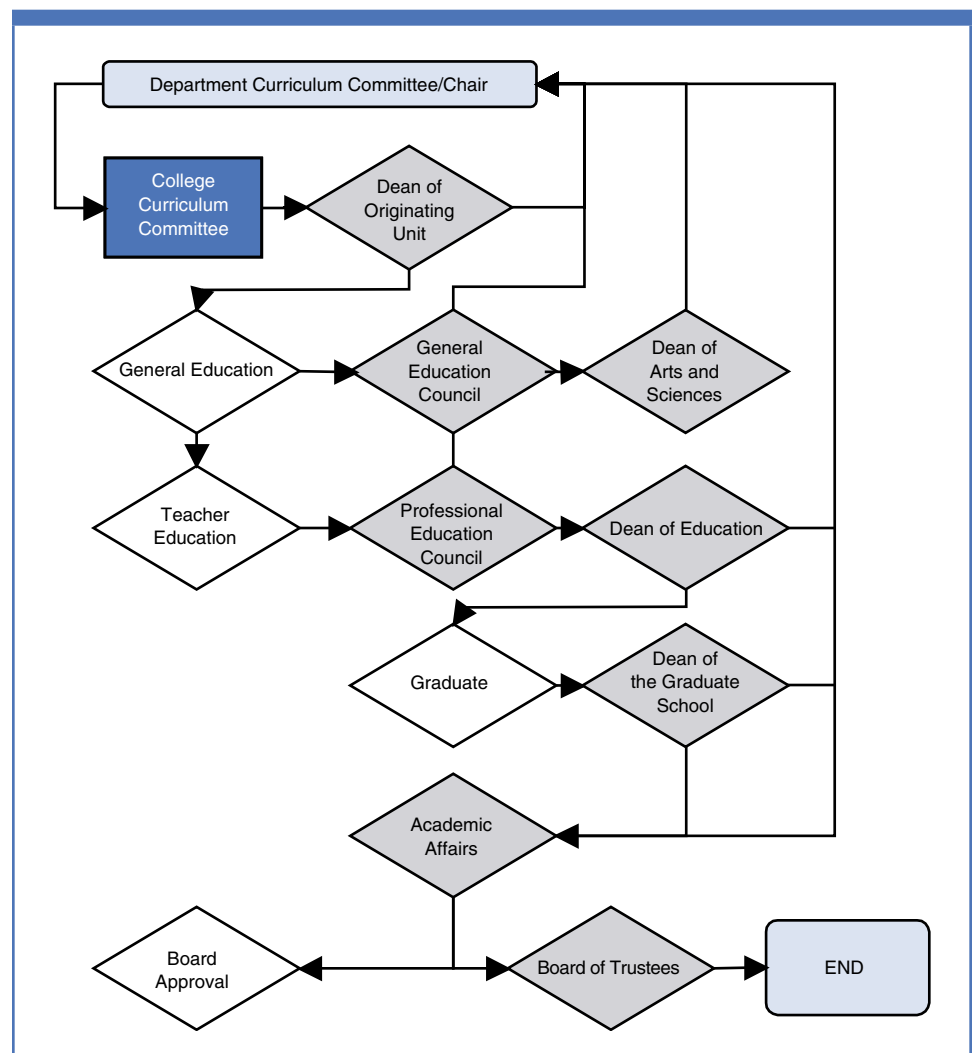
UNC is self-reflective.

Faculty are at the core of determining curricular content and teaching methods. They rely on input from University, college, and program curriculum committees when considering curriculum and program changes.

and the UNC Board of Trustees, if necessary. All committees comprise qualified UNC faculty members. The *Board Policy Manual* recognizes that curriculum development is a traditional faculty activity.

The Graduate School and the Graduate Council, whose members are elected for three-year terms, oversee graduate programs and other graduate matters. The Graduate Council Program Review Committee, a committee made up of graduate faculty, reviews graduate programs when they are scheduled for review.

Figure 3.10. Curriculum Approval Process



Infrastructure at UNC, both physical and human, is designed with teaching in mind. Teaching environments provide faculty resources that allow them to use their expertise in innovative ways (Figure 3.11). Major initiatives support faculty use of technology, including 36 Smart Classrooms, electronically enhanced classrooms and lecture halls that incorporate computer, multimedia, and network technology into a user-friendly interface. The College of Education has helped

nearly 30 faculty integrate technology into their classroom teaching practices as an initiative of a federally-funded \$1.2 million [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant [CoE-20]. The Center for Professional Development and Outreach supports distance education (online classes using BlackBoard), supports Smart Classrooms, and provides media services such as audio and video production. To integrate this technical infrastructure into teaching practices, the center provides ongoing training for each area. The center has trained more than 400 faculty and staff on the use of Smart Classrooms and has trained more than 557 participants in BlackBoard.

The Future-Oriented Organization

UNC integrates new technology.

Major initiatives support faculty use of technology, including 36 Smart Classrooms. The College of Education has helped nearly 30 faculty integrate technology into their classroom teaching practices as an initiative of a federally-funded \$1.2 million [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant.

Figure 3.11. Examples of Innovative Practices Campus-Wide

College of Arts and Sciences	<ul style="list-style-type: none"> Through the Mathematics and Science Teaching Institute, with funding from the Colorado Commission on Higher Education, the college is developing a joint master of science degree in Natural Sciences with Colorado State University.
Monfort College of Business	<ul style="list-style-type: none"> Students in the <i>Student and Foundation Fund</i> class manage a portfolio, under supervision, with more than \$1 million in assets and consistently outperform professionals. A trading room in the Department of Finance gives students online access to real time stock quotes and financial portfolios. A computer information systems lab allows students to create networks in various operating systems, while students in network security classes try to hack into those networks as practice.
College of Education	<ul style="list-style-type: none"> The federally-funded National Center on Low-Incidence Disabilities is designed to improve the nation's capacity for providing quality education to infants, children, and youth who are deaf or hard of hearing, are blind or visually impaired, or have severe disabilities. The Denver-based Center for Urban Education teacher licensure program is modeled after medical training programs. It trains paraprofessionals in urban K-12 schools, and places them in urban schools to provide comprehensive real-life experiences. Students work in paid apprenticeships while taking classes in traditional, online, seminar, and workshop formats.
College of Health and Human Sciences	<ul style="list-style-type: none"> In response to the nationwide shortage of nurses, a doctoral program in Nursing Education was initiated to address the related shortage of nurse educators. The program is an example of the university's ability to meet state and national needs with programs closely aligned with its mission and financial resources. The School of Nursing also offers a Transcultural Nursing Certificate, which addresses the impact of culture on health care.
College of Performing and Visual Arts	<ul style="list-style-type: none"> The Music Technology Center houses multiple laboratories, suites, and studios, which contain state-of-the-art keyboards, synthesizers, computers, recording equipment and interactive multimedia stations that use some of the highest-quality software available. The center's Computer/Synthesis Lab includes workstations equipped with computers, synthesizers, keyboards, and video capability for film scoring and television music applications.

continued on next page >>

Figure 3.11. Campus-Wide Examples of Innovative Practices

>> continued from previous page

Extended Studies	<ul style="list-style-type: none"> The Rural Education Access Program delivers on-site teacher licensure to students at Northeastern Junior College and Morgan Community College. It delivers degree programs in secondary teacher licensure with a major in Math, Social Science, or History and elementary teacher licensure with a concentration in Math, History, or Biology (Biology available for NJC students only).
University Libraries	<ul style="list-style-type: none"> University Libraries, through the creation of the Faculty and Staff Professional Development Center, will oversee campus professional development. The center will help further transform the library into a teaching library, a center for collaborative teaching and learning on campus. The library's partnerships give UNC students, faculty, and staff access to resources at less cost to the University. There is access to the Colorado Unified Catalog, which comprises 16 academic, public, and special libraries in Colorado and Wyoming; the Colorado Alliance of Research Libraries, a consortium of research libraries that shares materials and resources; and the Colorado Virtual Library and ACLIN (Access Colorado Library and Information Network).

Evaluating and Recognizing Effective Teaching

Evaluation of teaching is part of the annual faculty review process and is based on course evaluations, classroom visits, student success, and mentorship programs that pair experienced faculty with new faculty. All faculty submit annual evaluations that provide feedback on past performances and explore expectations for future performance. For post-tenure faculty, comprehensive reviews conducted on a four-year cycle provide information on faculty activity in instruction, professional activity, and service. Teaching generally accounts for 45-60% of faculty activity.

The University recognizes effective teaching by conferring teaching awards at the University and college levels. Eight annual University-level awards include individual and department teaching excellence, service excellence, and scholarship excellence. Faculty who are nominated submit a notebook of evidence to support their accomplishments. An awards committee of previous recipients and deans reviews the nominations and selects winning candidates.

To be nominated for a teaching award, faculty must exceed expectations, consistently inspire students to achieve their potential, serve as role models of teaching excellence, contribute demonstrably to the knowledge base relevant to achieving effective instruction, take major responsibility for curriculum development, develop instructional strategies that have significant impact on University-wide instruction, and more. To be nominated for excellence in professional activity, faculty must produce scholarly research or consulting that makes a significant contribution to the discipline, present outstanding creative efforts as acknowledged by critical reviews from outside sources, take a leadership role in continuing education that demonstrates exceptional competence, and more. University scholars, college scholars, and grant writers are honored annually at the [Distinguished Scholars Banquet](#) [AA-9].

UNC also annually confers the [M. Lucile Harrison award](#), which acknowledges excellence in teaching [AA-19]. It reflects a lifetime achievement award, and recipients are recognized as outstanding teachers, respected scholars, and those who have been active in service to the University and their profession.

In the colleges, Arts and Sciences faculty may receive the College Scholar, Excellence in Advising and Service, Teaching Excellence, or Academic Leadership Excellence awards. The Monfort College of Business recognizes faculty achievement with awards such as Departmental Professors of the Year, MCB Professor of the Year, Instructional Improvement Awards, and Professional Activity Awards. College of Education recognizes faculty with service, outstanding scholar, outstanding achievement in sponsored programs, and teaching awards. The College of Health and Human Sciences annually awards Faculty Member of the Year, Professional/Scholarly Activities, Teaching/Advising, and Service. Performing and Visual Arts gives the PVA Scholar of the Year award.

Additionally, faculty excellence is recognized through tenure, promotion, merit salary increases, named professorships, and emeritus faculty. Due to state-level cuts in funding, colleges have creatively adapted where they cannot provide as much merit pay. For example, the Monfort College of Business instituted a program allowing high performing staff members to receive professional development funds they may spend on seminars, software packages, or job-related technology equipment.

Core Component 3c

The organization creates effective learning environments.

Component Overview

Teaching and learning at the University is informed by campus-wide assessment activities. The results lead to learning environments that support varied learning styles. The institution fosters an environment that engages students. It values interaction, not only between students and faculty, but also among students and their peers and various student-support entities.

Assessment Informs Learning Environments

UNC recognizes that learning environments extend far beyond the traditional classroom. Seminars, research, internships, and high-tech learning labs all are part of the environment that supports students. Decisions that affect learning environments rely on assessment data. Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services (Figure 3.12).

UNC's curriculum review process [AA-16] responds to student needs: department, program, college, and administrative meeting minutes attest to course changes and programs initiated by and for students as a result of assessment.

The University's five-year comprehensive program review process [AA-14] comprises annual reports and goals from the previous five years, along with modifications made each year in accordance with faculty and student recommendations. Annual reports, based on the academic year, are submitted in December to college deans and in March to Academic Affairs, so feedback can be incorporated the following

The Connected Organization

UNC serves constituents.

UNC's curriculum review process responds to student needs. Course changes and programs initiated by and for students as a result of assessment are evident in department, program, college, and administrative meeting minutes.

year. Annual reports include the past year's achievements, information on student outcomes/achievements, and trends – including how results are being used to improve program curriculum, instruction, and advising – and progress toward five-year goals. There is evidence of change resulting from the five-year program review process. Every five years, these annual reports are folded into a summary report, and an external reviewer is invited to assess the program and provide a report and recommendations.

Until fall 2003, the University Planning Council used surveys, reports, and data to rewrite the University's five-year plan to include changes in retention rates and diversity. Charting the Future (CTF), which required all units to submit a report, took the place of the University Planning Council function and substituted for unit program review in 2003-04. In December 2003, every program and unit in the University submitted a report to the CTF Design Team that included its history, current function, and future goals. The reports [Pres-10] became the basis for recommendations about the University's future.

Assessment of effective learning environments is a priority at the institutional level. The University has invested in tools to support the entire campus in a more systematic evaluation process. In the 2000-01 academic year, the colleges of Arts and Sciences and Health and Human Sciences piloted the use of TracDat software, higher education assessment software chosen to help the University transition to uniform and consistent assessment processes. TracDat allows programs to track student outcomes and delineate how students are being assessed, tying program-level information to institution-level missions and goals. Data are managed at the department or program level and are connected up to institutional goals and down to individual student outcomes. In spring 2003, the Provost's office supported campus-wide implementation of TracDat by negotiating 50% cost-shares for licenses in each of the colleges. TracDat representatives have provided several on-campus workshops to train department chairs and faculty in using the software.

Environment Supports Diverse Learners

UNC's varied approaches to learning – including the use of appropriate new technologies – support diverse learners and create a learning environment where diversity is respected. UNC's *University Plan 1999-2005* [Pres-1] targeted diversity as a major goal, and that goal is maintained in CTF. UNC defines diversity broadly.

The University recognizes the role of accessibility in serving diverse learners. The *Disability Access Center* [DAC-1] provides access for students far beyond accessible buildings. Books on tape, online courses using universal design, note-takers, materials in Braille, and adaptive technology equipment in the library help students with disabilities.

Figure 3.12. Assessment Drives Changes in Curriculum, Pedagogy, Instructional Resources, and Student Services

Improved Curriculum	<ul style="list-style-type: none"> • Based on program review data, Biology created a new undergraduate curriculum. • English, Hispanic Studies, Journalism, Math, Economics, Philosophy, Social Science, and Geography revised curriculum and course content to better reflect disciplinary learning outcomes. • Based on employer feedback, the Monfort College of Business developed a working group of senior business professionals to discuss curriculum changes. • Based on assessment data gathered from students, alumni, and employers, the Gerontology program added a course in grant writing to required undergraduate major credits, and the master's program split Financial Management and Marketing courses into two two-credit courses.
Refined Pedagogy	<ul style="list-style-type: none"> • Special Education faculty changed procedures for comprehensive exams for master's students and aligned content of literacy courses to student performance learning objectives. • English, Geography, Political Science, and Social Science hired new faculty in accordance with criteria developed from assessment results. • Earth Science, Geography, and History began to focus on stronger outcomes in the PLACE exam.
More Effective Instructional Resources	<ul style="list-style-type: none"> • Based on program review data, Journalism enhanced the classroom experience through more effective use of technology. • Based on exit surveys, Chemistry, Biochemistry, Earth Science, Political Science, English, and Psychology make more effective use of professional speakers and internships. • Surveys indicated 45.2% of graduate students and 44.6% of faculty felt the University Libraries journal collection did not adequately support their research. The library now subsidizes access to journals from regional libraries. • Surveys indicated 45.5% of faculty, 32.7% of graduate students, and 36.5% of undergraduates felt the University Libraries monograph collection did not adequately support their research needs. The library now offers patron borrowing from collections of 16 major academic and public libraries via the Colorado Unified Catalog. • University Libraries developed information literacy courses taught by library faculty after surveys indicated a significant correlation between high academic achievement and information literacy as well as little increase in students' information literacy skills from freshman year to graduation.
Enhanced Student Services	<ul style="list-style-type: none"> • In response to student input, the Monfort College of Business introduced career-planning seminars. • Based on results of the Undergraduate Faculty Advising Survey, training in advising will be infused in new faculty orientation in fall 2004.

UNC is also home to the [National Center on Low-Incidence Disabilities](#), a federally-funded center designed to improve the nation's capacity for providing quality education to infants, children, and youth who are deaf or hard of hearing, are blind or visually impaired, or have severe disabilities [CoE-6]. The center has been instrumental in improving awareness and practices related to accessibility of online content – in online courses as well as on UNC's Web site and online materials through the library. It also offers courses on Universal Design and Deaf Education for General Education, and provides a free tutorial on making Web sites accessible. As a result of increased awareness for online accessibility, the University's Web Communications Office tests all pages for accessibility. University Libraries has also improved practices for offering online reading materials that are accessible for students with visual disabilities.

On-site programs, such as the [Center for Urban Education](#) [CPDO-2] and [Rural Education Access Program](#) (REAP) [CPDO-3], as well as on-site sections of

The Future-Oriented Organization

UNC understands social and economic change.

Charting the Future calls for adult and extended studies to become a central part of the University's efforts. The University will offer off-campus and distance education programs commensurate with the institution's unique strengths.

programs offered across the state, support students who would have difficulty getting to UNC. The Denver-based Center for Urban Education is an excellent example of how UNC goes to its students. Many students in the Center for Urban Education must maintain their incomes and could not come to Greeley for an education or afford the technology necessary for online courses. The center provides students work in paid apprenticeships in urban schools as well as classes in traditional, seminar, and workshop formats.

CTF calls for adult and extended studies to become a central part of the University's efforts. The University must determine how to most effectively offer educational off-campus and distance education programs commensurate with UNC's unique strengths and how it can support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.

Centers and student organizations serve diverse students at UNC. The [Gay, Lesbian, Bisexual, Transgender Resource Office](#) [Aux-1] offers counseling, student support services, and outreach to residence halls. The [Asian/ Pacific American Student Services Center](#) [MCA-1], [Marcus Garvey Center for Black Cultural Education](#) [MCA-5], [Caesar Chavez Cultural Center](#) [MCA-3], and [Native American Student Services](#) [MCA-6] support students of various ethnic backgrounds via social events, informal group discussions, and study skills support. The [Center for Human Enrichment](#) [MCA-2] specializes in counseling and advising while offering first-generation college students access to select smaller classes, guaranteed spaces in General Education classes, and assistance with writing, organizational, math, and critical thinking skills. [Cumbres](#) [MCA-4] is a teacher education program that seeks to recruit students who are committed to working with Hispanic school children in the public schools. Its graduates earn endorsement in bilingual education or in English as a Second Language.

The [Center for International Education](#) [ISS-1] has established a buddy system that matches each international student with a Greeley family. It also has developed an ESL bridge program that includes remediation for students with marginal TOEFL scores, a special events program that hosts guest speakers, and an activity program that offers international dinners and sponsors an annual International Week.

The library dedicates special sections of *LIB 150–Introduction to Undergraduate Research* to students in the Center for Human Enrichment and learning communities and provides specialized workshops for McNair Scholars. The library also buys and provides access to information resources that represent ethnic, sexual, cultural, and ideological diversity across the curriculum.

Most majors offer at least one course that addresses diversity, such as *Global Marketing*, *Ethnic American Literature*, *Transcultural Nursing*, and *American Sign Language*. Some minors are focused on diversity, such as Africana Studies, Anthropology, Multicultural Anthropology, Asian Studies, Communication Disorders, Cultural Studies, Economics, Environmental Studies, Geography, Gerontology, Mexican American Studies, Psychology, Reading, Rehabilitative Services, Sociology, Social

Inequality, Urban Education, Special Education, Speech Communication, Teaching ESL, and Women's Studies. Programs also explicitly provide opportunities for students to practice in diverse environments. For example, through their field experiences in Music Education and College of Education classes, undergraduates emphasizing either area of UNC's undergraduate Music Education major observe and work with students from a variety of socio-economic and ethnic backgrounds.

Technology is vital to supporting diverse learners. The University's budget records show investment in technology during the past 10 years. UNC supports 36 Smart Classrooms, several open computer labs, a Global Information Systems lab, mobile carts with technology equipment for use in labs and classrooms, classroom televisions and VCRs, and software programs specific to particular curricula. The Library provides access to more than 10,000 full-text periodicals online for on- and off-campus students. The Center for Professional Development and Outreach offers training for faculty in the latest technology, and the library offers training for faculty and students on the use of its latest databases.

Many units have received small technology grants and some, such as the Department for Communication Disorders and the College of Education, have received large grants to help train faculty. The [Department of Communication Disorders](#) received donations for the purchase of a mobile audiology and speech-language pathology unit with the latest technology to evaluate and treat hearing, speech, and language problems [HHS-13]. In 2004, the Department of Communication Disorders received the first of five years of funding (\$300,000) from the Colorado Department of Education's Exceptional Educational Services Unit to increase recruitment and retention of speech-language pathologists. An online program to deliver undergraduate core courses will supplement the existing online master's degree program. In the College of Education, the [Preparing Tomorrow's Teachers to Use Technology](#) (PT3) grant [CoE-20], a three-year \$1.2 million federal grant, has supported the integration of technology into core courses for the teacher education program. The PT3 grant also supported major revisions to courses required for all education majors on the use of technology in teaching. Online courses are offered to graduate students by the [Center for Learning and Teaching in the West](#) [EXT-3], a partner supported by a \$10 million National Science Foundation grant focused on developing quality educators in math and science.

To support Web-based components of courses as well as online courses, the Center for Professional Development and Outreach streamlined its services from three platforms to one in 2002, contracting with BlackBoard for the servers, software, and support necessary to meet the growing demand for online courses and course activities. Professors are increasingly posting syllabi, class assignments, and other essential course information on Web sites. BlackBoard also allows instructors to build more out-of-class discussion time into courses through bulletin boards, listservs, and chat space. Many courses have Web sites.

The Learning-Focused Organization

UNC supports learning.

Professors are increasingly posting syllabi, class assignments, and other essential course information on Web sites. Technology helps instructors build out-of-class discussion time into courses through bulletin boards, listservs, and chat space. Many courses have Web sites.

Student Support

Student development programs and advising systems at UNC focus on student learning. They support students throughout their UNC careers, regardless of where they study. UNC provides financial support, advising, library use, orientations, bookstore access, technology assistance, and other services for all students, including those who commute to campus or take online and off-campus courses. Undergraduate and graduate courses offer students opportunities to pursue off-site supervised study and research, including internships, fieldwork, and practica.

The [Advising Center for Business Students](#) [MCB-3], [College Transition Center](#) [Reg-1], [Arts and Sciences Advising Center](#) [A&S-24], [Health and Human Sciences Advising Center](#) [HHS-23], and Center for Human Enrichment focus on program completion and skill mastery. The College Transition Center tracks students on probation via faculty feedback forms and holds mandatory advising appointments. Students are surveyed regarding their skill needs and are referred to student support services, such as the Writing Center, and to workshops that cover topics including study skills and time management. The Arts and Sciences Advising Center helps students enrolled in Learning Communities through mandatory appointments with faculty teaching writing courses.

Programs and departments reserve specific dates for advising, and the University's policy indicates that all faculty should dedicate at least three office hours per week to student advising. The colleges of Health and Human Sciences and Performing and Visual Arts hold group advising sessions, when classes are cancelled for a day while faculty review student progress. In the College of Education, each department establishes advising procedures. For example, in Educational Technology, the department chair led a design team of doctoral students to develop a general advising Web site that walks students through every major step in their program, answers common questions, and directs students to resources. Most departments hold advising fairs where faculty work from course of study forms based on a review of transcripts.

Courses delivered online or via distance education have extensive support infrastructures. The Center for Professional Development and Outreach supports distance learning through audio, satellite, and video services and sponsors professional development courses for teachers throughout Colorado, including courses in Community Counseling in Colorado Springs, Principal Licensure Endorsement in Pueblo, Special Education courses in Grand Junction, and a master's degree in Reading in Durango. Fully online degrees, such as the bachelor of science in Nursing, master's in Communication Disorders, and master's in Special Education: Severe Needs (Vision, Deafness, and Severe Profound) have online course orientations, as well as online learning assistance.

Recognizing the need for virtual research environments, University Libraries provides services for students taking courses at a distance, including off-campus access to search capabilities, electronic documents on reserve, and expanded

offerings of full-text online databases. Often these resources designed to benefit students at a distance become valuable resources for on-campus students.

An undergraduate academic advising survey in spring 2003 asked faculty about their experiences as advisors and solicited opinions and suggestions for improving advising. The [Noel-Levitz Student Satisfaction Inventory](#) and campus focus group participants had indicated that some students perceive advising could be improved [IRP-3]. The academic advising survey was sent electronically, along with an e-mail from the college deans, to all faculty who advise undergraduates. Faculty who chose to participate completed the survey online in May 2003. Several recommendations resulted from responses from 161 of 488 faculty (33%). Since the survey suggested freshmen have specific advising needs, developing a plan to address their needs is a priority. Another academic advising survey was conducted in spring 2004 to obtain student perceptions of advising at UNC to help in corroborating perspectives from the faculty survey.

CTF recognizes that academic advising is key to student success. Advising of undeclared majors would benefit from being centralized, and advising of students who have declared a major is an important faculty responsibility. The [Charting the Future Transition Plan](#) [Pres-16] calls for a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Core Component 3d

The organization's learning resources support student learning and effective teaching.

Component Overview

UNC resources that include technology, partnerships, facilities, and programs that cut across learning interests facilitate student learning and effective teaching. The University ensures access to teaching and learning resources, and assesses their effectiveness to improve teaching and learning opportunities. Budgeting allocations reflect learning resources as a priority.

Accessible Resources

UNC students and faculty have access to resources necessary to support learning and teaching, such as laboratories, libraries, performance spaces, and clinical practice sites. The University makes additional resources available to students, faculty, and staff through innovative programs and partnerships with other organizations. Campus-wide, college, and department computer labs are available.

UNC integrates technology with teaching. About 90% of classrooms have Internet access. There are 36 Smart Classrooms – consisting of a control module connected to either large screens, group workstations, docking stations, or individual

The Learning-Focused Organization

UNC supports learning.

Student development programs and advising systems support students regardless of where they study. For example, University Libraries provides services for students taking courses at a distance, including off-campus access to search capabilities, electronic documents on reserve, and expanded offerings of full-text online databases.

workstations. In the College of Education, the PT3 grant helps faculty integrate technology into their teaching. The practice also allowed faculty training future educators to model the effective use of instructional technology.

The Information Technology department supports faculty, staff, students, and administrative departments in the use of information technology by providing technical expertise, consulting, and training to maintain and enhance the University's network, telecommunications, and computing infrastructure. Information Technology supports UNC's mission by providing easy access to information systems, training, and technical support. UNC also supports the Bear Logic Computer Store in the University Center, Computer Labs-Library /Research Data Base, User Support, and Webster to help faculty, staff, and students with technology.

University Libraries provides easy access to physical collections on campus and a variety of online resources. Access to holdings is not limited to campus. The Library has increased support for students taking classes at a distance or online: services are available for online reserved articles, remote access for searching all databases, and material delivery service for students living farther than 50 miles away. The Library has developed an [Information Literacy Framework](#) [ULIB-1], which offers courses to complement curriculum and help students increase proficiency in evaluating and using information sources. Library Instructional Services provides formal instruction in the use of the library to all teaching faculty and their classes. New faculty members are required to attend instructional sessions.

Services available through partnerships with other organizations include [Prospector](#), which represents the Colorado Unified Catalog, and comprises 16 academic, public, and special libraries in Colorado and Wyoming [ULIB-5]. A single search allows the user to identify and borrow materials from the collections and have them delivered to the local library. The Library is also a member of the [Colorado Alliance of Research Libraries](#), a consortium of research libraries that shares materials and resources [EXT-11]. The Colorado Virtual Library and the [ACLIN](#) (Access Colorado Library and Information Network) are cooperative projects of the Colorado State Library and the Colorado library community to provide access to the information resources [EXT-4].

The Center for Professional Development and Outreach addresses needs across campus through five main functions: extended studies, faculty development, distance education, media services, and Smart Classrooms.

The Sponsored Programs and Academic Research Center nurtures the research, scholarship, and creative activity of UNC faculty, staff, and students. It encourages efforts to get external support for research, scholarship, and creative activities. It also promotes and sustains responsible and ethical practices in scholarly activities and sponsored program administration, and supports the integration of the research, education, and service missions of the University.

The Learning-Focused Organization

UNC supports scholarship.

The Sponsored Programs and Academic Research Center nurtures the research, scholarship, and creative activity of UNC faculty, staff, and students. It helps them secure external funding and promotes and sustains responsible and ethical practices in scholarly activities.

Other on-campus resources are available for research advice and support, such as the [Research Consulting Laboratory](#) in the College of Education [CoE-17], where doctoral students and faculty in Statistics consult with graduate students and faculty on any scale research project and the use of statistical software. The [Writing Center](#) [A&S-15] provides broad-based quality tutoring in writing required across the University curriculum. Originally developed to support the Essay Exit Exam, the Writing Center offers face-to-face and online tutoring and a comprehensive inventory of resources to help students with writing questions. It features a large collection of reference books, manuals, and easy-to-use handouts on sentence structure, grammar, usage, verb and pronoun agreement, essay writing, résumé writing, and source documentation.

The College of Performing and Visual Arts supports its nationally recognized departments with expansive performance spaces. Frasier Hall includes practice, rehearsal, and classroom spaces for Music and Theatre, as well as the Music Technology Lab with recording and digital equipment comparable to that in the world of commercial music. Ensembles may rehearse and perform at Foundation Hall, a few blocks from campus, and major performances use the Monfort Concert Hall at Greeley's Union Colony Civic Center. Several smaller venues are available for recitals as well. UNC claims one of a handful of music libraries in the nation dedicated exclusively to research materials, media, and supportive information required by the nation's most rigorous music schools. In addition to books, scores, and recorded music, it features a listening lab equipped with CD players, videocassette recorders, and laser disk players, as well as a multi-media instruction room.

Recent renovations more than doubled space for the Department of Visual Arts, expanding space for sculpture, ceramics, jewelry, and the foundations studio. Visual Arts undergraduate and graduate students can exhibit their work in the Oak Room Gallery in Crabbe Hall or in Mariani Gallery in Guggenheim Hall. Theatre Arts and Dance students showcase their talents on the stages of the 600-seat Langworthy Theatre, 1,700-seat Union Colony Civic Center, and the intimate, 100-seat Norton Theatre.

Facilities also play an important role in the University's Learning Communities, an innovative approach to supporting student learning and strengthening teaching effectiveness. Several Learning Communities have dedicated space in residence halls where student with like interests live together. Developed to support student retention, [Learning Communities](#) [A&S-3] allow students to live and take classes with a group of students who have similar academic interests. Faculty are assigned to Learning Communities to foster a close relationship between students and academic advisors. Learning Communities include Academic Advantage for a major or interest area, Ascent Program for the professional health sciences (Pre-Medical, Veterinary, Pre-Dental, Physical Therapy, and Pharmacy), Class Act for future elementary teachers, and Cluster Program – a thematic learning community. Learning Communities are staffed by lecturers with master's degrees, many who have published in their area of expertise. The [Center for Human Enrichment](#) [MCA-2] provides academic support and retention services to undergraduates. It facilitates Learning Communities with linked courses, including an English

class linked to another course so material in the English class is relevant to material discussed in the link course. The center also offers tutoring, academic skills workshops, technology resources, and academic advising.

Select programs cut across learning interests and abilities. For example, [Life of the Mind](#) [A&S-25] is an interdisciplinary general education program that erases boundaries and creates gateways among subjects. The courses probe the intellectual concerns that link separate fields of study. Life of the Mind has gained support from the National Endowment for the Humanities and was designated a Program of Excellence by the Colorado Commission on Higher Education. Those who take Life of the Mind classes often are part of the University Honors Program. The [Honors Program](#) [A&S-5] is designed to offer exceptional students both the resources of a comprehensive University and the individual attention traditionally associated with small colleges. Honors students make up one of the University's most active student organizations, the Student Honors Council. Similar to Honors, the [McNair Scholars Program](#) [MCA-9] is designed to prepare select, high-achieving, first-generation, income-eligible, and traditionally underrepresented students for graduate study. It facilitates successful completion of a baccalaureate degree, preparation and admission to graduate school, and success in a program of doctoral study.

UNC students have access to quality clinical practice sites. From field-based geological and ecological training in the nearby Rocky Mountains to study-abroad courses to urban field placements for teacher education majors, UNC gives its students access to internships, practica, and clinical experiences appropriate to each academic area. For example, the UNC Reading/Literacy Clinic, directed by Reading Program faculty, provides a field experience for graduate candidates in the Reading Program and candidates earning advanced degrees in School Psychology. With supervision and coaching from graduate faculty, students work one-on-one with clients. Graduate candidates learn to be diagnostic teachers by administering informal literacy assessments and designing and delivering instruction based on an analysis of the assessment data. In the College of Education, the Professional Education Unit designs and implements multiple assessments in field experiences and clinical practices to allow initial and advanced candidates to demonstrate master of content areas, skills, and dispositions of pedagogical and professional knowledge.

Clinical practice sites also often involve partnerships. For example, the School of Music shares resources with the community to provide student learning opportunities and community enrichment. Concerts by the Greeley Chorale and the Greeley Philharmonic are often held on and off campus in churches, schools, parks, and other settings. The College of Health and Human Sciences uses hospitals, community health centers, and other medical facilities for its programs. Nursing students may practice skills and demonstrate proficiency in UNC's nursing lab, but many work with health agencies throughout the state and are supervised during their time on-site. To support its extensive clinical practices, the School of Nursing has Clinical Affiliate Faculty and Clinical Teaching Associates who facilitate and

The Connected Organization

UNC collaborates.

The School of Music shares resources with the community to provide student learning opportunities and community enrichment. Concerts by the Greeley Chorale and the Greeley Philharmonic are often held on and off campus. The College of Health and Human Sciences uses hospitals, community health centers, and other medical facilities for its programs.

evaluate the clinical experiences of students. Nursing students earning a graduate certificate in Transcultural Nursing can enroll for a field experience focused on the application of ethnonursing research methodology to analyze differences and similarities within a culture. UNC is also home to the [Rocky Mountain Cancer Rehabilitation Institute](#) [HHS-6], where cancer patients receive professional, science-based exercise intervention. By working in the institute, students receive advanced educational preparation and professional development to promote high standards in cancer rehabilitation.

Some student services reach beyond campus. [Career Services](#) [CarServ-1] provides a full-service, client-centered approach to academic major selection, career decision-making, internship and job search assistance, and testing services for students and alumni who wish to pursue post graduate employment and graduate school opportunities. Work Study programs employ students in campus facilities and in limited off-campus jobs with nonprofit agencies including Boys and Girls Club, Weld County Partners, Greeley Transitional House, Weld County School District 6, North Range Behavioral Health, the City of Greeley's Recreation Department, Union Colony Civic Center, Child Advocacy Resource and Education, Right to Read, and Centennial Developmental Services.

Because of its teacher preparation mission UNC also sponsors resources that bring educational professionals to campus. The Advanced Placement summer institutes train AP teachers in Biology, Calculus, Chemistry, English Language and Literature, Environmental Science, Human Geography, Spanish Language and Literature, Statistics, U.S. Government and Politics, and U.S. History. The Cumbres Program supports bilingual and English as a Second Language teachers. The William E. Hewitt Institute for History and Social Science Education was established in 1998 to support K-12 education in history and the social sciences. Its primary focus is teacher education, materials development, and research in the teaching and learning of history and the social sciences.

The University Center hosts more than 5,000 events annually with attendance surpassing 200,000. The facility features a campus-wide information desk, event planning services (including catering), and retail and dining options for the campus and surrounding community. Student services such as Student Activities, the College Transition Center, and Career Services are also housed in the facility.

Evaluating Teaching and Learning Resources

UNC regularly evaluates use of and assesses effectiveness of its learning resources to enhance student learning and effective teaching.

Among UNC's most significant learning resources are its library holdings, which undergo a periodic and systematic review of materials use (i.e. hit rates for holdings) to ensure their utility. In 2002, the library reviewed paper and electronic holdings. Based on this review, it cut underused serials, saving \$53,620, and instituted a new tool to help further evaluate areas of strength and weakness in current collections. Additionally, the library switched to EBSCO's databases,

which provided more full-text references at a lower cost. In 2003, the library also undertook a larger review of its services using the [LibQUAL survey](#), which provides data on holdings, staff, services, physical environment, and other qualities [ULIB-2]. The library is using the results to enhance holdings, hours of operation, and its physical setting.

There are multiple levels of review of technology. Use of computer labs, numbers of calls for assistance, and attendance at computer training sessions are carefully recorded. Several administrators evaluate acquisition of new technological learning resources before purchases are made. This is particularly true for allocation of student technology fees. Information Technology services are improved annually based on feedback from faculty on a variety of surveys, such as the undergraduate academic advising survey where faculty indicated changes in Webster would help them be more effective and efficient in advising.

Internships are regularly evaluated. Both students and faculty in the College of Health and Human Sciences assess quality and appropriateness of internships. A needs evaluation often results in the creation of new internships. For example, because of their need for field experience, Meteorology students may now take *MET 376–Meteorological COOP Education* with the National Weather Service, National Oceanic and Atmospheric Administration, or another agency in the region. Doctoral students in Educational Technology are required to take an internship, and a new partnership arranged with Banner Health Network allows them to participate in a nation-wide internship program.

Departments undergo a comprehensive [academic program review](#) every five years [AA-14]. Analyses of departments include external reviewer(s), departmental self-assessments, dean's assessment, and Graduate School Dean's assessment (if appropriate). An annual report is filed by the department, documenting progress on program review goals. Paralleling program review is an annual [assessment catalog](#) [AA-4] produced for each department's majors. The assessment catalog typically identifies program goals and outcomes, methods of student assessment, and results. Each year, programs are required to explain how the results of the assessment are applied to improve programs. Many other important assessments are routinely carried out, such as student grades, graduate school comprehensive examinations, job placement information, employer surveys, admission rates to graduate schools, and exit surveys.

To better determine the needs of freshmen with undeclared majors, the College Transition Center and the Office of University Assessment piloted a survey using resources from Student Voice, Inc. Students completed an initial survey upon moving into the residence halls and before starting classes in August 2003. A total of 24 students participated in the initial assessment, 12 each from two floors of freshman residence halls. Student Voice, Inc. provided three Palm Pilots to help students in the efficient completion of the survey. The College Transition Center used results to determine how comfortable students feel with the college preparation they received in math, English, study skills, and time management, as well as the highest level of

The Future-Oriented Organization

UNC focuses on the future of its constituents.

Program evaluation often results in the creation of new internships. For example, because Meteorology students need field experience, they may take a class with the National Weather Service or National Oceanic and Atmospheric Administration. A new partnership with Banner Health Network allows Educational Technology students to participate in a nationwide internship program.

education students hope to complete and information they felt they needed right away, such as how to find work on campus, how to get involved on campus, how to get financial aid, and how to write at the college level. The center followed up with students individually to meet their specific needs for academic success.

Investing in Learning Resources

The UNC Board of Trustees establishes general budget priorities for the University. Funding priority guidelines are clearly stated in the *Board Policy Manual* [BOT-1]. During the past five years, the Board made direct instruction a priority – a move that is compatible with the mission directive to be student-centered. In fiscal year 1999, 48% of state-appropriated funds went to instruction; by 2003, 55.7% of the funds went to instruction.

During the past few years, a portion of that budget has been devoted to developing technology resources to enhance instruction and learning. The \$4.5 million Smart Classroom initiative provides technology-enhanced classrooms across campus. There are 36 Smart Classrooms and 13 open labs (400 computers), including 24-hour availability in the central lab. Internet connectivity is available in all residence hall rooms. Both McKee Hall, where the College of Education is housed, and the library are wireless-capable.

The *Academic Information Technology Advisory Group* [IT-2] advises the Assistant Vice President of Information Technology on how information technology can best meet the needs of the academic community. The advisory group offers input on how to make the open labs efficient, on academic information technology priorities, and on the *Information Technology Strategic Plan*.

Recent capital construction projects reflect the University's priority on teaching and learning:

- The Ben Nighthorse Campbell Center for Health and Human Sciences, a 10,000-square-foot facility, was built with \$1.8 million in federal funds. The building houses the Rocky Mountain Cancer Rehabilitation Institute, which provides hands-on instruction for students.
- The \$42 million Ross Hall expansion and renovation project is one of the largest-ever remodeling projects in Colorado higher education. It is home to departments of Biological Sciences, Chemistry and Biochemistry, Earth Sciences, English, History, Mathematical Sciences, Physics, and the Math and Science Teaching Institute. The renovation encompasses the original building and the 1989 addition, and includes high-tech classrooms and laboratories.
- The \$2.8 million Arts Annex addition and renovation updated and expanded facilities for the Department of Visual Arts. A 7,500-square-foot addition to the Arts Annex and remodeling of the 7,800-square-foot Annex is complete. Sculpture, ceramics, jewelry, and the foundations

The Connected Organization

UNC engages in healthy internal communication.

The Academic Information Technology Advisory Group advises the Assistant Vice President of Information Technology on academic needs. The group offers input on how to make the open labs efficient, on academic information technology priorities, and on the *Information Technology Strategic Plan*.

studio occupy the Annex. The Photography program, which expanded into most of the original Annex, added a digital photographic imaging system lab.

- Work is also complete on century-old Guggenheim Hall, which houses Mariani Gallery, providing UNC students exposure to the work of professional artists.
- Other capital construction projects are improving student housing and campus access. Faculty Apartments Two and Three were renovated for student housing, including new heating systems, electrical systems, accessibility improvements, Internet connectivity, air conditioning, and general renovation and reconfiguration. Construction began in spring 2004 on a West Campus Dining Hall. In August 2002, construction was completed on Arlington Apartments, a public-private partnership, near West campus.

UNC, like other Colorado state universities, is working to develop alternative funding sources for capital construction projects. Elimination of state capital construction budgets will result in a slowing in construction and upgrades while the University explores other sources. Decreases in state funding make it imperative for the UNC Foundation to aggressively pursue donations.

Summary

As a culture of assessment at UNC emerges, progress toward efficient assessment of teaching and learning is evident throughout the University. Assessment processes are in place, and faculty and administrators understand the value of systematic assessment. Charting the Future, in its call to expand functions addressed by the Director of Assessment position, speaks to the value the University places on assessment.

The foundation for a comprehensive and useful assessment program is firmly in place. Goals for learning outcomes are clearly stated for all programs. Qualified faculty are the driving force behind defining outcomes and reviewing curricula and programs. Documented success of assessment-driven changes will further demonstrate the value of assessment.

As the University develops a mature assessment program, it should take advantage of a growing data pool to help examine trends and look for relationships among data. In addition, data collection needed for external evaluators should be integrated with the University's assessment processes.

Faculty actively seek knowledge in both their fields of expertise and professional teaching practices, and bring innovative ideas back into the classroom. Learning environments support innovative teaching methods and a diversity of learners. A variety of learning resources are available to students in classrooms, on campus, and beyond campus. Assessment results drive changes in programs and services that better serve students, regardless of their location or program of study.

UNC's commitment to funding instruction at 55% percent of its state-appropriated budget is a key component of embracing the University mission directive to be a student-centered institution. Quality instruction will remain a focus during implementation of Charting the Future and in planning for the future.

Strengths, Challenges, and Opportunities

Strength—Progress toward efficient assessment of teaching and learning outcomes is shared throughout the institution. There is a clear division of responsibility for assessment activities. A stable system of implementation includes regular assessment schedules and provides data needed to examine trends.

Strength—Faculty are at the heart of determining student learning outcomes in each college. Program review processes require faculty to be involved in defining student outcomes and evaluating whether they are achieved. Faculty assessment and curriculum committees assess outcomes using data gathered from students, alumni, and peers through observations and exams in capstone courses, exit and alumni surveys, exit exams, student evaluations, course-embedded assessments, accrediting agencies, licensing exams, and other sources.

Challenge—There are many instances of assessment-driven changes in curricula and programs, but UNC must work to develop a mature assessment program. In some areas, assessment processes are still being developed, and in others, communication gaps delay exchange of information. Problem areas have been identified, and weaknesses are being addressed. For example, the College of Performing and Visual Arts is documenting an implicit assessment system, based on professional judgment, that has helped make it one of the top music schools in the nation.

Opportunity—To demonstrate that its assessment program is comprehensive and useful, the University should better document links between assessment and improvement. Documentation should show how assessment outcomes are linked to changes. Changes, in turn, will be assessed to show that they created the desired results.

Opportunity—As the University's assessment data pool grows, there is more opportunity to examine trends and look for cause/effect relationships. For example, University Libraries' spring 2000 survey indicated a significant correlation between high academic achievement and information literacy. Past surveys showed only small increases in students' information literacy skills from freshman year to graduation. Using information from both surveys, the library developed one- and two-credit graduate and undergraduate information literacy courses, taught by library faculty.

Strength—A promising faculty-driven assessment feature is course-embedded assessment. The comprehensive analysis of learning outcomes uses objectives and rubrics composed and revised by faculty. It asks faculty to reflect on total student performance with regard to teaching effectiveness. Course-embedded assessment is a normal part of the General Education program review, and departments have adopted it as part of their program reviews. The practice gained national recogni-

tion at the American Association for Higher Education Assessment Conference and by publication in academic journals.

Opportunity—While the General Education Council does not intend to dictate criteria and rubrics for course-embedded assessment, or to aggregate the resulting data, departments or programs may standardize criteria and rubrics to facilitate intradepartmental statistical analyses. Course-embedded assessment may be valuable in assessing how related courses are working in tandem to accomplish common goals.

Opportunity—Assessment and accreditation of academic programs are critical and should have leadership and oversight from the Division of Academic Affairs. The current functions offered by the director of program assessment will be expanded to include coordination and assistance with the institution's continual accreditation processes. Merger of these functions will enhance efficiencies in preparing reports and the management of data necessary for assessment and reporting. The office will work with colleges and academic disciplines to assist them with required program assessments and specialized accreditation processes.

Opportunity—Evaluating course content and teaching methods to convert courses from traditional to online format will yield information that can be incorporated back into face-to-face courses. For example, efforts to convert courses for an online master's program in Special Education resulted not only in award-winning designs for the online courses, but also in changes to face-to-face courses, where faculty and students noted increased attainment of course objectives.

Strength—Student development programs and advising systems at UNC focus on student learning. UNC students have access to academic advising long before they choose a major. The College Transition Center helps first-year and transfer students determine a major and connect with campus resources. It also provides structured academic advising for students on academic probation, including contact with their professors.

Challenge—Advising of undeclared majors would benefit from being centralized. Student surveys and campus focus group participants have indicated that some students perceive advising could be improved. The *Charting the Future Transition Plan* calls for a Commission on Student Success to examine advising issues during the 2004-05 transition year. The commission will develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising. It will also address specific ways to integrate advising into academic programs.

Challenge—Assessment data-collection required for agencies beyond the University should be coordinated and, when possible, tailored to assess the University's performance on tasks essential to its mission. UNC has feedback loops for both collecting information from external sources and providing data to external accountability agencies. Feedback and data gathered from external sources are folded back into courses, programs, and colleges for ongoing program improvement, but data collection driven by external requirements can be used more systematically.

Opportunity—*Charting the Future calls for the creation of the Faculty and Staff Professional Development Center to oversee campus professional development.* The new center will consolidate limited resources to systematically provide faculty and staff with a series of training opportunities on a regular basis to enhance their knowledge and skills in instructional technology, leadership, and management. The center will also play a vital role in preparing graduate students to serve in classrooms as graduate assistants and teaching assistants and for advising.

Challenge—*The University's faculty are active scholars, but scholarly productivity, which is measured by published books and articles, presentations, and artistic performances, is documented and publicized in different ways across campus.* Faculty include all scholarly activity in their vita, which are updated yearly. Productivity is also publicized through Web sites, the media, and annual reports. However, standardized reporting of faculty scholarly activities is a challenge. While there are inherent differences in disciplines, the University needs to capture consistent data where possible.

Opportunity—*The University has invested in tools to support the entire campus in a more systematic evaluation process.* In the 2000-01 academic year, the colleges of Arts and Sciences and Health and Human Sciences piloted the use of TracDat software, higher education assessment software chosen to help the University transition to uniform and consistent assessment processes. TracDat allows programs to track student outcomes and delineate how students are being assessed, tying program-level information to institution-level missions and goals. Data are managed at the department or program level and connected up to institutional goals and down to individual student outcomes.

Strength—*The \$42 million Ross Hall expansion and renovation project is one of the largest-ever remodeling projects in Colorado higher education.* The renovated building includes high-tech classrooms and laboratories, and is home to departments of Biological Sciences, Chemistry and Biochemistry, Earth Sciences, English, History, Mathematical Sciences, Physics, and the Math and Science Teaching Institute.

Challenge—*UNC, and all Colorado universities, must develop alternative funding sources for capital construction projects.* Elimination of state capital construction budgets will result in a slowing in construction and upgrades while the University explores other sources. Decreases in state funding make it imperative for the UNC Foundation to aggressively pursue donations.

Strength—*On-site programs, such as the Center for Urban Education and Rural Education Access Program (REAP), as well as on-site sections of programs offered across the state, support students who would have difficulty getting to UNC.* Many students in the Denver-based Center for Urban Education must maintain their incomes and could not come to Greeley for an education or afford the technology necessary for online courses. The center provides students work in paid apprenticeships in urban schools as well as classes in traditional, seminar, and workshop formats.

Opportunity—*Charting the Future* calls for adult and extended studies to become a central part of the University's efforts. The University must determine how to most effectively offer educational off-campus and distance education programs commensurate with UNC's unique strengths and how it can support delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.

Strength—*Because of its teacher preparation mission, UNC sponsors resources that bring educational professionals to campus.* The Advanced Placement summer institutes train AP teachers in Biology, Calculus, Chemistry, English Language and Literature, Environmental Science, Human Geography, Spanish Language and Literature, Statistics, U.S. Government and Politics, and U.S. History. The Cumbres Program supports bilingual and ESL teachers. The William E. Hewitt Institute for History and Social Science Education was established in 1998 to support K-12 education in history and the social sciences. Its primary focus is teacher education, materials development, and research in the teaching and learning of history and the social sciences.

Criterion Four

*Acquisition, Discovery, and Application
of Knowledge*



Criterion Four: Acquisition, Discovery, and Application of Knowledge

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

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

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

Core Component 4a

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

Component Overview

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

Institutional Commitment to a Life of Learning

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

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

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

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

The Learning-Focused Organization

UNC supports learning.

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

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

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

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

Figure 4.1. Progress Toward Planning Goals in 1999-2000

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

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

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

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

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

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

The Learning-Focused Organization

UNC creates the capacity for lifelong learning.

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

Figure 4.2. UNC Support for Practicing Professionals

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

Faculty and Staff Model Lifelong Learning

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

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

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

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

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

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

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

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

The Connected Organization

UNC serves constituents.

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

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

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

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

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

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

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

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

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

Research and Scholarship

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

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

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

Figure 4.4. Internal SPARC 2002-03 Funding for Research

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

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

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

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

Figure 4.5. Student Research Development Programs

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

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

Core Component 4b

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

Component Overview

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

Mission Guides General Education

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

The Distinctive Organization

UNC is committed to improvement.

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

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

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

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

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

The Future-Oriented Organization

UNC is driven by its mission.

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

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

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

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

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

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

General Education Fosters Lifelong Learning

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

The Future-Oriented Organization

UNC focuses on the future of its constituents.

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

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

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

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

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

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

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

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

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

Curricular/Co-Curricular Linkages

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

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

The Learning-Focused Organization

UNC creates the capacity for lifelong learning.

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

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

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

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

Core Component 4c

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

Component Overview

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

Current and Relevant Curriculum

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

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

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

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

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

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

The Distinctive Organization

UNC is self-reflective.

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

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

Skills for a Diverse Society

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

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

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

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

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

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

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

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

Learning from a Diverse World

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

The Connected Organization

UNC creates a culture of service.

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

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

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

Core Component 4d

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

Component Overview

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

Clearly Defined Expectations for Integrity

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

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

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

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

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

The Distinctive Organization

UNC has an unambiguous mission.

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

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

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

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

Teaching Students to be Responsible

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

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

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

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

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

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

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

Practicing Academic Responsibility

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

The Learning-Focused Organization

UNC supports scholarship.

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

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

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

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

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

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

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

Summary

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

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

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

Strengths, Challenges, and Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Criterion Five

Engagement and Service



Criterion Five: Engagement and Service

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

In addition to a [mission](#) [Pres-2] to offer a comprehensive array of baccalaureate, master's, and doctoral degrees, and to meet statewide needs for education professionals, UNC is to be “a leading student-centered University that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service.” The University understands its constituencies, and listens to their needs. Outreach activities, derived from the University mission, enhance the economy and quality of life in the community, state, and region.

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

Core Component 5a

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

Component Overview

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

The Distinctive Organization

UNC has an unambiguous mission.

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

Mission and Resources Shape Commitments

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

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

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

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

Understanding Changing Needs

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

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

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

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

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

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

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

The Future-Oriented Organization

UNC focuses on the future of constituents.

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

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

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

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

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

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

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

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

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

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

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

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

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

Core Component 5b

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

Component Overview

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

Organizational Structure Fosters Connections

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

The Connected Organization

UNC serves constituents.

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

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

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

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

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

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

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

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

The Connected Organization

UNC collaborates.

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

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

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

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

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

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

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

Planning Furthers Ongoing Engagement

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

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

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

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

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

The Connected Organization

UNC creates a culture of service.

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

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

Core Component 5c

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

Component Overview

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

Policies Promote Engagement

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

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

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

The Future-Oriented Organization

UNC understands social and economic change.

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

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

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

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

Mutually Beneficial Partnerships

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

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

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

The Connected Organization

UNC collaborates.

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

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

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

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

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

The Connected Organization

UNC collaborates.

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

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

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

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

Core Component 5d

Internal and external constituencies value the services the organization provides.

Component Overview

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

Connections Meet Constituent Needs

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

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

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

The Connected Organization

UNC creates a culture of service.

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

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

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

Constituents Value Interaction with UNC

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

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

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

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

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

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

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

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

The Connected Organization

UNC serves the common good.

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

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

Summary

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

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

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

Strengths, Challenges, and Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

Chapter Six: Federal Compliance

Introduction

UNC maintains its commitment to integrity in part through compliance with federal and state regulations. As stated in the [University mission](#) [Pres-2], “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 University demonstrates integrity by complying with federal and state laws, closely following its own Board-approved policies, accurately communicating its programs and costs, and offering curricula and services that meet high academic standards.

Institutional Compliance with the Higher Education Reauthorization Act

UNC complies with the requirements of the Higher Education Reauthorization Act of 1992, as amended in 1998. Various documents related to Title IV compliance, including the program participation agreement (PPA), eligibility and certification renewal (ECAR), and default rate reports are available in the documents room. Title IV also includes other responsibilities, involving an extensive array of reporting requirements for institutions that participate in federal financial aid programs. Information taken from several of these reports follows.

UNC’s default rate in the Federal Direct Loan Program for 2000-01 was 3.1%, compared to the national average of 4.4% for public four-year institutions. The University’s 2000-01 default rate for the Perkins Loan Program was 9.2%, slightly below the national average of 9.5%. Default rates are below those that require management plans.

The Student Right to Know Act requires each institution to report graduation rates for entering freshmen cohorts and to make the information available in publications. The [graduation rate information](#) required by the act is published on the University Web site. The graduation and transfer out rates for the fall 1997 entering freshmen cohort were:

Entering full-time freshmen	1,905
Graduated from UNC within 6 years	897 (47.1%)

Transferred out during 6 years	748 (39.3%)
Enrolled at UNC during fall 2003	37 (1.9%)
Total graduated, transferred out, or still enrolled	1,682 (88.3%)

Campus crime statistics [Fin/Ad-13] are reported annually, as required by the Student Right to Know Act and the Campus Security Act. The campus community is notified of the reports each fall, and they are easy to access online.

Several other required federal reports are available in hard copy. They include the Equity in Athletics Annual Report [Ath-8], Integrated Post-Secondary Education Data System (IPEDS) [IRP-7] reports (Institutional Characteristics, Completions, Salaries, Fall Enrollment, Fall Staff, Employees by Position, Financial Aid, and Finance), and the Annual Report of Teacher Preparation Completers [CoE-36].

Federal Compliance Visits to Off-Campus Locations

UNC offers degree and licensure programs across the state. It also uses technology to serve out-of-state students. The outreach helps fulfill the University's statutory mandate to serve all of Colorado [EXT-55, p. IV-A-1, p. IV-C-1]. UNC offers degree programs at nine sites in Colorado, including three that offer four or more degree or licensure programs. The Annual Institutional Data Update [IRP-10] UNC submits to the Higher Learning Commission lists the degree program sites. While courses are offered at each site, all admissions, registration, financial aid, and tuition and fee payments are managed from the main campus. Thus, none of the off-campus sites meet the federal requirements to be a stand-alone site.

Credits, Program Length, and Tuition

UNC operates on a semester schedule. Fall and spring semesters are approximately 16 weeks long. Summer term has distinct sessions – a 12-week session, two six-week sessions, and four three-week sessions. An eight-week educator's session is also offered in mid-summer. It was developed to meet the needs of educational professionals, continuing UNC's historical and statutory mission in teacher education [EXT-55, p. I-J-1, p. I-N-1]. In addition, the University meets the needs of adult, nontraditional, and working students by delivering classes through Web-based and interactive-video formats and in evenings or on weekends [EXT-55, p. IV-D-1]. Instructional contact time determines course credit hours, regardless of format or semester schedule.

The University offers degree programs at the bachelor, master's, educational specialist, and doctoral levels. The array of programs is determined largely by the institution's mission to be a "comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators." The Colorado Commission on Higher Education approves each degree program at UNC. Degree program requirements vary appropriately by degree and discipline. Colorado Commission on Higher Education policy requires state-supported public four-year colleges and universities to limit bachelors' degree programs to no more than 120 credit hours. Exceptions have been approved for nursing programs, landscape architecture, various engineering

and engineering-related programs, and teacher preparation programs. The policy is based on the traditional view of undergraduate study, with students enrolled full-time (15 credit hours each semester) for eight semesters or four years.

During the past few years, the University has worked to reduce credit hours required for each undergraduate degree program to no more than 120. While the effort has been a challenge for many undergraduate programs, the process is almost complete. Four of 27 undergraduate teacher licensure programs still need to reduce credit hours, which they expect to do by fall 2004. The Undergraduate Council, in tandem with the Professional Education Council and the Council of Deans, has reviewed credit hours for all programs. In addition, the [UNC Catalog \[AA-1\]](#) has been reformatted to specify credit hour requirements for each program. UNC's last NCA report indicated that students graduating from teacher licensure programs completed an average of 162 credits, compared to 132 credits for students in other programs. In 2002-03, students graduating from teacher licensure programs completed an average of 143 credits, compared to 131 credit hours for students in other programs.

The Graduate School requires a minimum number of credits hours for degrees (30 semester hours beyond the baccalaureate for the master's, 30 beyond the master's for the educational specialist, and at least 64 beyond the master's for the doctorate). Many graduate programs meet additional accreditation requirements for academic or professional associations, such as American Psychological Association, Council for the Accreditation of Counseling and Related Educational Programs, National Council for Accreditation of Teacher Education, National Association of Schools of Music, and American Speech-Language-Hearing Association. Some accrediting agencies require an extensive array of courses, resulting in credit-hour requirements that exceed the minimum required by the University.

The classroom experience for undergraduate students at UNC includes extensive contact with full-time faculty members; about two-thirds of all undergraduate courses are taught by full-time faculty, and fewer than 20% of undergraduate courses are taught by graduate teaching assistants. Classes range from fewer than five students to large lecture or activity classes with more than 100. More than 55% of the undergraduate courses taught during academic year 2002-03 enrolled 25 or fewer students. Fewer than 2% of the undergraduate courses enrolled more than 100 students. Full-time faculty teach more than 84% of graduate-level courses. More than 55% of graduate courses enroll 10 students or fewer. As detailed in Criterion Two, UNC directs a higher percentage of its state-appropriated budget to instruction than any other Colorado public university.

UNC has [differentiated tuition based on residency](#) (Colorado resident or non-resident) and level of study (undergraduate or graduate). The University charges four basic tuition rates: resident/undergraduate, non-resident/undergraduate, resident/graduate, and non-resident/graduate. [Tuition rates](#) are published in the *Freshman Viewbook 2004* [Adm-2, p.28], the *Transfer Viewbook 2004* [Adm-3, p.20] and online. UNC participates in two programs sponsored by the [Western](#)

[Interstate Commission for Higher Education](#) (WICHE) that provide reduced tuition to non-resident students. The [Western Undergraduate Exchange program](#) [EXT-44] allows students from participating states to attend UNC and pay 150% of resident/undergraduate tuition, savings of about \$7,800 per year. The [Western Regional Graduate Program](#) [EXT-18] allows graduate students from WICHE states to pay resident/graduate tuition in select UNC programs [EXT-20].

To help programs and to provide clear information to consumers, the University annually reports data about applicants and enrolled students in the [Fall Fact Book](#) [IRP-4], which is also online. It includes information about student characteristics, enrollment, financial aid, and degree completions. Additional reports on the Web site focus on individual academic programs (Program Profiles), college guide information (Common Data Set), graduation rate disclosure information (Graduation Rate Disclosure), and undergraduate attrition and cohort retention (Undergraduate Attrition and Cohort Retention).

Advertising and Recruitment Materials

The accreditation status of UNC is accurately reported in advertising and recruitment materials. Three prominent examples include the following:

- The *2003-2004 UNC Undergraduate and Graduate Catalog* relates, in the introductory list of accreditations and affiliations (page v), “since 1916, the University has been fully accredited by the North Central Association of Colleges and Schools.” The Catalog also contains a list of the additional organizations that accredit UNC programs.
- An [HCL Web site](#) devoted to UNC’s preparation for the self-study report provides contact information for the Higher Learning Commission.
- The *Freshman Viewbook 2004* reports on page 32: “Since 1916, the University has been fully accredited by the North Central Association of Colleges and Schools.” Other organizations that accredit UNC programs are also listed.

Resolution of Student Complaints

Based on its mission, beliefs, and values, UNC offers a variety of methods for students to resolve complaints. These include those outlined in the [Student Rights and Responsibilities Handbook](#) [DoS-2] and [Honor Code](#) [DoS-3]. Other relevant sources include the [Board Policy Manual](#) [BOT-1]; the [Registrar’s Office](#) [Reg-5]; services related to health and safety [Fin/Ad-11], including Student Counseling, Health Services, Health Insurance, Crime Prevention, and Police Services; and many student support services such as [Career Services](#) [CarServ-1], the [Center for Human Enrichment](#) [MCA-2] and other centers on campus that provide tutoring, the [Center for International Education](#) [ISS-1] the cultural centers [MCA-7], the [Dean of Students Office](#) [DoS-1], the [Disability Access Center](#) [DAC-1], [Drug Prevention Education](#), [Legal Assistance for Students](#), and the [Women’s Resource Center](#) [Aux.5]. Other services and policies

that may help students with particular concerns are available through [Student Financial Resources](#) [SFR-2], [Student Activities](#) [St/Act-2], and the [College Transition Center](#) [Reg-1].

Faculty, staff, and administrators serve as role models and mentors to students. Accordingly, employees model high standards of professionalism. As discussed in Criterion One, the expectation for high standards is communicated in several written documents, including Board Policies 1-1-305, 2-3-601, and 2-3-602. Titled “Academic Freedom and Professional Ethics,” they outline faculty responsibilities to practice intellectual honesty, demonstrate respect for students, protect students’ academic freedom, demonstrate respect for colleagues, and be an effective teacher and scholar.

To encourage and foster academic excellence, the University also expects students to conduct themselves in accordance with generally accepted norms of ethical behavior and scholarship. Expectations for student academic conduct, and the sanctions for misconduct, are outlined in the *Student Rights and Responsibilities Handbook*. Undergraduate appeals for academic decisions are handled by the Provost’s Office. Graduate appeals are handled by the Graduate School. Information on the student appeals process is in the *Student Rights and Responsibilities Handbook* and in the *Board Policy Manual*. The Academic Appeals Board comprises four faculty and four each graduate and undergraduate students. Graduate and undergraduate students participate in graduate and undergraduate appeals, respectively. Final appeal processes for both graduate and undergraduate academic matters are described in the *Student Rights and Responsibilities Handbook* and in Board Policy 2-1-206. Disciplinary procedures outlined in the *Student Rights and Responsibilities Handbook* provide appropriate due process and are educational and developmental in nature. Records of previous actions of the Academic Appeals Board are in the documents room.

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. UNC procedures are designed to achieve fundamental fairness with regard for the rights of all segments of the University. The Dean of Students is charged with oversight of disciplinary procedures and works in concert with the Office of Academic Affairs regarding academic appeals. All due process and appeal procedures for students are contained in the *Student Rights and Responsibilities Handbook*. A file of student complaints [Pres-13] is available in the document room.

Summary

UNC considers compliance with federal and state policies and regulations to be essential to its maintenance of a student-centered atmosphere where integrity is grounded in honesty, trust, fairness, respect, and responsibility.

Chapter Seven: Request for Continued Accreditation

Over the past 10 years, the University of Northern Colorado has evolved as a student-centered, academically rigorous, forward-looking institution. Undergraduate programs are comprehensive and high-quality; specialized graduate programs through the doctorate are first-rate; and academic priorities focus on a strong liberal arts foundation, professional preparation, and real-world experiences. Instruction cultivates students' abilities to think critically about complex and practical problems, to understand their disciplines deeply, to apply methods of inquiry to new topics, and to work productively in a diverse, changing, technologically advancing, and global society.

The mission of the University has been disseminated broadly and endorsed enthusiastically. During the past 10 years, the mission was revised slightly to elevate attention to students' needs, to specify learning outcomes for undergraduate and graduate students, and to formalize expectations that everyone acts honorably and inclusively. The programs, activities, and policies of UNC are implemented with scrupulous attention to mission directives.

The past decade has witnessed major strides in planning. Throughout this period, the mission has guided University planning and budgeting, thereby preserving the institution's distinctive identity. Progress has been made along several dimensions of planning: level of coordination among planning initiatives; breadth of recommendations from individual units; openness about communication in the planning process; zeal in reviewing programs and structures; and quality of proposals for institutional improvement. The plans that emerge from Charting the Future will set the stage for the University to move forward over the next decade.

Equally impressive progress has been made in the University's commitment to teaching and learning. Student learning takes place not only in classrooms but also in laboratories, meeting rooms, residence halls, work sites, playing fields, schools, studios, and communities across Colorado. Partnerships among faculty, staff, and students create a warm and challenging environment in which students can attain their full potential. An emphasis on teaching is evident both in budgetary decisions and in classroom transactions. Faculty members are effective instructors who take pride in their students' learning. Faculty members take advantage of opportuni-

ties to improve their teaching through professional development, particularly in instructional technologies, and they are recognized with teaching awards, honors, and promotions. Progressing as a consciously student-centered institution, the University has formulated assessment strategies that benefit students. Learning goals are publicized, programs are improved with assessment data, and instructors modify their strategies based on data from students.

UNC has also demonstrated a commitment to the learning and growth of its faculty, staff, and administrators. An atmosphere of learning is manifested in everyday analysis of data and requests for critical perspectives. Moreover, individuals, programs, and units have demonstrated a steady commitment to high ethical standards and responsible action. Original research, scholarship, and creative works invigorate the intellectual climate of the University, community, state, and nation.

The University continues to be enriched by strong connections among its constituents and, significantly, with the broader community. Schools, health centers, businesses, and community agencies offer students invaluable practical experiences and in return, gain from partnerships with faculty, academic units, and the greater University. Statewide and regionally, the University offers degree programs in education and allied professional fields through a variety of instructional formats. Nationally and internationally, the University reaches out in select areas of concentrated expertise, providing services, research, and policy recommendations for practitioners, parents, policy makers, and scholars.

The University has changed dramatically since the 1994 NCA accreditation review. Today, campus-wide learning, particularly student learning, is given the focused attention that is its due. As exemplified by its current planning process, *Charting the Future*, the University remains committed to discovering opportunities, fostering imagination, and investing in greatness.

These and other accomplishments reveal that UNC is well positioned to move forward and to face the challenges summarized in this self-study document. The many strong assets of the University – a focused mission; its heritage and integrity; the caliber of its students, faculty, staff, and administrators; its commitment to learning for all; the goodwill of its constituent groups; and its recent successes in systemic planning – create the necessary mindset to meet these challenges and others that will inevitably surface over the next decade.

In closing, UNC has demonstrated strong patterns of evidence that meet all the accreditation criteria of the Higher Learning Commission of the North Central Association. The evidence accumulated in the nearly two-year process of completing this self-study affirms that the University strives to be a learning-focused, connected, distinctive institution with an eye on the future. The self-study process has also identified challenges and opportunities for the future, and these will be addressed as the institution progresses. In essence, the institution has lived up to the motto of its self-study process, focusing on the future, and building on quality. Accordingly, the University respectfully requests continued 10-year accreditation status.

Focusing on the Future, Building on Quality

