

ADMINISTRATIVE MEMORANDUM

Supersedes Administrative Memorandum #392 dated January 29, 1999

SUBJECT Long-Range Planning 2002 – 2007 NUMBER 410

DATE February 1, 2001

I. INTRODUCTION

Long-Range Planning, 2000-2005 was adopted by the Board of Governors in January 2000. This plan updated the 1998-2003 plan that was adopted in January 1998. As we begin the planning process for the next five years, universities are being asked to develop a plan that is responsive to changes in higher education, in the needs and demographics of the State of North Carolina, and in emerging technologies, scientific and social advancements, and human and health needs.

The long-range plan of the University must demonstrate the integration of budget, facilities, enrollment, and academic mission. In so doing, campuses must consider the impact of increased enrollment on their institutions and the potential of distance education to serve the needs of the students of North Carolina.

II. LONG-RANGE PLANNING, 2002-2007

The next edition of the long-range plan will cover five years, 2002-03 through 2006-07. The planning process will emphasize comprehensive planning, the links between enrollment planning, academic program planning and facilities planning, expansion budget requests, capital improvement requests, and the policies adopted by the Board of Governors to guide the future of UNC. The preparation of the planning document will be a collaborative process, involving the constituent institutions, the president and her staff, and the Board of Governors.

Each institution, under the direction of the chancellor and with appropriate consultation with both administrators and faculty, will submit to the president any proposed revisions to its current mission statement, organization, academic program offering, or enrollment plans. The proposed changes should reflect the institution's long-range or strategic plan as well as its facilities plans and should be informed by any special studies undertaken by the Board or the campus

leading up to this process (e.g., MCRs, enrollment planning, tuition policy, student need-based financial aid, facilities studies, salary studies, foreign language study, student and alumni surveys, etc.).

Each institution must append to its long-range planning submission a copy of its current long-range/strategic plan.¹

The president and her staff will also engage in University-wide planning as they identify statewide needs and legislative concerns and review institutional proposals.

A comprehensive planning document, reflecting the recommendations of the president, will be prepared by this office for consideration by the Committee on Educational Planning, Policies and Programs (CEPPP) of the Board of Governors. Over a period of several months, the committee will review these recommendations and discuss issues of significance in higher education as it considers revisions of the strategic directions adopted in *Long-Range Planning, 2000-2005*. After conducting a workshop to inform the Board and other interested stakeholders of the proposed revision, the committee will recommend to the Board the adoption of *Long-Range Planning, 2002-2007*. The president, her staff, and the Board of Governors will collaborate with the other education sectors through such vehicles as the Education Cabinet, the Education Commission (joint meetings of the governing boards of the three public education sectors), the Transfer Advisory Council, and the Biotechnology Consortium during the planning process.

The planning schedule has been designed to facilitate articulation between the University's plan for 2002-2007, its ten-year enrollment plan, its ten-year capital plan, and its expansion budget request for the 2003-05 biennium.

The following outline provides guidance for institutional submissions **due May 1, 2001**.

A. Institutional Mission

Institutional missions were reviewed during 1990-92 and again in 1993. Some institutions have made minor revisions in their mission statements in subsequent editions of the University's long-range plan. Institutions may submit requests for minor changes in language that will improve or clarify their mission statements as they appear in *Long-Range Planning, 2000-2005*.

Institutional missions must reflect the reality of the existing programs and resources and must not be aspirational missions. During the coming months the Committee on Educational Planning, Policies and Programs will be reviewing the history of the use of Carnegie Classifications and, following that review, institutions may be asked again to review the mission statements.

¹ See Appendix A for a discussion of strategic planning.

NOTE: If you are submitting a request for changes in the mission statement, please submit the current statement with the editing that clearly shows the changes requested.

B. Response to 2000-2005 Board of Governors' Strategic Directions

The current *Long-Range Planning, 2000-2005* lists five strategic directions for the University of North Carolina. In this section provide a brief summary of the highlights of your campus's response to each of the strategic directions. Refer to Chapter IV of the document for the specifics related to each strategic direction (northcarolina.edu/aa/planning/reports/longplan/contents.cfm).

1. Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning.
2. Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish.
3. K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools.
4. Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities.
5. Transformation and Change: Use the power of information technology and more effective education, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st Century. *This is an opportunity to highlight the campus's response to the IT strategy approved in 1999.*

C. Academic Program Development

During this past year, the academic planning process has been revised to provide for more timely requests for planning and implementation. The requirements for academic program planning for this document ask only that institutions confirm what has already been submitted and provide institutional plans for future program development consistent with the new process and deadlines.

1. Academic Program Review

In 1995, 1997 and 1999 the Board of Governors conducted a thorough review of all degree programs to identify those of low productivity or low priority or those that were "unnecessarily redundant." *Enclosure #1* outlines that process and requests the campus response.

2. Requests for Authorization to Discontinue a Program

Requests to discontinue degree programs or tracks, whether identified as a result of the biennial academic program review process or through other institutional procedures, should include a schedule for the proposed discontinuations. (Use *Enclosure #2*.)

3. Status Report on Recently Established Programs

Institutions with programs authorized by the Board for establishment during the last four years should provide a status report on the progress being made in implementing each program. *Enclosure #3* shows the inventory of programs that have been established at your institution during the last one–two years or three–four years. Use *Form #3A* or *Form #3B* to report on the status of these programs.

4. New Authorization Dates and Reconfirmation of Previous Planning Authorizations

Institutions are to report on the status of those proposed new degree programs for which planning authorization has been granted under the former process, indicating whether the previous authorization should be withdrawn or reconfirmed. Institutions with planning authorization outstanding for several programs should consider whether some of these requests should be withdrawn, especially if little progress in planning has been made and they intend to seek additional planning authorization under the new process. In accordance with new program development policies (*Administrative Memorandum 406*), planning of baccalaureate, master's, and intermediate programs must be completed within one year, and planning for doctoral and first professional programs must be completed within two years. *Enclosure #4* lists for each campus its current planning inventory and deadlines for submission of requests to implement the program or to withdraw the program from consideration. The new schedule is being applied to all programs authorized previously for planning.

5. Planning New Degree Programs

The new planning process (*Administrative Memorandum 406*) asks that institutions inform the Division of Academic Affairs of the intent to plan new undergraduate or master's programs. Requests to plan new doctoral or first professional programs must be submitted by **September 15 of each year**. **New program plans should be submitted separately from this document.**

For this section of the document, provide a brief narrative that describes the academic planning process and the expectations for program development directions over the next five years. Institutions should take this planning opportunity to describe alternative means of meeting new program needs, such as on-line programs, year around programs, or other distance delivery mechanisms.

D. Enrollment Goals

The University has worked with the campuses to develop a ten-year enrollment plan and enrollment targets. Institutions should review the current expectations for the campus and, after consultation with the Office of the President (Judith Pulley), submit recommended targets for the period 2001-2010. *Enclosure #5* includes the most recent fall headcount projections for this period, as well as institutional enrollment targets adopted by the Board of Governors in the enrollment plan for 1998-2008. The object of this review will be to update this plan for 2001-10, with targets that include both on-campus and off-campus enrollment goals. Proposed enrollment targets should be submitted to Dr. Pulley by **March 2, 2001**.

E. Reports on Institutes and Centers

Details on the reporting process were provided in a separate mailing to the CAOs and to the center directors during January 2001. As specified in Administrative Memorandum #373, centers and institutes (hereafter, "centers") authorized by the Board of Governors must submit reports in conjunction with the periodic updates of the UNC Long-Range Plan. Centers will submit status reports directly to the UNC Division of Academic Affairs on the reporting system located at the "Status Reporting" hyperlink on the UNC centers and Institutes website:

<http://www4.ga.unc.edu/CI> by **March 31, 2001**, following procedures specified on the WWW site.

The Chief Academic Officers or their designees then will have the opportunity to review and approve the reports from their respective institutions before they are released for use by the UNC Office of the President. Centers experiencing chronic problems in productivity and/or funding should be carefully evaluated by the institution and requests for discontinuation can be made as a part of the reporting process. Responsibility for reports relating to interinstitutional centers rests with the center director at the institution serving as the central administrative unit. For each center approved for planning by the Board of Governors, the appropriate CAO must provide a brief statement indicating either: 1) the planning request is withdrawn, or 2) reconfirmation is requested, with the estimated date for submission of the request for authorization to establish.

F. New Faculty Positions

As enrollment increases at UNC institutions, and new faculty positions are distributed based on these overall enrollment increases, it will become increasingly important that there be a match between new positions and areas of growth. *Enclosure #6* indicates the number of new positions awarded to each institution during the previous biennium. Institutions must indicate the disposition of these positions and are invited to present documentation about the overall enrollment pressures and hiring difficulties in growth areas.

G. Institutional Response to the Minority Presence Plan Revisions

At the January 2001 meeting, the Committee on Educational Planning, Policies, and Programs affirmed the need to update the Minority Presence Plan with a new set of institutional activities and responses, and at the February 2001 meeting, the Board of Governors is expected to approve the plan to more fully integrate diversity initiatives into all aspects of institutional planning (*Appendix B*). In this section, the institution should provide information about how it intends to meet the expectations for diversity in response to the Board of Governors' directive. (*Enclosure #7*)

H. Organization Charts

Each institution's organization chart showing its academic organization, as it appears in *Long-Range Plan 2000-2005*, is attached (*Enclosure #8*). Each institution should note any organizational changes (as of May 1, 2001) in red ink on this copy and return the corrected copy with its other long-range planning submissions. **Do not submit a new chart unless it is accompanied by the current chart showing the changes in red ink.** The Board of Governors must approve any proposals for major reorganization of the administrative structure of the institutions (e.g., establishment of new colleges or professional schools).

III. SCHEDULE

Planning documents should be submitted to the Office of the President (Office of the Senior Vice President) by May 1, 2001. Five (5) copies are requested for review. Insert the abbreviated name of the institution at the top of each page and use a loose-leaf binder for easy insertion or removal of pages. Include the current institutional long-range/strategic plan as *Appendix A*.

Discussions will be held with the chancellors or designated institutional representatives to clarify proposals or to obtain additional information.

Following the review and evaluation of institutional materials, a draft plan for the University of North Carolina 2002-2007 will be submitted to the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The Committee is scheduled to make its report and recommendations to the Board of Governors by January 2002. This will enable the Board to link its long-range plan and strategic directions to its instructions and priorities for the expansion budget and capital improvement requests for the 2003-05 biennium.


Molly Corbett Broad

CALENDAR FOR LONG-RANGE PLANNING PROCESS, 2002-2007

- January 23, 2001:* Administrative Council discussion of Long-Range Planning Process
- February 1, 2001:* President Broad sends instructions to institutions for preparations of proposals for revisions to their respective sections of the UNC long-range plan (e.g., mission, academic program development, diversity planning, reports on institutes and centers, organizational changes). This document is due May 1, 2001.
- May 1, 2001:* Institutional long-range planning submission due.
- May 2001:* Preliminary report to CEPPP on successes in achieving strategies associated with current strategic directions (*UNC Long-Range Planning 200-2005*).
- June 2001:* Report to CEPPP on demographic, social, economic, and educational trends that may influence higher education in North Carolina in future years. Recommendations to CEPPP on any revisions in current institutional mission statements or institutional organization.
- August 2001:* Cabinet retreat on strategic directions.
- August 2001:* Administrative Council retreat on strategic directions.
- September 2001:* Report to CEPPP on biennial review of academic degree program productivity and recommendations regarding program discontinuations or mergers.
- CEPPP retreat on strategic directions.
- October 2001:* Recommendations to CEPPP from Office of the President on revisions to strategic directions.
- Report and recommendations to CEPPP on institutes and centers.
- November 2001:* Board of Governors workshop on revisions of UNC long-range plan.
- January 2002:* CEPPP and Board of Governors act on *Long-Range Planning, 2002-2007*.
- January 2002:* *Long-Range Planning, 2002-2007* submitted to the Governor and the Legislature.

THE UNIVERSITY OF NORTH CAROLINA

ACADEMIC DEGREE PROGRAM REVIEW (2001)

The 1993 Session of the North Carolina General Assembly passed legislation to implement a Government Performance Audit Committee's recommendations for a review of all academic degree programs in the University of North Carolina. Chapter 407, Section 1 of Senate Bill 393, 1993 Session Laws (GPAC/UNC Review Plan) mandates the following actions:

Section 1. The Board of Governors of the University of North Carolina shall review all academic degree programs and research and public service activities to identify those programs and activities that are of **low productivity or low priority, or are unnecessarily redundant**. The Board shall develop specific criteria for these reviews, and shall develop a process to review academic degree program productivity biennially. The Board's review shall **emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive**. With regard to those programs that are **not and cannot be made productive**, if any, the Board shall consider **eliminating** those programs in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to assuring reasonable access for students who live off campus.

The act also amended *Section 2, General Statutes 116-11(3)*, which outlines the Board of Governors' responsibilities with respect to academic programs and degrees awarded, by adding the following provision:

The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity.

Reviews of academic programs were conducted in 1995, 1997, and 1999 applying criteria and guidelines developed by the Board of Governors' Committee on Educational Planning, Policies, and Programs. These instructions are for the fourth biennial review.

I. LOW PRODUCTIVITY GUIDELINES AND CRITERIA

- *Bachelor's degree programs*: the number of degrees awarded in the last two years is 19 or fewer - unless upper division enrollment in the most recent year exceeds 25, or degrees awarded in the most recent year exceeds 10.

- *Terminal master's degrees:* the number of degrees awarded in the last two years is 15 or fewer - unless enrollment in the most recent year exceeds 9. Ed.S. and CAS programs: the number of certificates awarded in the last two years is 15 or fewer - unless enrollment in the most recent year exceeds 9.
- *Doctoral degree programs:* the number of degrees awarded in the last two years is 5 or fewer - unless enrollment in the most recent year exceeds 18, or the number of degrees awarded in the most recent year exceeds 2.
- *First professional degree programs (medicine, dentistry, veterinary medicine, pharmacy and law):* The number of degrees awarded in the last two years is 30 or fewer - unless enrollment in the most recent year exceeds 30, or the number of degrees awarded in the most recent year exceeds 15.

All of the programs from your institution that failed to meet these criteria are reported in *Attachment #2*. That detailed report divides these programs into three categories:

1) those that were too new in 1999 to have been included in that review, 2) those that satisfied productivity criteria in 1999, but failed to do so in 2001; and, 3) those that failed to satisfy productivity criteria in 1999 and failed again in 2001. As explained below, some of these programs will be reviewed at the system level and others that are exempted from system-wide review should be monitored or reviewed at the campus level. There may be other academic degree programs not shown in the attachments that you need to review with respect to productivity, institutional priorities or unnecessary duplication. The Chief Academic Officers are urged to do so.

II. UNDERSTANDING THE API DATA

The data in the attached list show upper division majors enrolled in **the program** (not the number of students enrolled in courses) and the number of degrees conferred over the past ten years. Please note that the count of majors is taken as of the institution's fall census date, while the count of degrees conferred covered the year starting on July 1 and ending June 30. Owing to the need for 10 years of data, program productivity measures are reported by API numbers and thus may include "tracks" that have since been classified as programs under the CIP taxonomy. This method of counting majors has two implications. First, it means that programs with more than one track or concentration under the API classification may pass the productivity test used in this review even though individual tracks or (now programs) concentrations under the program do not. Under these circumstances we invite you to recommend discontinuation of any track or concentration that is not productive.

Second, using the API database also means that there is apt to be some confusion at the department level between its own data on majors and those reported in this review. This can occur when the department defines a track or concentration as a major rather than an approved API academic program. In the past, new academic programs were classified into appropriate API codes when the Board of Governors authorized them (they are now classified using the CIP). These difficulties should be reduced once we have several years of data using the CIP taxonomy, which more precisely delineates disciplines and programs. In

any event, please note the data for this review are drawn from institutional Student Data files on enrollees and graduates. This year, the data only includes **on-campus enrollment and not distance learning enrollment.**

III. PROGRAMS SUBJECT TO UNC PROGRAM REVIEW 2001 AND PROGRAMS SUBJECT TO CAMPUS REVIEW IN 2001-2002

The total number of bachelor's, master's, intermediate, first professional and doctoral programs that failed to meet the low productivity criteria totaled 235. In order to conduct meaningful reviews with recommendations to strengthen, consolidate or discontinue programs, it was necessary to divide the review between those programs that will be reviewed at the system level and those that need to be monitored or reviewed at the campus level. To facilitate this process, several categories of programs have been exempted from the 2001 system review.

At the **undergraduate level**, the Academic Affairs division of the Office of the President recognizes the importance of a basic core of academic disciplines that each constituent institution (except the North Carolina School of the Arts) is expected to offer and these are excluded from the 2001 program review. The Academic Core consists of programs in the fine arts, humanities, mathematics, computer sciences, sciences and social sciences. These disciplines represent many areas of necessary program duplication among the constituent institutions at the undergraduate level and they will not be reviewed at the system level. The Chief Academic Officers are urged to give serious consideration to the implications of low enrollments and degrees conferred in these disciplines.

The UNC program review will not include interdisciplinary programs, area studies and special health related programs such as medical technology for which the majority of courses are supplied by other disciplines. Foreign Language programs were reviewed in a discipline specific system review in 1999-2000 and these undergraduate and graduate programs will not be included. Programs that are predominantly electronic may appear in the list of low productivity programs because the enrollment data only counts on-campus students; however, these distance-learning programs are not included for review. Recently established programs that have not been in place long enough to attract a significant enrollment or produce large numbers of graduates will not be subject to this review. Also, programs that failed to meet productivity requirements in 1997, 1999, and 2001 but whose enrollment and/or degree productivity have shown substantial growth over the past three years will not be subject to system-level review. Programs that were identified for additional monitoring in 1999 and that have not significantly increased enrollment will be included in the 2001 program review. **All programs that failed to meet criteria but are exempted from the system review should be reviewed and/or monitored at the campus level in 2001 or 2002.**

Baccalaureate programs subject to system review are those degree programs that have been authorized to enroll students for eight years and that failed to meet the low productivity criteria and guidelines. The 2001 program review will include low producing undergraduate business and education programs that were exempted in 1999.

Master's and intermediate programs eligible for review are terminal master's degree, EdS and CAS programs that have been authorized to enroll students for six or more years. This year, programs in the following categories are exempted from review: programs that failed to meet productivity criteria in 1997 and 1999, but whose enrollment and/or degree productivity have shown substantial growth over the past three years; and, "advanced" master's degrees in education.

At the **first professional level** (medicine, dentistry, veterinary medicine, pharmacy, and law), all programs that have been authorized to enroll students for eight or more years will be reviewed if these programs did not meet productivity requirements.

Doctoral degree programs that have been authorized to enroll students for ten or more years are subject to review. Those that failed to meet productivity criteria in 1997, 1999 and 2001 but whose enrollment and/or degree productivity show substantial growth over the past three years are also exempted, as are the doctoral programs required to maintain the accreditation of the ECU School of Medicine.

IV. THE REVIEW PROCESS 2001

The **Criteria for Program Review and Evaluation** format that will be used for those programs that are subject to system review is included in this enclosure as *Attachment #1*. Campuses will be asked to submit a report documenting the centrality of the program to the university's mission, the quality of the program, faculty resources, facilities, equipment, demand for the program, duplication and critical mass. These reports are due May 1, 2001. Within the next few weeks, each campus will be asked to submit information on course enrollment in these programs for the last three years. All of programs that are to be reviewed at the system level are included in *Attachment #3*.

This review requires campuses to make a recommendation about a given program, i.e., whether it can be strengthened, whether it should be continued, whether it should be merged with another program, or whether it should be discontinued. The Senior Vice President for Academic Affairs, after consultation with the CAOs and Academic Affairs staff, will be responsible for making a recommendation to the President and the Board of Governors Committee on Educational Planning, Policies and Programs. If, for some reason, there is a difference of opinion about the future of a program, the Senior Vice President may require the campus to submit a status report on the program in the next biennial program review, ask that campus to seek external review, or solicit the advice of discipline experts to further advise the campus and the Office of the President.

V. DIRECTIONS FOR PROGRAMS SUBJECT TO REVIEW

The program review reports are due with other long range planning submissions on **May 1, 2001**. Once the list of programs that will be included in the 2001 Program Review has been finalized, we will send course enrollment forms that each department will complete listing courses that have been offered for the fall and spring semesters for three years: 1998-1999, 1999-2000, and 2000-2001. The only information that will be required will be the title of the course and the course number. If programs are included on *Attachment #3* in the 2001

UNC Program Review that should have been excluded, please notify **Dr. Donna J. Benson**, Associate Vice President for Academic Affairs by **February 27**.

VI. TIMETABLE FOR COMPLETION OF THE REVIEW

- Submission of list of courses offered for the last three years for each program subject to review (date will be determined once electronic procedures are in place).
- Submission of institutional review and recommendations concerning the programs reviewed to this office by no later than **May 1, 2001**.
- Presentation of the President's review and recommendations to the Board of Governors' Committee on Educational Planning, Policies, and Programs in **September 2001**.

<i>Enclosures:</i>	<i>Attachment #1:</i>	<i>Criteria for Review and Evaluation of Programs</i>
	<i>Attachment #2:</i>	<i>Report of All Programs that Failed to Meet the Low Productivity Criteria</i>
	<i>Attachment #3:</i>	<i>List of Programs Subject to Review</i>

REQUEST FOR AUTHORIZATION TO DISCONTINUE A DEGREE PROGRAM

DATE: _____

CONSTITUENT INSTITUTION: _____

Instructions: Complete the following information for all programs that are to be discontinued.

CIP#	LEVEL	PROGRAM OR TRACK TITLE	EFFECTIVE DATE	REASON FOR DISCONTINUATION

CHANCELLOR (OR DESIGNEE) _____

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

Institution	API/CIP	Program Title	Level	Date Authorized
ASU	19.0706	Child Development: Birth-Kindergarten	MA	9/10/99
ECU	0992	Construction Management	B	1/9/98
ECU	4974	Medical Biophysics	Ph.D	4/9/98
ECU	4902	Coastal Resources Management	Ph.D	4/9/98
ECU	2103	Recreation and Leisure Services Administration	MS	6/12/98
ECU	51.2206	Occupational Safety	MS	4/9/99
ECU	26.0699	Bioenergetics	PhD	10/8/99
ECU	43.0104	Criminal Justice Studies	MS	10/8/99
ECU	13.1202	Elementary Education	MAEd	11/19/99
ECU	13.1305	English Education	MAEd	11/19/99
ECU	13.1203	Middle Grades Education	MAEd	11/19/99
ECU	13.0501	Instructional Technology Education	MAEd	11/19/99
ECU	13.1316	Science Education	MAEd	11/19/99
ECU	13.1099	Special Education	MAEd	11/19/99
ECSU	13.1202	Elementary Education	MS	5/14/99
FSU	52.0801	Banking and Finance	BS	9/10/99
NCA&T	0906	Chemical Engineering	MS	3/13/98
NCA&T	0908	Civil Engineering	MS	1/8/99
NCA&T	14.0701	Industrial Engineering	PhD	8/13/99
NCSU	13.0405	School Administration	MS	1/8/99
NCSU	04.0401	Design	Ph.D	4/9/99
NCSU	40.702	Marine Science	BS	5/14/99
NCSU	11.0501	Computer Networking	MS	5/14/99
NCSU	2103	Parks, Recreation and Tourism Management	Ph.D	1/8/99
UNCA	4989	Multimedia Arts and Sciences	B	4/9/98
UNC-CH	0601	Communication Studies	Ph.D	3/13/98
UNC-CH	1212	Human Movement Science	Ph.D	6/12/98
UNC-CH	0307	Russian/East European Studies	MA	1/8/99
UNC-CH	3.0102	Environmental Studies	BA	4/9/99
UNC-CH	3.0102	Environmental Sciences	BS	4/9/99
UNCC	0401	Biology	Ph.D	4/9/98
UNCC	0701	Information Technology	Ph.D	4/9/98
UNCC	1305	Child and Family Studies	M.ED	1/8/99
UNCC	43.0202	Engineering Technology (Fire Safety	BS	8/13/99
UNCC	13.1206	Education in Middle Grades & Secondary Education	MAEd	9/10/99
UNCC	05.999	International Studies	BA	9/10/99
UNCC	13.0301	Education in Curriculum & Supervision	MAEd	9/10/99
UNCC	14.3001	Engineering Management	MS	10/8/99
UNCG	0701	Computer Science	MS	3/13/98
UNCG	0491	Biochemistry	BS	9/11/98
UNCG	1288	Interdisciplinary Master's of Science in Nursing & Master's of Business Administration	MS	11/13/98
UNCG	51.1306	Genetic Counseling	MS	6/11/99
UNCG	52.0901	Hospitality Management	BA	9/10/99

UNCG	13.0301	Curriculum and Instruction	M.Ed	11/19/99
UNCG	30.1101	Gerontology	MS	11/19/99
UNCP	40.0801	Applied Physics	BS	9/10/99
UNCP	13.1302	Art Education	MAEd	11/19/99
UNCP	13.1316	Science Education	MAEd	11/19/99
UNCW	1203	Nursing	MS	7/10/98
UNCW	24.0101	Liberal Studies	MA	4/9/99
UNCW	13.0501	Instructional Technology	MS	8/13/99
WSSU	51.2308	Physical Therapy	MS	6/11/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

Institution	API/CIP	Program Title	Level	Date Authorized
ECU	4998	Multidisciplinary Studies	B	9/12/97
ECU	1271	Physician Assisting	B.A.	2/9/96
ECU	4970	International Studies	M.S	6/14/96
ECU	108	Occupational Therapy	M.S	3/15/96
ECU	1220	Communication Sciences and Disorders	Ph.D	2/9/96
NC A&T	0992	Construction Management	B.S.	6/14/96
NC A&T	1900	Physics	M.S.	6/14/96
NCCU	4902	Environmental Science	B.S.	4/12/96
NCCU	0808	Special Ed – Visual Impairment	M.S.	6/13/97
NCCU	1306	Hospitality and Tourism Administration	B	11/14/97
NCSU	2102	Public Administration	Ph.D	2/14/97
UNCC	1914	Geology	B.S.	3/15/96
UNCC	0893	Educational Leadership	Ed.D	2/9/96
UNCC	2104	Gerontology	M.S	1/12/96
UNCC	0502	Accountancy	M.S.	6/14/96
UNCG	2206	Applied Geography	M.S.	6/14/96
UNCP	4972	Pre-elementary education (B-K)	B.S.	5/10/96
UNCP	0601	Mass Communication	B	10/10/97
UNCW	1507	Creative Writing	M.S.	3/15/96
WCU	0502	Accounting	MS	3/15/96
WSSU	0416	Molecular Biology	B.S.	6/13/97
WSSU	1208	Occupational Therapy	BOT	9/12/97

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
ASU	19.0706	Child Development: Birth-Kindergarten	MA	9/10/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
NONE				

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

<u>Institution</u>	<u>API/CIP</u>	<u>Program Title</u>	<u>Level</u>	<u>Date Authorized</u>
ECU	0992	Construction Management	B	1/9/98
ECU	4974	Medical Biophysics	Ph.D	4/9/98
ECU	4902	Coastal Resources Management	Ph.D	4/9/98
ECU	2103	Recreation and Leisure Services Administration	MS	6/12/98
ECU	51.2206	Occupational Safety	MS	4/9/99
ECU	26.0699	Bioenergetics	PhD	10/8/99
ECU	43.0104	Criminal Justice Studies	MS	10/8/99
ECU	13.1202	Elementary Education	MAEd	11/19/99
ECU	13.1305	English Education	MAEd	11/19/99
ECU	13.1203	Middle Grades Education	MAEd	11/19/99
ECU	13.0501	Instructional Technology Education	MAEd	11/19/99
ECU	13.1316	Science Education	MAEd	11/19/99
ECU	13.1099	Special Education	MAEd	11/19/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

<u>Institution</u>	<u>API/CIP</u>	<u>Program Title</u>	<u>Level</u>	<u>Date Authorized</u>
ECU	4998	Multidisciplinary Studies	B	9/12/97
ECU	1271	Physician Assisting	B.A.	2/9/96
ECU	4970	International Studies	M.S	6/14/96
ECU	108	Occupational Therapy	M.S	3/15/96
ECU	1220	Communication Sciences and Disorders	Ph.D	2/9/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
ECSU	13.1202	Elementary Education	MS	5/14/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
NONE				

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
FSU	52.0801	Banking and Finance	BS	9/10/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
NONE				

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
NCA&T	0906	Chemical Engineering	MS	3/13/98
NCA&T	0908	Civil Engineering	MS	1/8/99
NCA&T	14.0701	Industrial Engineering	PhD	8/13/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
NC A&T	0992	Construction Management	B.S.	6/14/96
NC A&T	1900	Physics	M.S.	6/14/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
NCCU	NONE			

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
NCCU	4902	Environmental Science	B.S.	4/12/96
NCCU	0808	Special Ed – Visual Impairment	M.S.	6/13/97
NCCU	1306	Hospitality and Tourism Administration	B	11/14/97

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

Institution	API/CIP	Program Title	Level	Date Authorized
NCSU	13.0405	School Administration	MS	1/8/99
NCSU	04.0401	Design	Ph.D	4/9/99
NCSU	40.702	Marine Science	BS	5/14/99
NCSU	11.0501	Computer Networking	MS	5/14/99
NCSU	2103	Parks, Recreation and Tourism Management	Ph.D	1/8/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

Institution	API/CIP	Program Title	Level	Date Authorized
NCSU	2102	Public Administration	Ph.D	2/14/97

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
UNCA	4989	Multimedia Arts and Sciences	B	4/9/98

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
UNC-A	NONE			

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNC-CH	0601	Communication Studies	Ph.D	3/13/98
UNC-CH	1212	Human Movement Science	Ph.D	6/12/98
UNC-CH	0307	Russian/East European Studies	MA	1/8/99
UNC-CH	3.0102	Environmental Studies	BA	4/9/99
UNC-CH	3.0102	Environmental Sciences	BS	4/9/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNC-CH	NONE			

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

<u>Institution</u>	<u>API/CIP</u>	<u>Program Title</u>	<u>Level</u>	<u>Date</u> <u>Authorized</u>
UNCC	0401	Biology	Ph.D	4/9/98
UNCC	0701	Information Technology	Ph.D	4/9/98
UNCC	1305	Child and Family Studies	M.ED	1/8/99
UNCC	43.0202	Engineering Technology (Fire Safety	BS	8/13/99
UNCC	13.1206	Education in Middle Grades & Secondary Education	MAEd	9/10/99
UNCC	05.999	International Studies	BA	9/10/99
UNCC	13.0301	Education in Curriculum & Supervision	MAEd	9/10/99
UNCC	14.3001	Engineering Management	MS	10/8/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

<u>Institution</u>	<u>API/CIP</u>	<u>Program Title</u>	<u>Level</u>	<u>Date</u> <u>Authorized</u>
UNCC	1914	Geology	B.S.	3/15/96
UNCC	0893	Educational Leadership	Ed.D	2/9/96
UNCC	2104	Gerontology	M.S	1/12/96
UNCC	0502	Accountancy	M.S.	6/14/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNCG	0701	Computer Science	MS	3/13/98
UNCG	0491	Biochemistry	BS	9/11/98
UNCG	1288	Interdisciplinary Master's of Science in Nursing & Master's of Business Administration	MS	11/13/98
UNCG	51.1306	Genetic Counseling	MS	6/11/99
UNCG	52.0901	Hospitality Management	BA	9/10/99
UNCG	13.0301	Curriculum and Instruction	M.Ed	11/19/99
UNCG	30.1101	Gerontology	MS	11/19/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNCG	2206	Applied Geography	M.S.	6/14/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNCP	40.0801	Applied Physics	BS	9/10/99
UNCP	13.1302	Art Education	MAEd	11/19/99
UNCP	13.1316	Science Education	MAEd	11/19/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
Institution	API/CIP	Program Title	Level	Authorized
UNCP	4972	Pre-elementary education (B-K)	B.S.	5/10/96
UNCP	0601	Mass Communication	B	10/10/97

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

Institution	API/CIP	Program Title	Level	Date Authorized
UNCW	1203	Nursing	MS	7/10/98
UNCW	24.0101	Liberal Studies	MA	4/9/99
UNCW	13.0501	Instructional Technology	MS	8/13/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

Institution	API/CIP	Program Title	Level	Date Authorized
UNCW	1507	Creative Writing	M.S.	3/15/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
WCU		NONE		

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
WCU	0502	Accounting	MS	3/15/96

3. Status Report on Recently Established Programs

3A. Inventory Academic Programs Established 1-2 years ago (Authorized January 1998-December 1999) that require a status report (use form 3A).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
WSSU	51.2308	Physical Therapy	MS	6/11/99

3B. Inventory of Academic Programs Established 3-4 years ago (Authorized January 1996-December 1997) that require a status report (use form 3B).

				Date
<u>Institution</u>	API/CIP	Program Title	Level	Authorized
WSSU	0416	Molecular Biology	B.S.	6/13/97
WSSU	1208	Occupational Therapy	B	9/12/97

THE UNIVERSITY OF NORTH CAROLINA

STATUS REPORT ON RECENTLY ESTABLISHED DEGREE PROGRAMS AND TRACKS (1-2 years)

(Authorized: January 1998 - December 1999)

Date: _____

Constituent Institution: _____

Discipline Specialty Title: _____

Discipline Specialty Number: _____ Level: B _____ M _____ I _____ Prof. _____ D _____

Specify Type of Degree (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): _____

Program Tracks (if any): _____

Date Established: _____

If the program has not yet been established, why not?

Headcount Enrollment, as projected in Request for Authorization to Establish, and Actual Headcount Enrollment (upper division program majors, juniors and seniors only, for baccalaureate programs):

1st Year (19__ - __)
Projected/Actual

2nd Year (19__ - __)
Projected/Actual

1st Year (19__ - __)
Projected/Actual

2nd Year (19__ - __)
Projected/Actual

Degrees Conferred to Date: _____

Resources: Describe the resources that have been allocated to this program, the adequacy of these resources, and plans to remedy any deficiencies.

Faculty

Staff

Library

Equipment

Facilities

Curriculum: Has the curriculum been developed as indicated in the request to establish proposal?
Are any modifications planned?

Other Information: Please provide any additional information that describes the progress made in development of this new program.

Chancellor: _____

THE UNIVERSITY OF NORTH CAROLINA

STATUS REPORT ON RECENTLY ESTABLISHED DEGREE PROGRAMS AND TRACKS (3 - 4 YEARS) (Authorized: January 1996 - December 1997)

Date: _____

Constituent Institution: _____

Discipline Specialty Title: _____

Discipline Specialty Number: _____ Level: B_____ M_____ I_____ Prof. _____ D_____

Specify Type of Degree (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): _____

Program Tracks (if any): _____

Date Established: _____

If the program has not yet been established, why not?

Headcount Enrollment, as projected in Request for Authorization to Establish, and Actual Headcount Enrollment (upper division program majors, juniors and seniors only, for baccalaureate programs):

1st Year (19__ - __)
Projected/Actual

2nd Year (19__ - __)
Projected/Actual

3rd Year (19__ - __)
Projected/Actual

4th year (19__ - __)
Projected/Actual

Year (19__ - __)
Projected/Actual

Year (19__ - __)
Projected/Actual

Year (19__ - __)
Projected/Actual

Degrees Conferred to Date: _____

Resources: Describe the resources that have been allocated to this program, the adequacy of these resources, and plans to remedy any deficiencies.

FacultyStaffLibraryEquipmentFacilities

Curriculum: Has the curriculum been developed as indicated in the request to establish proposal?
Are any modifications planned?

Other Information: Please provide any additional information that describes the progress made in development of this new program.

Chancellor: _____

NEW AUTHORIZATION DATES AND RECONFIRMATION OF PREVIOUS PLANNING AUTHORIZATIONS

A. New Authorization Dates and Timetables for Submitting Requests to Establish Academic Programs Previously Authorized for Planning

In accordance with Administrative Memorandum 406, we have established timelines by which you need to submit a *Request to Establish* a new academic program once notice of intent to plan has been submitted for baccalaureate and master's programs and once a doctoral or first professional program has been authorized. Most campuses have programs that were authorized for planning before Administrative Memorandum 406 was approved in November 2000. With this memorandum, we are now placing all programs that were previously authorized for planning on the same schedule as programs that will be requested in the future. All programs authorized for planning for which proposals have not been submitted are now authorized as of **January 31, 2001**. The timetable that you must adhere to is as follows:

- 1) Submitting Requests to Establish New Baccalaureate, Master's and C.A.S. Programs: Institutions will have **one year** to complete planning and submit a request to establish the proposed program. If planning is not completed within the year, a campus may, under special circumstances, request a one-year extension. If the institution fails to submit a request to establish within the allotted time, it must wait three years before resubmitting notification of intent to plan that program.
- 2) Submitting Requests to Establish New Doctoral and First Professional Degree Programs: Institutions will have **two years** to complete planning and submit a request to establish a proposed program. If a request to establish is not completed within this period, a campus may, under special circumstances, request a one-year extension. If the institution fails to complete submit a request to establish within the allotted time, it must wait three years before requesting authorization to plan a doctoral or first professional program. *Attachment #4B* is a list of programs that have been previously authorized to plan with the new 1/31/01 authorization date shown. Please review this list to make certain that it is consistent with your records.

B. Reconfirmation or Withdrawal of Planning Authorization

Institutions are to report on the status of those proposed new degree programs for which planning authorization has been granted under the former process, indicating whether the previous authorization should be **withdrawn or reconfirmed**. Institutions with planning authorization outstanding for several programs should consider whether some of these requests should be withdrawn, especially if little progress in planning has been made and they intend to seek additional planning authorization under the new process. If you intend to withdraw or to seek reconfirmation, *Attachment #4A* must be completed for each program.

RECONFIRMATION OF PREVIOUS PLANNING AUTHORIZATION

(Send five copies to the Senior Vice President for Academic Affairs)

Date: _____

Constituent Institution: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ C.A.S. _____

Exact Title of the Proposed Program _____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ph.D.): _____

Does the proposed program constitute a substantive change as defined by SACS? Yes__ No__

a) Is it at a more advanced level than those previously authorized? Yes__ No__

b) Is the proposed program in a new discipline division? Yes__ No__

Planning authorization should be reconfirmed or extended: Yes__

If yes, expected date for submission of a request to establish:

Or, do you request that planning authorization be withdrawn? If requesting withdrawal, please explain:

Chancellor: _____

ENROLLMENT GOALS (2001-10)

An institution's enrollment goals should flow from its strategic plan and reflect its academic program plan (as referenced in Section II.C.4 of the long-range planning Administrative Memorandum). They should also be coordinated with the campus long-range master (facilities) plan.

The purpose of this exercise is to review each institution's progress in meeting enrollment targets set by the Board of Governors in April 1999 and, in view of actual enrollments and enrollment increase requests for 2001-03, to revise and extend enrollment targets for the period 2001-10. The aim of this exercise is twofold: 1) to ensure that each campus has an enrollment plan that is consistent with its mission and direction, that maximizes its facilities utilization, and that effectively serves its constituency; and 2) to ensure that, collectively, the enrollment plans of the constituent institutions of the University of North Carolina provide for this decade's anticipated enrollment growth, especially with respect to the rising number of high school graduates that will be seeking admission as first-year freshmen or as transfer students from the state's community colleges. Achievement of this second aim requires that each campus combine its institutional perspective with a university-wide perspective and that the Office of the President carefully coordinate the enrollment planning process to see that statewide needs are met.

Attachment 1 (UNC Ten-Year Enrollment Growth Plan [1999-2008]) contains the general enrollment targets adopted by the Board of Governors for each campus in April 1999. It set targets for 2003 and 2008. It is included so that each institution can determine the extent to which it is on track to meet its targets. Institutions that have fallen behind may wish to adjust their targets downward, whereas institutions that have exceeded their targets may wish (if they have, or anticipate having, adequate space) to raise their targets.

Attachment 2 is a worksheet, individualized for each campus, entitled *Headcount Enrollment Projections and Targets, 2000-2010*. For an electronic copy, please contact Margaret Torbert at mct@northcarolina.edu.

Column A displays your on-campus fall headcount enrollment as projected by the OP projection model (actual for fall 2000).

Column B provides headcount targets suggested by the OP (Judith Pulley) for 2003-10. In setting these targets she was guided by (1) the ten-year targets established in 1999, (2) your actual enrollments in fall 1999 and fall 2000, (3) your enrollment increase requests for 2001-03; (4) revised enrollment projections, and (5) statewide needs, as reflected in the projections.

Column C provides, for 2001 and 2002, your fall headcount enrollment as reflected in your enrollment increase requests for the next biennium. For 2003-10, you are requested to propose enrollment targets, taking into account the revised OP projections, OP suggested targets, your strategic plan, program plan, and anticipated capital construction.

Column D will contain OP recommendations to the Board of Governors, following consultation with each campus.

Column E provides the same type of information as *Column A*, but for off-campus (distance education) instruction (both funded and unfunded degree-credit instruction). However, these projections have considerably less credibility than do those for on-campus instruction for the following reasons: (1) we have only 2-3 years of reliable data; (2) data for the previous 4-5 years are not only less reliable, but also reflect a period when off-campus instruction received no state funds and hence was stagnant; (3) we have relatively little experience in how much demand for distance education (especially online instruction) will grow (and what impact it will have on on-campus enrollment); and (4) the actual pattern of growth in on-campus instruction will depend both on a campus's specific distance education strategy and any systemwide strategy that may be adopted.

Column F provides suggestions from the OP. In general, the proposed rate of growth at both the undergraduate and graduate level reflects the rate of growth shown in the projections, but builds on estimated headcount for 2001-03.

Column G should represent the institution's proposed enrollment growth and should reflect a specific distance education strategy. Since our off-campus enrollment increase request is expressed in SCHs, the headcount enrollment provided in *column G* is an estimate that applies your requested percent increase at undergraduate and graduate levels to your fall 2000 actual headcount enrollment as reported in *Column E*.

Column H will provide the OP recommendations.

The remaining columns total on-campus and off-campus enrollment for each year.

Please return your spreadsheet, with columns C, G, and K completed, by Friday, March 2 (or earlier). E-mail them to mct@northcarolina.edu and jpulley@northcarolina.edu or send them by fax (919-843-7002). Indicate the name, e-mail address, and phone number of the person on your campus who should be contacted to discuss your proposed enrollment targets.

On-campus Enrollment

As you prepare your on-campus enrollment growth proposals, please place highest priority on meeting the *undergraduate targets* suggested for your campus. If each campus accepts the undergraduate enrollment suggested by the OP for each year, we would just barely meet the projected demand for undergraduate places in 2003-06, and still would not meet demand in 2007-10. In fact by 2010, even if every campus agreed to the suggested undergraduate targets, we would still be 1,736 below our projected undergraduate enrollment. On the other hand, suggested *graduate targets*, even though possibly less than many institutions aspire to, exceed projections in every year and by 2010 provide for 3,043 more graduate students than our model projects. As they plan their graduate enrollments, campuses should keep in mind that this year (in what may portend a trend) on-campus enrollment of new master's degree students dropped by 19 percent, whereas off-campus enrollment of new master's students increased by 36 percent.

Off-campus Enrollment

Your off-campus enrollment growth proposals should reflect a distance education strategy that defines those programs that respond to demands that your campus is positioned to meet, either with on-site programs or through online programs. It is important that each campus have a realistic understanding of potential competition (both from in-state and from out-of-state entities) as it prepares its plan.

Enclosure #6

New Faculty Positions, 1999-2001

[illegible]

INSTITUTIONAL RESPONSE TO THE MINORITY PRESENCE PLAN REVISIONS

As a part of the long-range planning process, each campus is being asked to provide information related to the Board of Governors' revisions of the Minority Presence Plan. Recognizing that to fully respond to this initiative will require campus-wide planning, we are asking only for your preliminary plans in this area. What follows are questions to guide your thinking through this process. The questions are designed to be responsive to "Increasing Access to and Diversity Within the University of North Carolina: A Program for Continuing Achievement" (Appendix B). There are many ways for campuses to assess their own programs and successes; and some campuses have a great deal of information to report. This section of the long-range planning request asks for a narrative of no more than two pages outlining the campus response to this issue and to begin the process called for in the report that "each campus develop a strategic plan and an enrollment plan that include the following:

- a goal of reaching a "critical mass" of "minority" students on each campus;
- a goal of reaching racial and ethnic parity in retention and graduation rates;
- development of meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21st century."

These questions are intended to stimulate your thinking, and campuses are not expected to respond to each question. This is the first step in beginning a dialogue about how your campus will integrate diversity planning into the overall strategic planning process.

Administrative Commitment

1. Is diversity a campus priority?
2. Do affirmative action policies ensure that diverse candidates are included in the process?
3. Do you have programs to build cultural sensitivity among administrators, faculty, and staff?
4. Are financial aid policies sufficient to ensure that all students are equally eligible for merit-based scholarships?
5. Does your administration and faculty reflect the diversity of the national pools from which they are hired?
6. In what ways does the evaluation process for administrators include measuring the success in establishing and maintaining a supportive climate for students, faculty, and staff?

Faculty Recruitment and Support

1. Does the campus have incentives to hire highly sought-after candidates?
2. What support is provided to new employees from underrepresented populations to find housing and to "fit in" to the community?
3. What are you doing to expand the pool of potential faculty from underrepresented populations?

4. What faculty development programs exist on campus?
5. What mechanisms are used to ensure widespread advertising of positions for faculty and staff to attract a diverse pool of candidates?

Strategic Planning and Assessment

1. In what ways does the campus planning process integrate diversity planning into all facets of the strategies and outcomes?
2. How does the campus assess accountability for students learning?
3. How is resource allocation tied to strategic planning and assessment?

Admissions

1. Do you have holistic admissions criteria?
2. How does the campus communicate admissions criteria to students and parents?
3. What relationships have you established with public schools and community colleges?

Financial Aid

1. How does financial aid information reach students and their families?
2. What technical assistance is provided for first generation college students?
3. How do financial aid policies governing merit-based and financial need scholarships ensure support for a diverse student body?

Transition Programs

1. How does the campus help first generation students make the transition?
2. How do you work with community college students in the transfer process?
3. How do you monitor the effectiveness of articulation policies and entrance requirements?

School Outreach Programs

1. How is the campus working with parents, public schools, and community colleges to broaden the diversity of the student body?
2. What outreach programs exist to reach communities and families?
3. How have you communicated the new MCRs in your campus publications?
4. How has your campus integrated Pathways into your outreach program?
5. How is technology being used to reach students and families?

Climate for Students

1. In what ways does the campus orientation program address diversity?
2. How does the campus address diversity issues for returning students, faculty, and administrators?
3. What is the role of residence halls in furthering the campus diversity initiatives?
4. What programs, clubs, spaces provide opportunities for students from underrepresented groups to gather?
5. What campus programs reflect international, multilingual, and multicultural heritages of students?
6. What departments offer courses or majors in diverse cultures?

7. How are all students introduced to possibilities for graduate or professional education?
8. How are satisfaction surveys or other studies used to monitor the campus's success in improving the climate for all students?

Learning Assistance

1. What academic support assistance is provided to students?
2. What assistance is provided in study skills, note taking, test preparation?
3. What role do faculty play in providing academic assistance?

Commitment to Student Success

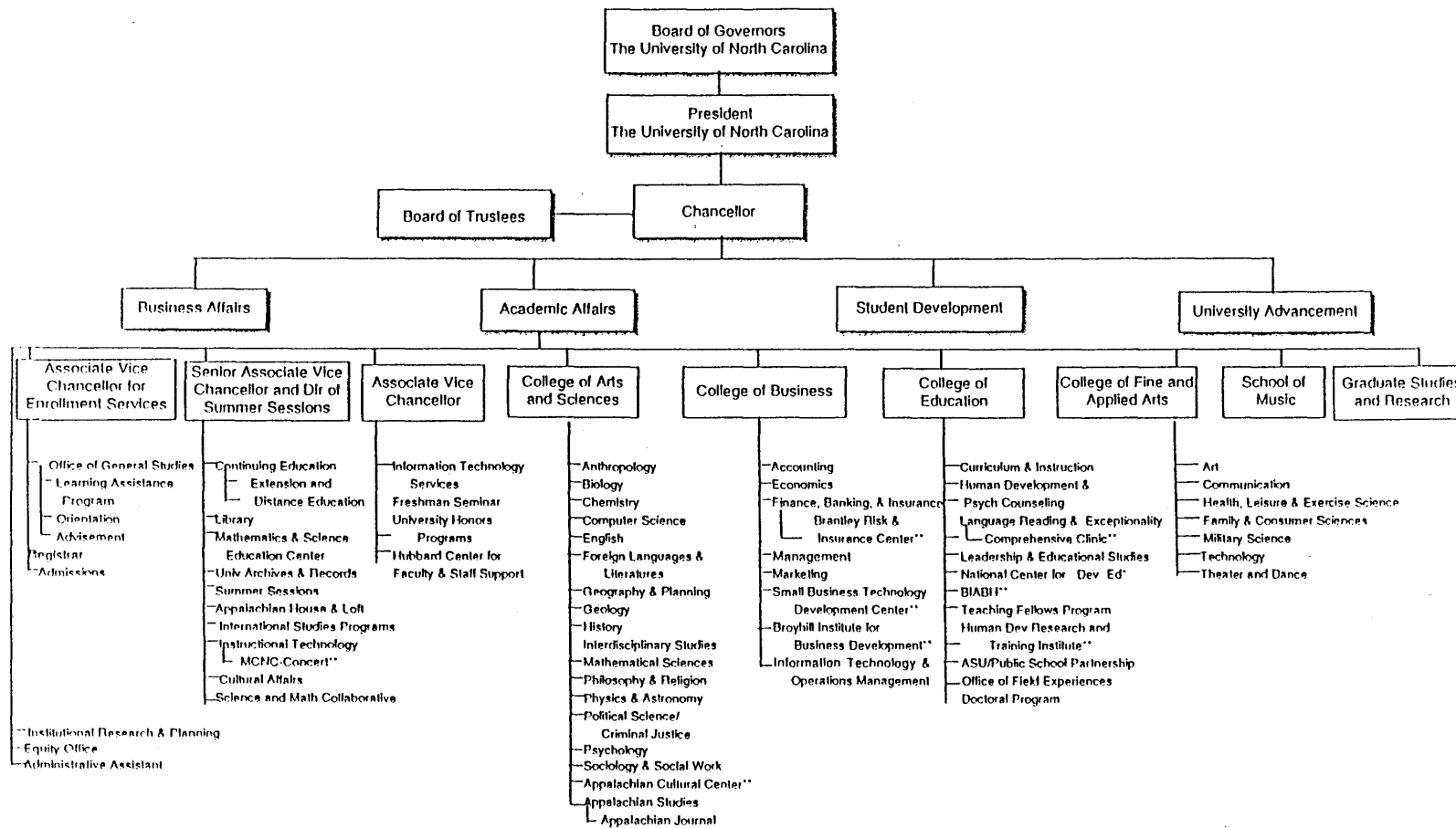
1. How do you identify students in danger of failing?
2. How is advising used to retain students?
3. What support is provided on campus for students to be successful?

Teaching Improvement

1. What assistance is provided to faculty to improve their effectiveness with diverse student populations?
2. How does the reward system encourage faculty to spend time with students outside of regular classes?
3. When was the curriculum last reviewed to ensure that it reflects diversity in the offerings and/or the general education requirements?
4. How are teaching evaluations used for faculty review?

Organizational
Appalachian State Univ. , 1999

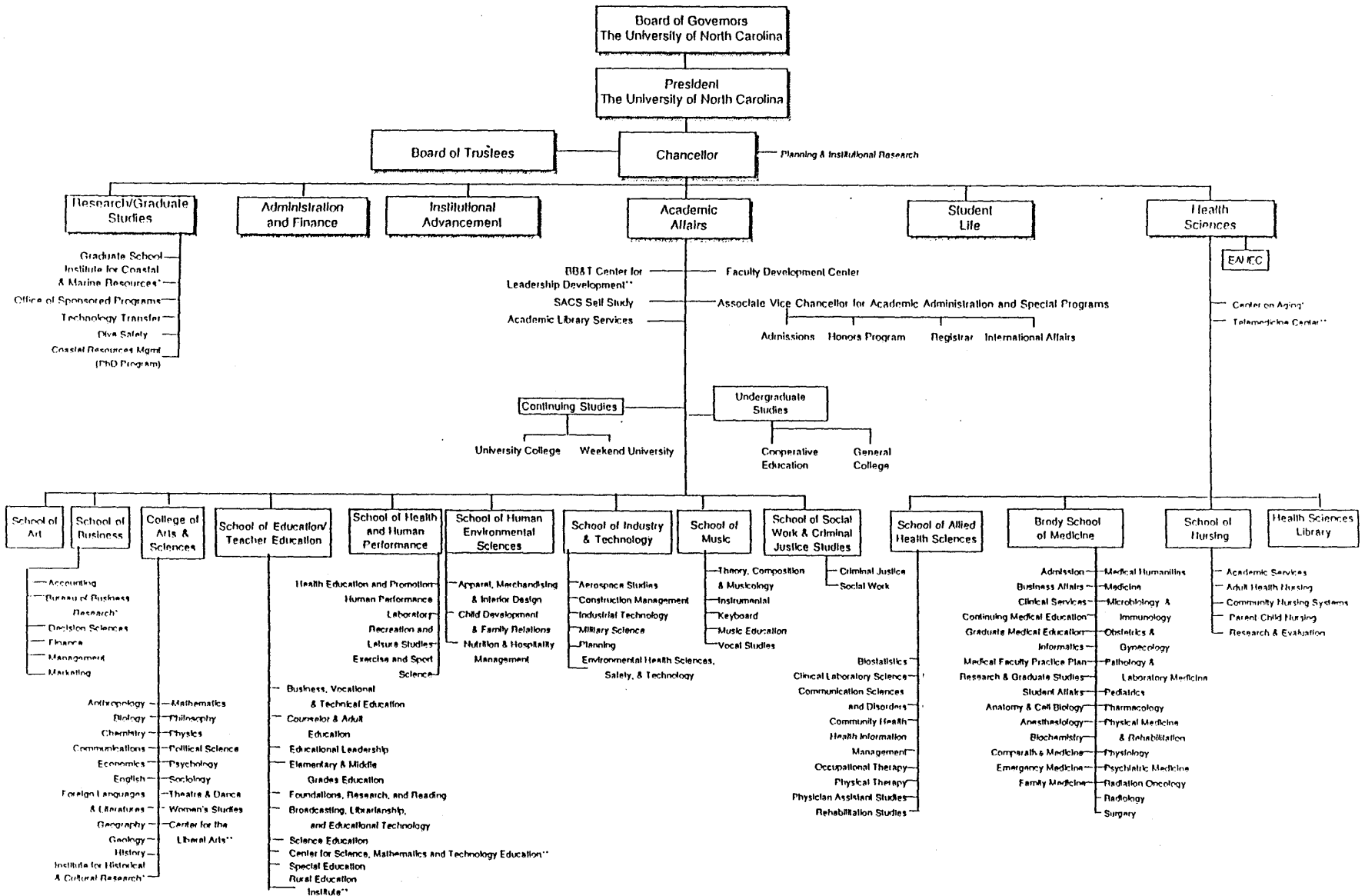
ENCLOSURE #8



*Research Unit
**Public Service Unit

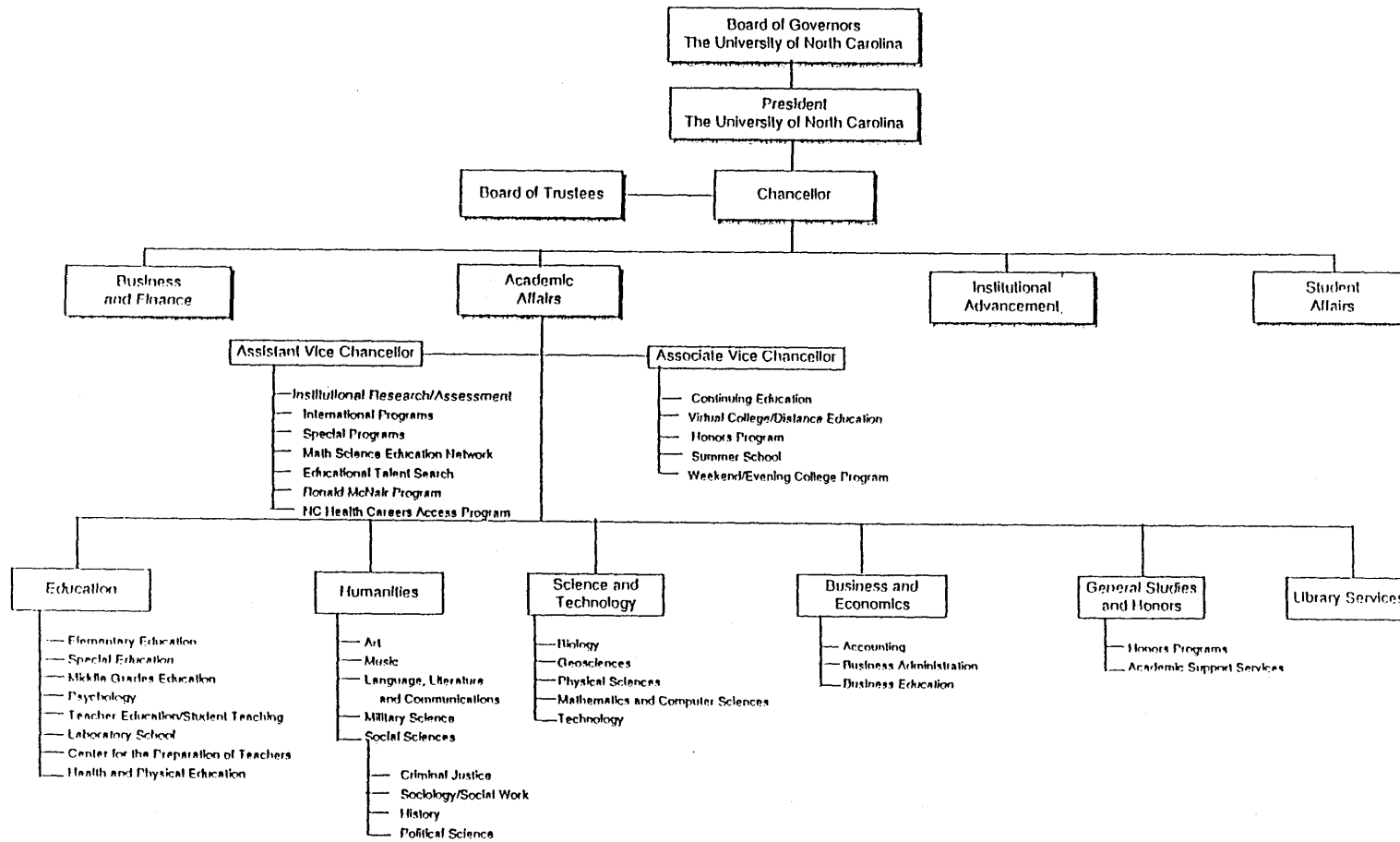
Organizational Chart of
East Carolina University, 1999

E #8



*Research Unit
**Public Service Unit

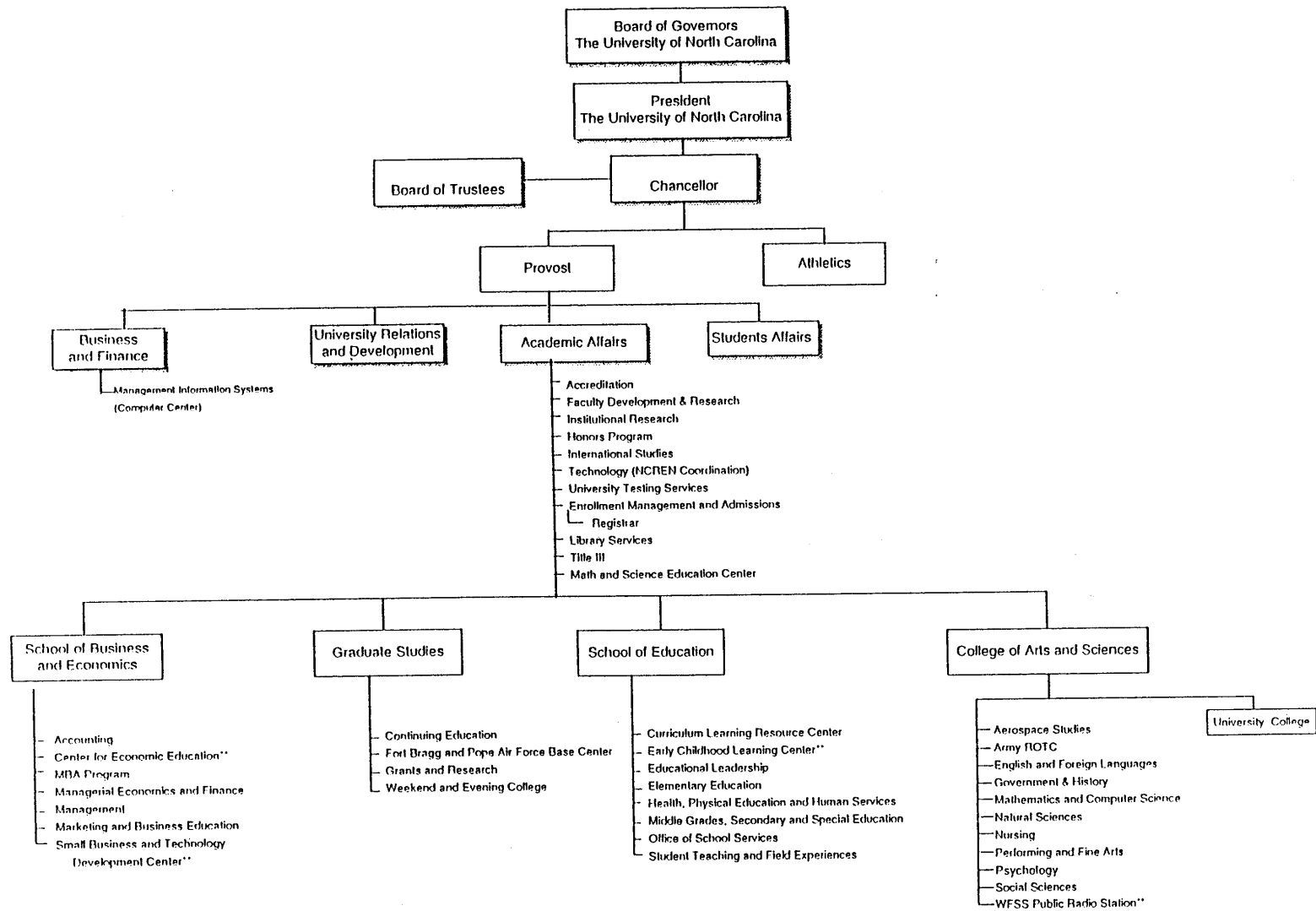
Organization Chart of
Elizabeth City State University, 1999



Organizational Chart of
Fayetteville State University, 1999

ENG

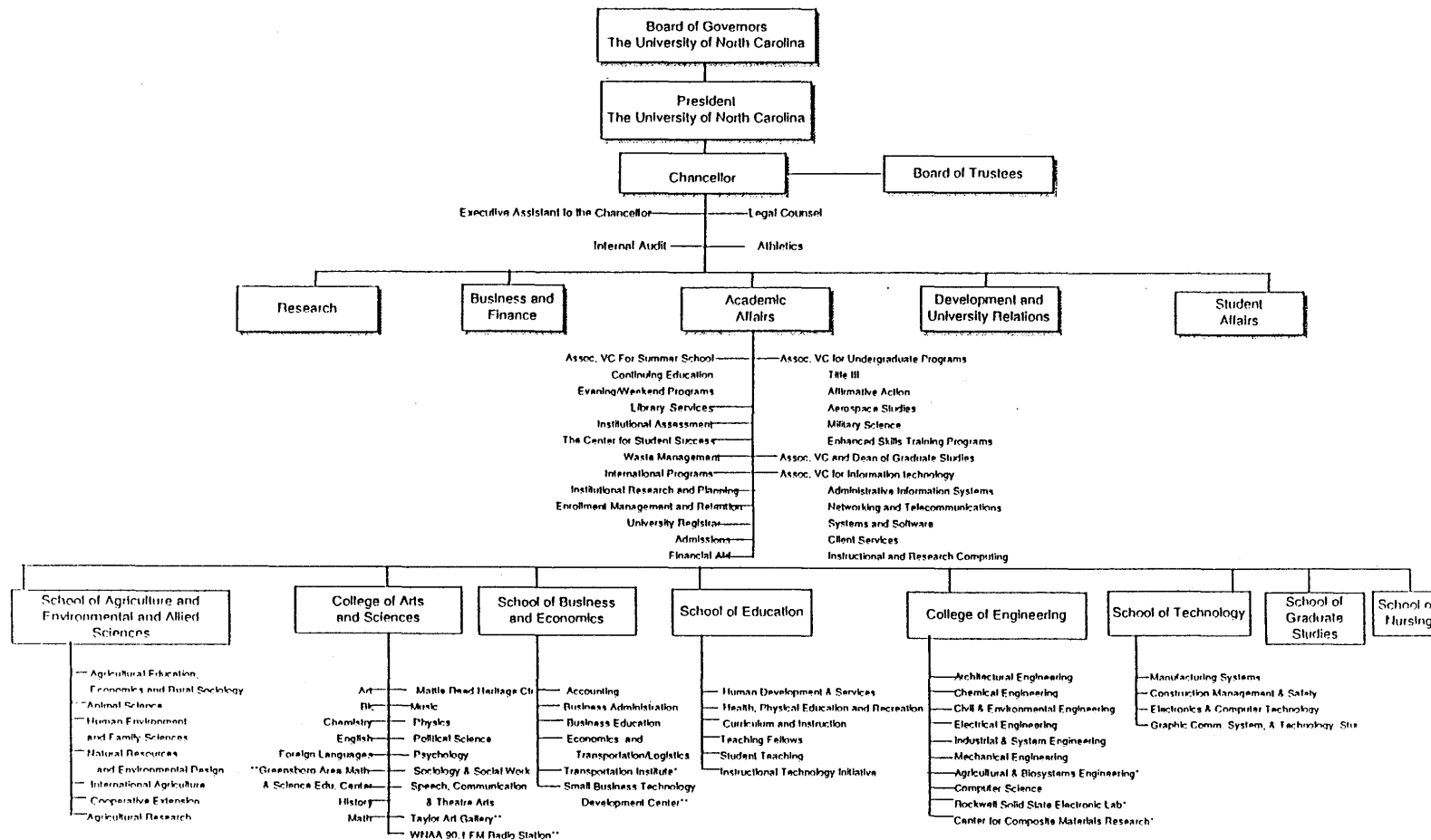
#8



**Public Service Unit

Organization
North Carolina Agricultural and Technical State University, 1999

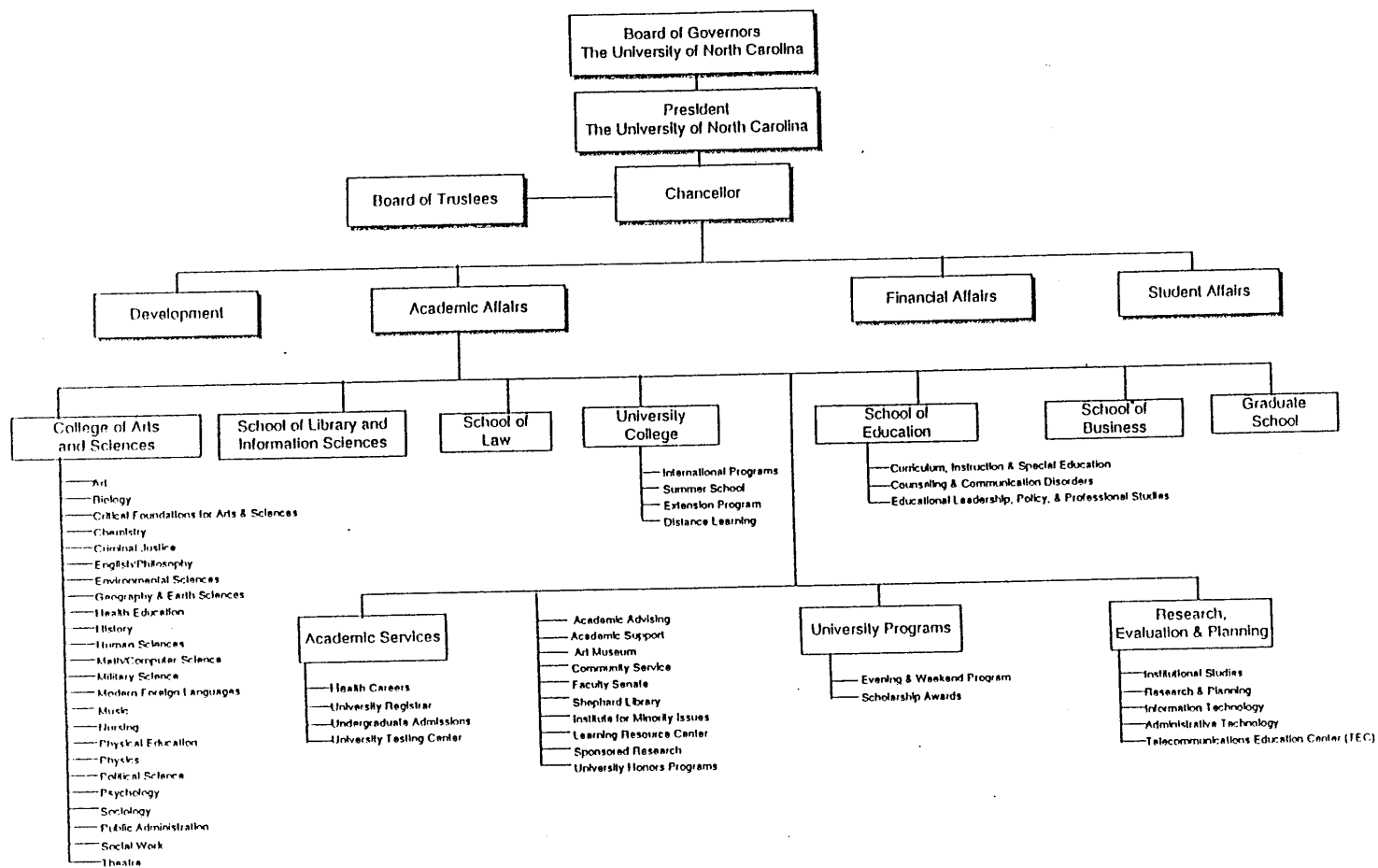
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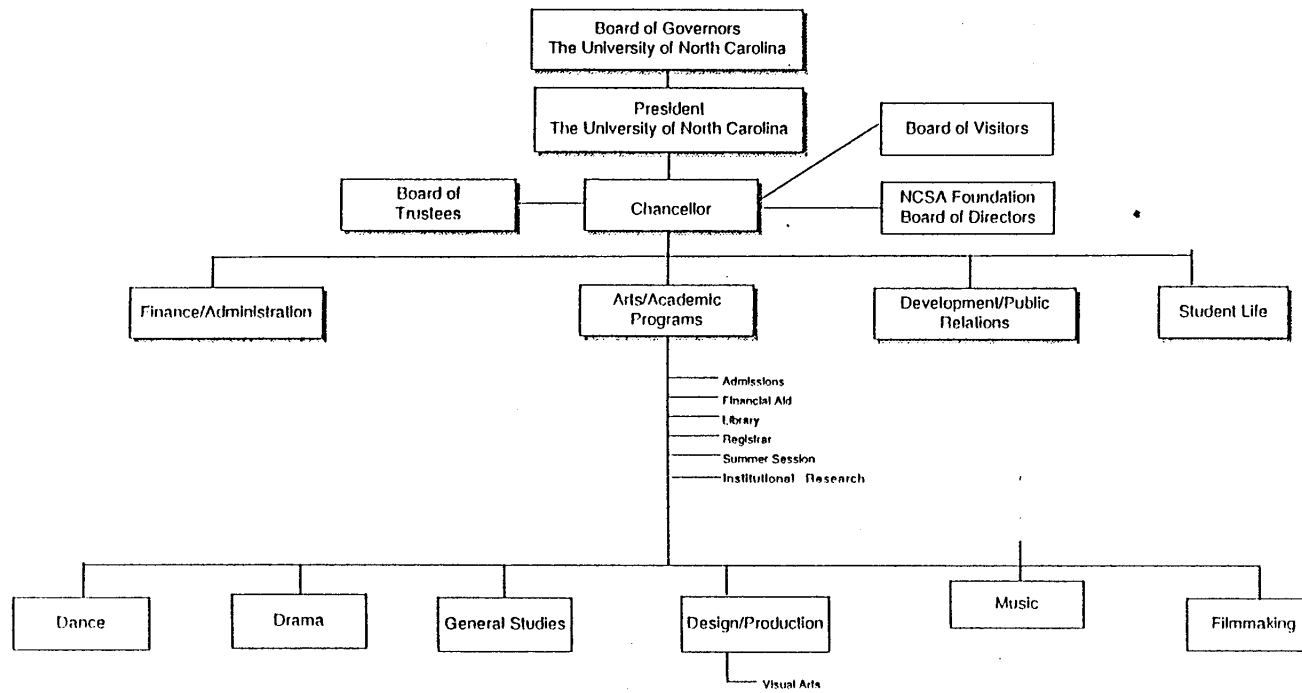
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Organization of
North Carolina School of the Arts, 1999

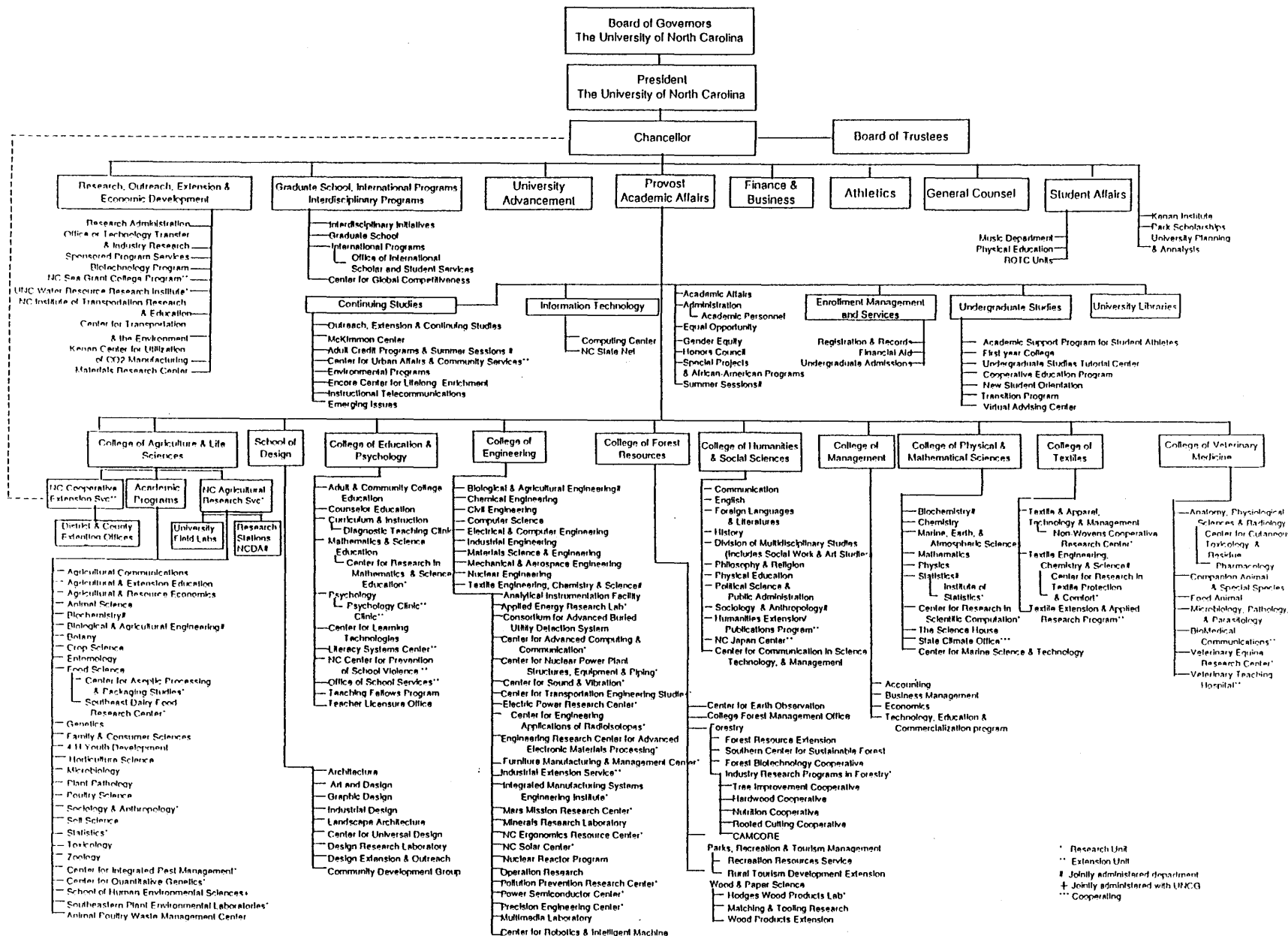
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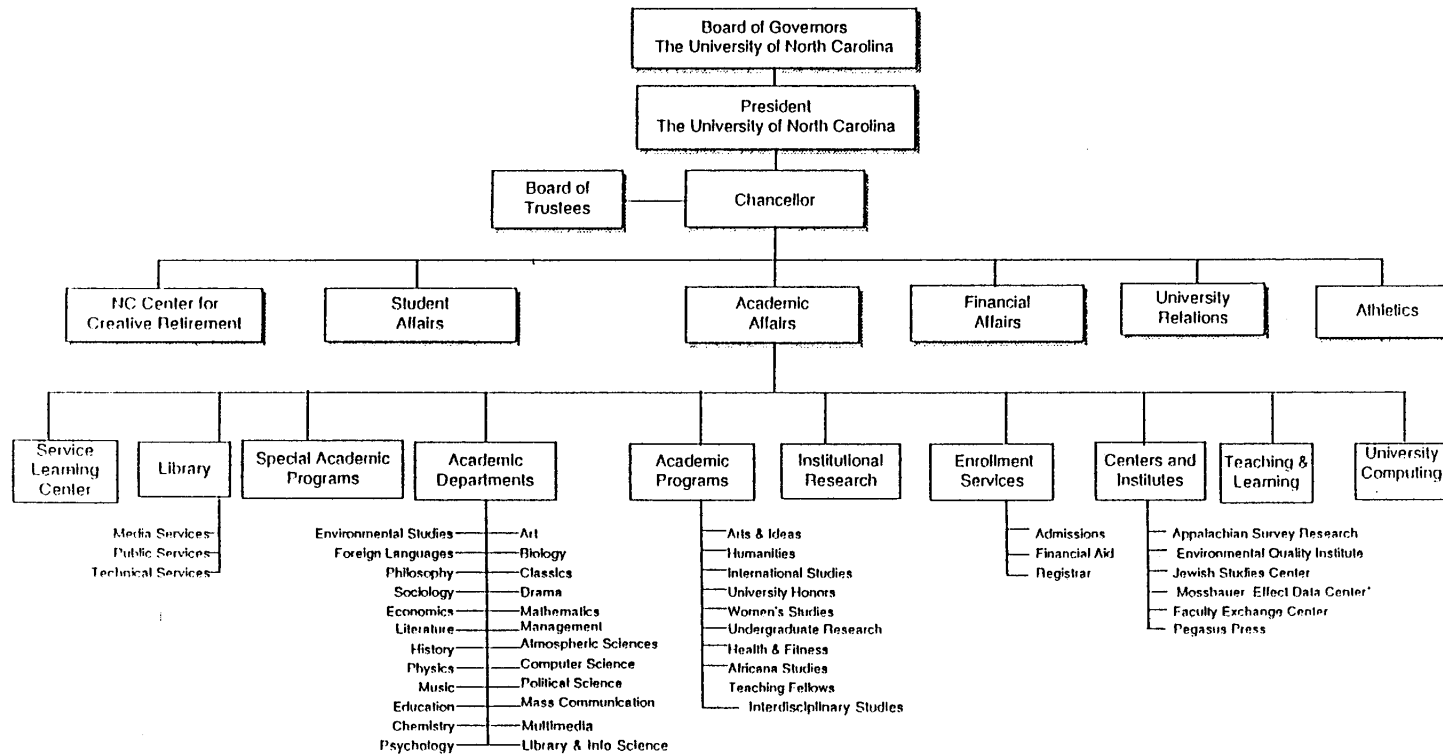
Organization Chart of
North Carolina State University, 1999

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Organization of
The University of North Carolina at Asheville, 1999

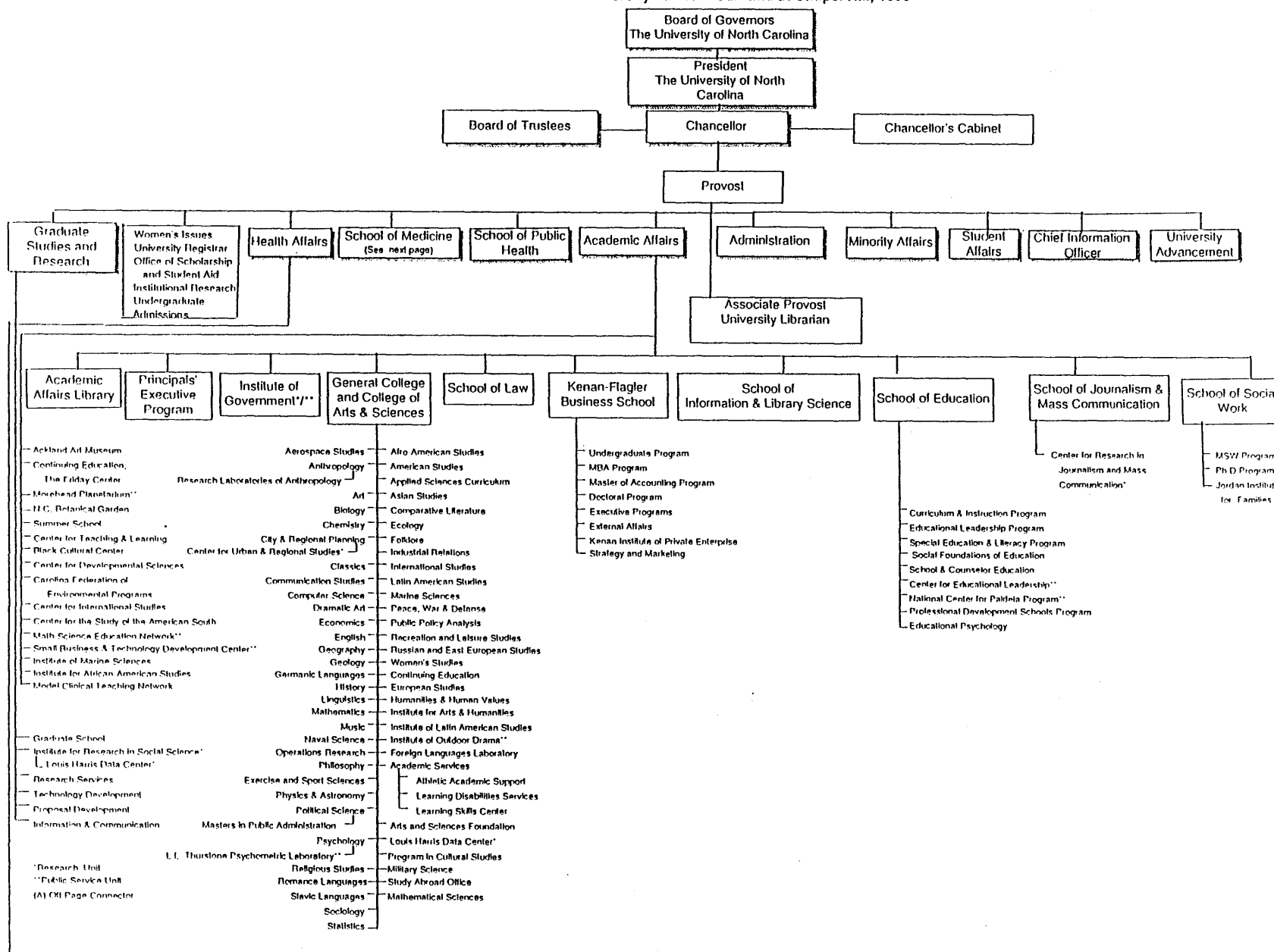
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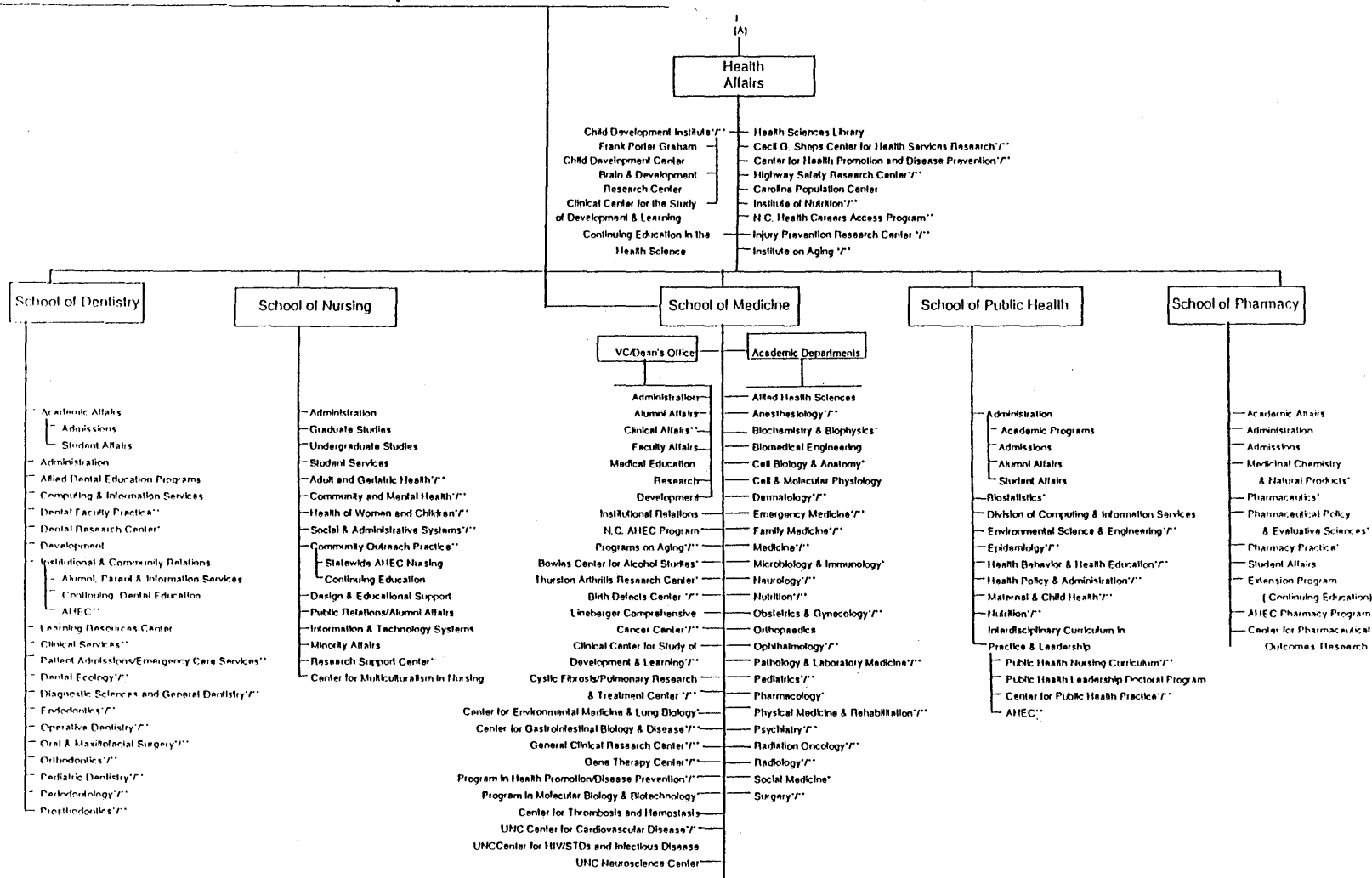


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Organization Chart of
The University of North Carolina at Chapel Hill, 1999

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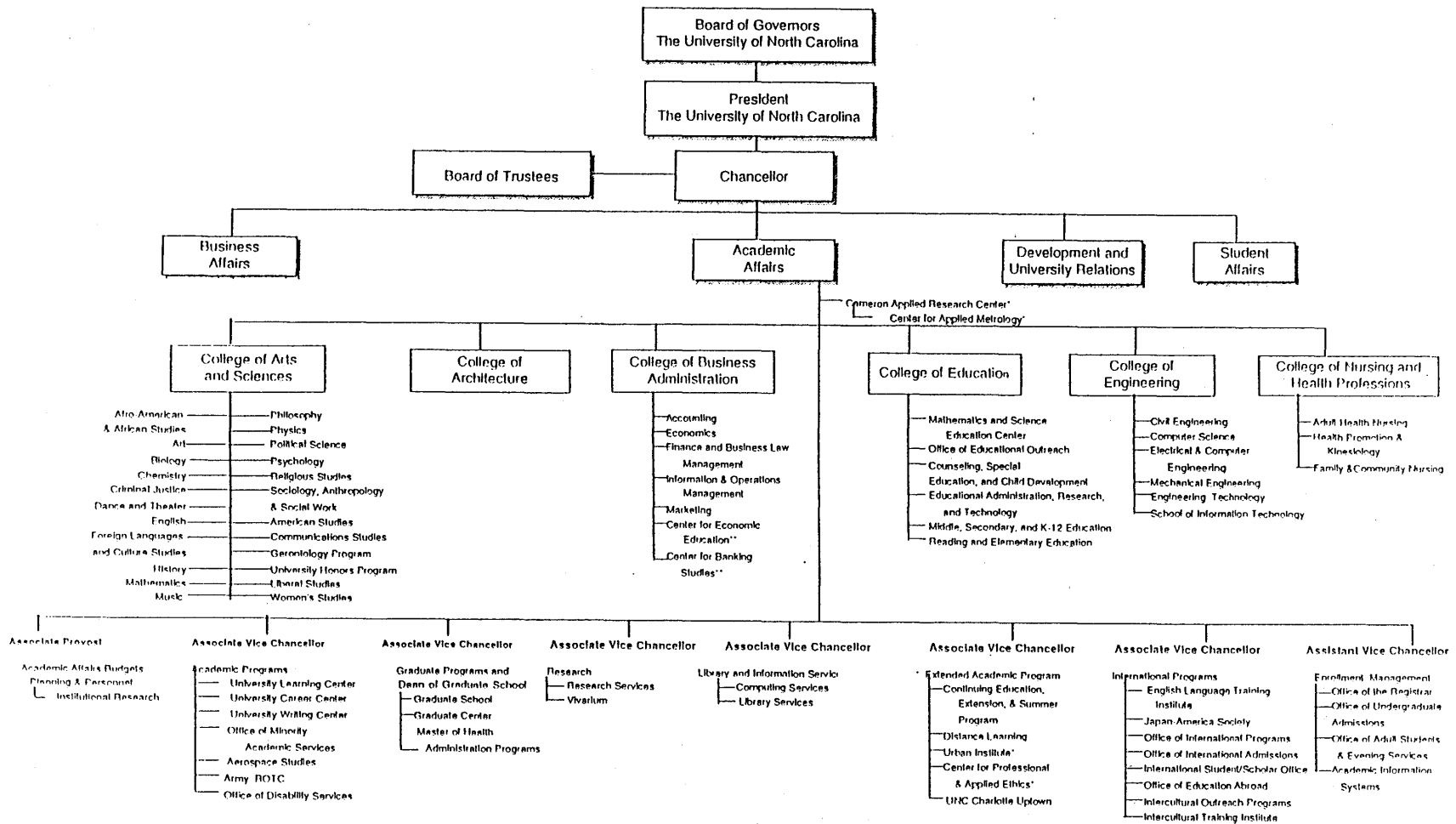




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Organization Chart of
The University of North Carolina at Charlotte, 1999

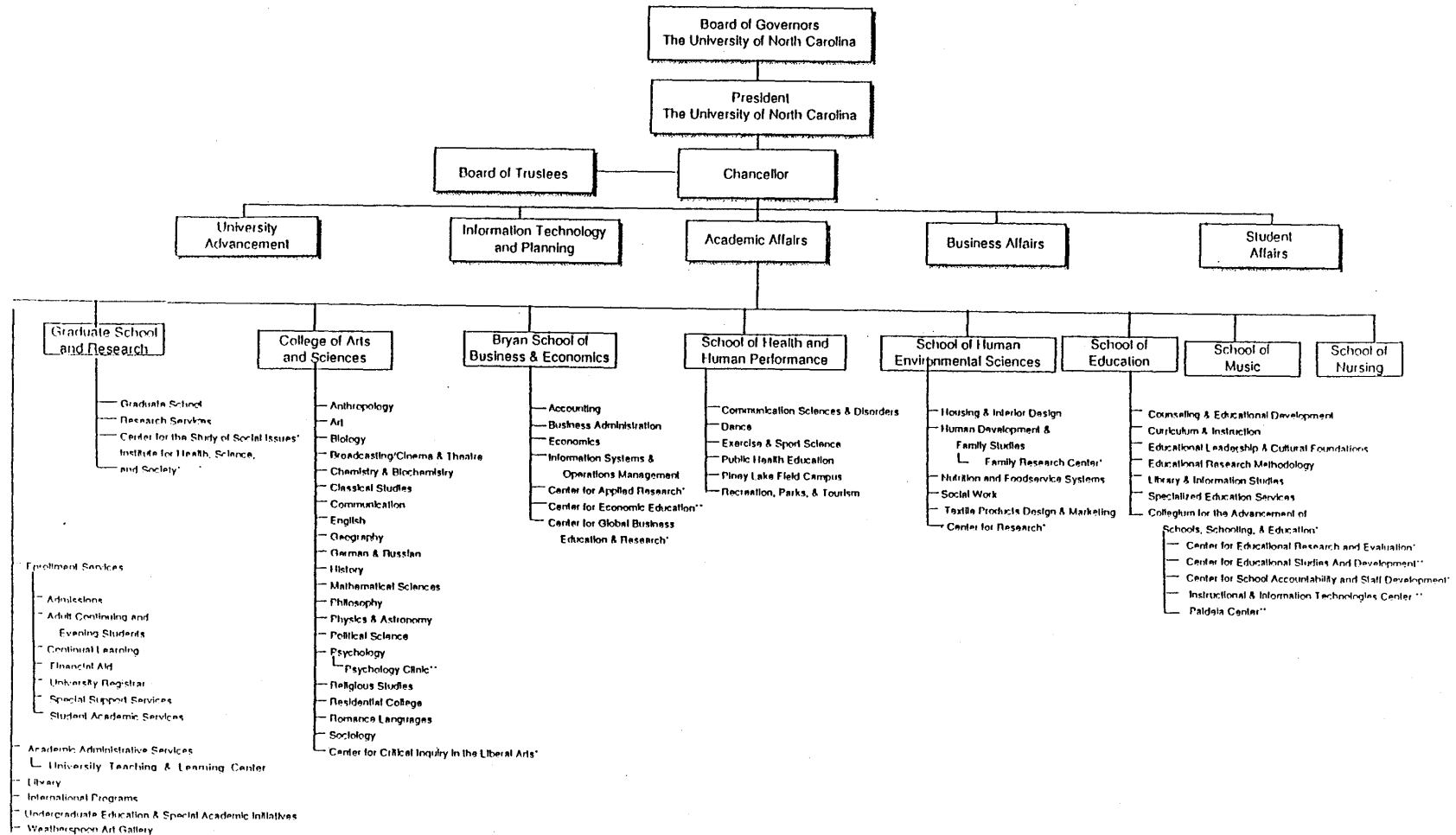
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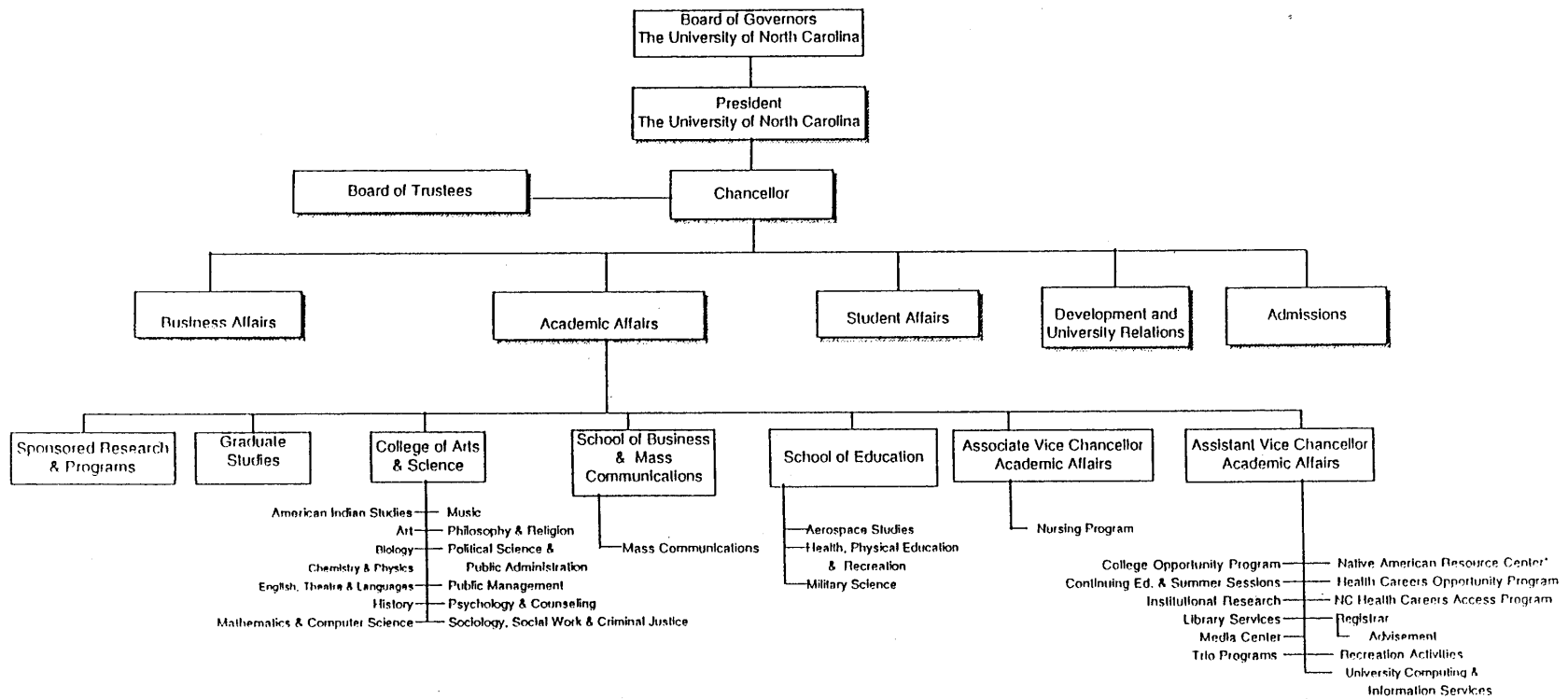
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Organization Chart of The University of North Carolina at Greensboro, 1999

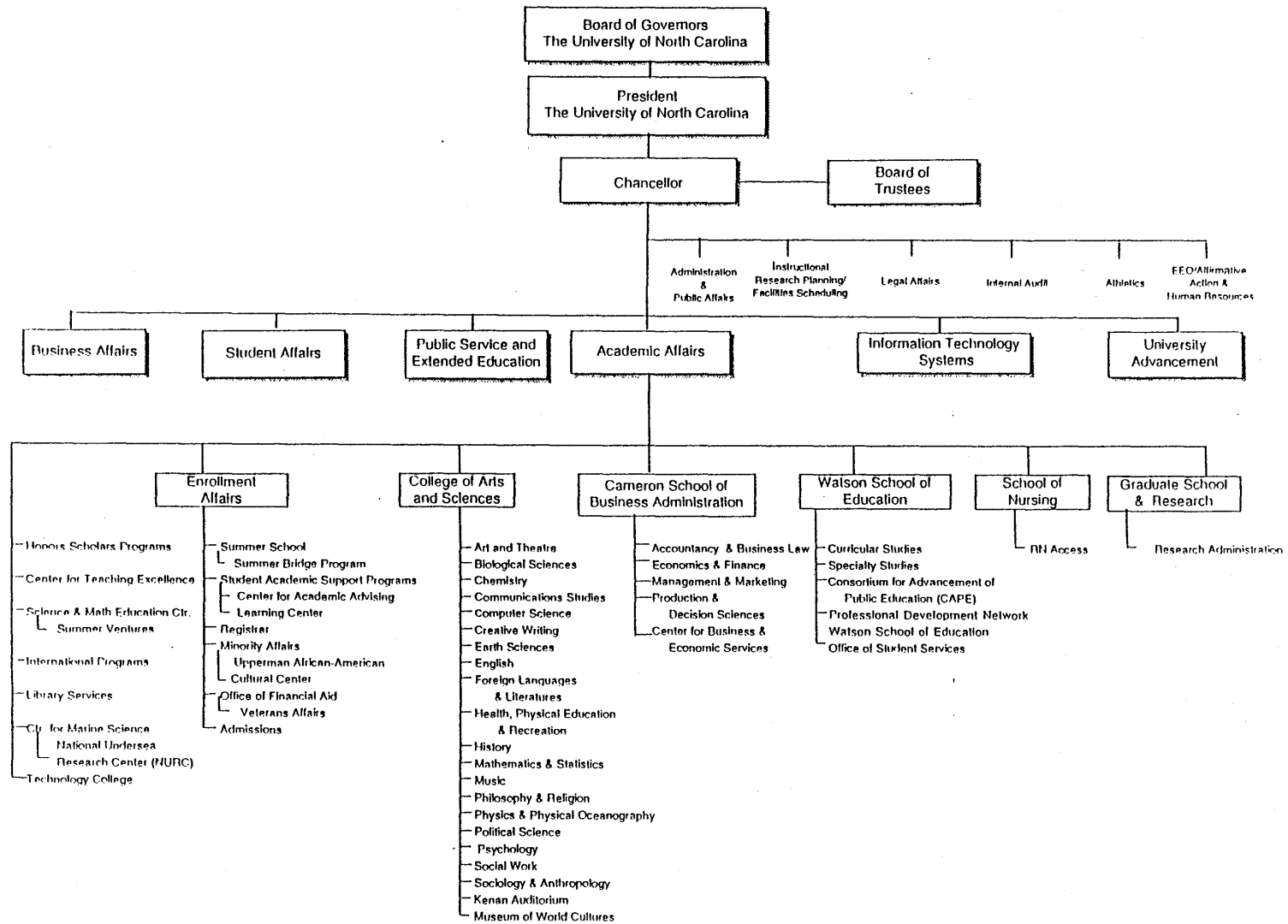


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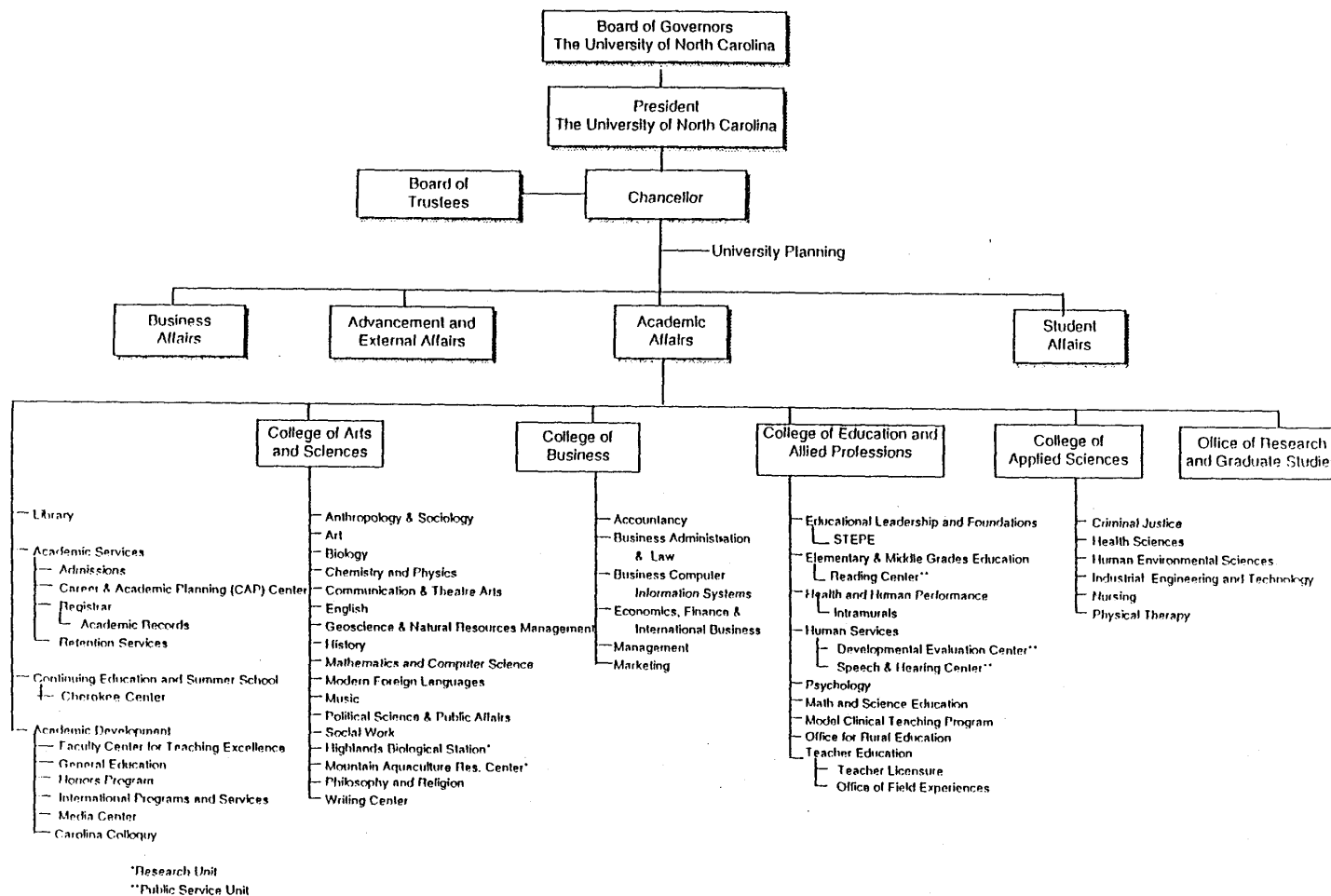
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**Education Department Chair also serves as Director of Teacher Education



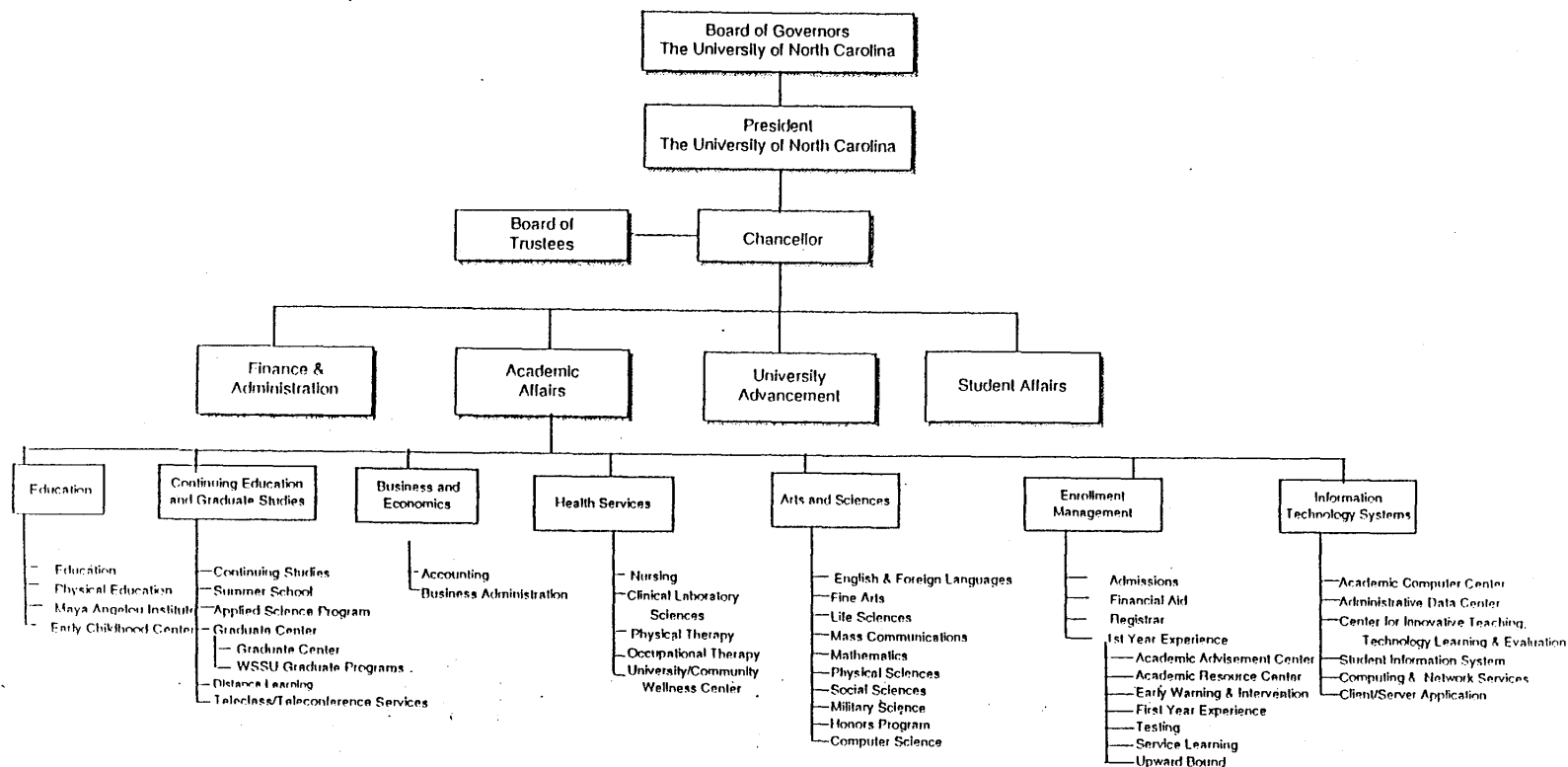
Organizational Chart of
Western Carolina University, 1999

URE #8



Organization of
Winston-Salem State University, 1999

FIGURE #8



UNIVERSITY OF NORTH CAROLINA

STRATEGIC PLANNING

Each biennium UNC is required to provide an update of the system-wide long-range plan. This document must reflect the planning process that goes on at each of the constituent campuses, retrospectively assessing the progress made and prospectively determining the future for public higher education in North Carolina. Such a process is complicated and must interweave the aspirations of sixteen diverse institutions, each with a unique history and mission. In the end, however, UNC must demonstrate its responsiveness to the citizens of the State and to their needs for higher education to ensure that North Carolinians are prepared to lead in the generations to come.

During the past biennium, UNC was guided by five strategic directions approved by the Board of Governors: Access, Intellectual Capital Formation, K-16 Education, Creation and Transfer of Knowledge, and Transformation and Change. Each of these directions encompassed specific initiatives designed to effect change and respond to the mandate for higher education in the State.

Each of the sixteen UNC campuses is at a different stage in the internal planning process, making assessment of the overall planning and integration of the individual plans into a cohesive whole a difficult task. For the purposes of the biennial submission in preparation for the development of *Long-Range Planning 2002-2007*, the following guidelines may provide some assistance and will most certainly assist the Board of Governors and the Office of the President in the preparation of the next planning document.

1. *Process*

How was campus planning coordinated with the Board of Governors' strategic directions? Who was involved in the process—faculty, staff, students, trustees, alumni, others? How does the current institutional plan relate to the campus history and to previous plans?

2. *Environmental Scan*

What are the factors that influence planning on your campus? What is the context for planning? How does sociological, technological, educational, political, economic, historical, and demographic information relate to your five-year plan?

Examples might include: occupational and professional needs in the State or region; student dependence on financial aid at your institution; national and State research trends and need; enrollment projections, etc.

3. *Accomplishments*

What successes have you achieved related to the institutional plans and the Board of Governors strategic directions? How do these successes undergird future planning?

Examples might include: enrollment growth exceeding projections; research productivity in targeted areas; production of teachers, nurses, doctors, etc. to meet State needs.

4. *Mission Statement*

Your mission statement should remain unchanged from year to year except for minor revisions to respond to a changing environment. How does your mission statement relate to the overall UNC mission?

5. *Goals*

Goals are statements of purpose or a statement that gives direction for accomplishing the mission. Goals are not measurable and do not change from year to year. Goals give direction at the overall campus level as well as at the unit level.

Examples: to prepare students for graduate or professional study; to be competitive with the best teacher preparation programs in the country; to increase the number of students engaged in undergraduate research activities.

6. *Objectives*

Objectives are statements of the measurable and desired ends the institution will achieve to accomplish the mission. Objectives are aspirations, not projections. They may change from year to year as some are achieved. Generally, objectives take the form of infinitives: "to [+verb}. . . ."

Examples: to increase extramural funding in genomics; to expand the number of graduate programs in international studies; to increase the number of white students on campus.

7. *Strategies*

A strategy is the broadly stated means of deploying resources to achieve objectives. Strategies begin with an action verb ("Expand course offering in . . . by eliminating the minor in" or "Increase the number of African American students on campus by targeting scholarship funds to high-achieving students in rural areas.")). Strategies change from year to year as the actions are completed. Strategies also require funding, so it is critical to determine if you will have new

revenues or, if not, how you will reallocate funds. What funds exist from grants, endowments, or internal reallocation?

Examples: Upgrade laboratory equipment by using endowment funds; Hire a consultant with ICR funds to conduct feasibility studies for new research initiatives.

8. *Outcome measures*

Outcome measures are specific and measurable means of determining if goals and objectives are being accomplished. They may be quantity measures (how many majors in a given area?) or productivity measures (reductions in cost). Each outcome measure includes the base or current status of the measure against which progress will be measured. These measures should include the activity, the form of measurement, the specified level of performance, and a time line. These measures should tie in to the accountability measures of the university.

Examples: Low productivity programs will be phased out over the next two years; Extramural funding will increase to \$4M within two years; The number of Distinguished Professors will double during the capital campaign; The number of lower division courses taught by full-time faculty will double within five years.

9. *Resource Requirements*

Only after the other categories have been described can the resource requirements be determined. Resource requirements should be planned on a multi-year basis. Given the funding formula for enrollment in the State of North Carolina, funding growth is primarily linked to enrollment. For that reason, requests for additional funding must be tied to the institutional mission, goals, and objectives.

A comprehensive planning process includes the entire campus, with each unit participating in the individual planning as well as the overall planning. Many of our campuses take on such planning only in preparation for accreditation reviews, but ongoing planning is critical to overall success, and, in fact, makes preparation for accreditation reviews much easier!

Date: December 21, 2000

To: Committee on Educational Planning, Policies and Programs

From: Gretchen M. Bataille

RE: Revisions in Minority Presence Plan

Historically the Minority Presence Plan of the University of North Carolina addressed racial patterns in enrollment within the University of North Carolina system by focusing on “presence,” the objective numbers of African American students at historically white institutions and white students at historically black institutions. Its strategies were successful, and the University of North Carolina can point to these successes with pride. But our work is not done. The achievement gap between students of color and white students in North Carolina continues to exist. The means of addressing this gap must again change with the times. It is not enough to announce that doors are open to all students. Our institutions must be creative in recruiting students for whom higher education may be viewed as impossible, must provide financial support to these students and their families when it is needed, must ensure an environment and resources to increase retention rates, and, ultimately, must change the graduation rates to reflect an educated citizenry of North Carolina that mirrors the State’s diversity.

A group of chancellors and Office of the President staff have been meeting monthly to explore the ways in which the University of North Carolina can move forward to build on the past as we invest in the future. The draft document enclosed addresses this new vision. Although it proposes changes in programs and emphases, more importantly it asks that each campus ensure that it welcomes all students and provides an environment that is nurturing and dedicated to the success of its students.

Campuses will be asked to examine a number of issues that could include the following:

- Review the campus strategic plan and enrollment and retention plans to ensure that they include specific strategies and outcomes measures to assure diversity in all areas.
- Examine admissions criteria adopted by other states as part of an effort to review and, where appropriate, redefine UNC institutions' admissions criteria to reflect a more holistic evaluation of applicants for admission.
- Establish partnerships with public schools and community colleges to ensure that students meet the MCRs and have appropriate advising prior to entering our institutions.
- Extend outreach programs to all communities and to students and their families.
- Continue to seek ways to provide financial assistance to those students for whom such support is needed.
- Examine all the "contacts" with students to establish lines of communication from the first contact to actual enrollment and then to graduation.
- Review the role of faculty and staff in the recruitment and retention process.
- Consider curriculum changes that will reflect the diversity of a global society.
- Review the criteria for evaluation of administrators to ensure that success in establishing and maintaining a supportive climate for students, faculty, and staff is included as a measure of evaluation.
- Exchange information about strategies that expand the diversity of the student body.
- Work closely with Pathways and Gear-Up.

The Office of the President will facilitate change through a series of programs that build upon existing efforts. This office will continue to support legislation to expand financial aid for students, will assist institutions with efforts to consolidate financial aid programs on campuses, and will use a statewide base to forge partnerships with public schools and community colleges that support campus efforts. Additionally, the Office of the President will make available to campuses information about models being used in Florida, Texas, California, and elsewhere to strengthen enrollment diversity.

This draft document being sent to you is for discussion at the January Committee Meeting. We have discussed it with the chancellors and have requested comments from the chancellors, chief academic officers and chief student affairs officers. The January discussion may lead to a committee recommendation to the Board of Governors or suggestions for further consideration. I look forward to our discussion.

11/30/00

**INCREASING ACCESS TO AND DIVERSITY WITHIN
THE UNIVERSITY OF NORTH CAROLINA:
A PROGRAM FOR CONTINUING ACHIEVEMENT**

INTRODUCTION

With expiration of the most recent version of "The University of North Carolina Program for Further Increases in Minority Presence Enrollment," the Board of Governors is presented with an opportunity to evaluate past achievements and to consider continuation or revision of initiatives designed to eliminate disparities in patterns of University attendance by members of racial groups and to increase the racial diversity of enrollments at all University campuses.

A. HISTORY OF UNIVERSITY EFFORTS

The consideration of recent historical perspective will assist the development of effective programs that continue to address the companion challenges of racial inclusiveness and racial diversity.

For nearly a decade, between 1972 and 1981, the State of North Carolina was engaged in a controversy with the federal government (initially, the United States Department of Health, Education and Welfare, and later its successor agency, the Department of Education) concerning the nature and extent of the state's obligations to address any vestiges of the former *de jure* racially segregated public system of higher education, under which ten institutions had been reserved for attendance by white students and five had been established to serve black students. In 1972, based on persistent racial enrollment patterns at, respectively, the state's historically white and historically black institutions, and on evidence of disparities in resources and capacities between the two groups of institutions, HEW asserted that public higher education in North Carolina remained, *de facto*, a "racially dual system," in violation of the "equal protection" requirements of the Fourteenth Amendment to the United States Constitution and the anti-discrimination provisions of Title VI of the Civil Rights Act of 1964.

Beginning in 1972, North Carolina responded to the HEW contentions by adopting and implementing a succession of "State Plans For The Further Elimination of Racial Duality." The last such plan, adopted in 1978, summarized the University's remedial objectives as follows:

1. *To increase the proportion of black citizens availing themselves of higher educational opportunities in the public system of higher education;*
2. *To encourage further racial integration of the student populations of the public institutions of higher education; and*
3. *To insure that the quality of educational opportunities available to both black and white citizens are equally high.*

The third objective focused on "Strengthening the Role of the Traditionally Black Institutions," primarily through augmentation of resources and enrichment of academic program offerings.

Full and lasting agreement was not reached by the University and the federal compliance agencies concerning the adequacy of any one of the series of "State Plans," as measured by guidelines and criteria promulgated at various times by the Department of Health, Education and Welfare and, later, by the Department of Education. Eventually the federal government initiated an enforcement proceeding, under the provisions of Title VI of the Civil Rights Act of 1964, for the purpose of demonstrating in an administrative hearing that the University was not in compliance with its obligations under Title VI, and with the intended consequence that federal financial assistance to the University would be terminated.

The administrative hearing process was discontinued in 1981, when the parties to the dispute were able to achieve mutual agreement on terms for resolving the matter. The agreement was embodied in a Consent Decree issued by the United States District Court for the Eastern District of North Carolina. The introduction to the substantive provisions of the Consent Decree included the following:

This Decree is based upon a recognition by the University and the Government that each is committed to providing black North Carolinians an equal opportunity for higher education, that further litigation would be counter-productive, and that the University has engaged in extensive voluntary affirmative action.

The Court has determined that the entry of this Decree is consistent with the objectives of the fourteenth amendment and Title VI and that the University's compliance with this Decree, in light of the facts and circumstances of this case, shall be deemed compliance with the fourteenth amendment and Title VI for the duration of this Decree.

The Decree embodied two basic objectives toward which the University was obligated to continue to work. The first commitment was summarized as follows:

Commitments to Increase Minority Presence Enrollments and Employment

To increase the awareness of black citizens of higher educational opportunities within the University for which they are eligible and from which they would benefit.

To portray clearly the policies and practices of the University that prohibit racial discrimination and that encourage racial diversity within the constituent institutions.

To inform increased numbers of prospective black applicants of educational opportunities available at predominantly white institutions and of prospective white applicants of educational opportunities available at predominantly black institutions.

To promote increased minority presence enrollments at the constituent institutions of the University.

The commitment included a broad array of efforts designed to induce students to make choices of institutional homes that would contribute to the further racial integration of all institutions, both historically white and historically black.

The second commitment was phrased in the following terms:

Commitments for the Further Development of the Predominantly Black Institutions

The commitment included ensuring equitable state financial support for current operations at the historically black institutions, achieving parity among comparable historically white and historically black institutions in faculty salaries, library holdings, and facilities, promoting upgraded faculty credentials, improving administrative capacities, and introducing for the historically black institutions an array of new and more diverse program capacities, consistent with their respective assigned institutional missions.

The substantive obligations embodied in the Consent Decree expired on December 31, 1986, with the court retaining jurisdiction for an additional two-year period, through December 31, 1988, "to monitor continued compliance . . . with Title VI and the fourteenth amendment." However, the Board of Governors immediately initiated a series of voluntary, unilateral extensions of elements of the Consent Decree.

The first such Board resolution, adopted on November 14, 1986, extended for a two-year period, through December 31, 1988, the provisions of the Consent Decree that dealt with (1) commitments to increase minority presence enrollment and employment and (2) commitments for the further development of the predominantly black institutions, except as such commitments already had been met or otherwise restated.

The second extension, adopted by the Board on November 11, 1988, was for a five-year period, 1989 through 1994, and was entitled "Program for Further Increases in Minority Presence Enrollment." Unlike its predecessor, this continuation of voluntary University effort focused exclusively on "increased enrollment of black students in [the University's] constituent institutions and in furthering the racial integration of the student bodies of those institutions." As preface, the Board noted exceptional progress in both areas of endeavor. Gains in black student attendance at all University campuses outstripped accomplishments for comparable periods of time in both the nation as a whole and within the states collectively comprising membership in the Southern Regional

Education Board (SREB). Further, in North Carolina the percentage of black students enrolled at historically white campuses was higher than for the SREB states combined. The program adopted by the Board expressed a determination to “insure continuing progress” through detailed activities that perpetuated or that were based on elements of the expired Consent Decree.

On January 13, 1995, the commitment by the Board of Governors was extended yet again, for the period 1995-2000. That most recent iteration of the “Program for Further Increases in Minority Presence Enrollment” was prefaced with the following statement:

The University of North Carolina has made exceptional progress in recent years in achieving increased enrollment of black students in its constituent institutions and in furthering the racial integration of the student bodies of those institutions.

These accomplishments of the University of North Carolina have been brought about because there was a commitment to work to achieve these goals, because a specific plan of action has been developed and followed over a period of many years, and because the institutions have all worked diligently and conscientiously to meet their obligations in this plan of action. It is now the time for a new beginning, time to renew the commitments of the University and to define the programs that will be followed to achieve these commitments.

The Board of Governors therefore adopts this program for the years 1995-2000 to ensure the continuing progress of the University in increasing black enrollment and in increasing minority presence enrollment in all of the constituent institutions.

This version of the program included an intensified emphasis on retention programs designed to increase graduation rates for the increasing numbers of minority race students attending the institutions of the University.

B. UNIVERSITY ACCOMPLISHMENTS

With nearly thirty years of effort—spanning nine years of “State Plans,” seven years of court supervised Consent Decree activities, and thirteen years of voluntary programs that were progeny of the Consent Decree—the University of North Carolina has succeeded in demonstrating its commitment (in the words of the United States District Court in 1981) “to providing black North Carolinians an equal opportunity for higher education.”

The two principal objectives during the last decade of specific and focused programmatic efforts have been (1) eliminating differences in the percentage of black and white North Carolina high school graduates who enroll at and graduate from the constituent institutions of the University; and (2) increasing the racial integration of student populations at all constituent institutions. With the realization of substantial progress in achieving both objectives, it is clear that policies and practices of the University have

successfully promoted equality of access and opportunity for African American citizens of this state.

Racial Inclusiveness

Goal: *To increase the proportion of black citizens availing themselves of higher educational opportunities in the public system of higher education.*

Since 1981, when the Consent Decree was adopted, North Carolina has experienced significant increases in the UNC college-going rates of North Carolina first-time freshmen from all racial and ethnic groups except Hispanics. In the fall of 1981, 18.4% of black high school graduates and 21.1% of white high school graduates enrolled at UNC institutions; in the fall of 2000, the respective percentages were 27.6% and 30.6%. Comparable figures for students of other races for the two years were: Native Americans, 19.4% and 32.5%; Hispanics, 42.8% and 25.6%; Asian Americans, 38.3% and 48.3%. For purposes of comparison, national data on the college going rates of black, white, and hispanic high school graduates show increases that reflect the UNC pattern of increases, except that the relative increase in the UNC going rates of black and white high school graduates has exceeded that of the nation.

Racial Diversity

Goal: *To encourage further racial integration of the student populations of the public institutions of higher education.*

Sustained substantial changes in enrollment profiles demonstrate that the campuses of the University of North Carolina are fully accessible to students without regard to their race.

In 1972, 3.1% of all students enrolled at the 10 historically white institutions were African American (2,294 students), with the result that 15.9% of all African Americans attending the University were enrolled at historically white institutions. In the fall of 2000, 10.4% of all students enrolled at the historically white institutions were African American (14,189 students) with the result that 42.6 % of all African American students attending the University were enrolled at historically white institutions.

In 1972, 5.0% of students enrolled at the five historically black institutions were white (636 students), with the result that 0.9% of all white students attending the University were enrolled at historically black institutions. In the fall of 2000, 14.1% of students enrolled at the five historically black institutions were white (3,182 students), with the result that 2.8% of all white students attending the University were enrolled at historically black institutions.

It is clear that the constituent institutions of the University are not racially segregated. The University maintains no policies or practices dating from the de

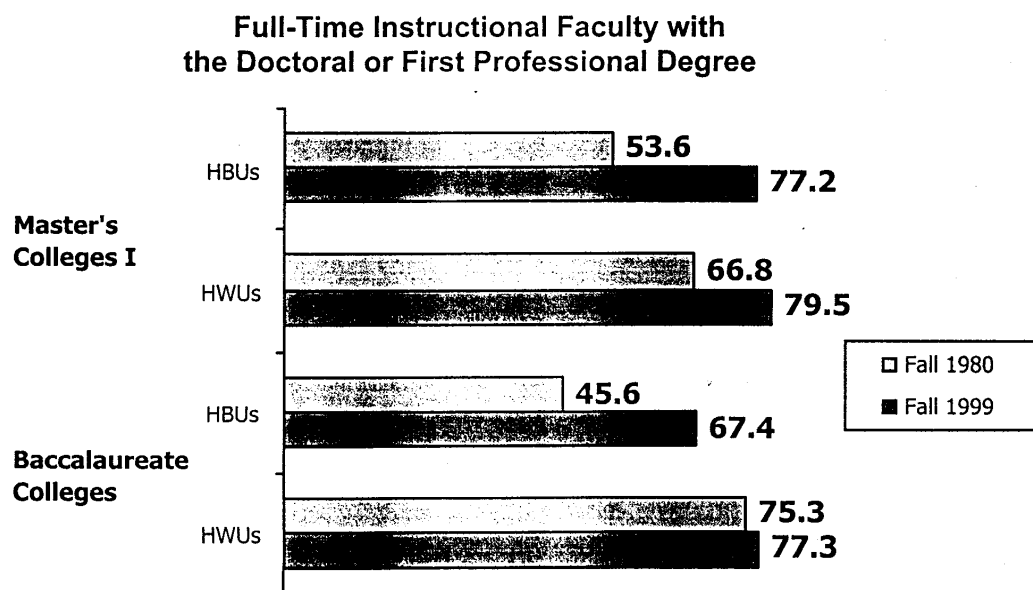
jure era that foster segregation. The now longstanding patterns of racial diversity at all campus locations belie any contention to the contrary.

The extent of racial integration varies among the University campuses. In the fall of 2000, minority presence enrollment at the historically white institutions ranged from a low of 3.1 percent to a high of 16.9 percent; and at the historically black institutions, minority presence ranged from a low of 7.7 percent to a high of 21.6 percent. For all 16 institutions, 29 percent of students enrolled in the fall of 2000 reported their race as something other than white.

Unlike the readily quantifiable objective of eliminating overall disparities in college attendance rates for members of different racial groups, there is no accepted basis for positing an ideal or optimal representation of different racial groups within the student body of a particular institution. If a student meets relevant admission requirements, he or she is free to choose from among an array of sites for pursuing higher education. And it must be acknowledged forthrightly that some students may continue to prefer to attend institutions where their racial group is the majority, thereby perpetuating institutional enrollment patterns that are either predominantly black or predominantly white. However, at most University of North Carolina campuses—both historically white and historically black—a critical mass of minority-presence students has been in place long enough to justify the conclusion that, with sufficient continuing attention to matters of racial climate and minority outreach, such relatively high levels of racial integration will be self-perpetuating. The racial profiles at those campuses attest to the success of efforts to induce increasing numbers of prospective students to make decisions based on the compatibility of an institution's educational programs with their personal aspirations.

Strengthening Historically Black Institutions

The Consent Decree stipulated that faculty appointments would be reviewed to assure that maximum effort was made to recruit faculty who held a doctorate or first professional degree in their field. Strict monitoring of this commitment has continued after the expiration of the decree and Figure 1 demonstrates the



progress that has been made. The graph compares the percentage of full time instructional faculty who hold the doctorate or first professional degree in 1980 with the same percentage in 1999. Separate comparisons are shown for faculty in the historically black and white institutions by Carnegie category. The progress made by the historically black institutions in both Carnegie categories over these years has come close to closing the gap that existed just prior to the signing of the decree.

A PROGRAM FOR THE FUTURE

The thirty-year effort of the University to achieve parity in total attendance rates and to promote diversity in individual campus enrollments must continue. That effort has been defined in the past by the major features of North Carolina's racial demography, in which whites and blacks constitute the predominant racial groups. Thus, the succession of "State Plans," the "Consent Decree," and the series of voluntary University initiatives to increase minority presence enrollment, all refer to closing the gap in black-white going rates and to increasing black attendance at historically white institutions and white attendance at historically black institutions. Today North Carolina, like many other states, is experiencing a significant increase in immigration. Therefore, in reaffirming the University's commitment to achieving equality of access and to promoting diversity, our efforts should be broadened to encompass all of the principal racial and ethnic minority groups within the North Carolina population—African American, Asian, Hispanic, and Native American—as well as low-income.

This rededication of commitment to ensuring broad access previously has been posited as one of the University's five strategic directions at the beginning of the new millennium—to "ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning." It also comports with one of the targets established by the North Carolina Progress Board, chaired by Governor James B. Hunt, Jr., in its 1997 report entitled *Measuring Our Progress: Targets for the Year 2010*: "North Carolina will reach the national average in bachelor's degrees by 2010—and there will be no disparity between blacks and whites." More recently, the Rural Prosperity Task Force Report (February 21, 2000) has drawn attention to the educational needs of rural North Carolinians regardless of race or ethnicity if they are to share in the prosperity enjoyed by the urban regions of the state. In recognition of these commitments, the University will continue to devote special attention to improving college-going rates among previously underrepresented groups—both racial and ethnic minorities and low-income groups.

The companion University commitment to broad-based diversity in campus enrollments is essential in our increasingly multi-racial, multi-ethnic, and global economy. Without experiencing such diversity in educational settings, students would be ill prepared for the real world. By fostering diversity in educational environments and promoting international exchanges, the University will provide opportunities for students to dispel ignorance and prejudice, to challenge racial and ethnic stereotypes, and to overcome racist attitudes. Each constituent institution will create and sustain an environment

where students of all races and ethnic groups will feel welcome and where they can learn from each other.

Strategies for Promoting Access and Increased Racial and Ethnic Diversity

By expanding the pool of potential students and increasing the college-going rate, UNC institutions will contribute to the realization of the North Carolina Progress Board's goal for higher education achievement by 2010. It will also contribute to the achievement of greater diversity. To achieve these complementary goals, strategies employed in the past must be revisited and revised, with particular attention to the role that technology can play in promoting access. Among the strategies that are, or can be, pursued to promote increased access and diversity are the following:

Academic Preparation of Students in Grades K-12

1. Promote early awareness of college-going opportunities and early intervention to prepare students for college and address the achievement gap (e.g., PATHWAYS, Mathematics and Science Pre-College Programs, Upward Bound, Gear-Up, Special Talent Identification, summer bridge programs, etc.)
2. Improve outreach and training activities with teachers, counselors, administrators and parents in grades K-12 in an effort to improve high school graduation rates and services for underrepresented populations. Disseminate information about Best Practices identified by the GEAR UP program and other outreach programs. Train teachers, counselors and others to use NC Mentor for college planning information.
3. Refine and expand the communications plan for the Minimum Course Requirements (MCR) as a means of improving college preparation and retention.

Recruitment of High School Graduates

4. Financial aid and scholarships (consolidate current scholarship programs; seek full funding of UNC need-based financial aid program; support a merit-based scholarship program, possibly aimed at first-generation students, community college students, etc.)
5. Strategic plans, developed by each UNC institution, which include specific plans for achieving diversity in their student populations.
6. Simplify and streamline the college application process by using PATHWAYS for the electronic submission of an application for admission, a Federal Application for Student Financial Aid (FAFSA), an electronic transcript from a public high school and other materials used in the college applications process.

7. Enable applicants not accepted at their first-choice institutions to use PATHWAYS to be recruited by institutions with unfilled spaces in their freshman classes.
8. Increase the use of technology to expand access (e.g. NC Mentor, Prospective Student Portal, Web for Students, e-learning programs and courses)
9. Special funding targeted, as needed, for the seven “focused-growth” institutions

Recruitment of Community College Transfers

10. Renew use of lists of potential transfer students, especially for minority presence purposes.
11. Define articulation with community colleges in specific disciplines to supplement the Comprehensive Articulation Agreement and emphasize the completion of the General Education Core and completion of the AA or AS degree.
12. Strengthen and expand baccalaureate completion (two-plus-two) programs with the community colleges.

Seeking Ways to Make the Campus Climate More Receptive to Minority Populations

13. Expand professional development programs for faculty, staff, and administrators to encourage student diversity
14. Enhance capacities for counseling students, both majority and minority, in adapting to and succeeding in racially diverse educational environments
15. Maintain a racially diverse admissions staff and use of best practices for guidance in recruiting a diverse student body
16. Review and revise the curriculum and programs to recognize the presence of a diverse student population
17. Strengthen retention activities and programs, with special emphasis to those that address the needs of at-risk students
18. Seek ways to expand the participation of underrepresented student populations in international exchanges
19. Increase emphasis on the achievement of diversity and inclusion of underrepresented populations in graduate programs
20. Continue efforts to recruit faculty and staff that reflect the diversity of students

21. Recruit and produce more minority faculty through activities such as participation in the SREB Doctoral Scholars Program
22. Monitor students' satisfaction with University services to ensure that the services support all students equally.
23. Pursue opportunities for external funding (e.g., corporate and foundation) to support diversity projects
24. Emphasize the preparation of students for graduate and professional study

The Role of Enrollment Planning

As the University seeks to promote access and improve North Carolina's college-going rate, it must also plan carefully for how it will accommodate the students it seeks to serve. In response to this challenge, the Board of Governors adopted (April 1999) a ten-year enrollment plan that sets enrollment targets for each of the 16 constituent institutions. As a part of this plan, ambitious enrollment targets were set for seven institutions that currently have underutilized capacity. Five of these institutions are historically black and one is historically American Indian. The University is committed to assisting these institutions in meeting this challenge in ways that can be viewed as complementary to the goal of increasing access and diversity. These initiatives include:

1. Assistance in the development of comprehensive enrollment management plans at each of these institutions
 - identification of potential students
 - marketing and recruitment
 - academic program planning
 - improvements in academic and student support services, etc.
 - retention activities
2. Funds to promote instructional improvements, operating efficiencies, facilities management, and development offices at the focused-growth institutions
3. Capital improvements plan to prepare all campuses for enrollment increases and to make them more attractive to potential students

This enrollment plan, if implemented in tandem with efforts to increase the going-rates of underrepresented populations, gives the University of North Carolina an opportunity to achieve its goal of promoting both access and diversity in all of its constituent institutions. It will also increase the appeal of these institutions to potential students (in terms of academic quality, academic program array, and facilities). Moreover, these institutions (most of whom enroll fewer than 5,000 students), as they increase their enrollments, will gradually overcome the diseconomies of scale that currently inhibit

their ability to offer the quality and level of programs and services available at larger institutions.

Outcome Measures

Statewide Measures

- Percent of North Carolina population with baccalaureate degree; percent and number required to meet national average by 2010, by racial groups

University-wide Measure

- UNC college-going rate in North Carolina
- Community college to UNC transfer rate
- Retention and graduation rate

Campus-specific Measures

Each campus will develop a strategic plan and an enrollment plan that include the following:

- a goal of reaching a “critical mass” of “minority” students on each campus;
- a goal of reaching racial and ethnic parity in retention and graduation rates;
- development of meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21st century.

Board of Governors’ Strategic Direction on Access and associated strategies (*Long-Range Planning, 2000-2005*, January 2000)

Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning.

- Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor’s degree or higher, with no significant differences between the educational attainment of majority and minority populations.
- Continue to promote access on the part of traditionally underrepresented segments of North Carolina’s population, particularly racial minorities.
- Continue to keep the costs of attendance at UNC institutions affordable and to address the adequacy and effectiveness of need-based aid for undergraduates.
- Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at smaller institutions with under-utilized capacity.
- Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, and distance education.
- Continue to pursue state support for new and renovated facilities to accommodate current students and anticipated enrollment growth.

- Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., Pathways) and distance education courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.

Attachment 1

UNC College-Going Rates of North Carolina
First-Time Freshmen, 1981 - 2000

	Black	White	Amer. Indian	Asian	Hispanic	Total**
a. N.C. High School Graduates*						
1980-81	19,367	52,835	715	193	138	73,256
1981-82	20,382	52,902	836	272	138	74,554
1982-83	20,171	50,640	789	283	138	72,045
1983-84	19,724	49,108	753	310	137	70,060
1984-85	19,239	49,418	770	357	149	69,964
1985-86	18,684	48,944	861	391	170	69,081
1986-87	17,811	50,070	800	413	172	69,296
1987-88	18,288	51,785	785	480	199	71,577
1988-89	19,170	52,290	828	543	237	73,105
1989-90	18,281	47,604	888	643	280	67,736
1990-91	18,055	45,798	794	662	317	65,664
1991-92	17,375	44,692	873	710	384	64,060
1992-93	17,141	44,272	815	775	409	63,454
1993-94	16,110	42,460	813	854	484	60,753
1994-95	16,458	44,196	835	939	514	62,946
1995-96	15,652	42,598	764	918	607	60,544
1996-97	16,069	43,115	728	1,038	686	61,638
1997-98	15,923	44,379	735	1,097	826	63,136
1998-99	16,089	44,868	728	1,231	956	64,148
1999-00	16,837	46,364	769	1,343	1,083	66,403
b. Enrolled as First-Time Freshmen in UNC Institutions Within the Same Year						
Fall 1981	3,566	11,125	139	74	59	14,964
Fall 1982	3,342	11,060	152	109	59	14,729
Fall 1983	3,863	11,057	157	134	42	15,258
Fall 1984	3,522	11,611	144	128	50	15,464
Fall 1985	3,649	11,719	169	157	50	15,753
Fall 1986	3,718	12,313	165	218	54	16,478
Fall 1987	3,747	12,915	146	205	65	17,087
Fall 1988	3,877	13,237	174	238	67	17,598
Fall 1989	4,075	12,732	201	283	79	17,386
Fall 1990	3,556	11,880	178	322	85	16,030
Fall 1991	3,702	11,652	156	333	97	15,968
Fall 1992	3,817	11,867	190	347	112	16,362
Fall 1993	3,897	11,833	190	390	109	16,463
Fall 1994	3,785	11,992	197	426	123	16,568
Fall 1995	4,026	12,494	213	444	154	17,363
Fall 1996	4,168	12,676	249	422	186	17,728
Fall 1997	4,358	13,153	223	508	203	18,499
Fall 1998	4,431	13,671	234	544	222	19,193
Fall 1999	4,583	13,727	217	556	249	19,445
Fall 2000	4,642	14,205	250	648	277	20,151
c. Proportion Entering a UNC Institution						
Fall 1981	18.4%	21.1%	19.4%	38.3%	42.8%	20.4%
Fall 1982	16.4%	20.9%	18.2%	40.1%	42.8%	19.8%
Fall 1983	19.2%	21.8%	19.9%	47.3%	30.4%	21.2%
Fall 1984	17.9%	23.6%	19.1%	41.3%	36.5%	22.1%
Fall 1985	19.0%	23.7%	21.9%	44.0%	33.6%	22.5%
Fall 1986	19.9%	25.2%	19.2%	55.8%	31.8%	23.9%
Fall 1987	21.0%	25.8%	18.3%	49.6%	37.8%	24.7%
Fall 1988	21.2%	25.6%	22.2%	49.6%	33.7%	24.6%
Fall 1989	21.3%	24.3%	24.3%	52.1%	33.3%	23.8%
Fall 1990	19.5%	25.0%	20.0%	50.1%	30.4%	23.7%
Fall 1991	20.5%	25.4%	19.6%	50.3%	30.6%	24.3%
Fall 1992	22.0%	26.6%	21.8%	48.9%	29.2%	25.5%
Fall 1993	22.7%	26.7%	23.3%	50.3%	26.7%	25.9%
Fall 1994	23.5%	28.2%	24.2%	49.9%	25.4%	27.3%
Fall 1995	24.5%	28.3%	25.5%	47.3%	30.0%	27.6%
Fall 1996	26.6%	29.8%	32.6%	46.0%	30.6%	29.3%
Fall 1997	27.1%	30.5%	30.6%	48.9%	29.6%	30.0%
Fall 1998	27.8%	30.8%	31.8%	49.6%	26.9%	30.4%
Fall 1999	28.5%	30.6%	29.8%	45.2%	26.0%	30.3%
Fall 2000	27.6%	30.6%	32.5%	48.3%	25.6%	30.3%

UNC-GA ProgAssess/HSGrads.AT007.U/11-22-00

* Estimates of private N.C. high school graduates by race assume that five percent were black, .6% as Asian, and .4% as Hispanic in each year.
Estimates of total graduates are derived by using 99% of 12th grade enrollment which is provided by NC Dept. of Administration, Div. of Non-Public Education.

** Total includes a small number of students in the "Other" race category.

Source:

1. Public high school graduates - State Department of Public Instruction
2. Private high school graduates - Estimated by GA Staff.
3. Special high school graduates - survey directly from the high school, except NCSA which provided Student Data File.
4. First-time freshmen enrollments - Student Data Files.

Note: Changed figures 7/14/93 for 1985 to match SDPI computer file. The SDPI published data for that year are incorrect.

Source: high school graduates - HSGrads.AT006D, # enrolled as fresh. same year - SDF.FR006