



UNCCHARLOTTE

The University of North Carolina at Charlotte

Academic Plan

2002-2007

**Approved by Chancellor Woodward and the Board of Trustees
March 2, 2001**

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I. Introduction

In the midst of the planning process that led to the development of this document, on August 11, 2000, The University of North Carolina Board of Governors reclassified UNC Charlotte as a Carnegie classification Doctoral/Research University - Intensive. Therefore, this *Plan* is being undertaken at a most critical moment in the evolution of UNC Charlotte. It contains revised “Vision” and “Mission” Statements that embody our expectation to become the third publicly supported research university in the State of North Carolina. In addition, this *Plan* was crafted in an environment in which UNC Charlotte is increasingly viewed as the key developer of intellectual capital for the region we serve.

This document describes the *UNC Charlotte Academic Plan* for the years 2002-2007. It is designed to serve as the guiding force for decisions to be made concerning the number and direction of our academic programs, the work of our faculty and support staffs, and the allocation of resources. This *Plan* is an updated version of the *Campus Academic Plan 2000-2005*.

This document cannot be read in isolation, but must be considered alongside the college and departmental plans that have been developed in parallel. Nevertheless, it is designed to capture the most important initiatives and priorities of the constituent units and programs of the University and to place them within the context of a set of overarching goals and values for the campus as a whole.

The *Academic Plan* is not a complete strategic plan for the institution; rather, it is the plan for the University's academic programs and activities and is designed to serve as the hub around which other specific plans have been developed, including plans to govern student life, financial and facilities management, institutional development, and land use (*Campus Master Plan*). The Division of Academic Affairs also has developed specific supporting implementation plans in each of its major functional areas: Computing Services, Enrollment Management, Extended Academic Programs, Graduate School, International Programs, Library, and Research Services.

Finally, the *Plan* is not meant to serve as a rigid or inflexible document that will preclude the pursuit of new opportunities that may arise as a result of new circumstances or changes in the assumptions that have driven its development. Thus, while the *Plan* defines our primary priorities for the immediate future, we must keep an array of opportunities within our peripheral vision and be prepared to act upon them as circumstances demand.

II. The Planning Process

The process leading to the adoption of this *Plan* was an intensive one involving extensive consultation with the campus community, leading to the development of academic plans for departments, colleges, and the campus as a whole.

In February 2000, each planning unit (e.g., college, school, department, interdisciplinary program, academic support office, and administrative unit) received detailed planning instructions from the Provost. Each unit was instructed to review its progress toward implementation of its

2000-2005 plan. Based on the unit's review of progress in implementing its plan and its consideration of assumptions for the 2002-2007 planning period, units proposed and justified additions, deletions, and modifications to their 2000-2005 plans to update and extend them through the 2002-2007 planning period. The 2002-2007 plan for each unit was also expected to indicate the evaluation results from its measures of quality and institutional effectiveness. Assessment measures, especially with regard to student learning outcomes, are a key element of this planning cycle. Units proceeded to prepare draft 2002-2007 plans throughout the spring of 2000.

Particular attention was given to the relationship of each unit's plan to the achievement of the following broad institutional goals contained in the *Campus Academic Plan for 2000-2005*:

- Strengthening one or more of the seven themes for campus development, including involvement in existing or proposed interdisciplinary programs and activities.
- Enhancing student access to degree programs through distance learning technologies, evening classes, weekend classes, and summer classes.
- Assisting faculty to integrate information technology appropriately into instructional methods, research and creative efforts, and applied settings.
- Advancing the University toward Doctoral/Research University - Intensive status and then Doctoral/Research University – Extensive status. This includes, but is not limited to, the issues inherent in promoting a “research culture,” assessing library holdings and acquisitions to support graduate programs, increasing graduate enrollments, increasing the number of doctoral degrees awarded, and achieving greater federal and other external funding.
- Preparing for the anticipated “tidal wave” of increased enrollments in the UNC system, particularly at the undergraduate level.

Deans and other academic administrators, along with faculty leaders, met with the Provost in three mini-retreats in May and June 2000, during which the deans presented preliminary outlines of their updated college plans. In addition, special presentations on planning for information technology and teaching and learning with technology were made by each dean; the Vice Chancellors for Business Affairs, Student Affairs, and Development and University Relations; and the Athletic Director. In July 2000, the Provost sent to each dean, with a copy to the Faculty President, a letter that contained specific responses to the plan highlights that the deans had presented and discussed. The purpose of these letters was to give “red lights, yellow lights, and green lights” with regard to further development of new programs and other major initiatives for the 2002-2007 planning period.

During the summer of 2000, units rewrote their plans based on their feedback from faculty members, deans, other administrators, and the Provost. In early September 2000, administrators and faculty leaders met again in the annual two-day Academic Affairs retreat for detailed

presentations of college plans by the deans. The group also heard presentations on technology planning, international programs, and the Charlotte Institute for Technology Innovation.

At the invitation of the Faculty President, each academic dean made a major presentation of his or her draft academic plan to the campus community during October 2000. The Associate Vice Chancellor for International Programs, the Interim Chief Information Officer, and the Director-Designate of the Charlotte Institute for Technology Innovation made presentations during the same time frame. The Provost delivered to the campus community the highlights of her updated *Academic Plan* on December 7, 2000. The Faculty President also hosted this meeting.

Throughout November 2000, the Provost met with members of the senior staff of the Academic Affairs Division to discuss the drafts of every department, college, and academic support unit plan. The discussions were summarized in writing for the Provost's use as she made final revisions to the draft *Academic Plan for 2002-2007*.

The draft *Academic Plan for 2002-2007* was submitted to the Faculty Academic Planning and Budget Committee for its review in January 2001. The Faculty Executive Committee reviewed the draft on February 1, 2001, and the full Faculty Council reviewed it for their endorsement on February 15, 2001. All three groups unanimously endorsed the *Plan*. Following campus review and endorsement, the *Academic Plan 2002-2007* was approved by the UNC Charlotte Board of Trustees on March 2, 2001. The *Plan* will be submitted to The University of North Carolina Office of the President on May 1, 2001.

III. Environment for the Planning Process for 2002-2007

The following description of the environment guided our development of the 2002-2007 *Plan* update. The underlying assumptions include specifically the expectation that UNC Charlotte, having achieved Doctoral/Research University - Intensive status, will work to achieve the Doctoral/Research University - Extensive classification.

The planning process at UNC Charlotte has been driven by an understanding of the environment within which the University functions and is likely to function during the life of this *Plan*. This includes an informed understanding of the likely future condition of the State's economy and the ability of the Board of Governors and the General Assembly to support requests for additional funding to launch new initiatives. The *Plan* is based on the following environmental considerations:

1. Higher education's share of state appropriations will continue to decline with increasing competition for available dollars from other educational sectors and as elected representatives attempt to address legitimate public concerns in the areas of health, welfare, and crime. Attainment of Doctoral/Research University - Intensive status will cause UNC Charlotte to realize an increase of 9.2 million dollars in its continuing budget. Distribution of the Academic Affairs portion of these dollars will follow priorities established during the planning process.

2. There will be continuing and even increased demands from the General Assembly for the University to provide highly accessible, high-quality, cost-effective undergraduate and graduate instruction across a wider audience and for the constituent institutions to implement self-regulating systems to ensure continuous review and improvement of institutional quality. Particular attention will be placed upon the effective and efficient use of faculty resources, and the University will be asked to demonstrate the productivity and effectiveness of members of the faculty.

3. As the University progresses toward Doctoral/Research University - Extensive status, a host of issues and challenges will present themselves. These will include enhancement of the research infrastructure, increasing library resources, development of equitable faculty workloads, generation of a graduate culture on the campus, and maintaining our historic commitment to excellence in teaching and to undergraduate education.

4. As a result of the recently passed bond referendum, the University will have available 190 million dollars to build new academic space during the planning period.

5. New initiatives must be considered carefully at all levels so that they do not significantly diminish the quality of those existing programs and activities that are central to the accomplishment of the missions of the departments, the colleges, and the University as a whole. At the same time, it must be recognized that some activities are more important than others. We must be prepared to dispense with those which have outlived the need they were intended to serve, have failed or are unlikely to meet standards of excellence, have failed to attract the expected audience, or are too costly for the benefits produced. And while it can be expected that new programs eventually will generate new resources from increased enrollments, reallocation by the Provost and within the colleges will be necessary in the short-term to launch new initiatives.

6. Both in terms of student enrollment and institutional commitment, UNC Charlotte will continue primarily to be concerned with outstanding undergraduate education, with gradual and selective increases in the number and size of its master's and doctoral programs. During the planning period, the mix of undergraduate and graduate enrollments will change gradually so that the proportion of graduate students will rise by three to four percent and the proportion of undergraduate students will drop by that amount.

7. Demand for undergraduate education will continue to rise in response to growth in the Charlotte region and increases in the proportion of high school graduates who desire and qualify for post-secondary education. All public institutions in North Carolina, but particularly UNC Charlotte, must prepare for the anticipated "tidal wave" of new, traditionally-aged undergraduates who will be seeking access to higher education.

8. Extending educational opportunity to the State's most significant minority groups will be an important issue to be confronted by the public institutions, including UNC Charlotte. Uncertainty with respect to the expected levels of federal financial support for students and declining political support for affirmative action could present a challenge to the University's efforts to ensure access for minority and low-income students.

9. Continuing changes in the work force will result in the return to higher education of many college graduates seeking postbaccalaureate degrees, certificate programs, and the upgrade of job-related skills through credit and noncredit continuing professional education.

10. While UNC Charlotte aspires to achieve national and even international standards of excellence in its instructional, research, and public service programs and the quality of its faculty, it has a particular obligation to use its human and other resources to respond to the needs of the Charlotte metropolitan region, including those related to economic development, the solution of pressing social problems, and cultural enrichment of the citizenry.

11. Federal support for research, facilities enhancement, and curriculum development will decline overall under pressures to reduce taxes and return budget surpluses to the electorate. However, we will continue to see funding increases for biomedical research (the support for doubling the NIH budget has been bipartisan) and for defense-related research, and NSF funding should at least continue to pace inflation. Interdisciplinary and applied research and research which stimulates economic development will continue to receive considerable attention from funding agencies.

12. The Charlotte Institute for Technology Innovation will be a partnership between corporate Charlotte and UNC Charlotte. The Charlotte Institute will further advance the scale and depth of research conducted at UNC Charlotte; build on current research strengths to fuel the development of high technology companies, which, in turn, enhance the competitiveness of the regional economy; and expand the intellectual capital that the University already brings to the region.

13. Technology will have an increasing impact on teaching, learning, and the way the University operates. Incoming students will be more technology-literate and will expect more sophisticated applications of technology to deliver instruction and support the learning process. Effective application of technology will present a continuing challenge for members of the faculty and support staff because of the rapid pace of technological change. Technology planning must be fully integrated into academic planning.

14. Technology relevant to instruction, including everything from the World Wide Web to the use of fiber-optic networks for two-way interactive television, will erode the market monopoly that geography has afforded regional universities like UNC Charlotte to serve students who attend school close to where they work or live. As students have more choices for fulfilling their educational needs, they will place increasing emphasis on compatibility of program design, instructional methods, and course scheduling with their personal circumstances as they choose the institution at which they will enroll. These developments will present both the responsibility and the opportunity to extend access of the region to the resources of the University through appropriately designed and scheduled regular instruction, distance learning, continuing education, and professional service via weekend and evening offerings, immersion options, and the World Wide Web. Further development of UNC Charlotte Uptown also will enable the campus to more effectively respond to the diverse educational, economic, social, and cultural needs of the Charlotte metropolitan region.

15. The Charlotte metropolitan region, defined formally as the counties that ring Charlotte and Mecklenburg County, will witness the continuation of several major trends observed over the past two decades: 1) continued diversification and modest strengthening of the region's manufacturing and industrial base; 2) strengthening of the region as a major center for trade and distribution; 3) continuing importance as a provider of health-care related services and gradual emergence as a resource for health-related research; 4) solidification of Charlotte's place as one of the nation's largest centers for financial services; 5) increasing presence of foreign-owned business and industries and growth of internationally-active businesses in the region; 6) increasing recognition that lifelong education and retraining of the work force in nearly all sectors will be necessary to maintain economic competitiveness; 7) continued development of Charlotte's capacity to respond to the cultural needs of the citizens of the region with a diverse array of visual and performing arts; 8) continued pressure to reform and restructure public education; and 9) continued growth and urbanization of the region and the resulting impact on the environment, economic development, crime, transportation, metropolitan infrastructure, and the delivery of public services. There will be even greater demands upon the University to help the region deal with problems associated with these developments and increasing opportunities to help the region exploit its economic and cultural potential.

16. Continuing campus-wide attention to public relations will be required to establish UNC Charlotte's identity as an energetic and responsible university known for the excellence and effectiveness of its endeavors.

IV. A Vision and Mission for UNC Charlotte

Although a university by definition is heterogeneous, it is most effective when its members share a common framework--an institutional vision and sense of mission--for what is to be accomplished and who is to be served.

Vision Statement. The following long-term Vision is proposed for UNC Charlotte:

UNC Charlotte aspires to be North Carolina's most energetic and responsive university, offering unparalleled educational opportunities for nearly 25,000 students seeking the highest quality undergraduate, graduate, and continuing personal or professional enrichment in the liberal arts and sciences and selected professions. The goal of UNC Charlotte is to be the third publicly supported Doctoral/Research University – Extensive in North Carolina early in the 21st Century. UNC Charlotte will be known especially for the individual commitment of each member of its collegial and diverse faculty and staff to extending educational opportunity and ensuring student learning and success, both at the graduate and undergraduate levels; its nationally and internationally recognized capacity for research and scholarship; and its willingness to join its resources in collaboration with those of other institutions to address the major educational, economic, social, and cultural needs of the greater Charlotte region. UNC Charlotte has a special responsibility to build the intellectual capital of this region.

Mission Statement. Following is a proposed revision of the statement of institutional mission for the campus:

UNC Charlotte is the only Doctoral/Research University - Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Nursing and Health Professions, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

V. Students: Undergraduate, Graduate, and Nondegree

A. Access and Opportunity

As the only North Carolina public four-year college or university serving the greater Charlotte metropolitan region, UNC Charlotte has a particular responsibility to ensure that it will continue to provide the citizens of North Carolina with reasonable access to higher education at the undergraduate and graduate levels for qualified students, particularly those from groups which have been historically underrepresented in higher education. It is thus expected that UNC Charlotte will grow in enrollment over time with a planned response to growth in the region. The long-term goal for enrollment on the main campus will be about 25,000 students, with additional students to be served at one or more off-campus sites. As the planning period begins, the University is faced with a severe shortage of instructional space. This will be addressed during the planning period as a result of the recently approved bond issue. UNC Charlotte's portion, 190 million dollars, will allow us to construct seven instructional buildings.

The University aspires to provide unparalleled educational opportunities for students who have demonstrated that they are academically prepared for and capable of completing university-level work. As it responds to increased demands for higher education in the region, the institution will maintain admissions standards established by the Faculty Council under the authority delegated to the Council by the Board of Trustees. We will continue to assess and redesign as appropriate the undergraduate admission criteria to ensure that admissions decisions are based upon factors shown to have a positive relationship to students' completion of their chosen degree programs. During the planning period the University will review the criteria on which admissions decisions are made so as to ensure that we can reasonably identify those students who can succeed at UNC Charlotte, keep enrollment in concert with our resources, and support the strategic development of the University. In cooperation with the Faculty Academic Policy and Standards Committee (FAPSC), the Office of Undergraduate Admissions will continually monitor the ongoing effects of the revised Academic Index adopted by the Faculty Council in fall 1996 to govern admissions decisions for the entering freshman class of 1997-98, and report as appropriate to the FAPSC.

We expect instructional resources to increase according to the enrollment increase formulas used by the University as enrollment expands. However, because of the time lag for such resources to be provided, the campus' annual rate of growth must be carefully monitored so that its human resources and physical facilities are not taxed excessively. Experience suggests that annual growth should not exceed 4% per year.

As the University grows, the characteristics of the student body will continue to evolve toward an increasingly more traditionally-aged undergraduate student population. For example, in fall 2000, 89% of the new freshmen were 18 years old or younger. Sixty-nine percent of them lived in residence halls and a total of 76% lived either on campus or in apartments adjacent to campus. As this evolution occurs, we will have a clearer sense of our mission for adult nontraditional students: they will increasingly be graduate students, postbaccalaureate students, and undergraduate and graduate distance learning students.

As UNC Charlotte grows to full maturity, the University needs to strengthen the proportion of its offerings at the graduate level. The information age in which we now live and work will require higher levels of education as well as opportunities for continuing education throughout adult life. Growth in the demand for graduate education is especially likely in the economically and demographically dynamic region served by this institution. Also, the creation of a more intellectual campus climate that comes with greater attention to graduate study will have long-term benefits for undergraduate students as well.

Thus, increased demand for graduate-level offerings seems inevitable and meeting that demand will have multiple payoffs for the University, the region, and the State. Consequently, the institution would like to see graduate enrollments increase from the current 16.0% to about 20% of the total.

However, it is likely that graduate enrollments will not increase in the short run, and may even show some decline. There are several factors driving this prediction of short-term stagnation in graduate enrollments. According to survey results from the Collegiate Employment Research

Institute (*Chronicle of Higher Education*, December 18, 1998, p. A35), the job market for new college graduates remains strong, especially if they have computer and technical skills. Since a large proportion of the undergraduate offerings at UNC Charlotte are in fields that provide computer and other technical skills, our undergraduates are well equipped to compete in the job market upon receiving their first degrees. This situation, happy as it is for us generally, makes it less likely that undergraduates will decide to continue directly into graduate school. In the long run, of course, the need for continued education will bring them back to the campus if we offer the types of postbaccalaureate education they seek.

Demographic trends in North Carolina produced a declining number of undergraduate students in the mid 1990s. In 1998, however, we saw a new “tidal wave” of undergraduate students predicted to endure through the next few years. That wave will produce a demand for graduate studies in North Carolina in about 2003-2004, with the wave amplitude dependent on job market conditions at the time our students graduate. This would be consistent with trends over the past several years and with the direction of national-level projections for graduate enrollment in public institutions:

2001	-.5%
2002	no change
2003	+ .3%
2004	+ .7%. ¹

In summary, the above factors predict stagnant graduate enrollments over the next one to two years, but generally suggest that the demand for graduate programs will be again robust thereafter. New programs that respond to changing demand and strategic marketing of graduate programs may significantly affect that rate of growth.

To ensure that the campus will maintain the best attributes of an academic and social community, we will:

1. Maintain the existing enrollment mix that provides for approximately one-half of the incoming undergraduates to come from the ranks of traditionally-aged freshman students, and the balance to be reserved for transfer students from community colleges and other senior institutions.
2. Continue steady increases in the number of entering undergraduate students who are African-American with the goal that a minimum of 20-25% of the incoming freshmen enrolled each year are African-American.
3. Continue to provide access to the University for nontraditional students through the Adult Students Admission Program (ASAP).

¹ *Chronicle of Higher Education Almanac* (XLV, 1); Peter D. Syverson, Early Returns of 1997 CGS/GRE Survey Reveal Second Year of Graduate Enrollment Decreases, @ Research Center, Council of Graduate Schools, <http://www.cgsnet.org/vcr/cctr811.html>.

4. Substantially improve the course offerings and services available for nontraditional students by implementing the recommendations of the Evening Services Task Force, including expanded offerings available at night, on the weekends, in alternative nontraditional formats, and at UNC Charlotte Uptown. Consistent with its defined mission, each college will develop a specific plan detailing which academic programs should be targeted for nontraditional students and how it proposes to ensure that adequate and convenient course offerings are scheduled so that degree programs can be completed within a reasonable period of time. Particular attention needs to be paid to an examination of faculty workload and course assignment policies so that a sufficient number of courses are offered on the days and at the times most appropriate for nontraditional students and so that these students benefit from the presence and expertise of tenure-track faculty members in the classroom.

5. Continue to work with the Division of Development and University Relations to generate additional sources of scholarship support to recruit high-achieving students.

6. Continue to strengthen the University Honors Program and college-based honors programs as vehicles for the recruitment of high-achieving students. As this strengthening occurs, the University Honors Program will become a more visible recruitment vehicle. Since the University Honors Program is housed in the College of Arts and Sciences, that College will be asked to provide the leadership for enhancing honors programs across the University.

7. Reexamine barriers to access for undergraduates to enter particular majors or colleges, except for those that have been established in Architecture, Business Administration, and Nursing and Health Professions where the cost of instruction is particularly high and there are specific market or logistical reasons to limit the size of college enrollments.

8. Work with graduate program faculties to continue to establish “early-entry” programs based on Graduate School guidelines to enable exceptional undergraduate students to begin work toward a master’s degree before completion of the baccalaureate degree.

9. Implement graduate certificate programs as appropriate to serve students who do not want or need a graduate degree but do need documentation that they have completed coherent 12-15 hour programs of graduate study.

10. Develop recruitment and retention strategies for African-American graduate students. The current proportion of graduate students who are African-American (12.1%) meets the goal for entering graduate students set during the last planning period, and it is appropriate, using such strategies, to modify upward our goal to 13-14% during the next planning period.

11. Develop recruitment strategies and dedicate resources to improve graduate recruitment generally, but especially for doctoral programs and new graduate programs as they are developed.

12. Continue to implement the distance learning programs that grow out of the academic planning process. (See “Distance Learning” section.)

13. Begin the process of evaluating alternative locations in the greater Charlotte region for additional off-campus centers to be established in the future, giving particular attention to the five transportation corridors radiating from Uptown Charlotte that appear likely to define the region (Airport, Lake Norman, Concord-Cabarrus, Matthews, Pineville).

B. Retention and Success

The University cannot be satisfied simply by making educational opportunity available to potential students. Once those students have enrolled, the entire University community has an obligation to provide support and assistance to ensure that those students make timely progress toward the completion of their degrees. Although there are many factors affecting student performance that we cannot control, e.g., varying levels of preparation in particular subject areas, differences in motivation for attending college, and conflicting pressures upon students’ time, we do have control over the quality of the educational experience that we provide to those students. At the same time, student success is directly related to student responsibility, and we must develop specific strategies to assist students to understand and accept the responsibilities they have as university students for their performance in classes and the completion of their degree requirements. Toward the creation of this kind of supportive academic community, the University will:

1. Support the work of the Student Success and Retention Improvement Team to continuously examine those factors affecting student success and to recommend changes in the University’s programs, services, and procedures as appropriate.

2. Focus attention upon the retention of students who, research confirms, are at substantially more risk of not completing their academic degree programs, including undeclared students in the College of Arts and Sciences, African-American students, and nontraditional students. Continue efforts to improve the graduation rates of those groups of student-athletes that do not already meet or exceed the graduation rate of the student body as a whole.

3. Implement The University of North Carolina “Revisions in Minority Presence Plan” paying particular attention to its mandate to review “Enrollment and retention plans to ensure that they include specific strategies and outcome measures to insure diversity in all areas.”

4. Continue support of the University Career Center as the central coordinating career services unit, with emphasis on a comprehensive approach to assisting students and timely student engagement in experiential learning programs such as 49erships, cooperative education, referral to department credit-based academic internships, and career exploration participation in the Career Prospector program. Participation in these programs enhances the clarification of students’ educational and career goals, thereby contributing to retention and success. Student participation in community organizations also serves an ambassador role for UNC Charlotte in building community relations. Although experiential learning programs will be open to every qualified

student, a particular focus will be on the traditional college-aged undergraduate student (i.e., 18-22), who would benefit particularly from career-related experience prior to graduation, both to clarify their educational and professional goals and to enhance their marketability for postgraduation career options. There will be University-wide support to attain the goal of the majority of all students, or two-thirds of qualified students graduating with career-related experience through University-sanctioned programs.

5. Continue to recognize the close relationship between the composition of faculty and the retention of students by ongoing attention to the recruitment of women and minorities to faculty positions in disciplines in which they are underrepresented through our regular recruitment process and the Target of Opportunity Program (TOP). As resources permit, this may include (1) providing support for promising UNC Charlotte minority students to complete doctoral study at doctoral-granting institutions and to return to faculty positions here; and (2) providing support for master's prepared faculty in nontenure-track positions to complete doctoral study and then join the ranks of tenure-track faculty at the University.

6. Continue to monitor implementation of the "Plan to Improve Graduation Rates and Time to Degree" as mandated by the Board of Governors in 1993 and adopted by the Faculty Council in 1994.

7. In connection with the Board of Governors' biennial review of "low productivity" programs, examine ways to improve degree production in specified graduate programs. Examine the requirements of graduate programs to identify and eliminate barriers to degree completion by qualified students.

8. Develop one-stop student services delivered over the Web and in a single location on campus. We have some Web-based student services and are developing more. However, on-campus student services are still delivered in various buildings from Reese, King, and Cone, to Auxiliary Services. In today's environment, student services optimally should be delivered through a combination of self-help internet/Web services and a convenient physical location staffed by knowledgeable and customer service-oriented staff; because, while more and more students are adept at using computers to conduct business, some will always prefer and many will need human assistance for problem solving. The critical goal is to eliminate--to the extent possible--the lines and frustration commonly associated with student service delivery. A one-stop student service center is created to provide students one place on campus for transactions and receiving, answers to questions, and to resolve enrollment-related problems. In the development of a one-stop student services center, we will assess the need for redesigning processes and organizations.

C. First-Year Experience

Because the period when students are most at risk for not completing their college education is during their freshman year, during the planning period the University will place an emphasis on development of a First-Year Experience.

A successful first year at a university with the diversity of the UNC Charlotte student body is characterized not by a single initiative, but rather by a variety of activities that suit the different kinds of students we serve. However, one aspect that should characterize the first year of every student is exposure to tenured and tenured-track faculty and, particularly, exposure to the University's senior faculty. A strong focus on advising must characterize a successful first year. Mandatory advising of first-semester freshmen has been implemented. Mandatory advising of second-semester freshmen should now be discussed.

During the last two years, the Office of Academic Affairs has undertaken a review of the first year. We found a range of existing initiatives, all of which seem to be successful: block scheduling, the freshman seminar, the summer bridge programs such as UTOP and Advantage, initiatives of the various colleges such as The William States Lee College of Engineering's mentoring program MAPS (Maximizing Academic and Professional Success), as well as the role of disciplinary-based clubs and organizations on the development of a successful first year. Building upon program evaluations that confirm its value in enhancing student performance and retention, we will maintain the capacity of the SAFE Program to provide continuing advising for African-American students through the sophomore year. The availability of the freshman seminar will increase as will the number of summer bridge programs.

Through a collaboration between the Divisions of Academic Affairs and Student Affairs during the 2001-2002 academic year, the University will implement the Freshman Learning Community in the Hawthorn Residence Hall. Two cohorts of first-year students--with 22 students in each cohort--will live on the same floor of the residence hall. This Learning Community will be composed of students in the College of Arts and Sciences who have not declared a major. These students will be block scheduled and will take some of their courses in a classroom to be constructed in Hawthorn Hall. A noncredit service learning component will be included in the activities for the year.

As the University constructs seven buildings as a result of the recently passed bond initiative, many units will move into new or renovated space. As this movement occurs, the Fretwell Building will continue to be identified as the place where first-year classes are taught and services delivered.

One critical area of development for the first year of a student's career at UNC Charlotte is the assessment and support necessary for success in the study of mathematics. Both national and University data identify the central significance of math skills for academic success across the entire curriculum. Several steps will be taken to improve the success rate in MATH 1100. First, the University shall ensure that students with Mathematics Placement Test scores below 11 complete the one credit MATH 0900, Math Study Skills and Algebra Review, before enrolling in MATH 1100. Second, the Department of Mathematics will assume control of and responsibility for teaching MATH 0900. Previously, UNC Charlotte students took this course at this campus through a contract with Central Piedmont Community College. Third, students with Mathematics Placement Test scores of 0 to 14, including those who have taken MATH 0900, will be placed in newly configured MATH 1100 sections. For these students MATH 1100 will meet five days per week, with three sessions taught by full-time faculty and two sessions taught by graduate

assistants. For students scoring 15 or above on the placement test, MATH 1100 sections will have a regular teaching schedule of three lectures per week.

D. Academic Advising

University enrollment over the next ten years will increase as a result of the “tidal wave” of traditionally-aged new students within our state, the demand for adult learners to update their skills and knowledge for career changes, and the challenge to offer distance learning opportunities for the citizens of our state. As our student population grows and becomes more diverse in location and expectations, the number of advisors and support staff within academic and support units will not increase proportionately. Therefore, the University must use technology to provide seamless, integrated, and accessible systems that will support students and advisors in the academic planning process.

In order to support academic advising, the University will:

1. Adopt as an operating principle applicable to all members of the faculty and staff that we are committed as an institution to provide courteous, timely, accurate, and individualized advice to help every student who seeks academic, career, or personal advising. We do so because a critical factor influencing student persistence and graduation is whether students are able to establish close working relationships with individual members of the faculty and staff, and thereby become positioned both to receive valuable personal and professional advice and to benefit from the example set by a mentor.

2. Support the work of the Academic Advising Improvement Team (AAIT) which has been charged to continuously examine advising processes and systems and to make recommendations for needed changes and improvements. Particular attention will be given to the quality of faculty advising. Although not all faculty need to be involved in advising, those who are given such responsibilities must be prepared to advise well.

3. Provide regular training and support for faculty, staff, and peer advisers concerning University-wide degree requirements, academic policies, and academic procedures through the Academic Advising Improvement Team (AAIT).

4. Develop a course scheduling process that will set two years of courses in advance. Students and advisers will be much better prepared to plan a successful program of study with the assurance that the courses required for a given major will be available when needed. The Registrar’s Office will work with departments and colleges to develop the two-year course scheduling process.

5. Complete the efforts already begun to improve institutional capacity to provide undergraduate students with timely and accurate advising by providing staff advisers in every college office in addition to the faculty advisers already available at the department level and by supporting the ongoing examination of advising processes by the Academic Advising Improvement

Team. Highest priority will be given to the addition of an advisor for students from any college seeking information and guidance about careers in health professions.

6. Provide self-informing and self-correcting systems via the World Wide Web so students can constantly monitor their own academic progress. We will develop Web tools that help students quickly evaluate their individual progress toward completion of a program, interpret academic requirements, and conveniently submit requests for changes or assistance with problems.

7. Monitor new policy requiring advising for first-semester freshmen before they can register for their second semester. Determine if mandatory advising should be required for second-semester freshmen.

8. Expand functions available on the Web to promote the “one-stop” service orientation across University divisions. Students should be able to conduct a significant amount of “business” via the Web (e.g., apply for admission, register for classes, pay bills, inquire about financial aid awards, complete forms and surveys, check account balances) and reduce the amount of time they must invest in administrative functions.

9. Provide advisors convenient Web systems to track an advisee’s progress toward completion of a program of study, to access and interpret current academic policies and procedures, and to communicate quickly with individual students or administrative units to resolve questions or problems. Provide continual training for academic advisors to use Web advising services and orient new and continuing students to the types of information available on the Web. We must also establish a convenient mechanism to solicit input from Web users for enhancements and corrections to the information and services provided on the Web.

Placing information on the Web is not a substitute for good advising; however, it does offer some exciting opportunities to enhance the communication between advisor and student. For example:

- As students learn to review their individual degree audit and other academic information on the Web, individual advising sessions can become more productive.
- Web access to individual data can place more responsibility on students to make careful, well informed choices in planning their own academic careers.
- As support units and academic departments place more information on the Web and create interactive electronic forms, students will be able to submit all types of information directly to these offices for more timely review and response.

To fully capitalize on Web and other technologies, the University must commit personnel resources to develop and maintain Web applications that meet the changing needs of our students and the campus community. More program, department, and University information must be made available on the Web and students must be constantly encouraged to use this medium. Careful attention must be given to the design and navigability of Web pages, construction of dynamic

applications, maintenance of appropriate links between pages, and constant updating of information. More importantly, we must create an environment in which students and advisors trust that the academic information available electronically is accurate, timely, and confidential.

E. Instructional Effectiveness

Extending educational opportunity to a heterogeneous student body imposes upon us particular responsibilities for what and how we teach. Although we should not permit students to escape their obligations when undertaking university study and should seek to elevate their performance through the maintenance of high institutional standards of performance, our primary professional obligation is to help students learn and to engage them in the learning process. Student success at the University is a shared responsibility of students and faculty members.

Although there are many possible issues that could be addressed to enhance the effectiveness of instruction, two seem preeminently important to this institution at this time: 1) How to cope with a heterogeneous student body characterized by diverse and changing patterns of student learning; and 2) The possible role of technology for the delivery of instruction and for enhancing student learning. The first is an especially significant challenge since many members of our faculty perceive not only that our students today are less well-prepared, but also less motivated and less committed to being successful in their university work. These can be formidable barriers to effective instruction, to be sure, but our obligation as a public institution is to do all we can within our control to motivate students to learn and to make the most of their talents and abilities. Accordingly, UNC Charlotte will:

1. Concentrate its curriculum development efforts and resources (including Curriculum and Instructional Development Grants, Academic Program Improvement Grants, and Summer Institutes for the Advancement of Teaching): (a) toward helping faculty understand and respond to the variation in students' intellectual abilities, motivations, personal circumstances, cultural backgrounds, and learning styles; and (b) toward helping faculty assess the potential value of instructional technology to improve the delivery of instruction and/or student mastery of subject matter including but not limited to the possible development of self-paced instructional modules in some areas.

2. Continue improvement of the campus infrastructure and technology to support instruction.

3. Continue the task of periodically assessing the condition of the campus' general assignment classrooms and to establish priorities for the allocation of academic facilities renovation funds and available one-time monies to remedy deficiencies in classroom facilities and equipment.

F. General Education

During the last several years there has been much discussion among faculty members regarding the general education curriculum that is currently required at the University. There would appear to be widespread agreement with the notion that UNC Charlotte's general education

program is quite complicated and, although well understood by the faculty, something of a mystery to the undergraduate students. Therefore, in fall 1999 a task force was appointed by the Provost to conduct a review of the University's general education program. This review proceeded in two stages. During the first stage we asked questions that helped us determine the general scope of the program. These questions included:

1. What values should guide our programs?
2. What are the desired outcomes of UNC Charlotte general education program?
3. How much "customization" should be allowed programs and colleges?
4. How should the general education program be structured?

In spring 2000, the Faculty Council unanimously approved ten principles that the revised general education program should embody. Following this approval, in fall 2000 the Task Force began to develop objectives for the new program and faculty subcommittees began to identify the broad design of new general education courses.

If the new program is approved by the Faculty Council in spring 2001, selected faculty will begin work on new courses in summer 2001. The new general education program would be implemented on a pilot basis in fall 2002 with full implementation scheduled for fall 2003.

G. Internationalizing the Student Experience

One of the themes that guides the development of UNC Charlotte is "International Understanding and Involvement." As UNC Charlotte expands, we wish to increasingly internationalize the experience of our students. The University is committed to increasing the number of domestic students who study abroad and to hosting an increasing number of international students in a variety of degree and nondegree programs.

As our study abroad components expand, we will particularly:

1. Focus expansion of study abroad and University exchanges on Latin America because the Charlotte region's ties to that part of the world are growing rapidly.
2. Add a study abroad component to the MBA program.
3. Expand study abroad opportunities for Nursing and Health Professions students.
4. Determine how to create study abroad opportunities for teacher education students.
5. Design special study abroad recruitment efforts for adult nontraditional students.

VI. Faculty

A. Faculty Roles and Rewards

UNC Charlotte aspires to be the third publicly supported Doctoral/Research University – Extensive in North Carolina. During this transition, the University’s historic dedication to excellence in teaching cannot be lost. In order to achieve this goal, a system of rewards that is sensitive to the differing contributions of faculty must be developed and continuously reviewed. Development of such a system is a shared responsibility of the faculty and administration.

Decisions governing the conferral of permanent tenure on members of the faculty are the most important that the institution will make since we will live with the outcomes of these decisions for years if not decades. Although individuals have varying levels of skill and interest in different areas of academic endeavor, and may be called upon to contribute in different ways to fulfillment of the mission of the academic unit(s) to which they belong, it will continue to be an expectation of the institution that individuals granted tenure demonstrate professional competence in all areas of review.

Beyond the tenure decision, the institution will work toward a more flexible system of roles and rewards so that faculty activities--individually and collectively--can be more properly aligned to permit each academic unit and the University as a whole to deliver upon their assigned missions. The University must engage in an inclusive dialog about reappointment, promotion, and tenure, and about workload policies.

Toward these ends, UNC Charlotte will:

1. Ensure that each college and department has approved a specific mission statement that articulates a clear and appropriate balance among teaching, research, and its service to the community. A system of differential teaching loads will be considered where appropriate.
2. Engage the faculty more fully in the further refinement of college and departmental statements so as to align the criteria established to govern decisions on faculty reappointment, promotion, and tenure with the missions and priorities for faculty activity in those units.
3. Further refine college and departmental academic personnel and salary review procedures as necessary to align them with the missions and priorities of the unit and to ensure that individual faculty members will understand clearly what they are expected to do in fulfillment of the unit’s mission and the basis upon which their individual performances will be judged and rewarded.
4. Support efforts by academic units to propose and implement new systems for the allocation of merit salary increases to recognize the distinctive contributions of individual faculty members and entire academic units to the fulfillment of the mission of the program, department, college or campus, provided those contributions can be documented and assessed.

5. Continue the campuswide discussion of "faculty roles and rewards" and active participation in the "Forum on Faculty Roles and Rewards" sponsored by the American Association for Higher Education to promote common understanding of the issues involved in making our reward system match our multiple missions.

6. Continue to implement strategies developed during our five-year involvement in the national project, "Peer Review of Teaching: From Idea to Prototype." The Administration is committed to providing encouragement, funding, and rewards for faculty initiatives that advance that part of the University's mission devoted to teaching and create a favorable climate for faculty dialogues about, and involvement in, the improvement of teaching.

7. Continue to support the Faculty Center for Teaching as a mechanism for the continuous improvement of teaching at the University.

8. Support efforts of departments and colleges to develop advising systems that clearly specify the roles of faculty members, how advising performance will be evaluated, and the rewards for excellence in advising.

9. Continue actions that provide formal sources of recognition for faculty excellence in all significant areas of academic endeavor, including selection of the appointees of any unfilled positions for the Bonnie E. Cone Professor for Distinguished Teaching; support for the Bank of America Award for Teaching Excellence, the college-based teaching excellence awards, the Provost's Award for Teaching Excellence (for departments and programs), the First Citizens Scholars Medal, the Alumni Board of Governors Distinguished Service Award, the Harshini V. de Silva Graduate Mentor Award, and the Faculty International Education Award.

B. Faculty Development

Having in place an appropriate system of faculty rewards is only part of what is needed for the departments, programs, colleges, and UNC Charlotte as a whole to deliver upon its multiple missions. In addition, faculty members must be prepared to undertake the responsibilities assigned to them as these responsibilities change over time. It is thus appropriate and necessary for the institution and its colleges to dedicate resources to support the faculty and their development, particularly in their teaching and research. Therefore, we will:

1. Assist faculty members to become better prepared to examine the potential impact of advances in information and networked technologies on the delivery and effectiveness of instruction.

2. Train selected faculty in the effective use of distance learning technologies.

3. Assist faculty members to deal more effectively in the classroom with issues of gender, race, ethnicity, sexual orientation, and disability.

4. Ask the Faculty Center for Teaching to assist faculty members in considering how to make instruction more effective in reaching students with differing intellectual abilities, learning styles, personal circumstances, levels of motivation, and academic preparation.

5. Assist faculty members who are "retooling" at the request of the institution to assume new responsibilities or respond to changes in missions or priorities.

6. Complement college initiatives to improve academic advising with programs and materials to help faculty members to serve as more knowledgeable and effective academic advisors, especially with respect to general degree requirements and campus-wide academic policies and procedures.

C. Faculty Research

UNC Charlotte remains committed to the vision of scholarly inquiry as one of the cornerstones of the University. Toward that end, the University will foster an environment in which research and creative activity flourish; will facilitate scholarly contributions to learning, discovery, and service; and will stimulate the research and creative productivity of University scholars. Research will be defined broadly to encompass the scholarly activity of all faculty.

In the University's transition toward research status, academic units must articulate a research plan that contains a vision of how they will contribute to excellence in research and creative activity. In establishing priorities for new programs of research and creative activity that require allocation of University funding, or for growth requiring new resources for existing endeavors, programs will be regularly evaluated to ensure that allocation of scarce resources leads to research excellence, with continuation of support based on evaluation outcomes.

Consistent with the University's established priorities for research and creative activity, and as a general principle for research development, emphasis will be given to allocating resources to new faculty and to productive faculty who are "in between" externally-funded projects. Whenever possible, the allocation of resources must serve as seed resources for future external funding in those areas where such funding is available. We will, therefore, emphasize proposal writing as the expected behavior of faculty who receive University funding for research. In those disciplines where external funding is not available or is extremely scarce, we will also expect to allocate University resources as a substitute for external funding, but we must always apply high standards in evaluating the quality and potential of the proposed work.

Having recruited the most competitive graduate students, we must fully integrate them into the research enterprise. Therefore, when renovating existing facilities or designing new ones, space for graduate students will be included, as well as space that promotes team interaction and community building. The allocation of existing space will be consistent with the University's definition of research priorities, and space for graduate students and team interaction will be emphasized.

Providing adequate time for research is one of the greatest hurdles that we must clear in achieving research status. Because the transition to research status will occur incrementally, we must initially increase the research component while maintaining the current teaching component of our workload. It is, therefore, important that unit workload statements reflect each unit's research plan and that workload statements also consider the research priorities of interdisciplinary programs.

The move to research status will necessitate changes in University infrastructure (i.e., support services in Academic Affairs and Business Affairs) to provide a nourishing climate in which research and creative activity will flourish. To that end, we will promote a University-wide appreciation of the problems faced by faculty in making the transition from a comprehensive institution to a research institution. Whenever specific infrastructure costs can be supported as externally funded direct costs (e.g., vivarium, media and computing services, technical support), such costs will be included in proposal budgets.

In seeking external federal funding, we must maintain the strong record of proposal writing by faculty while at the same time focusing on larger and more complex projects and helping faculty to be more competitive. To that end, we will enlist the support of senior faculty from among our most experienced awardees in mentoring project development. We will provide forums in which faculty can learn about each other's interests and skills and in which opportunities and priorities can be assessed, and we will be proactive in assembling teams that can compete for large and/or interdisciplinary grants, providing necessary resources to support such efforts.

Many universities receive considerable funding from political initiatives. While we will never attempt to substitute political influence for peer review, we will continue to enhance the University's visibility and seek funding from nonpeer-reviewed sources by working closely with the North Carolina congressional delegation. Such funding will be available principally in, but not restricted to, the social sciences through projects related to education and training, human development, community and economic development, justice, and defense.

The Office of Technology Transfer will be a focal point for our private industry research and technology interactions, with the objective of fostering mutually beneficial commercial and research interactions and transfers of technology between UNC Charlotte and the private sector that result in expanded capabilities of both sectors. By doing so, we will also enhance the University's capability to recruit and support research faculty in critical, emerging technical fields.

As we seek to increase external funding from foundations and corporations in the Charlotte region, coordination of the University's development and research efforts is essential. Toward that end, the Associate Vice Chancellor for Research will confer regularly with the Associate Vice Chancellor for Development.

In support of research, the University will:

1. Continue to offer the Faculty Research Grants Committee programs at current levels and under current guidelines unless modified through student faculty governance procedures. Add

a new competition that funds faculty who include undergraduate students in their research projects.

2. Through reallocation of existing resources, develop a new funding stream to service current growth in the University's research enterprise and to fuel future growth.

3. Encourage faculty who seek external grant funding to include research assistantships in those proposals when permitted by agency guidelines.

4. Work to include space for graduate students when we design or redesign academic space.

5. Establish and evaluate appropriate support level for a congressional relations program to enhance the University's visibility and competitiveness in seeking federal funds.

6. Use departmental and college operating budget equipment funds whenever feasible as matching funds for grant proposals.

7. Implement the Charlotte Institute for Technology Innovation. The Charlotte Institute will provide academic units with the opportunity to partner with the private sector with the result of enhanced research opportunities. It is an improved vehicle for faculty who wish to commercialize their work. The Charlotte Institute will become an important element of the research infrastructure of the University.

8. Expand the role of the Center for Precision Metrology. The University proposes to significantly enhance and expand the focus of its NSF sponsored Center for Precision Metrology. The Center was established in 1997 as an NSF University/Industry cooperative initiative and has since become internationally recognized for its work in precision metrology, which is an enabling technology for micro-electro-mechanical systems (MEMS), nanofabrication, and precision manufacturing. In fact, the applications to manufacturing and microinstrumentation comprise a great deal of the work now being done at the Center. As the new millennium begins, the economy is being driven by many of these emerging technologies. Explosive growth is occurring in nanotechnology, MEMS, and intelligent manufacturing enabling a whole range of new products and applications. Consequently, the time has come to expand the educational and research programs offered by the Center. Renaming the Center may occur in this context.

9. Establish the Metropolitan Studies Group under the Associate Vice Chancellor for Extended Academic Programs. The Metropolitan Studies Group (Group) will be an organizational entity designed to support social science research on campus. It will be established initially to provide support for the Ph.D. program in Public Policy. Throughout the planning period the following will be moved under the auspices of the Group: The UNC Charlotte Urban Institute, The Office of Statistics and Applied Mathematics (OSAM), a Geographic Information Systems Applications Center, and a Transportation Studies Center. The feasibility of adding a Community Development Center and an Educational Research Bureau will also be studied during the planning

period. It is assumed that OSAM will be renamed and that, in addition to the support that it has historically provided, it will provide biostatistical support for health-related research.

D. Interdisciplinary Programs

There are both academic and pragmatic reasons for interdisciplinary programs to play a large and increasing role in the development of UNC Charlotte. On the academic side, the process of understanding natural phenomena and solving complex social problems often requires the transcendence of disciplinary boundaries. Pragmatically, program proposals that bring together the strengths of various disciplines in their existing units allow us to marshal resources sufficient for the creation of quality programs, and to respond creatively to demands that traditional programs in the UNC system have failed to address.

In either case, the development of interdisciplinary endeavors presents a new set of challenges for the University, where heretofore disciplines and departments have controlled the development of academic initiatives. Although UNC Charlotte has been successful to some extent at surmounting these difficulties and creating healthy interdisciplinary programs, we have not completely solved the structural problems faced by interdisciplinary efforts with respect to the use of faculty time, recognition for faculty effort, and the relative priority of interdisciplinary program development compared to departmental program priorities, especially in the area of faculty recruitment.

A task force created by the Provost to assess these problems determined that successful interdisciplinary programs, at all levels and no matter what cultural boundaries they cross, must at a minimum have 1) an identifiable faculty; 2) a single director; 3) a clear reporting line; 4) a common core curriculum; 5) an independent budget, resources, and identifiable space, provided at an administrative level above the participating units or through clear contractual obligations among participating units; and 6) a separate library allocation. In order to assure that these conditions will exist in interdisciplinary programs on this campus, the following principles will be applied during the planning period:

1. Requests to establish new interdisciplinary programs should include a specific proposal for structure and governance.
2. The procedure through which interdisciplinary program proposals are evaluated on campus should be hard-headed when assessing a “no new resources required” argument; estimates of the financial support required, including requests for library materials and research facilities and equipment, should not err on the side of modesty.
3. Interdisciplinary programs must be allocated resources so as to ensure that disciplinary programs that contribute faculty to them will benefit from their participation. Clerical and administrative support must be consistent across disciplinary and interdisciplinary programs.
4. Both new and existing interdisciplinary programs should clearly identify the program faculty, and should specify a procedure whereby members of that faculty are nominated and

approved. Membership on an interdisciplinary program faculty must be approved by the faculty member's primary unit.

5. Those considering the appointment of a faculty member to an interdisciplinary program should refer to the existing *Policy Statement on Joint Appointments for Faculty*.

During the planning period the Provost will ask the deans to review these principles and to determine if they should be revised.

VII. Delivery of Education

A. Summer School

As UNC Charlotte develops in both the scope and complexity of its programs and adds considerably to its doctoral offering, it is time to integrate more fully summer school into the regular academic year. Toward this end, the Provost will establish a task force to answer some basic questions concerning summer school. While the work of this task force is ongoing, there are some initiatives that should be undertaken in this planning period.

1. The College of Education is proposing a trimester schedule to respond to a request from The University of North Carolina Office of the President to apply for "year-round university" pilot summer term appropriations. The impetus for the request is to address the growing and chronic teacher shortage in North Carolina. This proposal focuses on licensure-only students and graduate students in high need areas in the pilot phase. The year-round University format would have the advantages of allowing postbaccalaureate candidates for teacher licensure to complete their programs of study in two to three semesters and would allow master's degree candidates to complete their degree programs in four semesters of full-time study. In the future, fast-track programs (three-year degree completion) at the baccalaureate level would be implemented.

2. The University should move to implement an additional summer bridge program.

B. Distance Learning

Through the establishment of off-campus instructional sites and through the use of technology, UNC Charlotte has the opportunity to extend its faculty's expertise to serve North Carolina citizens who face significant geographical barriers (of distance and/or driving time) to participating in on-campus programs.

"Off-campus extension distance learning" includes academic credit courses and programs specifically designed for delivery to students who are expected to be entirely or largely off the campus. The principal modes of off-campus delivery include the following (and various combinations of the following):

Group Site Instruction, which is most typically live (i.e., synchronous) instruction, but which is sometimes delivered, at least in part, asynchronously (i.e., time-delayed). Group-site

instruction typically involves:

- face-to-face instruction to a group of students assembled with an instructor at an off-campus site, or
- live, two-way interactive televised transmissions linking an instructor on campus to group(s) of students assembled at off-campus site(s).

Individual Access Instruction, in which

- the students are separated geographically not only from the instructor but also from each other, and
- much of the communication is asynchronous.

The following technologies are among those currently used by colleges and universities to deliver off-campus instruction: two-way interactive televised transmissions, one-way cable or broadcast television transmissions, one-to-one telephone communication, audioconferencing, videotapes, audiotapes, CD-ROMs, computer software, e-mail, and the Internet.

Despite the University's interest in making its programs more accessible to off-campus students, it is anticipated that there will be more requests and more needs that might be served through off-campus programs than UNC Charlotte will be able to accommodate. Not all academic programs can be effectively taught nor can students be provided with essential support at off-campus sites. Even fewer courses and programs lend themselves to wholly or largely "individual access" delivery (e.g., through the Internet). In addition, not all learners possess the characteristics needed to succeed in "individual access" modes of delivery. UNC Charlotte will need carefully to select and design the programs it offers off campus. Toward that end, the University will:

1. Commit to the proposition that UNC Charlotte's off-campus programs be models of instructional design and of student services delivery. To achieve this, programs should reflect the standards of good practice adopted by the Southern Association of Colleges and Schools, the Southern Regional Electronic Campus, the American Council on Education, the Council of Graduate Schools, and similar educational organizations.

2. Ensure that planning for off-campus programs be driven first by department and college academic plans that identify specific off-campus programs and audiences as important to their missions, and then by a campus-wide collaboration to evaluate the feasibility of off-campus delivery for those programs.

3. Retain the notion that the primary focus of UNC Charlotte's off-campus programs be to serve the citizens of North Carolina.

4. Establish the following priorities for off-campus delivery:

- Programs (degrees, certificates, licensures, or other integrated series of courses) over individual courses or ad hoc combinations of courses. Specifically, UNC Charlotte will not deliver 1000- or 2000-level courses through distance learning that compete with community college courses.
- Baccalaureate completion programs, programs for school teachers and other school personnel, and programs which serve targeted public service needs of the state-- e.g., in health care and criminal justice.
- Programs for which UNC Charlotte has a state-wide mission, or a mission in North Carolina that extends beyond our service region.
- Programs within our service region designed to be accessible to those citizens geographically most distant (in mileage and/or driving time) from the UNC Charlotte campus.
- Programs for which the majority of the instruction can be received off-campus.

5. Be sure that each off-campus program has a specific plan and budget developed for it that is approved by the lead academic department, all participating academic departments, and other units on campus that are key to designing and delivering effective off-campus student services and support.

6. Identify and budget for all the direct costs associated with delivery of off-campus programs.

7. Use a team approach for the design, delivery, and ongoing monitoring and evaluation of all facets of the delivery of instruction, academic support, and student services.

8. Provide faculty and staff with the training and other support necessary for them to be able to create effective off-campus and technology-based educational programs.

9. Continue to look to the Distance Learning Advisory Council to undertake planning in this area.

With these recommendations and priorities in mind, the following off-campus programs have been proposed by academic departments and colleges to be initiated, or continued, during this planning period. As the proposed new programs are reviewed on and off the campus, the beginning dates and the primary delivery modes may be altered. In addition, programs other than those identified below, that reflect campus priorities for distance learning and that respond to emerging needs, may also be proposed by colleges for delivery during 2002-2007.

- Graduate Certificate in Supported Employment and Transition. Primary delivery: two-way interactive TV. Cohort 1 beginning in FY 1999; cohort 2 beginning in FY 2001.
- Graduate Certificate in Law Enforcement Management and Administration. Primary delivery: face-to-face on-site instruction. Program start: FY 2000.
- MSN. Primary delivery: two-way interactive TV and individual access. Program start: FY 2001.
- RN to BSN. Primary delivery: individual access. Program start: FY 2002.
- B.S. in Engineering Technology, Fire Safety. Primary delivery: individual access. Program start: FY 2001.
- B.S. in Engineering Technology, Electrical Engineering Technology. Primary delivery: individual access. Program start: FY 2001.
- Licensure Program in Special Education for Students with High Incidence Disabilities. Primary delivery: two-way interactive TV. Program start: Dependent on grant funding.
- Licensure Program in Special Education for Students with Low Incidence Disabilities. Primary delivery: two-way interactive TV. Program start: Dependent on grant funding.
- Graduate Certificate in Special Education. Primary delivery: two-way interactive TV. Program start: FY 2001.
- M.Ed. in Elementary Education. Primary delivery: face-to-face on-site instruction. Program start: FY 2001.
- Licensure Program for Gifted Education. Primary delivery: two-way interactive TV. Program start: FY 2001.
- M.B.A. prerequisite courses. Primary delivery: individual access. Program start: FY 2003.
- M.B.A. concentration in Real Estate Finance and Development. Primary delivery: individual access. Program start: FY 2003.

During the planning period we will explore the feasibility of adding to our distance education offerings additional tracks in engineering technology and the Graduate Certificate in Gerontology.

C. Continuing Education

Under the leadership of the Associate Vice Chancellor for Extended Academic Programs and the Director of Continuing Education, Extension, and Summer Programs, the University will develop a campus-wide plan for noncredit continuing education. Each college will have the opportunity to participate; however, no college will be compelled to increase its continuing education activities. Within this review, the University will identify continuing education noncredit programs that are developed by a third party and can be offered through UNC Charlotte.

VIII. University Information Technology

Information technology (IT) serves as an enabling tool for every function of the University, including the delivery of instruction, the conduct of research, and the administration of records and transactions. UNC Charlotte has made a substantial and, in some cases, impressive investment in hardware, software, and networking. But the computing infrastructure consists of several distinct and separate computing environments, some fairly large, all operating on a single physical network, and all isolated both technically and philosophically from each other. The development of the present infrastructure has been funded in part by one-time allocations for new hardware and software, but operating budgets for information technology have not increased significantly as this build-out has taken place.

The University has identified several desired characteristics of a future baseline information technology infrastructure:

- File Space. Individuals will be able to store files accessible only to themselves as well as store files accessible to others in a variety of groupings. Our goal will be to provide both disaster and convenience backup and recovery of all network files, but our ability to do so may be constrained by limited budget and personnel.
- Accessibility. As a general objective, users will be able to access campus services with a single username and password. Users will have access to campus services from multiple client platforms and multiple client locations.
- Standards. The system will support collaboration by adopting appropriate open standards for information exchange. A standards committee will evaluate standards for the exchange of information and will suggest compatible applications tools and recommend that they be supported campus wide.
- Network. The network will be sufficiently robust and reliable to sustain an appropriate level of multimedia usage by faculty, staff, students, and distance learners. The University will maintain a strategic working relationship with service providers to ensure that adequate Internet gateway bandwidth and reliability is available to accommodate programmatic growth.

In order to meet the IT needs of the University consistent with the goal of advancing to Doctoral/Research University - Extensive status, the University's central IT support organization, under the leadership of the Chief Information Officer, will provide a uniform baseline computing environment and infrastructure for the campus community based on industry-standard technologies and designed and managed to be secure, robust, reliable, scalable, extensible, and easy to learn and use. This baseline infrastructure will provide those elements of IT needed by the entire campus community, such as hardware platforms, operating systems, networking, file sharing, authentication, office productivity tools, email, and Web services, as well as those additional elements of IT that are more efficiently provided by a centralized organization. The campus IT infrastructure must be designed, maintained, managed and monitored as a 24x7 production environment. Above all, it must support and encourage the appropriate use of technology in teaching, learning, and research, and must encourage collaboration and information sharing between faculty, staff, and students.

Many colleges and/or departments will require IT environments that go beyond the baseline environment. For some colleges and departments, state-of-the-art technology lies at the heart of all their goals. The baseline environment must therefore provide a suitable platform for the higher level development of appropriate technologies that meet the needs of advanced users, and there must be a strong commitment on the part of both the central support organization and the individual units to cooperate on the research and development necessary to provide state-of-the-art IT infrastructure for those users. At the same time, the responsibility for the associated costs must be mapped to the location of the benefits, and the costs of implementing and supporting advanced technologies must be borne by the units deploying them.

Individual colleges, departments, and other units benefit from local support by individuals who are familiar with their particular needs and who are well known to the faculty being served. In many cases discipline specific knowledge or training can greatly enhance the value of the technical support provided. The University will therefore strive to house first-level IT user support within the individual academic units while maintaining the close working relationships with the central support group that are necessary for good second-level support. This will build on the initial successful implementation of local user-support staff in some colleges and departments, and add a level of cooperation that has been missing from the existing structure. At the same time, first-level user support must continue to be provided centrally for those administrative organizations in which economies of scale cannot be achieved locally, but that support should also strive to serve each unit with an individual or small team so that a degree of "personal service" can be provided. First-level user support staff must have access to high quality training and appropriate second-level support so that expert staff are not unnecessarily diverted from the research and development necessary to support a reliable and robust infrastructure. It is also important that user support staff function as infrastructure managers.

As the University considers student computing device ownership requirements either campus-wide or within individual units, the University must establish a model for student user support and network access. The University must also simultaneously prepare for the probable increase in demand for access to computing on campus that will result from increased student computer ownership.

UNC Charlotte has already begun the development of Web-based systems to deliver services to students and faculty. We will continue to vigorously develop and implement such systems and integrate them with the evolving core administrative system databases to provide 24x7 services and functions to students, faculty, staff, and alumni, including payment of bills, class registration, reporting, evaluation, and requests for information.

Each addition to the University's IT infrastructure generates ongoing maintenance and license costs; a one-time funding model is inadequate to maintain a robust infrastructure. We will, therefore, develop a funding model that recognizes the true cost of IT support and apportions it appropriately among centralized services and specialized local environments.

Therefore, in support of information technology and Teaching and Learning with Technology, UNC Charlotte will adhere to the following:

1. Central IT support will provide one uniform baseline computing environment.
2. User support for baseline environment will be provided centrally (infrastructure managers).
3. College IT environments may go beyond baseline environment.
4. User support for specialized environments will be provided locally.
5. College requests to require lap top computers will be scrutinized to determine resource implications.
6. Funding for IT must be moved from margins of college and support unit budgets to the center.
7. "Smart classrooms" must be deployed across University according to a coherent but flexible plan.
8. More disciplinary-based IT labs must be added as space allows.
9. IT professional staff must support the faculty.

IX. Focusing Our Collective Energy: Themes for Campus Development

Because the list of potential needs and demands upon a contemporary university is almost limitless, UNC Charlotte must be both strategic and selective in deciding how to respond. To facilitate such decision-making, seven themes and areas of emphasis have been identified to serve as guideposts for such things as the creation of new degree programs and curricula at both the undergraduate and graduate levels, the recruitment of faculty, development of continuing education programs, and the initiation of projects, programs, and centers of research.

These themes are intended neither to describe all University activity nor to preclude the campus from taking advantage of new opportunities. Rather, the hope is that the themes can assist the campus to: a) identify the most important needs of the region deserving of University attention; b) develop the capacity to respond to those needs with a multidisciplinary if not interdisciplinary approach drawing upon a community of scholars from a variety of intellectual and methodological traditions; and c) adopt a more deliberate and focused strategy for hiring faculty in our colleges and departments, for developing new academic degree programs and programs of continuing education, and for initiating or strengthening programs and centers of research.

A. Liberal Education. A defining characteristic of an undergraduate education at UNC Charlotte will be the commitment of the faculties in all colleges to provide students with a liberal education as a foundation for professional education and lifelong learning. Our students must be fully prepared for constructive citizenship in a culturally diverse and rapidly-changing world. To do so requires a careful balance between the contributions of general and specialized education in an undergraduate degree program and attention in every academic major and throughout the curriculum to the fundamentals of oral expression, written communication, critical thinking, and problem-solving.

B. Urban and Regional Development. The location of UNC Charlotte in the State's largest metropolitan region confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping the diverse and conflicting groups and interests in the region grapple with critical issues that are not found in the same ways in smaller, less dense, and more homogeneous communities. These issues include, but are not limited to economic development, crime and violence, transportation, metropolitan infrastructure, urban planning, and the environment. The University can play a critical role by: a) offering intellectual and technical expertise in each of these areas; b) providing historical and national perspectives for solving contemporary problems of the region; c) serving as a neutral forum where problems can be discussed and solutions debated; and d) facilitating a unified regional approach to problems that respect neither political nor governmental boundaries.

C. Business and Finance. Charlotte has emerged as one of the nation's leading centers for business, particularly in banking, insurance, financial services, real estate, and retail trade. UNC Charlotte must be prepared to serve the employment market in these sectors and to address the multiple needs of the business community for continuing professional education and applied research.

D. Children, Families, and Schools. Located within the State's largest metropolitan region and in the same county as its largest school district, UNC Charlotte is dedicated to strengthening the preparation and continuing professional education of teachers, school administrators, and other professionals in the schools and related agencies serving students from pre-kindergarten through high school, and to bring its intellectual resources to bear upon those family-related and social problems that interfere with the educational process.

E. Health Care and Health Policy. During the 21st century, the need for health and human service professionals will continue to grow as our population ages; as patients' demands for more specialized kinds of treatments, drugs, and therapies escalate; and as our definition of health expands to include anything that contributes to the promotion of human beings' physical, mental, spiritual, and social health and well being. As the State's largest metropolitan region, Charlotte requires sustained attention from the University to serve the multiple and diverse health-related needs of its citizens, including informed and effective public health policies; a vibrant health research community; health promotion activities and programs; and trained health-care personnel, including those who play a role in administering health-care delivery systems and whose decisions affect matters of access to health services as well as their cost and quality.

F. International Understanding and Involvement. The interdependence of the world's political affairs and the globalization of the world economic order have come to place inescapable demands upon the University in preparing its graduates. In addition, the greater Charlotte region has emerged over the last decade as a significant international center, with over 500 foreign-owned firms having settled in the area. UNC Charlotte can serve the region by preparing its students to live and succeed in an increasingly global community, by providing for the educational needs of the foreign-born employees and their families, and by being an important agent to improve communication between the American and international communities and to stimulate additional international economic and cultural involvement here.

G. Applied Sciences and Technologies. This broad theme is built upon our existing commitment to emerging technologies, primarily in the fields of microelectronics, optoelectronics, and precision engineering. It also seeks to capitalize upon North Carolina's stature as the nation's leading manufacturing employer and Charlotte's emergence as an important manufacturing and distribution center. The State and the region require a steady supply of highly-trained personnel and the University's scholarly expertise to help the manufacturing sector improve the quality of their products and the cost-effectiveness of their processes. In addition, the State and region require assistance for understanding and using information technologies and look to the University's College of Information Technology to provide information technology employees.

X. Implications of the Themes

Because UNC Charlotte is a relatively young institution and does not possess a full inventory of academic programs, a great deal of what we are already doing needs to be continued if we are to properly serve the educational needs of the greater Charlotte region. As reallocation of existing resources is possible, however, or as new resources are generated, these themes help identify priorities for future action. In some instances, the initiatives listed below require no substantial allocation of resources. New programs, centers, and departments indicated below reflect those listed in priority categories II-XII.

A. In support of the theme of Liberal Education, UNC Charlotte is prepared to:

1. Revise the general education program of the University.

2. Implement the approved Academic Plan of the College of Arts and Sciences.
3. Target the allocation of faculty positions in the College of Arts and Sciences to help address the large number of freshmen coming into the University.
4. Implement a Bachelor of Arts degree in Music. (See discussion under “Academic Program Development.”)
5. Initiate a concentration in Technical/Professional Writing within the M.A. in English. (See discussion under “Academic Program Development.”)
6. Plan and implement an M.A. in Religious Studies. (See discussion under “Academic Program Development.”)
7. Plan and implement an M.A. in Arts Administration. (See discussion under “Academic Program Development.”)
8. Plan and implement a Graduate Certificate in Applied Ethics. (See discussion under “Academic Program Development.”)
9. Consider whether to plan an M.A. in Ethics. (See discussion under “Academic Program Development.”)
10. Maintain the completed curriculum revisions to ensure that all four-year undergraduate degree programs require 120 to 128 credit hours.
11. Within the constraints imposed by external accrediting bodies, work actively to decrease the number of credit hours required for the completion of major programs and increase the number of credit hours available for general education, electives, and second majors.
12. Actively resist additional specialized or professional accreditations of undergraduate programs and any new restrictions on the structure of undergraduate curricula by external accreditors.
13. Plan and implement the Freshman Learning Community program. (See discussion under “First-Year Experience.”)

B. In support of the theme of Urban and Regional Development, UNC Charlotte is prepared to:

1. Implement the approved Academic Plan of the College of Architecture.
2. Through appointment of a faculty task force by the Provost, initiate planning for a possible new interdisciplinary minor program in Environmental Studies. (See discussion under “Academic Program Development.”)

3. Request permission from the Board of Governors to establish a new interdisciplinary Ph.D. program in Public Policy. (See discussion in section on “Academic Program Development.”) As part of that initiative and to serve other needs, develop a campus plan for faculty recruitments to strengthen, in priority order, our capacity in economic geography and political economy.

4. Strengthen the role of The UNC Charlotte Urban Institute and other campus centers as brokers for linking regional community needs to the research strengths of our faculty by developing and marketing specific additional research programs in critical areas in cooperation with departments and relevant academies.

5. Create a comprehensive Metropolitan Studies Group to strengthen the ability of the campus to respond to research needs of the regional community especially in such areas as regional health, areas that require the tools of applied statistics, biostatistics, geographic information systems, and social/economic/political analysis. Such a Group should also support and improve the capability of our students and faculty generally to complete research that requires the application of statistical techniques, or the analysis or presentation of demographic or social data. Funded principally by external contracts and grants and employing faculty expertise and graduate student assistants from across the campus, such a Group might combine in one place the existing Urban Institute, Office of Statistics and Applied Mathematics (OSAM), Transportation Center, and Community Development Academy, campus geographic information systems capabilities, our involvement in the Inter-University Consortium for Political and Social Research (ICPSR), and the proposed Educational Research Bureau. This Group will provide support for the Public Policy Ph.D. and Educational Leadership Ed.D. programs, as well as other programs, including but not limited to those proposed in Infrastructure and Environmental Systems, Special Education, Counseling, and Curriculum and Instruction.

6. Strengthen the Community Development Academy through coordination with the Metropolitan Studies Group.

7. Request permission from the Board of Governors to establish a Center for Transportation Systems. (See discussion under “Academic Program Development.”)

8. Consider whether to plan an M.A. degree in Urban Studies. (See discussion under “Academic Program Development.”)

C. In support of the theme of Business and Finance, UNC Charlotte will:

1. Implement the approved Academic Plan for The Belk College of Business Administration.

2. Design and implement M.B.A. concentrations in eCommerce, real estate development and finance, and financial institutions. (See discussion under “Academic Program Development.”)

3. Implement an M.A. program in Communication Studies. (See discussion under “Academic Program Development.”)

4. Expand continuing education and applied research efforts designed to serve the business community through the use of third-party providers when appropriate.

5. Support the development of degree, certificate, and continuing education programs in other colleges that support this area, including the Center for Applied and Professional Ethics.

6. Consider long-range plans for establishing a doctoral program in business administration. (See discussion under “Academic Program Development.”)

7. Consider long-range plans for establishing a master’s degree in professional accountancy for students with undergraduate degrees in some other field than accounting.

D. In support of the theme of Children, Families, and Schools, UNC Charlotte will:

1. Implement the approved Academic Plan for the College of Education.

2. Implement a new doctoral program in Counseling. (See discussion under “Academic Program Development.”)

3. Implement a new doctoral program in Special Education. (See discussion under “Academic Program Development.”)

4. Contingent upon receipt of new funding from the General Assembly, implement a College of Education pilot program offering year-round instruction.

5. Request permission from the Board of Governors to plan a new doctoral program in Curriculum and Instruction. (See discussion under “Academic Program Development.”)

6. Request permission from the Board of Governors to plan a new Center for Exceptional Learning. (See discussion under “Academic Program Development.”)

7. Consider an Educational Research Bureau to support the research and assessment needs of pre-primary, primary, and secondary schools and to support doctoral programs within the College of Education.

8. Ensure the continuing strength and involvement of the College of Arts and Sciences in teacher education in the fine and performing arts, English, mathematics, the social sciences, foreign languages, and the life sciences by pursuing "joint" or "courtesy" cross-college appointments where appropriate.

9. Continue discussions to clarify University programs related to "English as a Second Language" (ESL) so as to draw efficiently upon the resources in Education, English, and the English Language Training Institute to strengthen the preparation of K-12 teachers of ESL.

10. Consider planning a master of education degree in French and German. (See discussion under "Academic Program Development.")

11. Consider long-range plans for establishing an M.Ed. program in school psychology. (See discussion under "Academic Program Development.")

E. In support of the theme of Health Care and Health Policy

During the current planning process, a special focus was given to the development of the health sector of the University. Toward that end, during the planning period, the following will be undertaken.

1. Begin the process of creating a semiautonomous School of Nursing within the College of Nursing and Health Professions to replace two existing departments.

2. When the School of Nursing has been established, change the name of the College from the College of Nursing and Health Professions to the College of Health Professions.

3. Move the administration of the Master of Health Administration program from the Graduate School to the College of Nursing and Health Professions; the graduate coordinator of this program will report directly to the Dean.

4. Add an undergraduate advisor to the College of Nursing and Health Professions to serve students from across the University interested in the health professions.

5. Add an undergraduate major in athletic training to the College of Nursing and Health Professions. (See discussion under "Academic Program Development.")

6. Add a gerontology nurse practitioner concentration to the Master of Science in Nursing program. (See discussion under "Academic Program Development.")

7. Add an option in school nursing to the concentration in Community Health Nursing. (See discussion under "Academic Program Development.")

8. Add a post-master's degree graduate certificate in nursing education. (See discussion under "Academic Program Development.")

9. Begin a conversation on campus that would determine if an independent intellectual domain exists in the area of behavioral health such that a new department should be added to the College of Nursing and Health Professions.

10. Within the above conversation, determine if any existing department currently housed in another college should move to the College of Nursing and Health Professions.

11. Commission a feasibility study on whether UNC Charlotte should add allied health programs to the College of Nursing and Health Professions.

12. Determine how the University will provide biostatistical support for faculty whose research requires this support.

13. Continue, and where possible, expand collaborative research projects with the Carolinas Medical Center and the Cannon Research Institute involving the Departments of Biology, Chemistry, Computer Science, Physics, Electrical Engineering, Mechanical Engineering and Engineering Science, and the College of Nursing and Health Professions.

14. Continue to support funding for interdisciplinary faculty initiatives through the Health Research Services Academy.

15. Continue the development of continuing education programs to serve the health community through the use of third-party providers when appropriate.

16. Consider long-range plans to establish a doctoral program in gerontology. (See discussion under “Academic Program Development.”)

17. Consider long-range plans to establish a doctoral program in health psychology. (See discussion under “Academic Program Development.”)

18. Consider long-range plans to establish a doctoral program in nursing. (See discussion under “Academic Program Development.”)

In the future, the following may occur:

1. Establishment of a new department in or movement of an existing department to the College of Nursing and Health Professions.

2. Change the name of the College of Health Professions to the College of Health and Human Services.

3. Establish a Department of Health Administration to house the master’s in health administration.

4. Add a doctoral program to the College of Nursing and Health Professions.

F. In support of the theme of International Understanding and Involvement, UNC Charlotte will:

1. Continue support for and development of the Office of International Programs, with particular attention to expansion of the international travel grant program for faculty and education abroad for students, the development of meaningful bilateral relationships with institutions in other countries to facilitate faculty and student exchange programs and overseas internship and work experiences, and continuation of community education programs to promote the acquisition of English as a Second Language, cultural awareness, and increased understanding of world political and economic issues.

2. Request permission from the Board of Governors to establish the M.A. program in Spanish. (See discussion under “Academic Program Development.”)

3. Explore the feasibility of establishing a self-supporting Center for International Business to be housed either in the Office of International Programs or in The Belk College of Business Administration, with participation from selected departments in the College of Arts and Sciences, to offer applied research, consulting, and continuing education services to internationally-oriented businesses, trade associations, and government agencies in the greater Charlotte region.

4. Focus expansion of study abroad and University exchanges on Latin America.

5. Add a study abroad component to the M.B.A. program.

6. Expand summer abroad opportunities for Nursing and Health Professions students.

7. Assess study abroad placements for teacher education students.

8. Design special study abroad recruitment efforts for adult, nontraditional students.

9. Consider long-range plans for establishing an undergraduate degree in Japanese.

10. Plan and implement undergraduate certificates in Spanish for Health Professionals and for Social Services and Law Enforcement. (See discussion under “Academic Program Development.”)

G. In support of the theme of Applied Sciences and Technologies, UNC Charlotte will:

1. Implement the approved Academic Plans for The William States Lee College of Engineering and the College of Information Technology.

2. Implement an undergraduate concentration in environmental biology. (See discussion under “Academic Program Development.”)

3. Request permission to plan a doctoral program in optoelectronics/applied optics. (See discussion under “Academic Program Development.”)
4. Request permission to plan a doctoral program in infrastructure and environmental systems. (See discussion under “Academic Program Development.”)
5. Redefine the M.S. in Applied Physics as having both applied physics and applied optics as foci. (See discussion under “Academic Program Development.”)
6. Combine master’s degrees in general mathematics, applied mathematics, and statistics into a single program, with concentrations reflecting the formerly separate degrees and adding a concentration in mathematical finance. (See discussion under “Academic Program Development.”)
7. Redefine the information systems concentration in the B.A. in Computer Science as a B.A. in Software and Information Systems. (See discussion under “Academic Program Development.”)
8. Request permission from the Board of Governors to establish a Center for Optoelectronics and Optical Communications. (See discussion under “Academic Program Development.”)
9. Request permission from the Board of Governors to establish a Center for Infrastructure and Environmental Systems. (See discussion under “Academic Program Development.”)
10. Consider long-range plans to establish a doctoral program in materials science. (See discussion under “Academic Program Development.”)
11. Consider long-range plans to establish a B.S. program in information technology. (See discussion under “Academic Program Development.”)
12. Establish the Charlotte Institute for Technology Innovation.
13. Establish a self-supporting Center for Applied Analysis and Computation, based in the Department of Mathematics but with support from Computer Science, Electrical Engineering, Physics and other interested faculty, to develop theoretical models and computational techniques in areas of applied mathematics with potential applications to modern industrial processes.
14. Consider for future development a Center for Visualization Studies. (See discussion under “Academic Program Development.”)
15. Plan and establish a Department of Systems Engineering and Engineering Management in The William States Lee College of Engineering.

XI. Academic Program Development

Much of the focus of the academic planning by colleges and departments has been upon the proposed expansion of our inventory of undergraduate and graduate degree programs. This is to be expected since, as a relatively young institution, UNC Charlotte does not yet have the array of academic programs necessary to serve properly this growing metropolitan region. At the same time, the initiation of new programs must be undertaken with some caution, with due attention to identifying the resources that are truly required and the realities of the State's ability to provide them.

Priority Category I: Eliminate Selected Degree Programs, Tracks, Minors, and Centers

B.S.B.A. Individualized Major: In 1993, the major in Business Administration was divided into a number of individualized tracks. These tracks included Finance, Management, Management Information Systems, Industrial and Operations Management, Marketing, and International Business. In addition, a track designated as the "Individualized Major" was created to provide some flexibility for that student who could demonstrate that his or her needs were not served by the other degree tracks. The Belk College of Business Administration proposes to eliminate the individualized track. Since its inception, only five students have been approved to graduate under this option.

Center for Economic Education: UNC Charlotte is one of eight UNC system institutions associated with the Center for Economic Education, which is administratively housed at UNC Greensboro. The primary responsibility of the Center is to engage in activities that enhance economics education, particularly in the primary and secondary schools. Following examination of the missions and activities of the Center for Economic Education and the Department of Economics, the decision has been made to close the UNC Charlotte Center.

Priority Category II: Repackage or Refocus Existing Degree Programs

Master's Degree in Applied Physics: Both applied physics and applied optics will be identified as foci in order to make more visible the applied optics sector of the Department of Physics.

B.A. in Software and Information Systems: The information systems concentration in the B.A. in Computer Science will be redefined as a B.A. in Software and Information Systems to reflect the focus of the new Department of Software and Information Systems in the College of Information Technology.

Master's Degree in Mathematical Science: The master's degrees in general mathematics, applied mathematics, and statistics will be consolidated into a single master's degree. Concentrations in general mathematics, applied mathematics, and statistics will be included in the consolidated degree. To these three concentrations is added a concentration in mathematical finance, with support from the College of Business Administration.

Priority Category III: Implement New Concentrations, Options, and Certificates within Campus Authority

A number of program initiatives have been identified that would modify existing campus programs to better serve current students and prospective students in the Charlotte metropolitan region. UNC Charlotte has authority to approve and implement concentrations and options within existing programs such as those listed below which are presented in alphabetical order by subject or discipline. At some future date, approval may be sought from the UNC Office of the President to codify one or more of these concentrations as tracks.

Concentrations in Public Policy Ph.D.: We will develop concentrations in public policy to include, but not be limited to, health policy, transportation, and urban regional economic development.

Technical/Professional Writing Concentration in English M.A.: This concentration will be developed from the existing curriculum and builds upon faculty strengths in the area. No new resources are required.

M.S.N. Specialty Concentrations: As part of a process spanning several planning periods to expand the offerings within the MSN program, a Gerontology Nurse Practitioner concentration will be developed in the MSN program. An option in school health will be added to the community health concentration.

M.B.A. Concentrations in eCommerce, Real Estate Finance and Development, and Financial Institutions: These concentrations within the M.B.A. meet the identified needs of the region and the changing business environment, and provide unique niches for the program. No additional resources will be required.

Graduate Certificate in Nursing Education (Post-MSN): This program will address the projected shortage of nurses prepared to teach in associate degree programs, to supervise students in clinical settings, and to provide staff education. This certificate will build on the skills acquired in MSN programs.

Graduate Certificate in Ethics: This program will build upon the strengths of the Department of Philosophy and the Center for Professional and Applied Ethics. The Department of Philosophy is developing applied ethics courses for the Ph.D. in Public Policy, as well as other graduate programs.

Concentration in Environmental Biology: The Department of Biology remains committed to strengthening the concentration in Environmental Biology. This section of the Department will be developed in such a way as to complement the developing interdisciplinary program in Infrastructure and Environmental Systems. Potential areas to be developed are environmental toxicology and biodiversity and conservation biology relevant to habitat fitness. This will require new resources in the form of faculty lines.

Minor in Environmental Studies: The regional and national growth in the environmental professions has outpaced educational program development in this area at UNC Charlotte. At the current rate of growth, there will be over 100 Charlotte-based firms specializing in providing environmental consulting services for an evolving five-state regional service area. The Environmental Academy has suggested the planning of a new undergraduate interdisciplinary minor in environmental studies. It seems reasonable at this point to appoint a faculty task force to assess the potential value and costs of such a program.

Undergraduate Certificates in Spanish, Social Services, and Law Enforcement for Health Professionals: As the Spanish-speaking population grows, more service workers will need Spanish language skills. These certificate programs would provide students with Spanish language skills specific to health services and to social services and law enforcement.

Priority Category IV: Implement New Degree Programs Approved by the Board of Governors

All new degree programs authorized for establishment by the Board of Governors have been implemented.

Priority Category V: Upon Receipt of Permission to Establish New Degree Programs, Implement Programs

This category identifies programs that have been authorized for planning by the Board of Governors for which requests for authorization to establish have been submitted to the Board of Governors for approval.

Ph.D. in Counseling: The College of Education has prepared a proposal for what would be the third doctoral (Ph.D.) program in Counseling in the State. It will train counselor educators, advanced-level clinicians, counseling supervisors, and counseling program administrators in schools and other human service agencies. The program will build upon the strengths of the existing M.A. program in Counseling and address the demand for advanced graduate study created in part by the many graduates of that program (more than 200 in the last five years). New resources will be required and requested from the Board of Governors to support this program.

Ph.D. in Public Policy: Designed to train policy analysts who will be employed by public, private, and not-for-profit organizations, this proposed interdisciplinary program would focus on urban and regional development. The program will integrate a rigorous core covering analytical and methodological techniques with substantive areas of policy of concern to the region, e.g., crime, health, transportation, and urban and regional planning. A critical element of the proposed program is the development of sophisticated communication skills for the policy analyst, including

writing, oral communication, and visual imaging. The degree program will build upon strengths of existing professional and academic disciplines, such as criminal justice, demography, health administration, economics, geography, political science, sociology, statistics, and public administration. New resources will be required to support this program.

Ph.D. in Special Education: This important doctoral program previously was proposed as a specialty area in a broad doctoral program in Curriculum and Instruction. Now it is clear that the regional need for doctoral training in special education, together with the excellent degree programs in this specialty already developed at the undergraduate and master's levels, justifies the development of a stand-alone Ph.D. in Special Education. Graduates will be trained for employment in P-12 schools, P-12 school administration, or as faculty members in colleges of education. New resources will be required and requested from the Board of Governors.

M.A. in Communication Studies: Survey results gathered by the Urban Institute at the request of the College of Arts and Sciences show a strong interest in the Charlotte region for a graduate degree in Communication Studies, particularly among working professionals in the area of public relations. This program will be developed in conjunction with a graduate certificate program in Communication Studies, which also will provide a recruiting base for the graduate degree. New faculty resources will be required to implement the graduate degree and to support the growing undergraduate enrollment in this major.

M.S. in Earth Sciences: Continued urbanization of the Charlotte region has brought with it growing pressures on land, water, and atmospheric resources and attendant concerns about land use, water and air quality, waste storage and disposal, and site assessment. There is a large and growing number of environmental consulting firms, engineering firms, and governmental agencies in the region which hire earth scientists, where the preferred entry level of preparation is the master's degree. The closest master's programs in earth sciences in the State are at North Carolina Central, NC State, and UNC Chapel Hill, and earth sciences remains the only physical or life science at UNC Charlotte that is not authorized to respond to the regional need for a postbaccalaureate program. Faculty resources required to implement the program include one faculty position and four graduate teaching assistantships.

M.A. in Spanish: Charlotte is the only city of its size and kind in which graduate work in a foreign language is not available. This program is designed to address two needs in the service region. The first is to enhance significantly the Spanish language skills of Spanish teachers in elementary and secondary schools and community colleges. The second is to provide graduate-level training in Spanish-English and English-Spanish translation for persons interested in a career in professional translation or in enhancing their career opportunities in a global economy by means of this specialized language skill. The program will prepare students for accreditation by the American Translators Association. Recent and continuing rapid growth of the Spanish-speaking population in the region affirms the immediate need for the program. One new faculty member will be needed to support this program.

Priority Category VI: Request Permission to Establish Program Already Authorized for Planning

This category identifies programs that have been authorized for planning by the Board of Governors for which requests for authorization to establish will be prepared and submitted to the Board of Governors for approval.

B.A. in Music: The Department of Music already offers a 62 credit hour Bachelor of Music degree in music performance. The proposed degree will provide a liberal arts option of a B.A. degree with about 36 credit hours that can be created from existing courses at no additional cost.

Priority Category VII: Plan New Degree Programs

Requests for authorization to plan six new degree programs are proposed for Board of Governors' approval, including one baccalaureate degree, two master's programs, and three doctoral programs. These programs were selected from the seven baccalaureate, thirty master's programs, and sixteen doctoral programs identified for development at UNC Charlotte through the current cycle of the academic planning process. The programs are listed in priority order with priorities established following a careful weighing of State need, resource requirements, program quality, student demand, and faculty staffing. Actual implementation of these programs will depend upon a variety of factors, including approval by the Office of the President and the Board of Governors, the condition of the State economy, the acquisition of new resources (particularly at the doctoral level), campus enrollment growth, and the availability of faculty positions for short-term reallocation.

Ph.D. in Optoelectronics/Applied Optics: This program will be located in the Department of Physics, but will also draw upon the strengths of programs in Chemistry, Mathematics, Electrical and Computer Engineering, Mechanical Engineering and Engineering Science, and the College of Information Technology, as well as the Center for Precision Metrology. There is now a tremendous shortage of the uniquely skilled professionals for the optical communications industry, at a time when the industry's growth is predicted to accelerate. Implementation of the proposed new degree program will allow UNC Charlotte to educate and train, through existing academic units, the new generation of scientists and engineers required to support the need for highly trained professionals in the optics fields. There is no other Optoelectronics/Applied Optics Ph.D. program in North Carolina. New resources will be required to support this program.

Ph.D. in Infrastructure and Environmental Systems: Continued and rapid urbanization of the Charlotte region has brought pressures on the environment. The continued development and expansion of the community's transportation, water, wastewater, energy, and other infrastructure systems directly impact the environment. This proposed degree program will meet the demand for engineers and scientists who can take a systems approach in addressing the combined issues of infrastructure and environmental systems. The program will address how these systems are successfully conceived, developed, designed, built, operated, maintained, and renewed in a rapidly growing urban environment such as Charlotte. The systems approach will prepare students to tackle

infrastructure development within a complex social, political, economic, and environmental context. This program will draw upon the resources of the faculty from Civil Engineering, Biology, Chemistry, Engineering Management, Public Policy, and Geography and Earth Sciences. The program will have concentrations tailored to accommodate students with backgrounds in either engineering or science. There is no other Infrastructure and Environmental Systems Ph.D. program in North Carolina. New resources will be required to support this program.

Ph.D. in Curriculum and Instruction: This program will provide advanced preparation in curriculum and instruction to meet the needs of school systems, community colleges, and small liberal arts colleges, as well as needs of business and industries with internal educational programs. Concentrations will include Mathematics Education and Literacy Education. The program will be housed in the College of Education and will have strong collaborative linkages with the English and Mathematics Departments in the College of Arts and Sciences. This program will build upon strengths of existing graduate programs in reading education, mathematics education, English education, and elementary education and will complement the existing doctoral program in educational leadership and proposed doctoral programs in counseling and special education. New resources will be required to support this program.

M.A. in Religious Studies: The presence of private seminaries in the region offering degrees in divinity and theological studies serves the demand for professional theological graduate education in religion. There remains a substantial interest in graduate education in Religious Studies as an academic, nonprofessional, nontheological discipline. An M.A. will serve this need and will directly support the University's mission in the areas of global literacy and international education. The Department of Religious Studies has expertise in the religions and cultures of North America, Africa, India, China, Israel, Arab countries of the Middle East, and Japan. No new faculty resources will be required; however, assistantships will be needed for full-time graduate students.

M.A. in Arts Administration: This program would serve the expanding need for museum and gallery managers and directors across the metropolitan region, the State, and the Southeast. Initially, this will be a program focusing on arts administration in the Department of Art, but could be expanded to include administration in music, dance, and theatre environments. Classes will be taught primarily by the Department of Art, but will draw upon the strengths in other departments. For example, the Master of Public Administration program offers courses in nonprofit management that would benefit arts administrators. The Belk College of Business Administration also offers accounting, marketing, business law, finance, and management courses that could contribute to the arts administration curriculum. The proposed program will require additional faculty and gallery resources.

B.S. in Athletic Training: This program will meet the need for professional athletic trainers in athletics, health-care, and other settings. Many insurance programs require athletic trainers for services formerly delivered by physical therapists. The current athletic training apprenticeship program would be converted into a curriculum-based, degree program. This follows National Athletic Training Association (NATA) indications that, in the near future, athletic training programs must be full degree programs to receive and maintain accreditation. The addition

of one new faculty line will be required to support this program.

Priority Category VIII: Reach Conclusion on Whether to Seek Permission to Plan New Degree Programs

M.A. in Urban Studies: This program would provide students with a broad interdisciplinary understanding of the problems and potentialities of urban regions as well as providing the opportunity for them to develop specific expertise. It could be designed as a feeder program for the Public Policy Ph.D., which requires a relevant master's degree as an entry requirement. This program could be designed around existing capacity in graduate level courses, therefore, not requiring significant new resources.

M.A. in Ethics: As the Department of Philosophy develops and expands its graduate courses through the proposed graduate certificate and through participation in the Public Policy Ph.D. and other graduate programs, a master's degree in ethics would become a logical next step.

M.Ed. in French and German: A collaborative effort of the Department of Middle, Secondary, and K-12 Education and the Department of Languages and Culture Studies, this program would serve the region's need for foreign language teachers in the schools. Public schools face a shortage of foreign language teachers and a significant increase in the school age population. The Charlotte-Mecklenburg School System alone is opening two new high schools in the 2001-2002 school year. The growth requires more secondary foreign language instructors. The region is also becoming more multicultural and international. The ability to communicate in other languages will provide greater opportunities for the citizens of the region. The proposed degree requires one additional faculty member in German.

Priority Category IX: Plan New Centers

Requests for authorization to plan six new centers are proposed for Board of Governors' approval. In addition, two other possible centers will be considered for development during the 2002-2007 planning period. Centers provide the opportunity to aggregate faculty interests and institutional resources around important areas of interdisciplinary research, teaching, and public service. Also, centers provide an identifiable location for our critical efforts to achieve external funding for high priority projects.

Center for Optoelectronics and Optical Communication: An Optoelectronic and Optical Communications Center would respond to the research, educational, and service needs being generated by the rapid growth of optical science and technology in the Charlotte region, the State, and society as a whole. The proposed Center will provide essential leadership in this area and create a distinct contact point at the University for members of the greater optics community. The Center will pull together optics researchers within the University from the Departments of Physics, Chemistry, Mathematics, Mechanical Engineering and Engineering Science, Electrical Engineering, Computer Science, and Engineering Technology for the purpose of sharing expertise, pooling resources, and organizing projects for interdisciplinary funding. The increase in visibility afforded by the Center will improve the recruitment of outstanding students, increase industrial

interactions and partnerships, and lead to increase external funding for optics-related activities. The Center's research programs also will be important for the development of a Ph.D. in Applied Optics.

Center for Transportation Systems: This Center would bring together and enhance the campus' expertise related to the engineering, geography and earth sciences, and public policy aspects of transportation. The Center will perform research that can support decision-making processes for governmental transportation agencies (federal, state, local), and for private sector transportation-related organizations and businesses. Particular emphasis will be on the needs of officials and top management in the public and private sector related to optimizing the social, environmental, and economic benefits from transportation investments and other policy decisions. The Center's research program will have ties to the development of the Public Policy Ph.D.

Center for Exceptional Learning: This Center would address regional needs for applied, collaborative research aimed at intensive services for students with disabilities or special needs, their teachers, and the school administrators who plan and deliver such services. The College of Education already has a strong, successful academic degree program in special education. The program received the Provost's Award for Excellence in Teaching in 1998. Excellent working partnerships with the Charlotte-Mecklenburg Schools and other regional school districts and private P-12 institutions will further enhance the success of this Center. Some new resources would be required until the Center becomes self-supporting through grants and contracts.

Center for Infrastructure and Environmental Systems: This Center will support the newly proposed Ph.D. in Infrastructure and Environmental Systems. The establishment of this center will provide a focal point to bring together the interdisciplinary faculty body necessary to address the interdependent areas of research that necessarily arise with urban development and environmental impact. The Center will also enable knowledge transfer, education and training, human-resource development, and government-private sector partnerships. The Center will draw upon the resources of the Departments of Civil Engineering, Systems Engineering and Engineering Management, Biology, Chemistry, and Geography and Earth Sciences. The Center would require some resources for start-up and continuing funding to supplement external grants and contracts funding.

Institute for eBusiness Technology: This Institute is a collaboration between UNC Charlotte and industry. The charter industry partners are Bank of America, First Union Corporation, and Dell Computer, but will expand to include others. Drawing upon the resources of the Colleges of Information Technology and Business Administration, the Institute will examine ways to make e-business more efficient, consumer-friendly, innovative, and secure.

Center for Applied Analysis and Computation: (Listed in the *Campus Academic Plan, 1998-2003* as the Center for Linear and Nonlinear Analysis.) Located in the Department of Mathematics, this interdisciplinary Center would coordinate efforts to develop theoretical models and computational methodologies with potential industrial applications. The objective is to develop a national reputation in the area of applied analysis and computation. Faculty expertise in the Department of Mathematics and other science and engineering departments already exists in the following areas: computational electromagnetics, wavelet methods for flame propagation, inverse

methods for medical imaging, thin films and random media, and composite materials. The Center would require some reallocation of University resources for start-up, but it would become self-supporting through external grants and contracts.

Priority Category X: Plan New Academic Department

Systems Engineering and Engineering Management: Systems Engineering is concerned with the design, improvement, and installation of integrated systems of people, materials, and equipment. It draws upon specialized knowledge and skill in the mathematical, physical, and social sciences together with the principles and methods of engineering analysis and design, to specify, predict, and evaluate complex engineering systems. Graduates of the program would have a systems perspective capable of formulating, solving, and interpreting solutions to complex technological problems. This Department would work closely with the Departments of Mechanical Engineering and Engineering Science, Civil Engineering, Engineering Technology, Electrical and Computer Engineering, and selected other units in the social sciences. The related M.S. in Engineering Management is based on an integrated approach to the management of product, process, information, and people in technology-based organizations. This existing degree program, which educates managers of engineering systems, would become part of the new Department. Eventually, the Department would offer undergraduate and master's programs in systems engineering. New resources would be needed to create this Department.

Priority Category XI: Continue Development of Centers and Institutes

Two other possible Centers are under study for future development. The exact sequence and content of the Center proposals will depend upon regional needs, institutional resources, and the evolving missions and objectives of participating academic units. The possible Centers are listed here in alphabetical order, but this does not reflect their eventual priority in the *Academic Plan*.

Center for International Business: This Center would combine the faculty skills and resources of The Belk College of Business Administration and the College of Arts and Sciences in pursuing applied research grants, consulting projects, and continuing education contracts that focus on the Charlotte region's role in the global economy. More than 400 internationally-owned firms now are located within 50 miles of Charlotte. This provides a rich laboratory for faculty and students in the area of international business. More importantly, businesses and government agencies everywhere are more dependent upon a basic understanding of the dynamics of a global business community. This Center would enhance the University's ability to serve this important constituency. Location of this Center would be in either the Office of International Programs or The Belk College of Business Administration.

Center for Visualization Studies: This Center would provide the focus for research, teaching, and service in the broad area of computer visualization of design. It would involve collaborative partnerships among the College of Architecture, the Department of Art, the Department of Geography and Earth Sciences, and the College of Information Technology, along with the Tryon Center for Visual Art, the Charlotte Design Alliance, regional architectural firms,

and the Mint Museum. The Center would explore new visualization concepts and processes. This center can only be implemented if the University receives a new infusion of funding to support it.

Priority Category XII: Continue Long-Range Planning and Evaluation of New Programs

The academic planning process has identified a number of new directions that the campus might choose to pursue toward the end of the planning period as resources permit.

Ph.D. in Gerontology: This would be an interdisciplinary program capitalizing upon the strength of the UNC Charlotte faculty in the area of gerontology. Trends suggest that this will be a growth discipline, with new programs developing and the population aging. There is a wide array of gerontological research being conducted at UNC Charlotte, including the areas of health services delivery to older adults, testing interventions for self-help in arthritis, cardiovascular studies with older women, and end-of-life care.

Ph.D. in Health Psychology: This program could offer training in basic and applied research as well as clinical practice relevant to behavioral factors in: physical illness and health maintenance, health-care delivery systems, delivery of treatment and preventive interventions, and community factors related to health. Possible concentrations include Environmental Health/Behavior Medicine, Clinical/Mental Health Psychology, and Social/Community Health Psychology.

Ph.D. in Materials Science: The combination of new faculty with expertise in polymeric materials, a large regional polymer industry, the presence of the Polymer Center of Excellence and RACHEL (Regional Analytical Chemistry Laboratory) provides an excellent catalyst to accelerate development of a program in materials science with an emphasis on polymeric materials. The addition of the Hoechst-Celanese Distinguished Professor provides excellent leadership. A strong potential for collaboration also exists with established programs in manufacturing and precision engineering within The William States Lee College of Engineering. Assessment should be conducted in conjunction with regional industry along with a cost evaluation.

Ph.D. in Nursing: A study will be conducted before the end of the planning period to determine the feasibility of the College of Nursing and Health Professions requesting authorization to plan a doctoral program in Nursing. The decision whether to seek permission to plan this Ph.D. program will depend in part on such College benchmarks as research productivity, externally-funded research, availability of graduate assistantships, and faculty recruitment.

Ph.D. in Business Administration: We should continue to assess whether the local community requires and the campus can support a doctoral-level program aimed at the preparation of individuals to work in higher education and public and private business research organizations, including the large financial services sector represented in this region and others.

Master's Degrees in Allied Health: A needs assessment and feasibility study will be conducted during the planning period to determine whether to request authorization to plan a master's program in allied health.

Master of Professional Accountancy: This program will serve the needs of individuals who have a bachelor's degree in some field other than accounting, but would like to become CPAs and move into accounting careers. No new resources would be required.

M.Ed. in School Psychology: There appears to be a continuing need in public education for skilled school psychologists who are capable of testing and assessing children and of developing appropriate instructional interventions. Work needs to be done to document a specific regional need and to provide a complete assessment of costs.

B.S. in Information Technology: This program would be a necessary next step in the growth of the College of Information Technology, following the Ph.D. and M.S. programs.

B.A. in Japanese: Over fifty Japanese companies now operate in the Charlotte area. Economic and cultural exchanges between the United States and Japan are increasing, and so is the need for students to develop Japanese language skills and cultural awareness. Courses already are offered in Japanese, but one additional faculty member in this area will be required in order to develop the undergraduate major.

XII. Academic Organization and Allocation of Instructional Resources

The academic planning process has revealed that the basic organization of our Colleges and Departments is sound. There are, however, some changes that the campus should contemplate during the period of this Plan, primarily to position us to better serve the health-related and human service needs of the community.

1. During this round of planning a Provost-appointed Health Commission engaged in a comprehensive University-wide strategic plan for health-related programs and research. As a result of that study and subsequent discussions around the Commission's report, the following initiatives may take place during the planning period:

- renaming of the College of Nursing and Health Professions;
- movement of the Master of Health Administration to the College of Nursing and Health Professions. (This does not entail the movement of any faculty.);
- continue to consider whether the College of Arts and Sciences is the best home for the Department of Social Work; and
- consider the efficacy of the development of a School of Nursing.

2. Continue to facilitate dialogue, collaborative research or curriculum development, and closer working relationships between the faculties in Education and Arts and Sciences on matters relating to the preparation and continuing professional education of teachers. Particular attention

should be given to collaborative efforts on behalf of participation by the Department of English and the Department of Mathematics in a proposed doctorate in Curriculum and Instruction.

3. Continue to facilitate dialogue as to the appropriate administrative home for the Center for Professional and Applied Ethics, and use the Center to support the development of degree and certificate programs in the areas from colleges and departments that desire such programs.

XIII. Academic Facilities

During this planning period, the University will be in the fortunate situation of having 190 million dollars available to build instructional space. As a result, the following buildings will be constructed:

- Humanities Building
- Science and Technology Building
- Classroom and Office Building
- College of Education Building
- College of Nursing and Health Professions Building
- Graduate Engineering Complex
- Research Facility and Laboratory

All other kinds of facilities, e.g., student housing, campus dining, and athletics space, will be supported by monies generated by private sources, student fees, or user fees. The principles of the *Campus Master Plan* will be observed in siting new campus facilities.