

Annual Report

of the

University Plan 1999-2005

for

FY 99-00

UNC

**UNIVERSITY *of*
NORTHERN COLORADO**

August 2000

August, 2000

The University of Northern Colorado planning process was initiated in the fall of 1998 with the University Plan 1999-2005 completed in the fall, 1999. The planning process has identified university priorities and goals and strategies to achieve our institutional mission.

The University Planning Report for FY 99-00 identifies those initiatives undertaken for achieving our goals, and, where appropriate, fiscal allocations/reallocations necessary to achieve those goals are identified. Using this report as a guide, priorities for FY 2001 will be identified and institutional initiatives undertaken to achieve those goals.

The University of Northern Colorado is committed to the provision of educational programs of the highest quality and the fulfillment of our mission as a comprehensive doctoral granting institution. We believe we have a particular obligation and responsibility to people of the State of Colorado who have invested in this institution not only their fiscal resources, but also their respect and trust. We will continue to work together in the coming year toward the achievement of our university goals.

Hank Brown
President

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.

ACADEMIC PROGRAMS

The academic programs are central to the mission of the University of Northern Colorado and are designed to prepare a well educated citizenry with specialized knowledge and skills from baccalaureate through doctoral offerings

ENHANCE THE UNIVERSITY OF NORTHERN COLORADO'S IDENTITY AND DISTINCTIVENESS AS A COMPREHENSIVE DOCTORAL I INSTITUTION, WITH A SPECIALIZED RESEARCH MISSION.

Achieve unconditional institutional and discipline specific accreditation where appropriate.

Since 1916 the University has been fully accredited by the North Central Association of Colleges and Schools.

Various academic programs currently have special accreditation by the following:

- *American Assembly of Collegiate Schools of Business*
- *National University Continuing Education Association*
- *American Chemical Society*
- *American Psychological Association*
- *American Speech-Language-Hearing Association*
- *Colorado Department of Education*
- *Colorado State Board of Accountancy*
- *Colorado State Board of Nursing*
- *Council on Allied Health Education and Accreditation for Athletic Training*
- *Council for Accreditation of Counseling and Related Educational Programs*
- *Council for Education of the Deaf*
- *Council on Education for Public Health*
- *Council on 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*
- *The National League for Nursing*

- *National Recreation and Park Association/American Association for Leisure and Recreation*
- *Society for Public Health Education.*

The institution currently holds membership in the American Association of State Colleges and Universities, American Council on Education, American Association of Colleges for Teacher Education, Teacher Education Council of State Colleges and Universities, the Council of Graduate Schools in the United States, Project 30 Alliance, the Western Association of Graduate Schools, the American Assembly of Collegiate Schools of Business, Colorado Thirty Group and other educational organizations.

- *Programs in Business Administration and Accounting in the Monfort College of Business were reaccredited by the International Association for Management Education (AACSB), one of 392 universities holding AACSB accreditation. (MCB)*
- *The Division of Professional Psychology received full approval from the American Psychological Association. (APA) (COE)*
- *The School of Nursing was recognized with preliminary approval by the Commission on Collegiate Education. (HHS)*
- *The Master of Public Health Program received maximum seven year accreditation from the Council on Education for Public Health. (HHS)*
- *The graduate program in Rehabilitation received full eight year national accreditation from the Council on Rehabilitation Education. (HHS)*

Enhance the leadership role of the University of Northern Colorado in the preparation of teachers and other education personnel, regionally, nationally, and internationally.

- *Thirty three percent of the MSN graduates hold education leadership positions in community colleges. (HHS)*
- *UNC hosted the annual Teacher Employment Days, the largest teacher fair in the nation with 252 school districts representing 18 states and international countries. (Enrollment Services)*
- *Center for Urban Education was initiated in the Denver Metropolitan area with 49 students enrolled in a new program for prospective elementary teachers. (COE, A&S)*
- *Dean of Arts and Sciences assumed the leadership of the national Project 30 initiative. (A&S)*
- *Dean of Education served as a key policy leader in the development of the Colorado Department of Education content standards and the Colorado Commission on Higher Education Teacher Education Policy revision. (COE)*
- *Five faculty members of the College of Education served as NCATE examiners. (COE)*

Increase enrollments and access through alternative instructional delivery systems, cultivation of new student populations, and inter-institutional collaborative offerings.

- *Supported the funding of the Institute for History and Social Science Education with the Hewitt endowment. (A&S)*
- *Initiated the development of the Language Arts Education Center. (A&S)*

- *Two cohort nursing groups completed the RN-BSN on-time program with 70% of the graduates working in rural Colorado. (SON, HHS)*
- *Inter-institutional collaboration continued through a Robert Woods Johnson Foundation funded project “Partners for Training Initiative” called the Mountain Plains Partnership (MAPP) (HHS).*
- *Developed online courses for Sport Administration Program, submitted NCAA Leadership Grant for minority recruitment in Sport Administration, received WICHE certification for Outdoor Physical Education Master’s Program, and completely revised PE K-12 curriculum. (HHS)*
- *Developed and offered new summer in-service workshops for PE teachers. (KPE, HHS)*
- *Included undergraduate and graduate practical experiences in each of the program areas in Kinesiology, Physical Education, and Sports Administration. (HHS)*
- *Developed Cancer Exercise Specialist Certification Program. (HHS)*
- *Continued to work with the Colorado Department of Education on the development of State Health Education Standards as well as teacher and in-service training issues regarding the preparation of health teachers. (HHS)*
- *Developed a 3+1 Bachelors of Arts in Dietetics transfer plan for Community College and Metro State transfers. (HHS)*
- *Provided support courses for the PTEP and the integrated Elementary Education Major and continued to offer specialty summer workshops to meet the needs of pre-service and in-service health teachers and other professionals. (HHS)*
- *Offered the Distance Learning Program for the master’s degree in speech language pathology which has filled a critical need in the state for speech language pathologists in educational settings. (HHS)*
- *Developed graduate vocational evaluation courses and several graduate rehabilitation counseling courses for on line delivery over the next five years through two grants from the U.S. department of Education, Rehabilitation Services Administration. (HHS)*
- *Through another federally funded grant the Region VIII Rehabilitation Continuing Education Program offered quality post-employment training opportunities for rehabilitation personnel in the six states comprising region VIII. (HHS)*
- *The Division of Special Education developed and offered courses on-line for the core courses for all Special Education program areas, as well as courses specific to the Severe Needs: Vision program. (COE)*
- *The Division of Special Education designed and implemented a Master’s program in Severe Needs: Vision in Hawaii, and delivered orientation and mobility programs in Kentucky, New Mexico, and North Dakota to address the critical shortage of vision teachers in those states. (COE)*
- *The Division of Educational Leadership and Policy Studies conducted a market survey with the assistance of external consultants (1998-99). (COE)*
- *The School for the Study of Teaching and Teacher Education experienced growth in the number of undergraduates enrolling in the PTEP programs. (COE)*

- *The Department of Applied Statistics and Research Methods instituted a summer-only version of its M.S. degree program designed for school personnel interested in evaluation and assessment. (COE)*
- *Enrollment Services targeted minority student, campus visitation programs with admissions related information provided to groups of minority students who were bussed to campus by Cultural Center Directors. (Enrollment Services)*
- *The Monfort College delivered several internet-based courses in technology and completed the delivery of the MBA from CU Denver through a CCHE sponsored joint inter-institutional program. (MCB)*
- *Web based information literacy tutorials were made available. (Library)*
- *Access to databases by off-campus students was insured. (Library)*
- *Supported off-campus courses through the development of special delivery procedures for reserve and non-reserve materials. (Library)*

Allocate resources based on formal comprehensive reviews of academic programs with particular attention to assessment results.

- *Completed program reviews of Anthropology, Earth Sciences, Geography, History, Honors, and Sociology, resulting in one-time allocations of resources from Academic Affairs to support goals and recommendations. (A&S)*
- *Initiated program reviews in Africana Studies, Foreign Languages, General Education, the Mathematics and Science Teaching Center (MAST), Philosophy, and Women's Studies. (A&S)*
- *Developed and piloted a new, course-embedded assessment program for General Education. (A&S)*
- *The graduate programs in Applied Statistics and Research Methods received permanent funding of the Lab, an additional GA for the Lab, two new TA positions for teaching STAT 150 and 250, tuition assistance, and funds for the low-enrolled master's program. (COE)*
- *The Monfort College has established a set of Key Performance measures to monitor its progress in meeting its Mission. In addition, the College annually participates in national benchmarking initiatives for business schools that assess undergraduate programs across a range of measures and capture student, faculty, employer and alumni satisfaction. (MCB)*

Implement initiatives to strengthen the preparation of pre-service and in-service educational personnel.

- *Revised teacher education licensure program descriptions to demonstrate alignment with new state performance standards for teachers (SB 99-154). To illustrate activities undertaken in the transition to 99-154 compliance, professional teacher education courses were compiled in matrices reflecting their focus on specific standards. (COE, A&S, HHS, PVA)*
- *Faculty in the School for the Study of Teaching and Teacher Education worked with colleagues on campus in a new delivery model for Professional Teacher Education Programs. (COE)*
- *Designed a new program for prospective elementary teachers in the Denver metro area through the Center for Urban Education. (COE, A&S)*

- *The School for the Study of Teaching and Teacher Education redesigned the post-baccalaureate program for prospective elementary teachers. (COE)*
- *The Division of Special Education implemented a new undergraduate licensure program for general special educators. (COE)*

CONTRIBUTE TO THE QUALITY OF LIFE IN THE STATE AND REGION THROUGH TEACHING, LEARNING, THE ADVANCEMENT OF KNOWLEDGE AND COMMUNITY SERVICE.

Continue to provide a high quality, liberal arts education to all undergraduate students. Increase the availability of curricular offerings, education access locations, and students served by credit and non-credit offerings.

- *Received recognition through regular spots on KUNC that highlight A&S and “liberal arts education with an eye on the future.” (A&S)*
- *Implemented Asian Studies minor. (A&S)*
- *Developed a stronger, more focused mission statement for the general education program. (A&S)*
- *Implemented the process of systematically reminding General Education faculty of course goals and outcomes for all general education faculty each semester. (A&S)*
- *Several general education courses have been developed on-line offering educational access world wide. (All Colleges)*
- *CHN faculty offered health and nutrition courses that support general education and continued to establish service partnerships through grants and contracts that provide services to school districts and state agencies. (HHS)*
- *NURS 200 (3) Women’s Health Care remained a general education course. (HHS)*

Increase the availability of curricular offerings, education access locations, and students served by credit and non-credit offerings.

- *Continued collaboration in teacher education licensure programs and partnership initiatives. (A&S)*
- *Satisfied educational Mathematics program MOU. (A&S)*
- *Implemented three new learning communities, Class Act, Legal Eagles, and Math Plus, all of which enjoyed success in bringing together groups of students pursuing programmatic goals.*
- *NURS 610 Advanced Health Assessment (3) was offered on-line through the Mountain and Plains Partnership as well as being available to on campus students. (SON, HHS)*
- *The College of Education had 29 new or continuing program cycles off campus during 1998-99, with nearly one-third of its advanced degree students served through off-campus programs. (COE)*
- *The Division of Special Education developed and offered courses on-line for the core courses for all Special Education program areas, as well as courses specific to the Severe Needs: Visual Program. (COE)*
- *SSTTE initiated another off-campus program bringing the total of programs offered to four. (COE)*

- *The Department of Educational Technology began a new off-campus program in Grand Junction which included two MA degree offerings and one licensure program. (COE)*
- *The Division of Special Education offered programs in the Denver, Grand Junction, and Colorado Springs areas in Moderate Needs, Affective Needs, Gifted and Talented Education, and Early Childhood Special Education. (COE)*
- *All four programs in Educational Technology increased in admissions. (COE)*
- *Faculty members in the Department of Educational Technology worked collaboratively to develop educational technology services for prospective and practicing teachers with colleagues in District 6, District RE-4, AIMS Community College, and the Colorado Community College and Occupational Education System. (COE)*
- *The Division of Educational Leadership and Policy Studies created two off-campus collaborative partnerships with school districts and received an Erion Foundation Grant to help support students participating in the Thompson School District Partnership. (COE)*
- *The Division of Professional Psychology increased enrollments in graduate programs in Greeley, Denver, and Colorado Springs. (COE)*
- *The Monfort College delivered programs that lead to technology certifications for Microsoft, Cisco and Novell products. (MCB)*
- *Web based information literacy tutorials were provided. (Library)*
- *Access to databases by off-campus students was made available. (Library)*
- *Supported off-campus courses through the development of special delivery procedures for reserve and non-reserve materials. (Library)*

Expand the delivery of both degree, certification, and licensure programs throughout the region through the use of technology.

- *Newswriting lab upgraded with a combination of university technology funds and funding from the Hansen endowment. (A&S)*
- *Promoted and supported technology-enhanced learning through enhanced equipment support for the computer center, upgrades in technology classrooms, increased availability of portable technology carts, upgrades in computer labs, and continuing distance education initiatives, including UNC online. (A&S)*
- *Received university technology funding to upgrade Michener lab, and to support improved software, A&S Model classrooms, and upgraded McKee lecture halls. (A&S)*
- *Gerontology Certificate Program was put on-line allowing national access. (HHS)*
- *Recreation faculty placed selected course on-line. (HHS)*
- *Recreation faculty worked collaboratively with Boulder County Board for Developmental Disabilities and the Expand Program in the Boulder Parks and Recreation on research projects in therapeutic recreation. (HHS)*
- *The Vocational Evaluation Emphasis in master's program in Rehabilitation Counseling and the Region VIII RCEP both published a regional newsletter for rehabilitation professionals. (HHS)*

- Offered master's degree program through distance learning to meet state and regional needs for professional speech-language pathologists. **(HHS)**
- CMDS clinic served over 6,000 clients last year in the community and region. **(HHS)**
- Continued as Medicare/Medicaid provider for speech-language pathology and audiology services. **(HHS)**
- Rural outreach with mobile clinic—1400 individuals tested in 1999. **(HHS)**
- Received \$10,000 grant from Scottish Rite organization for rural outreach services. **(HHS)**
- Developed a pilot certificate program with the Colorado Department of Education for Speech-Language Pathology Assistant (SLPA) to train students to be assistants to speech language pathologists. **(HHS)**
- CHN developed and delivered courses on-line, evening and week-end formats. **(HHS)**
- KPE offered six correspondence courses, two master's degree programs one in Sports Administration and one in Physical Education. **(HHS)**
- Increased the number of internship sites for sport administration, kinesiology, and outdoor physical education. **(HHS)**
- Received funding from SPARC for a Scholar Speaker Series on Youth Development. **(HHS)**
- Received funding from Graduate School for national service learning teleconference. **(HHS)**
- Provided information regarding web access for individuals with disabilities to the Department of Gerontology and to faculty at a web development workshop sponsored by Academic Technologies. **(Enrollment Services)**
- DAC represented UNC on a state committee regarding web access: the legal issues, impacts of the disability on technology, and solutions. **(Enrollment Services)**

Continue to serve as a center for the cultural arts for northern Colorado and expand the awareness and visibility of UNC student performances, exhibitions, and productions beyond the region.

- The College of Performing and Visual Arts produced approximately 250 events including: Undergraduate and Graduate Student Recitals, Faculty Recitals, Choral Concerts, Band and Wind Ensemble Concerts, Symphony Orchestra Concerts, Opera Scenes (2 productions per year), Opera (2 fully staged per year), Musicals (4 or 5 per year), Plays (7 or 8 per year), Ballet, Dance Concerts. The following groups present off campus performances throughout the state and occasionally travel to perform at regional and national conventions; Wind Ensemble, Marching Band, Concert Choir, Men's Glee Club, Women's Glee Club, Dance Touring Group, Opera Touring Group. In addition, faculty perform extensively in the region and nationally. **(PVA)**
- Provided exhibits in the Mari Michener Gallery of the Michener Library. **(Library)**

Increase professional development opportunities to professionals in a wide array of disciplines.

- Provided opportunities and support for leadership development and maintaining scholarly activity for department chairs. **(A&S)**
- Began the development of a manual for chairs and program directors. **(A&S)**

- Continued to support faculty research and scholarship activities that disseminate new knowledge. (**University Wide**)
- Offered professional development to the regional community including summer offerings for in-service educators, workshops on literacy and IEP development and the Bresnahan-Halstead summer institutes in Vail which attracted educators from across the country. (**COE**)
- Faculty and students in the Department of Educational Technology worked with CPDO to encourage and facilitate development of online instructional options. (**COE**)
- Received a grant through the Do-It Project out of University of Minnesota to train faculty on the legal mandates of disability services. (**Enrollment Services**)
- Developed proposals to deliver the undergraduate General Business program and elementary education preparation to the Ft. Morgan and Sterling communities through the Rural Education initiative. (**MCB, COE**)
- The Monfort College developed a program to offer technology certification in the Denver and Colorado Springs regions. (**MCB**)
- Sponsored teleconferences concerned with information technology and access attended by information professionals on a regional basis. (**Library**)

Increase university based educational opportunities for K-12 students including academic, athletics, arts and career exploratory experiences.

- Supported the implementation of the Center for Pre-collegiate Study and Outreach. (**A&S**)
- Weekend for Strings: Over 100 high school string students spent three days on our campus rehearsing with members of the faculty and guest conductors. Three concerts were presented, one featuring small ensembles from the UNC School of Music, a second presented by the University Symphony Orchestra, and a third played by high school participants. (**PVA**)
- Theatre Festival: A one-day event hosted by the Department of Theatre Arts and Dance. Attended by 500-600 high school drama students, the participants afforded clinics and workshops during an intense day of activities. (**PVA**)
- The Nutcracker Ballet: A joint production with the Colorado Dance Theatre with some 80 school children participating in the production. (**PVA**)
- All State Band: Two hundred of the finest instrumentalists in the state spend three days on our campus preparing a major performance. UNC has hosted this event since the late 1950's. (**PVA**)
- Jazz Festival: Over 200 jazz groups from high schools and colleges throughout the nation spent three days on the campus attending clinics and performing for guest adjudicators. Approximately 3,000 participants are in attendance. (**PVA**)
- Campus Visitation Days for K-12 students and Nine Preview Days were hosted this year by the Visitors Center. (**Enrollment Services**)
- Two Junior Days were hosted by the Visitors Center. (**Enrollment Services**)
- Daily tours were hosted for Visitors. (**Enrollment Services**)

- Collaborated with the Colorado School to Career organization in providing training on the Colorado K-12 standards to teachers and administrators. (**Enrollment Services**)
- Provided career exploratory activities for the African American Leadership Institute including a State Farm Career Day. (**Enrollment Services**)
- Facilitated career-planning activities for University Laboratory School juniors and seniors. (**Enrollment Services**)
- Administered and interpreted assessments for the St. Vrain juniors and seniors which assisted them in making career decisions. (**Enrollment Services**)
- Provided university based educational and recreational opportunities to low-income, predominantly ethnic minority middle-school children through the GEAR-UP program. (**CHE**)
- Conducted tours and information literacy sessions for students from various K-12 institutions. (**Library**)

Expand community and regional service partnerships which extend the expertise of UNC faculty and students to the larger population of Colorado and surrounding states.

- Developed an articulation agreement with Community College of Denver, Auraria Campus for students to transfer into the BS degree program in Human Rehabilitative Services. (**HHS**)
- Region VIII Rehabilitation Continuing Education Program offered post employment training to rehabilitation personnel at all levels in the six states that comprise U.S. Dept of Education Region VIII. (**HHS**)
- Offered professional development courses for Speech Language Pathologists and Audiologists. (**HHS**)
- Maintained and enhanced partnerships with community Weld County Hearing Society, Monfort Children's Clinic, Channel 9 Health Fair, served as a test site for the Colorado Infant Hearing Screening Program, edited the Rocky Mountain Journal of Communication Disorders and consulted for the Colorado Department of Education. (**HHS**)
- The Division of Professional Psychology operated the Psychological Services Clinic and the Neuropsychology Laboratory with an estimated \$500,000 in services offered by PPSY students and faculty at no cost or reduced cost over the past year. (**COE**)
- The Division of Special Education received gifts of a server and digital video camera from the Schram Foundation to assist with delivery of the Master's program in Severe Needs: Vision to the western U.S. (**COE**)
- The Division of Special Education implemented the 21st annual Summer Enrichment Program for gifted and talented pre-12 students. Over 600 individuals from 30 states and one foreign country participated (98-99). (**COE**)
- The Center for Collaborative Research in Education funded mini-grants, which included research partners in school systems and community agencies. (**COE**)
- The Monfort College offered several service programs to the region and broader Colorado communities including small business consulting services, voluntary income tax assistance and a range of community research services. (**MCB**)

- *CHE's GEARUP program has resulted in a partnership with a variety of community agencies including Weld County School District 6, Weld County Citizen Action Network, and the Greeley Dream Team. (CHE)*

Generate and disseminate new knowledge through research and public service initiatives.

- *The Monfort College was awarded a contract by the Colorado Legislature to examine the small group health insurance reform efforts in Colorado and to provide a report to the Legislature on the impact of the reforms. (MCB)*
- *The Monfort College delivered non-credit technology-based seminars to managers of developmental disability service providers across a six-state region. (MCB)*

RECRUIT AND RETAIN HIGH QUALITY FACULTY, STAFF, AND STUDENTS TO STRENGTHEN THE ACADEMIC CULTURE AND ENHANCE THE DIVERSITY OF THE UNIVERSITY COMMUNITY.

Recruit and retain high quality faculty with a strong commitment to effective teaching and to guiding and directing student creative and scholarly activity.

- *Supported diversity in hiring. (All Colleges)*
- *SLP master's program 122 applicants for 25 slots, average GRE of admits 1587, average GPA of admits is 3.57. (HHS)*
- *In 1999 eight CMDS faculty served on 14 thesis/dissertation committees, made 21 professional presentations at state, national and international conferences, published 1 book, 2 book chapters and published 4 juried journal articles. (HHS)*
- *Assigned nursing mentors to new full-time faculty (HHS)*
- *Conducted advisor workshop on advising information for new and continuing nursing faculty. (HHS)*
- *Nursing enrollments were capped at highest allowable level. (HHS)*
- *Received \$46,000 U.S. Health and Human Services Grant for professional traineeships for graduate Nursing students (HHS)*
- *The Human Resources Office assumed the responsibility for recruitment of Faculty and Exempt Administrators in addition to their responsibility for recruitment of Classified Staff. (Finance & Administration)*
- *The Monfort College developed an evaluation model that heavily weighs instruction in hiring and salary decisions. (MCB)*
- *The Monfort College developed the Monfort Executive Professor program that brings seasoned executives to the classroom for short and long-term periods. (MCB)*
- *The Monfort College established a donor-supported summer grant program for business faculty to improve their teaching and research. The College also provides support for faculty to attend the Georgia State University Master Teacher program. (MCB)*
- *CHE's three federally funded grant projects promote strong academic skills in students of color and students from other underrepresented groups in higher education. Two of these programs also enlist the expertise of faculty members who have diverse backgrounds and experiences. (CHE)*

- *Designed and implemented Prospector, providing global access and delivery of research materials from the 16 major libraries in Colorado (Library)*
- *Reciprocal borrowing privileges were established at CSU for UNC faculty (Library)*
- *The SUMO (Serials Un-Mediated Ordering) project provides electronic access to journal articles in titles not held by UNC (Library)*

Develop and implement strategies to strengthen the university climate.

- *Continued publication of the College newsletters. (All Colleges)*
- *Supported the Candelaria projects (mural, scholarship endowment, biography). (A&S)*
- *Inaugurated college meetings and receptions at the beginnings of each semester to welcome faculty to the new term, provide an update on the state of the College, introduce new faculty, recognize college award recipients and other faculty achievements; and feature a faculty research presentation. (A&S, HHS, MCB, COE)*
- *Revised doctoral program to include a matrix of requirements (HHS)*
- *Revised faculty evaluation guidelines to incorporate Boyer's seven areas of evaluation (HHS)*
- *Initiated a marketing/communications plan grounded on the increase in admission standards and dissemination of a message of quality. (University Affairs)*
- *Developed a College Transition Center with the purpose of transitioning students from high school to college, non-declared major status to declared major status, and probation/suspension academic standing to good academic standing. (Enrollment Services)*
- *Held three-hour sessions on academic issues during the two-day orientation program. (Enrollment Services)*
- *Presented breakout sessions in orientation focussing solely on academic options. (Enrollment Services)*
- *The College Transition Center held and co-sponsored the President's Honor's Reception. (Enrollment Services)*
- *Developed the Main Event as a program to introduce new students to their colleges. (Enrollment Services)*
- *The Office of Admissions hosted Scholars Day each spring in conjunction with Academic Excellence Week. (Enrollment Services)*
- *Developed web pages on "Teaching Strategies for Individuals with Visual, Hearing, Physical, Learning, Attention Deficit Hyperactivity, Head Injury, and Psychiatric Disabilities." (Enrollment Services)*
- *Developed a brochure on Attention Deficit Hyperactivity Disorder and established a web page with this information. (Enrollment Services)*
- *Offered six programs during Disability Awareness Week to educate the campus community on disability issues. (Enrollment Services)*
- *Designed and implemented the new course, "Introduction to Undergraduate Research" (Library)*
- *Created the James A. Michener Special Collection as the international repository of all papers and memorabilia (Library)*

Develop an expanded faculty orientation and development program and establish a university mentoring program to increase the retention of faculty.

- *Developed parameters and received proposals for new faculty evaluation procedures. (A&S)*
- *Supported new faculty through orientation sessions and gatherings. (University Wide)*
- *Maintained an email list of College faculty for rapid communication across the colleges. (All Colleges)*
- *The Human Resources Office began conducting new employee orientations on a monthly basis. (F&S)*
- *Established an orientation program for new business faculty that included information on accreditation, curriculum, admission, advising and scholarship. A mentoring program for new faculty is included. (MCB)*
- *Conducted information literacy sessions in association with faculty orientation (Library)*

Enhance UNC salaries to a level competitive with peer Doctoral I institutions.

- *In 1999-2000 an average increase of 7.8% was added to the faculty salary base. (President's Office)*
- *In 2000-2001 an average increase of 7.5% was added to the faculty base. (President's Office)*
- *An allocation of faculty growth funds of \$305,000 plus central savings from the faculty salary savings procedure of \$110,726 was used to compensate part-time faculty for teaching additional course sections due to enrollment growth. (President's Office)*

Increase institutional support for faculty scholarship and professional activities.

- *The Center for Collaborative Research in Education, which provided direct support to 13 grant submitters in the College, organized colloquium series for faculty recognized for scholarship. (COE)*
- *The Monfort College created a donor-sponsored fund for faculty development that included funding for scholarly and professional activities. (MCB)*
- *Expanded access to electronically based resources through the Colorado Alliance of Research Libraries was provided to faculty and students. (Library)*

Implement academic related recommendations of the UNC Diversity Plan regarding faculty, curriculum and climate.

- *Supported Cumbres through Hispanic Alumni external committee, College mentors of Cumbres students, curriculum and consultation. (A&S, COE)*
- *Two faculty received certification in transcultural nursing; four attended an advanced workshop on transcultural nursing with all transcultural nursing courses offered in the summer of 1999 for the first time. (HHS)*
- *The College of Education Diversity Task Force was established with charges in the areas of faculty and student recruitment and retention, curriculum, and climate in the college (1999-2000). (COE)*

- *New Student Orientation sessions were coordinated by all cultural centers, the Disability Access Center, Women’s Resource Center, and Center for Adult Student Services.. (Enrollment Services)*
- *Hiring of Enrollment Services staff sensitive to demographics of university with every effort made to hire student support and professional staff that are representative of UNC campus. (Enrollment Services)*
- *Initiated targeted minority student campus visitation programs with admissions related information provided to groups of minority students who were bussed to campus by Cultural Center Directors. (Enrollment Services)*
- *The Monfort College developed a recruiting plan to increase diversity within the faculty. (MCB)*
- *Implemented the Asian Studies Minor. (A&S)*
- *Cultural Center directors participated in recruitment, visitation and retention programs specifically targeted at minority students. (Cesar Chavez Cultural Center)*

Provide professional development opportunities for staff which enhance their skills and contributions.

- *Faculty members participated in conference and sabbatic leaves to devote in-depth time to scholarship and professional development. Many classified staff members also took advantage of professional development opportunities. (University Wide)*
- *Enrollment Services staff were encouraged and supported to attend or participate in professional development opportunities and in professional associations . (Enrollment Services)*
- *Computer workshops designed to enhance professional expertise were offered on campus. . (Enrollment Services)*
- *Provided Webster hands-on demonstrations with academic departments. (Enrollment Services)*
- *Within Enrollment Services, departments supported other departments when needed (Teacher Job Fair volunteers, technical support shared with all units, Multi Cultural Students office telephone to perspective students) (Enrollment Services)*
- *Developed a GOSP mentoring program for GOSP students (Enrollment Services)*
- *PASC and the Administration co-sponsored Professional Development Day for administrative staff with the area of focus and training being Diversity. (PASC).*
- *The Human Resources Office assumed responsibility for serving as a “clearing house” for all training activities at the University. (F&A)*
- *Developed a program for college staff that leads to certification on the Microsoft Office suite. (MCB)*
- *Developed a program to engage college staff in skill development (i.e., professionalism, leadership, creativity, planning and organization) through the attendance of area seminars. (MCB)*
- *Conducted annual staff development day for all UL personnel (Library)*
- *Supported and encouraged travel for professional development purposes for faculty and classified staff (Library)*
- *Supported and encouraged involvement in professional organizations for faculty and classified staff (Library)*

DELIVER ACADEMIC PROGRAMS AND EDUCATIONAL SERVICES EFFICIENTLY AND EFFECTIVELY, TO MAXIMIZE ACCESS AND RESOURCE STEWARDSHIP.

Align resources to meet changing student needs, enhance academic program quality, and fund program review and outcomes assessment recommendations.

- *DAC continued to recruit volunteers from the campus and community to provide mandated disability services, such as recording books on tape. (Enrollment Services)*
- *Developed a Faculty Resource Plan to assure appropriate allocation of resources among different programs, which is updated annually. (MCB)*

Continue review of identified low enrollment programs and strengthen or eliminate as deemed appropriate.

- *Temporarily suspended on campus RN to BSN program because of low enrollments but developed the program for on-line delivery. (SON-HHS)*
- *Low-enrollment programs took initiatives to increase admissions. (Hispanic Studies, French, German, and African American Studies) (A&S)*
- *The PhD programs in applied statistics, mathematic education and chemical education were removed from the low-enrollment list. (COE, A&S)*

Continue to review course offerings exhibiting low enrollments or infrequent delivery for possible elimination.

- *Adopted policies that will identify frequency of offering of General Education courses in future catalogs and will eliminate General Education courses not offered in a five-year period. (A&S)*
- *Examined low enrolled course for trends and replaced with other courses (All Colleges)*
- *The Division of Special Education initiated a study of low enrollment courses and developed a five-year plan of course offerings designed to eliminate redundancies and maximize enrollments. (COE)*

Reexamine all undergraduate and graduate programs for appropriateness, perscriptiveness, and length.

- *Curriculum revisions of undergraduate program have been undertaken to strengthen program and achieve better efficiency in course offerings. (HHS)*
- *Curriculum examination linked with CCHE/NCATE/NASPE etc. changes resulted in revision of entire undergraduate PE K-12 curriculum, with concomitant changes in the undergraduate exercise and sport science curriculum. (HHS)*
- *The program in International Trade and Commerce was eliminated to reallocate resources to demand areas. (MCB)*
- *Reduced the required courses for business programs by 15 percent and reduced the total degree requirements by five percent. (MCB)*
- *Established a regular curriculum planning process which includes a review of programs by outside stakeholders (i.e., employers, alumni and students). (MCB)*

Ensure appropriate disability access accommodations are provided in courses, practica, comprehensive examinations, and theses/dissertations.

- *Disability access center statement incorporated into course syllabi (HHS)*
- *The Division of Special Education designed its online courses to be accessible to all students, eliminating the need for excessive adaptations. (COE)*
- *Four hundred five students with documented disabilities were served in 1999-2000. Four hundred forty students requested disability information and/or were self-identified as having a disability. (Enrollment Services)*
- *Developed emergency evacuation procedures for individuals with disabilities in classroom buildings and residence halls. (Enrollment Services)*
- *Provided Braille access for students in music and Spanish classes. (Enrollment Services)*
- *Established a task force to determine access issues in the UNC Auxiliary buildings and resident halls. (Enrollment Services)*

STRENGTHEN THE QUALITY OF ACADEMIC PROGRAMS

Increase and support professional development activities and opportunities for faculty and staff to better meet the needs of a diverse student population.

- *Included a new course in the revised undergraduate curriculum titled KPE 444 Teaching Diverse Populations (HHS)*
- *The Division of Special Education revised its doctoral program to increase the quality of its academic program, better meet the needs of individual students, and address changing needs in the field. Successful recruitment of candidates for the program resulted in admission of students from across the US and from several foreign countries, tripling fall 1999 new enrollments from previous year. (COE)*
- *Presented disability information in classes or for organizations at the request of faculty or sponsors. (Enrollment Services)*
- *Arranged for student panels to discuss disability issues in classrooms as requested. (Enrollment Services)*
- *Provided tours of the Disability Access Center, which included disability services and assistive technology. (Enrollment Services)*
- *Initiated activities to address both institutional and discipline specific accreditation concerns related to diverse student needs. (Enrollment Services)*
- *Coordinated training opportunities and provided information to all employees of the University concerning the various training opportunities available. (F&A)*

Initiate activities to address both institutional and discipline specific accreditation concerns.

- *Efforts were completed to successfully address the accreditation concerns of ASCSB and APA resulting in full accreditation. (MCB, COE)*
- *Recreation Program revised its curriculum to reflect current national accreditation standards through greater collaboration with other units on campus and agencies in the community (HHS)*

Revise university policies and procedures to ensure the achievement of the institution's academic mission.

- *Initiated the use of GRE scores for admission into Sport Administration's master's program (HHS)*
- *Revamped all advising procedures at both the undergraduate and graduate levels (HHS)*
- *Increased internships and work in KPE programs, Rocky Mountain Cancer Rehabilitation Institute and Sport Marketing Research Institute (HHS)*
- *Increased the number of students participating in University Research Day. (HHS)*
- *Increased the number of international students in both graduate and undergraduate programs (All Colleges)*
- *Increased the minimum CCHE Index from 92 to 94. Strategies to successfully address need to recruit additional students with an index of 94 and above were prepared for consideration by the administration. (Enrollment Services)*
- *Initiated a change in the 30-semester hr. residency requirement to address distance delivery issues. (Enrollment Services)*
- *Initiated a change in the time allowed between classes with MWF changed from 15 minutes to 10 minutes. The TR time remained at 15 minutes. The change added three more time slots per week for classroom availability – better utilization of classroom space and eliminated overlap time for the TR classes. (Enrollment Services)*
- *Approved five variable title courses to help promote better course scheduling. (Enrollment Services)*
- *Course withdrawal deadlines policies were revised to better reflect individual student academic responsibility. (Enrollment Services)*
- *DAC advised the University Technology Standards Committee on system requirements of assistive technology (Enrollment Services)*
- *Course overload policy was amended to require a 3.0 gpa rather than the 2.75 gpa. (Enrollment Services)*
- *Developed formal assessment profiles for all departments. Key Performance measures have been developed and reported to CCHE (All Colleges)*

Raise admission standards and enhance advisement to increase retention and graduation rates.

- *All new undeclared freshmen, not selecting a learning community, participated in an Intensive Advising Program focused on selection of a major and career opportunities. (Enrollment Services)*
- *All students reaching 30 credits were required to participate in a major-declaration appointment. (Enrollment Services)*
- *Monthly meetings of representatives from all College advising centers, CHE, Career Services, and the Registrar's Office are coordinated by CTC. (Enrollment Services)*
- *CTC has developed a campus wide referral sheet, designed to assist students with selection or changing of a major, to be used by all campus advising centers. (Enrollment Services)*
- *Created the Scholastic Support Services Program, which provides intensive advising to students on academic probation. (Enrollment Services)*

- *Created the Academic Advising Committee comprised of a representative from the College Transition Center, Career Services, Athletics, Registrars and each of the five colleges. (Enrollment Services)*
- *Increased the minimum CCHE Index from 92 to 94. (Enrollment Services)*
- *Designed and implemented “Deciding On A Major” computer assessment for students to assess their interests, decide on their majors and link it to academic programs and on campus advising centers.(Enrollment Services)*
- *The Monfort College of Business has raised its admission standards twice in the last two years with its retention among the highest in the University. (MCB)*
- *A new system for advising freshman and sophomores (those most vulnerable to attrition) was implemented. (MCB)*
- *All CHE program and services were geared towards effective recruitment, retention, and graduation of undergraduate students, with particular emphasis on services that assist in the retention of ethnic minority and underrepresented student groups in higher education. (CHE)*

Increase the experiential learning opportunities for both undergraduate and graduate students including research, practica, internship, and other field based experiences.

- *The Gerontology, Recreation, and Rehabilitation programs surveyed all internship and practicum sites regarding their experiences with UNC students (HHS)*
- *Practicum and internship experiences were required as part of the Human Services program as well as experiential learning opportunities in all courses. (HHS)*
- *The Department of Educational Psychology revised its comprehensive examination procedure for doctoral students to reflect higher standards for completion of scholarly papers*
- *The Division of Educational Leadership and Policy Studies implemented a model writing component in its doctoral program. (COE)*
- *The Department of Educational Psychology has conducted a thorough review of job announcements in their field with results used to inform graduate students of job trends, as well as to inform the graduate curriculum. (COE)*
- *The Department of Educational Technology developed and implemented core program standards for all their degree programs. (COE)*
- *Hired Employer Relations Coordinator who has developed 250 internships customized for UNC students this year. (Enrollment Services)*
- *Developed and implemented Career Advantage Program for Monfort College of Business which targets internship opportunities for juniors. (Enrollment Services)*
- *Presented an internship workshop to the Center for Human Enrichment students. (Enrollment Services)*
- *Students involved in the McNair Scholars program completed a high quality research project and learned about their field of interest through faculty mentor relationships and professional development experiences. (CHE)*

Promote student and faculty interaction by supporting small class size and undergraduate and graduate student research.

- *Implemented base increases for enrollment growth received additional OCE base adjustments for increased enrollments. (All Colleges)*
- *Allocated enrollment funding to support course additions in fall and spring semester and capital equipment funding. (All Colleges)*
- *Graduate students were supported for research presentations at professional meetings (University Wide)*
- *Adopted educational capacities for each course which consider the nature of the course, teaching delivery and course expectations. (MCB)*
- *Encouraged undergraduate student research through annual participation in the UNC Undergraduate Research Day activities. (All Colleges)*

Infuse international perspectives in appropriate areas of the curriculum.

- *Hired and retained diverse faculty to assure both cultural and international perspectives occur within the curriculum (CHN-HHS)*
- *Consolidated all international education initiatives in academic affairs (University Wide)*

PROVIDE LEADERSHIP BY BECOMING A NATIONAL MODEL FOR EXCELLENCE IN TEACHING AND LEARNING

Model effective teaching based on best practices research.

- *Hired nationally recognized authority on effective teaching whose textbook is the most extensively used by the KPE field.(HHS)*
- *Faculty member received university M. Lucile Harrison award for outstanding teaching, scholarship and service. Colorado (HHS)*
- *Director of School of Nursing received the first University award for Excellence in Academic Leadership (HHS)*
- *The undergraduate Educational Technology course for prospective teachers was recognized by the Society for Technology and Teacher Education for excellence. (COE)*
- *Faculty member in the Division of Professional Psychology received the Provost's award for excellence in graduate teaching (98-99). (COE)*
- *Individual and Department Awards have been initiated in the areas of teaching, scholarship, service and leadership. (University Wide)*

Continue to develop learning environment alternatives which meet varying student needs and expectations.

- *The Rehabilitative Services Clinic provided an excellent learning environment for students in both Vocational Evaluation and Rehabilitation Counseling programs (HHS)*
- *Development of the Distance Learning Program for the master's degree in speech language pathology has filled a critical need in the state for speech language pathologists in educational settings. (HHS)*

- *Speech language pathology assistant (SLPA), a pilot certificate program was developed with the Colorado Dept. of Education, to train students to be assistants to speech language pathologists. (HHS)*
- *Professional development courses were offered during the summer sessions for practicing SLP's and audiologists. (HHS)*
- *The RN-BSN program on-line enrolled approximately 70% of students are from rural Colorado (HHS)*
- *Grants to incorporate increased managed care curricula into the FNP emphasis were received from Robert Woods Johnson Foundation and a partnership with Weld Dept. of Public Health for better student clinical experiences received \$25,000 from U.S. Health and Human Services Colorado (HHS)*
- *Curriculum revision of master's degree in audiology was made to emphasize new trends in the field. (HHS)*
- *DAC provided academic accommodations for students with disabilities. (Enrollment Services)*
- *Student Technology fees that support new labs and services required the inclusion of disability access technologies. (Enrollment Services)*
- *Implementation of Adaptive Technology Room for students who need special equipment or extra assistance in information retrieval. (Library)*

Demonstrate the increased importance of information access and collaborative/cooperative learning environments.

- *Participation by the learning communities in requiring students to take "Introduction to Undergraduate Research." (Library)*
- *Designed and implemented Prospector through the Colorado alliance of Research Libraries. (Library)*
- *Partnership with the Library of Congress and numerous universities to build the James A. Michener Special Collection with the goal of making all materials available through digitization and the Web. (Library)*

Implement and utilize student outcome assessment at both the institutional and program level.

- *Use student outcome data for curriculum and program modification decisions (All Colleges)*
- *All programs revised their assessment plans and created assessment profiles. The University Assessment Council coordinated university efforts. (1999-2000) (University Wide)*
- *Organized and completed 1998-1999 Alumni Survey measuring employment rates and instructional program satisfaction of student. (Enrollment Services)*
- *Employed several outcome measures to assess the effectiveness of business programs, including the ETS Major Field Test, the CPA examination and the AICPA Level II examination. (MCB)*
- *Conducted extensive assessment of student and faculty needs for information technology, access, and literacy (Library)*

Align academic program goals, anticipated outcomes, and assessment processes to provide appropriate information for program/curricular review and modification.

- *A new process was established by the CTC which creates an academic success plan for students on academic probation. The Center monitors, assesses, and modifies individual student plans throughout each semester. (Enrollment Services)*
- *Distributed 1997-1998 Alumni Survey results to Vice President, Deans and Department Chairs including respective department's reports of alumni names, employers and salaries. At the request of department chairs, designed information to be used for accreditation documents. (Enrollment Services)*

RESEARCH AND GRADUATE EDUCATION

UNC serves as a specialized research university with a statutory mission in teacher education. High quality research and graduate preparation of educational personnel are critical to the fulfillment of UNC's institutional mission

PROVIDE FOCUSED AND HIGH QUALITY GRADUATE EDUCATION CONSISTENT WITH THE MISSION.

Promote quality alternative access/enrollment opportunities for graduate student study and research.

- *Initiated a needs assessment survey of Colorado (and some Wyoming and Nebraska) science and math teachers regarding advanced and graduate education. (A&S)*
- *Graduate Faculty developed on-line courses in educational technology, applied statistics, nursing, communication disorders, and special education. (HHS, COE)*
- *Graduate programs were offered off-campus through 33 state and cash funded programs. (GS)*
- *Additional graduate courses (15) and graduate degree programs (2) were offered through the multi-media -distance education delivery format. (GS)*

Increase graduate stipends to a competitive level to attract and support high quality graduate students.

- *Communication Disorders Alumni Scholarship was endowed in 1999 (HHS)*
- *Nursing traineeship dollars were increased to \$46,790 Fall 1999. (HHS)*
- *Graduate assistantship opportunities were offered in the UNC cultural centers, enrollment services, residence life, and student affairs. (APASS)*
- *Increased graduate stipends by 7% for TA and GA/GRA. (GS)*
- *Added 12 Summer GRA positions to support research activities sponsored by faculty and graduate students. (GS)*
- *Funded 18 GA/TA summer tuitions to recruit more doctoral students in the College of Arts and Science. (GS, A&S)*

Strengthen research competencies through more and earlier opportunities to engage in research experiences.

- *Increased number of faculty engaged in grant writing efforts (HHS, COE, A&S)*
- *Fully staffed the Research Consulting Laboratory with approximately 75% of the master's and doctoral students at UNC using the resources of the Research Consulting Lab and/or taking research and statistics courses through the Department of Applied Statistics and Research Methods.(COE, GS)*
- *The Division of Educational Leadership instituted a new research course and comprehensive review procedures.(COE)*
- *Research core curriculum requirement was implemented for all doctoral students.(GS)*
- *Earmarked 25% of GSA fund to support graduate students' research initiatives.(GS)*
- *Awarded \$3,200 to help support large scale doctoral dissertation and master's thesis research projects (GS)*
- *Provided additional 12 full time Summer GRA positions to engage in the faculty and graduate students collaborative research activities.(GS)*

Provide professional development and mentoring opportunities for faculty to ensure that theses and dissertations are well supervised.

- *Received approval from Graduate School to allow master's thesis in lieu of comprehensive exam. (HHS)*
- *Promoted differential staffing plan at program level (3 departments) to reduce workload for the faculty providing theses and dissertation mentorship. (GS)*
- *Funded the dissertation/ thesis training workshop for graduate students and faculty members. (GS)*

ENHANCE THE RESEARCH/SCHOLARLY ACTIVITY OF THE FACULTY AND STUDENTS AT THE UNIVERSITY.

Allocate resources to enable differential workloads at both undergraduate and graduate levels and to increase financial support for scholarly pursuits.

- *Provided funds (\$30,000), through internal competitions sponsored by the Faculty Research and Publication Board, to support faculty research initiatives. (GS)*
- *Funded 10 faculty research scholarships (\$56,000) during the summer sessions. (GS)*

Increase internal and external support to promote research and scholarly activity at UNC.

- *Faculty support for presentations of scholarly work was increased. (All Colleges)*
- *Professional development monies, including four instructional professorships, were awarded through an incentive program by the Monfort College to faculty based on their scholarly participation and output. (MCB)*
- *Faculty mentors, through the McNair Scholars Program, received stipends for their active participation in student research. (CHE)*
- *Appropriated additional \$10,000.00 to support research activities initiated by undergraduate students and earmarked \$56,000.00 to fund 10 Summer Faculty Research Scholarships.(GS)*

- *Initiated speaker series on campus as a part of the campus wide intellectual exchange and seven national/international scholars were invited to campus. (GS)*
- *Increased the number of externally funded projects by 29% and the amount of external funding for scholarly projects by 24% (\$4.75 million to \$5.89 million at end of August) over the prior year's external funding. (GS)*

Provide a range of incentives to encourage grant proposal preparation, research/scholarly activities, and to enhance student involvement in research.

- *In 2000 over 320 students and 71 faculty presented research findings at the UNC Research Day. (University Wide)*
- *Written policies regarding grant incentives were revised. (COE, GS)*
- *The Division of Special Education received funding in federal, state, and local grants for the FY 6/30/97-7/1/98 over \$950,000, and nearly \$670,000 in awards for FY 6/30/98-7/1/99. Awarded for the Fiscal Year 6/30/99-7/1/00 is a new Federal Grant of \$182,711. These funds support personnel preparation and research in special education (98/99). Faculty members in SSTTE received a five-year Title VII, Bilingual training grant and several contracts in professional development for reading teachers. Faculty members in Educational Psychology and Arts and Sciences received continuation funding for a science and mathematics teacher education project (1998-99). (COE, A&S)*
- *The Center for Collaborative Research in Education (CCORE) funded 13 mini-grant proposals to COE faculty members. (COE)*
- *The Division of Special Education assigned one faculty member part-time to assist others in the unit with grant development (1999-00). (COE)*
- *Funded course release for three faculty members to engage in the final stages of proposal preparation for major grant programs. (GS)*
- *Awarded over \$55,000 in research development funds to encourage and support a wide range of scholarly activities from equipment purchases to scholarly project related travel to transcription of music scores. (GS)*
- *Committed over \$366,000 of University cost-share funds to support proposals for external funding over the next two years. (GS)*
- *Committed over \$25,000 as research start-up funds to augment college dean's recruitment packages for new faculty hires. (GS)*
- *Developed a new policy and implementation of grant incentive awards for faculty contingent upon success with obtaining external funding for research and scholarly projects. (GS)*

Encourage and support faculty and students to present research findings at professional meetings and to publish findings in a timely manner.

- *The Monfort College provides professional development funding to support faculty presentations at regional/national/international conferences with incentives weighted toward the national/international meetings. (MCB)*
- *Awarded over \$87,000 in supplementary travel awards to faculty and graduates students for conference presentations. (GS)*

- *Promoted and funded (\$60,000) participation of graduate students in various professional presentations at local, state, and national conferences. (GS)*

STRENGTHEN THE CAMPUS INFRASTRUCTURE ESSENTIAL FOR QUALITY GRADUATE EDUCATION AND SCHOLARLY ACTIVITIES.

Increase resources devoted to information availability and access.

- *Substantially increased access to and printing from databases. (Library)*
- *Developed Web-based access to databases and other information-related resources. (Library)*
- *Provide access to databases for off-campus students (Library)*
- *Upgraded library server to support infrastructure (Library)*
- *Established electronic application system for graduate education as a graduate student recruitment strategy. (GS)*
- *Improved access to sources of external funding through Web-based sponsored program information. (GS)*
- *Provided availability of faculty/staff automated grant announcements (GENIUS) via e-mail (GS)*
- *Provided support for a survey development and scoring system in the Research Consultation Laboratory (GS)*
- *Initiated capacity for electronic proposal submission system and faculty training. (GS)*
- *Employed a part time technology specialist to assist with web-page development and maintenance (GS)*
- *The Interdisciplinary Center for Educational Technology has provided extensive technology support and access to undergraduate and graduate students. (COE)*

Increase the proportion of indirect cost recovery monies directed to colleges and/or departments for research development.

- *Increased the proportion of Facilities and Administration Costs to colleges and/or departments from 25% to 35%. (GS)*
- *Increased proportion of grant salary savings retained by colleges from 70% to 80%. (GS)*

Provide academic support and student services which more effectively meet the needs of students in graduate education.

- *Professional colloquium series has been organized and implemented by several of the units of the College of Education faculty across the campus and have been active participants in the university-wide Qualitative Research Symposium. (COE)*
- *The Division of Special Education hired 5 GAs to assist faculty members with practicum supervision through grant funding, gaining valuable experience in supervision, preparing them for future academic leadership. (COE)*
- *Extended GS's office hours at the beginning of each academic year semester to accommodate non-traditional graduate students enrolled in the evening classes. (GS)*

- *Participated in off campus graduate program orientation meetings in Denver and Colorado Springs and provided consultation to students enrolled in off-campus programs. (GS)*
- *Communicated current information with graduate students through GS's web site. (GS)*

FACILITIES

Facilities are an integral part of delivering the academic mission of a comprehensive, residential campus. A high quality, well maintained infrastructure with adequate space is key in attracting and retaining students and faculty as well as enhancing the learning environment.

PROVIDE QUALITY FACILITIES NEEDED TO ATTRACT STUDENTS, CREATE AN ENVIRONMENT CONDUCIVE TO LEARNING, AND SUPPORT THE ACADEMIC GOALS OF THE UNIVERSITY.

Update the current facility master plan.

- *A plan has been developed to outline the proposed construction for the next 3-5 years. Phases 1 and 3 of the master plan were scheduled to be completed by June, 2000. (F&A)*

Reduce the deferred maintenance backlog on campus.

- *Controlled Maintenance funding has been directed to several projects including major roofing projects, high voltage electrical system upgrades, elevator upgrades, backflow prevention upgrades, chiller replacements, and masonry repair. (F&A)*
- *Projects funded internally included the painting of the corridors and public areas of Kepner, McKee, Guggenheim, Bishop Lehr, Crabbe Hall, and Frasier. The University completed a major waterproofing project and associated interior repairs to Carter Hall. Bishop Lehr underwent a major renovation last summer to add several classrooms, and a new dimming system was installed for the stage lighting. (F&A)*
- *The facility audit was initiated to update the amount of deferred maintenance in state-funded buildings. An update of auxiliary-funded buildings will follow once the state-funded building audit is completed. (F&A)*

Provide the physical support necessary to maintain the desired level of quality in the campus environment.

- *Vacancy savings and roll forward balances were used to significantly expand college capital outlay improvements. (All Colleges)*
- *Equipment purchases of adjustable tables and lumbar chairs for students with various disabilities were made for classrooms. (Enrollment Services)*
- *The xeric park was completed, providing an environmental model for the region. (F&A)*

- *A number of projects have been completed to improve the appearance of the public areas on campus, including the Ross Hall project design which will provide a new architectural look for the campus. (F&A)*
- *An administrative audit was completed to provide the most recent data on staffing and funding per square foot of space. (F&A)*

Provide student residential, student activity, and learning facilities to meet the enrollment goals and student needs of the University.

- *Collaborated in the Ross Hall building project program plan and the schematic design. (A&S, F&A)*
- *Collaborated in Michener program plan development to meet campus needs. (A&S, F&A, Libraries)*
- *Relocated the Office of the Dean to Candelaria Hall. (A&S)*
- *State-of-the-art technology facility, the Bresnahan/Halstead Center for Instructional Excellence, was completed by the Division of Special Education. (COE)*
- *All university cultural centers completed computer connections to the university backbone and provided computer laboratory and study space for students.*
- *The University's Central Campus housing facilities have undergone a \$35 million renovation which has included the construction of a new 110 bed residence hall for first year students and significant capital improvements to ten existing residence halls and a dining facility. A comprehensive replacement of all mechanical and electrical systems and the installation of air conditioning for the Central Campus residential complex, and the provision of a high speed internet connection for each student living in the residence halls was also completed. (F&A)*
- *A building inventory for state funded buildings was completed. (F&A)*
- *A significant portion of the Monfort gift was invested in the learning facilities of the College, including several labs, team/practice rooms, a financial trading lab and smart classrooms. (MCB)*

Maintain a reasonably safe, secure, and attractive physical environment for students, faculty and staff.

- *The University Emergency Response Plan has been updated, published and distributed. All departments on campus have been asked to provide emergency plans for their buildings. (F&A)*
- *Crime statistics were compiled and UNC continues to be comparatively low and continues to decline in most cases. (F&A)*
- *Significant effort has been expended to prevent, deter and/or displace crime with 193 programs given to a total of 8,334 participants. (F&A)*
- *New lighting was installed on the central campus walkways and new lighting fixtures were installed in the west campus parking lots west of the Library. (F&A)*
- *The UNC Police Escort program continues to be popular and receive moderate use. (F&A)*
- *The Student Right To Know Act document was updated and contains safety, security, and crime information which was compiled and disseminated to all students and staff on campus (F&A)*

Foster architectural consistency throughout the campus.

- *A committee, formed by the President, was charged to discuss architectural standards for the University and to develop a written standard for future renovations/constructions. (F&A)*

ADMINISTRATION

The success of the University in meeting its academic mission is dependent on enhancing available fiscal and human resources and allocating those in a manner that emphasizes university priorities while providing support services in an efficient and effective manner.

ACHIEVE AN APPROPRIATE BALANCE OF RESOURCES FOR INSTRUCTION, RESEARCH, SERVICE, AND SUPPORT ACTIVITIES REQUIRED TO CARRY OUT THE MISSION.

Align budget decisions in accordance with university priorities.

- *The majority of the funds available for the 1999-2000 fiscal year to address faculty salary parity in order to recruit and retain quality faculty (\$2,177,726 equating to approximately 8 percent). The second priority was funding for technology with \$1,090,004 allocated to upgrade the network environment. Other priorities included funding for enrollment growth and an increase for current expense in the academic colleges. (F&A)*
- *For 2000-2001 addressing faculty salary parity remained an institutional priority with 7+% raises awarded to faculty. In addition current expense allocations were increases with reallocations made across colleges as appropriate. (F&A)*
- *The percent goal of instructional educational and general expenses dedicated to instruction was set at 55% from a benchmark of 47.99% in 1998-99. The 2000-2001 budget process resulted in an increase devoted to instruction, and increase in research and a decrease in academic support (administrative) expenditures. (F&A)*
- *University priorities have been identified in the Planning Document and President Brown's Funding Priorities document as instruction and research. To facilitate alignment of budget with these priorities, budget requests brought forth in the 2000-2001 process included identification of the functional expense purpose (i.e. instruction, research, institutional support, student services, etc.) (F&A)*

Increase the general fund support per student FTE from the legislature.

- *The general fund support per student FTE increased in 1999-2000, but not in constant dollars. Funding for enrollment increases plus inflation was allocated to the University. The University did gain one-time funding of \$480,004 for technology expenditures. (F&A)*

Increase external resource support.

- *Received two major endowments totaling 1.9 Million and supported and hosted JMC alumni activity with the foundation. (A&S)*
- *Disability Access Center received a grant through the Do-It Project of the University of Minnesota to train faculty on the legal mandates of disability services. (Training will begin Fall 2000.) (Enrollment Services)*
- *Target was a Corporate Sponsor for the students' job web site database at Career Services that included on line resumes, employer referrals and a job opportunity web site. (Enrollment Services)*
- *VALIC sponsored the Teacher Employment Days Recruiter Reception which was hosted by the College of Education and Career Services. (Enrollment Services)*
- *The University of Northern Colorado Foundation, Inc. reported an increase in financial gifts for 1999. The June 30, 1998 Financial Statement reported \$12,238,226. The June 30, 1999 Financial Statement reported \$13,345,418 in financial gifts, an increase of \$1,107,192. Gifts for 2000 reflected growth of \$299,077 for total giving of \$13,644,495. (F&A)*
- *The Monfort College recently received a \$10.5 million commitment from the Monfort Family Foundation to enhance its programs. (MCB)*
- *Proposals submitted through the Sponsored Program office increased by 27%, the amount requested increased by 67% with the number of awards up by 29% and the dollars awarded up 24%. (GS)*

Maintain or decrease administrative costs as a percentage of the total university budget.

- *The Vice-President for Student Affairs position was eliminated and replaced with a combined position of Executive Director for Enrollment Services and Registrar. (Enrollment Services)*
- *The institutional support expenditures as a percent of total educational and expense decreased from 8.33 percent in fiscal year 1998 to 7.91 percent in fiscal year 1999 with 7.04% in fiscal year 2000. (F&A)*

MAXIMIZE ADMINISTRATIVE EFFICIENCIES TO MINIMIZE DUPLICATIVE EFFORTS AND REDUCE ADMINISTRATIVE COSTS

Develop a comprehensive evaluation process for all administrative personnel.

- *Management by Objectives (MBO) program has been implemented for all exempt staff at UNC (University wide)*

Examine all policies and procedures to increase efficiencies.

- *Increased career placement services, student presentations and marketing of fairs, which required an increase in staff work responsibilities without increasing positions. (Enrollment Services)*

- *Reexamined federal requirements for consumer information, signatures and reduced length of publications for easier reading and comprehension. (Financial Aid)*
- *UNC was one of 10 institutions nationwide selected for participation in Access America, a project of the federal Department of Education to improve the delivery of student aid by taking advantage of new technologies. (Financial Aid)*

DEVELOP A UNIVERSITY ENROLLMENT MANAGEMENT PLAN

Increase, systematically, enrollment of in-and out-of-state undergraduate and graduate students.

- *Research was completed in December 1999 and is the basis for a marketing/communications plan under development. (University Affairs)*
- *Created an Executive Director for Enrollment Services and Registrar administrative position. This position coordinates campus enrollment and retention efforts. (Enrollment Services)*
- *Developed an Enrollment Planning Council with representation from various colleges, Provost's Office, and administrative offices. (Enrollment Services)*
- *Involved faculty in contacting prospective students. (Enrollment Services)*
- *Developed a marketing and admissions plan to focus future efforts. (Enrollment Services)*
- *Created a "family" of promotional/marketing materials. (Enrollment Services, University Affairs)*
- *Created a new scholarship focused at high quality students in Nebraska. (Enrollment Services)*
- *Focused recruitment efforts in WUE states. (Enrollment Services)*
- *De-emphasized out-of-state recruitment in Illinois, New Mexico and Hawaii. (Enrollment Services)*
- *Redesigned packaging parameters for financial aid offers to reduce debt for high need students. (Financial Aid)*

Increase enrollment of international students.

- *Created a new administrative position, Assistant Dean of the Graduate School and International Education. (GS)*
- *The Monfort College has entered into agreements to develop joint ventures with institutions in Korea and Europe, increasing the number of its student exchange programs to thirteen. (MCB)*
- *The student exchange program responsibilities were reassigned to the Division of Academic Affairs and located in the CIE. (GS)*

Recruit and retain students of differing cultural, racial, and ethnic backgrounds.

- *UNC participated in the Governor's Opportunity Scholarship Program which brought a number of high risk students of diverse backgrounds to the campus. UNC became the leader in the state for number of students participating and receiving funds. (Financial Aid)*

- *Developed a College Transition Center with the purpose of transitioning students from high school to college, non-declared major status to declared major status, and probation/suspension academic standing to good academic standing. (Enrollment Services)*
- *Developed an intrusive advising/academic success program directed at removing students from probation status and assisting them in returning to good academic standing. (Enrollment Services)*
- *Organized 10 on-campus visitations from Denver high schools with higher AA/PI students populations and support in the efforts of increasing the AA/PI student retention rate by 2%. Made phone calls to all AA/PI students during the Fall and Spring semester. (APASS)*
- *Sponsored academic success programs for AA/PI students on probation and created cultural and academic programming to facilitate a better climate for AA/PI students. (APASS)*
- *Worked collaboratively with the Center for Human Enrichment in regards to cornerstone workshops, Ronald McNair Scholars Program candidates, and tutoring. (APASS)*
- *The cultural centers provide informal counseling support in an effort to support and enhance the university experience of the student. (Cesar Chavez Cultural Center)*
- *All CHE programs and services are designed to promote accessibility to education, and to facilitate retention and graduation of ethnic minority and traditionally underrepresented students through academic and personal growth activities. (CHE)*
- *CHE's Bridging Opportunities program seeks to recruit ethnic minority students to UNC. (CHE)*
- *CHE's Student Support Services and Special Needs program seeks to promote student success through a comprehensive program of services and activities. (CHE)*
- *CHE McNair Scholars program seeks to promote graduation from the university with a baccalaureate degree and facilitate promotion of students into graduate degree programs. (CHE)*

STUDENT AFFAIRS

Student Affairs contributes to the educational mission of the University by promoting student learning, personal development, and student retention through the provision of opportunities for productive citizenship and responsible leadership and the promotion of the health and well being of students.

PROMOTE AN ENVIRONMENT THAT SUPPORTS A SUCCESSFUL EDUCATIONAL EXPERIENCE FOR STUDENTS

- *All CHE Programs and services promote recruitment, retention, and graduation of undergraduate students with a special focus on students of color and other underrepresented groups in higher education. (CHE)*
- *The Disability Access Center provided accommodations, access, and advocacy to 405 students in 1999-2000. (Enrollment Services)*

Promote equal student access to all academic support programs.

- *Provided 24-hour access to all academic support programs. (Residence Life)*
- *Offered in excess of 50 academic/learning skills programs through College Success Seminars. (Residence Life)*
- *Provided information through publications, workshops and programs regarding academic policy and resources. (Residence Life)*
- *The CHE Educational Technology Lab and the Tutoring Center were open to all undergraduate students. (CHE)*
- *CHE's CORNERSTONES academic workshops assisted students with academic and career development and were made available to all students. (CHE)*
- *The Center for Adult Student Services promoted the involvement of returning students, graduate students, and students who are married and/or parents in all of the programs on campus. (Student Services)*

Ensure that student services support the academic mission of the university and are available to all students.

- *Provided advising and support to the UNC Chapter of the Residence Hall Honorary. (Residence Life)*
- *Provided clear behavioral guidelines regarding study hours and ensured timely, consistent enforcement of study hours. (Residence Life)*
- *Continued to enforce grade point average minimums for student leaders and employees. (Residence Life)*
- *Ensured adequate alternative study environments were available in all residence halls. (Residence Life)*
- *Met with students with disabilities and faculty to develop strategies for opportunities of success through reasonable accommodations that would maintain the integrity of academic program and "level the playing field." (Enrollment Services)*
- *Consulted faculty and staff on their rights when students with disabilities requested unreasonable accommodations. (Enrollment Services)*
- *Marketed and provided 69 workshops to student organizations, residence halls and cultural centers. (Enrollment Services)*
- *Meet with 1450 students for one on one career planning and job search sessions. (Enrollment Services)*
- *Developed and implemented a marketing plan to promote services, career fairs and workshops to all students in the business, education, health and human sciences and arts and sciences colleges. (Enrollment Services)*
- *Designed and provided a comprehensive career services home page that assists students in career planning, major selection and job search processes. (Enrollment Services)*

Provide equal access to educational opportunities for students.

- *Worked with student affairs and First Year Experience program to increase student retention (**KPE-HHS**)*
- *Provided 24 hour access to residential computer labs in residence halls and apartments. (**Residence Life**)*
- *Provided information through publications, workshops and programs regarding academic policies and resources. (**Residence Life**)*
- *Promoted and encouraged student involvement in leadership opportunities locally, regionally, nationally. (**Residence Life**)*
- *Provided faculty support to various academic courses including Freshman Year Experience and Life Skills for Athletes. (**Residence Life**)*
- *CHE's UNC-Bridging Opportunities Program recruited students of color to attend UNC by presenting information about UNC services and programs and facilitating the admission application process. (**CHE**)*
- *CHE's McNair Scholars Program assisted traditionally underrepresented students in higher education in gaining access to graduate school programs by preparing them for graduate school entrance examinations and providing them with experiences and information about how to succeed in graduate school. (**CHE**)*
- *The Counseling Center collaborated with programs throughout the university in providing academic support programs including test anxiety reduction, stress reduction, and time management. (**Student Services**)*
- *The Counseling Center provided inservice training for professional and student staff for responding to students' psychological and developmental needs. (**Student Services**)*

Collaborate with all academic program faculty to increase students' retention and graduation rates.

- *The Scholastic Support Services Probation Program worked with students and professors to collect mid-term grades, enabling students to adjust academic goals/strategies for better success. (**Enrollment Services**)*
- *Current students receive a copy of his/her academic evaluation (PACE) which outlines the courses they have completed and the courses they must still complete to fulfill all their requirements for graduation. (**Enrollment Services**)*
- *Marketed and provided 125 in-class presentations on career placement, job search, resume writing, interviews skills and the career planning process. (**Enrollment Services**)*
- *Met with Business, Health & Human Sciences and Arts and Sciences department chairs to determine the employment needs of respective students. Recruiters were brought to campus based on these faculty requests resulting in a larger Health & Human Sciences Fair, Teacher Employment Days and two Career Expositions. (**Enrollment Services**)*
- *Provided a three-hour workshop job search series to biology juniors and seniors (45 students) including critiquing their resumes and mock interviews. (**Enrollment Services**)*

- *Provided a job search and resume workshop for recreation juniors and seniors (37) students including critiquing their resumes and mock interviews. (Enrollment Services)*
- *Conducted three Career Services presentation to three freshmen/sophomore business classes. (Enrollment Services)*
- *Provided a Myers Briggs Type Indicator interpretation to three management classes. (Enrollment Services)*
- *Promoted CLEP testing to all academic department and students with a 20% increase in the number of CLEP examinations given to UNC students. (Enrollment Services)*
- *CCCC sponsored the Annual CCCC Academic Excellence Recognition Banquet for Latino Students, designed to recognize students having a cumulative GPA of 3.5 or better/3.75 or better for undergraduates/graduates respectively. (Cesar Chavez Cultural Center)*

Link co-curricular programs to the academic mission of the university.

- *Offered in excess of 50 academic programs through College Success Seminars and interconnect with ID 108, Freshman Year Experience and CSPA 210 courses. (Residence Life)*
- *Provided learning opportunities related to current events through residence hall programming (Residence Life)*

Promote coordinated and effective student services.

- *Assessed services through national housing benchmarking survey. (Residence Life)*
- *Provided 24 hour duty staff and information desks in each living community. (Residence Life)*
- *Delivered over 300 hours of training for all staff. (Residence Life)*
- *Supported Student Service operation during the first two weeks of each academic semester. (Residence Life)*
- *Supported the Information Booth service centers during opening weekend of Fall Semester. (Residence Life)*
- *Collaborated with Residential Housing Association and various campus departments to recruit and train student volunteers for summer and pre-fall semester orientation initiatives. (Residence Life)*
- *The Scholastic Support Services Probation Program established links with campus faculty, tutoring services, and campus support programs. (Enrollment Services)*
- *Student Services introduced the one-stop-shopping concept fall 1999; it was available each term through the add/drop period located at the UC. (Enrollment Services)*
- *Improved the presentation of the Schedule of Classes which now includes the external degree courses. (Enrollment Services)*
- *Developed, with the cultural centers, career planning and job search assistance for minority students. (Enrollment Services)*
- *Aligned Satisfactory Academic Progress Policy with new academic policy for probation and suspension of students. (Financial Aid)*
- *The Monfort College established an Advising Center to provide services to students and visitors to the College. (MCB)*

- *Colleges are regular participants in hosting/advising prospective students through activities of the University admissions office and academic advising center. (All Colleges)*

Enhance career decision-making through increased opportunities for career option exploration.

- *Provided over 250 undergraduate and graduate student employment opportunities. (Residence Life)*
- *Provided over 150 student leadership opportunities. (Residence Life)*
- *Developed effective student employment hiring processes which included opportunities to practice job search, application and interviewing skills. (Residence Life)*
- *Hosted 10-20 workshops on career exploration through College Success Seminars. (Residence Life)*
- *Hosted training sessions/programs on effective job search components including interview skills and resume development. (Residence Life)*
- *Incorporated information about Career Services in Academic Success presentations. (Enrollment Services)*
- *Through orientations, promoted CSPA 173 class for all new students to take. (Enrollment Services)*
- *Provided major and career exploration sessions to 500 students in twenty-six sections of the ID-108 classes. (Enrollment Services)*
- *Taught seventeen sections of the CSPA 173 (Career Theory and Employment Trends) class to 255 students. (Enrollment Services)*
- *Provided four major and career exploration sessions to 100 students in four sections of the Human Values classes for athletes. (Enrollment Services)*
- *Established the Career Advantage Program which provides career planning and placement opportunities for the students at the appropriate time in their business degree programs. (MCB)*
- *A part-time person was employed to administer an internship program which will coordinate activities with employers, faculty and students. (MCB)*
- *All CHE program participants have their career goals assessed and are paired with peer mentors to discuss professional and career aspirations at least once per year. (CHE)*
- *Employment opportunities were made available at the Student Health Center which provided students with experience in an outpatient medical setting that can help to focus the student's interest in health and human services careers. (Student Services)*

Support the development of linkages between academic advising and career goals, and the expansion of career placement services.

- *The Scholastic Support Services Probation Program encouraged students to utilize Career Services in support of major exploration. (Enrollment Services)*
- *CTC staff meet individually with all the advising centers to determine collaborative programs and referral services for helping students who are choosing majors and careers. (Enrollment Services)*

- *Increased the Career Exposition to include two internship and employment fairs offered in the fall and spring to more effectively meet employer and students' job needs. (Enrollment Services)*
- *Developed student referral system between the College Transition Center, college advising centers and Career Services. (Enrollment Services)*

PROVIDE OPPORTUNITIES THAT EDUCATE STUDENTS PHYSICALLY, SOCIALLY, EMOTIONALLY, AND INTELLECTUALLY

Maximize student involvement and learning through leadership opportunities.

- *Hosted Spring Leadership conference for leadership skill development. (Residence Life)*
- *Provided quality advising and fiscal support for Residential Housing Association and related committees. (Residence Life)*
- *Promoted student involvement in residence hall student behavior management through Community Accountability Board. (Residence Life)*
- *Required all first year Resident Assistants to attend two credit course. (Residence Life)*
- *Provided leadership opportunities for 24 orientation leaders. Orientation leaders participate in a semester long training program that includes such topics as leadership styles, communication skills, customer service, student development theory, and advising/counseling skills. (Enrollment Services)*
- *Sponsored the UNC Office of Multicultural Affairs Student Leadership Conference. (APASS)*
- *Sponsored AA/PI students to attend the Organization of Chinese Americans Student Leadership Conference in Salt Lake City, UT. (APASS)*
- *Promoted student involvement in student government through recruitment of students to participate in various boards and commissions of the University. (Student Activities)*
- *Provided opportunities to attend and present at conferences through the Student Representatives Council and Graduate Student Associations. (Student Activities)*
- *Recognized outstanding students through student leadership awards. (Student Activities)*
- *Assault Survivors Advocacy Program provided training, supervision, and experience for student advocates serving as leaders for the prevention of sexual assaults on campus. (Student Services)*

Promote wellness activities and provide recreational opportunities for students.

- *Resident Assistant programming requirements include wellness components for personal health and recreation. (Residence Life)*
- *Encouraged extensive participation in intramural sports program through Resident Assistant program requirements and Social Connections committee activity planning. (Residence Life)*

- *Coordinated with Campus Recreation Center to provide late night recreational activities on Thursday and Friday nights through the Free Your Mind Program. (Student Activities)*
- *Provided an alcohol-free dance on Wednesday nights through the Free Your Mind Program.(Student Activities)*
- *Provided alcohol and drug education classes to students in violation of campus policies and community laws. (Student Activities)*
- *The Student Health Center provided education materials that promote the student's involvement in her/his medical treatment as well as promoting the development of healthy life styles. (Student services)*

Promote students' development of life skills.

- *Provided over 200 student leadership opportunities. (Residence Life)*
- *Developed effective hiring processes to support job search application and interviewing skill development through student employment initiatives. (Residence Life)*
- *Provided assistance with relationship issues including roommate mediation and conflict resolution. (Residence Life)*
- *Provided comprehensive written guidelines regarding behavior standards and accountability procedures. (Residence Life)*
- *Provided opportunities for students to transfer theory to practice through volunteer activities and paid positions for students. (Student Life)*
- *Provided presentations, learning opportunities and awareness weeks to educate students about important issues such as alcohol and other drug abuse, sexual assault, and health promotion beginning with summer orientation and continuing throughout the year. (Student Activities)*
- *Provided individual and group counseling that assist students in developing interpersonal and intrapersonal relationship skills. (Student Services)*

Provide student activities that stimulate social and intellectual development.

- *Hosted in excess of 1,000 programs, social activities and co-curricular sessions per academic year through Resident Assistant, Hall Councils and Residential Housing Association. (Residence Life)*
- *Promoted and participated in campus wide programs including Night Games, Homecoming and Free Your Mind Dances. (Residence Life)*
- *Provided opportunities to participate in any of over 140 clubs and organizations. (Student Activities)*
- *Delivered over 200 programs per year focusing on social and intellectual development. (Student Activities)*

INFORMATION TECHNOLOGY

Information Technology contributes to an educational atmosphere which cultivates, supports, and encourages excellence in teaching, learning, research, and scholarly activity.

PROVIDE INFORMATION TECHNOLOGY TO SUPPORT THE UNIVERSITY'S MISSION OF RESEARCH, TEACHING, LEARNING, THE ADVANCEMENT OF KNOWLEDGE, AND COMMUNITY SERVICE THROUGH THE APPLICATION OF PROVEN TECHNOLOGY

Provide administration information systems that are reliable, accurate, and readily available.

- *There was a major effort by Information Technology in 1999 to bring all critical applications (purchased and in-house developed) into Year 2000 compliance. A year 2000 assessment was performed, conversion and contingency plans written, vendors contacted, programs re-written, programs/ applications tested and progress reports delivered throughout the year. On all three millennium significant dates (September 9, 1999(9/9/99), January 1, 2000, and February 29, 2000 (leap day that is an exception to the rule)) the academic and administrative offices were fully operational and no contingency processes were required. (Information Technology)*
- *Registrar's homepage has been updated with the current Schedule of Classes and FERPA information added for better university communication. (Enrollment Services)*
- *WEBSTER was implemented in January 2000 to provide students and faculty open class listing, class rolls, APR's, academic evaluation, student e-mail as well as address and phone number, gpa predict, student class schedule, and student class grades. (Enrollment Services)*
- *Enhancements were completed on the telephone registration system. (Enrollment Services)*
- *In Fiscal year 1999-2000 there was less than 25 missed deadlines due to job abnormalities. These deadlines reflect delivery of materials to user departments and not compliance with deadlines set by governing entities outside the University. (Information Technology)*
- *Modifications were made to the current monitoring systems to allow enhanced future reports on the number of reported problems that effect reliability, accuracy, and availability. (Information Technology)*
- *Information Technology began to focus on web application development with ten applications written to assist students and twelve applications developed for faculty and staff. (Information Technology)*

Provide faculty, staff, and students access to training, technology and technical support and classroom learning environments appropriate for academic success.

- *Faculty members in Educational Technology have provided campus-wide leadership on initiatives related to technology utilization, integration, and grant funded technology projects. (COE)*
- *Undergraduate and graduate students on campus continue to have access to one of the most up-to-date educational computer laboratories available in any College of Education nationally (ICET). (COE)*
- *The Division of Special Education established the Bresnahan Halstead Learning Center, a distance educational environment for academic instruction which provides compressed video, audio-video-, and computer conferencing capabilities. (COE)*
- *The Monfort College installed a high performance network in the College. (MCB)*
- *Five classrooms were upgraded with new technologies for instructional delivery. (MCB)*
- *Several web-based products that will allow for greater technology integration in its courses have been evaluated for use in Monfort College courses. (MCB)*
- *A new Monfort Technology Center and an internet lounge are under development which will increase the capacity for technology use by students. (MCB)*
- *The Monfort College Disabilities Services Center was recently renovated with new projection and PC technologies. (MCB)*
- *A trading room and an applied network lab are under development in the Monfort College of Business. (MCB)*
- *The Center for Professional Development and Outreach has conducted six (6) faculty training sessions related to on-line course development and web enhancement of on-campus courses. (CPDO)*
- *The Center for Professional Development and Outreach has conducted thirteen (13) faculty training sessions for use of high technology classrooms. (CPDO)*
- *The Center for Professional Development and Outreach has conducted ten (10) faculty training sessions related to inclusion of multi-media and internet access for on-campus courses. (CPDO)*
- *This fiscal year 1999-2000 Information Technology trained 28 UNC staff on University standard software applications. One hundred and fourteen staff have been trained since November 1998. (Information Technology)*
- *CHE's Educational Technology computer lab was available 75 hours per week and provided tutoring and consulting to students, faculty and staff. (CHE)*

Provide and maintain a stable and reliable network, accessible to faculty, students, and staff.

- *The Monfort College recently introduced a new e-mail, calendaring and scheduling system in the College which provides dial-up for the faculty and staff. A number of faculty and staff participated in a University training program designed to implement this system and are working with information services as the product is rolled-out to the rest of the campus. (MCB)*
- *By August 2000, all full-time faculty will be connected to the campus network. (Information Technology)*
- *All staff that require network access to perform their assigned tasks now have network access. (Information Technology)*

- *By August 2000, 25% of the classrooms will be connected to the campus network. Additional proposals have been submitted to the State for support of “Smart Classrooms” to increase classroom connectivity. (Information Technology)*
- *There are 650 personal computers in open labs which are connected to the UNC backbone (UNCnet). These labs have standard and specialized software applications. One lab (60 pc’s) has extended hours (24 hours per day Sunday – Thursday). (Information Technology)*
- *Since July 1999, the campus help desk (User Support) had eight reported network problems, four interrupted Internet access and four interrupted campus connectivity. (Information Technology)*

Establish a common messaging system for the University.

- *The common messaging system RFP was submitted and awarded (partial implementation of MicroSoft Outlook/Exchange). Finance and Administration offices, Kenneth Monfort College of Business, Center for Professional Development and the Graduate School have migrated to use the common messaging system. It is estimated that Information Technology is 10-15% complete. (Information Technology)*
- *In addition to the MicroSoft Outlook/Exchange project, the PeopleSoft HR/Payroll system and the Student Information System has been identified as the common information storage locations for storing email addresses for faculty and staff and students. Through this effort, Light Weight Directory Services (LDAP) can be used to locate email addresses and provides a direct link from the email address to other institutional data. This linkage provides the foundation for building an email address query application. (Information Technology)*
- *All UNC students were assigned an email address as they were admitted to UNC. A pass-through system (Webmail) was purchased to provide web access to their email. (Information Technology)*

Enhance the educational experiences of students through the use of discipline specific education technologies, multimedia infused instruction and information access technologies.

- *Provided Sigi Plus, a career planning software program, to be used by all students in the Computers Commons, Harrison and Weibking computer laboratories. (Information Technology)*
- *Designed and implemented a computer assessment on the Career Services home page to assist students in determining their interests and matching those to UNC majors. Computer links are provided for all advising centers, academic majors, and colleges at UNC. (Information Technology)*
- *Provided a 1st Place database which posts students’ resumes on line, refers the resumes to employers and lists available jobs on the job opportunity web site. (Information Technology)*
- *CHE APEX program enrolls approximately 75 students per year in ET 100 courses that focus on the development of composition and research skills through use of computer application techniques. (CHE)*

