

*University of North Carolina at Wilmington*  
*College of Arts and Sciences*

**Self-Study**  
for the  
Southern Association of Colleges and Schools

December 15, 2000

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## SUMMARY

The College of Arts and Sciences (CAS) has undergone significant changes since its last self-study in 1990 due to new leadership at the chancellor, provost, dean, and department chair levels; growth in the university's enrollment and its national visibility; expansion of programs and facilities; the implementation of SCRI flexibility and equity funding within the UNC system; and increased state, system, and campus emphasis on institutional quality and accountability. In 1990, UNCW was just emerging as a Comprehensive university as new CAS master's programs in English, history, mathematics, biology, and chemistry were being implemented to join earlier master's programs in marine biology and geology. By the end of the decade, it had become recognized as one of the premier regional comprehensive universities in the South, and its reputation has continued to grow. In many respects, the transition that characterized UNCW in the previous decade is continuing into the new millennium, and as the largest school at UNCW, the College of Arts and Sciences continues to play a major role in this transition.

During the past five years, the nature of that role has been shaped and guided by a five-year plan developed in 1995-96 by the various program units comprising the CAS and subsequently incorporated into the *1997-2002 Strategic Plan* prepared by UNCW's division of Academic Affairs. Comprised of goals, objectives, and strategies, as well as methods for assessing the college's effectiveness in meeting them, this plan has guided all major decisions made by the college during the past six years, from allocations of space, faculty and staff positions, and operating budgets, to reorganization of units and position responsibilities, to curricular revision and new program development. Progress on the plan has been reviewed with the college's program administrators at the beginning of each new academic year, and all new program initiatives and requests have had to be tied to it. The CAS self-study has shown the college to be successful in addressing its goals, as well as in compliance with SACS criteria for renewed accreditation.

Some new policies and procedures have had to be incorporated into the five-year plan's strategies in response to legislative and UNC system-level mandates that went into effect after its initial development. These mandates relate to faculty workload, teaching and advising excellence, post-tenure review, institutional effectiveness, new program development, formula-based funding, and phased retirement of faculty. Some elements of the plan have also been influenced by ongoing space constraints on campus that have limited enrollment growth in recent years and by resulting declines in state funding to support the university's academic programs. The completion of the new classroom building currently under construction and the subsequent new construction and building renovations recently approved by North Carolina voters promise some fiscal relief as enrollments subsequently grow during the next five-year planning period. The CAS also looks forward to new sources of external funds from increased private fundraising initiatives at the college and program levels.

# INTRODUCTION

## 1

Since its last self-study in 1990, the College of Arts and Sciences has focused its attention on enhancing the quality of its students, faculty, undergraduate and graduate degree and certificate programs, and service outreach to UNCW's region so that the university could position itself as one of the premier regional comprehensive universities in the South by the end of the decade. This vision of the university's future was first articulated by the new chancellor, Dr. James Leutze, when he assumed office in Fall 1990, and it has subsequently been reinforced by two UNCW provosts and by three CAS deans.

During the early part of the decade, UNCW's efforts to implement its vision were somewhat limited by space and fiscal constraints resulting from its comparative youth in the UNC system and from the state's method of funding its public universities. By the mid-1990s, however, the state had granted the UNC campuses the ability to flex salary funds from vacant faculty positions to use as operating money and state voters had approved a bond to construct a needed new science building and an addition to Bear Hall. These developments, followed by UNCW's receiving additional permanent state funds to compensate it for previous funding inequities, led the division of Academic Affairs to request all of its units to develop five-year strategic plans for fulfilling the university's vision. CAS planning was initiated at the department level, and departmental plans were then coalesced into the college plan, which was incorporated into the divisional plan.

The major portion of the CAS plan concentrates on its first goal, enhancing the quality of undergraduate and graduate studies in the liberal arts and sciences. Objectives focused on program improvement through the allocation of more resources (base budget funds, computer and other equipment upgrades and replacements, additional full-time faculty lines, renovated or new program space, and additional student work assistants, graduate teaching assistantships, and office staff); curricular improvement through program reviews, unit reorganizations, course revisions, and new minors and degree or certificate programs; and instructional improvement through reductions in class size in some basic studies courses; the development of new pedagogies, and increased emphasis on educational enrichment opportunities outside the regular classroom or lab.

The second largest section of the plan focuses on its second goal, enhancing faculty development in teaching and research or artistic achievement—a goal all units considered essential if UNCW were to evolve into a top comprehensive university. The first objective included fostering an ongoing climate of faculty development by continuing and expanding the newly established policies governing course reductions, research reassignments, and summer research and teaching initiatives; by promoting faculty participation in campus and off-campus workshops related to teaching and research; by supporting departmental study groups and mentoring programs; and by fostering instructional and scholarly

collaborations between CAS faculty and faculty in other parts of the country and the world. The second objective was to recognize faculty achievements in teaching and research or artistic achievement through the presentation of annual awards for excellence and through the established rewards systems of merit pay, tenure, and promotion.

The third goal in the plan was to improve student retention and timely graduation. Although this goal could easily have been included as an objective under the first, it was given special prominence in this way because of recent legislative and system pressures on all campuses to improve retention and graduation rates. The goal addresses both concerns through separate objectives for CAS majors and for UNCW's freshmen and sophomores, though each objective reflects advising and scheduling concerns.

The last goal in the plan focuses on outreach and community service, both in regard to support for existing outreach efforts and for future service initiatives. The first objective attempts to encourage faculty participation in outreach through workload considerations, increased weight in tenure and promotion reviews, the establishment of a service award, and departmental credits and support. The second proposes to pursue enhanced outreach initiatives through the creation of special centers and/or active support for the establishment of the proposed Technology College.

Now that many objectives of these four goals have been effectively addressed and this planning period is nearing its end, the CAS has begun to reexamine its goals in light of the revised institutional mission and Academic Affairs' updated plan for the next two years and beyond. This update stresses four guiding programmatic themes: natural environment, information technology, internationalization, and regional engagement. These themes, along with the new facilities planning made possible by the November passage of the construction bonds and the new fiscal resources becoming available to the CAS through its private fundraising initiatives, will determine the college's future directions.

# ORGANIZATIONAL STRUCTURE

## 2

The College of Arts and Sciences is the largest academic unit (enrollment of 6,317 students) within the division of Academic Affairs and includes 345 full-time faculty, approximately 113 part-time faculty, and 41.5 SPA staff personnel in 19 academic departments and two independent, interdisciplinary programs (Film Studies and Environmental Studies). The College offers 39 undergraduate degree programs, 36 disciplinary and interdisciplinary minors, 12 pre-professional programs, and 13 master's degree programs. The College also manages Kenan Auditorium, a facility that serves both as an academic venue for two departments and a site for campus, community, and regional programming. It shares joint oversight with the Watson School of Education for the Science and Math Education Center, a regional service center designed to strengthen public school instruction in science and mathematics and to encourage public school students to pursue careers in these disciplines.

The dean is the chief academic officer with the final decision-making authority for the college in the areas of budget administration, curricular and program approval, faculty and staff actions, academic facilities planning and use, and fundraising initiatives. The dean is assisted and advised by three associate deans, a budget manager (University Administrative Manager III), and two development directors. The dean and the associate deans are supported by one executive assistant and two administrative secretaries. The office also has two directors of development, a program assistant to the development directors, a computing technician, and student work assistants.

The associate deans are assigned areas of supervision and responsibility related to different functions and goals of the college. The Associate Dean of Academic Policy deals with curricular matters, oversees the CAS Curriculum Committee, and interprets academic policy as it applies to undergraduate students in the college. The Associate Dean for Faculty Issues, Graduate Studies, and International Programs coordinates policy matters related to faculty, oversees class scheduling, manages the summer session, and represents the dean on the Graduate Council. The Associate Dean of Technology and Infrastructure coordinates the facilities and technical support for the college, overseeing all classroom and office renovations and new capital projects, advising chairs and faculty on technology-related issues, and preparing the college's annual technology request for submission to Academic Affairs. The budget manager is responsible for oversight of the college's fiscal resources, which totals more than \$21 million annually, and broad oversight of 41.5 SPA personnel assigned to the college. The two development directors are members of the University Advancement Division assigned as constituent development directors responsible to the dean. They coordinate the college's efforts in private fundraising in areas such as scholarships, departmental projects and special equipment, unrestricted funding,

and college fellowships. The executive secretary coordinates the dean's calendar, facilitates the processing of faculty actions, such as rank and tenure applications, and generates reports required by Academic Affairs and UNC's Office of the President. One administrative secretary oversees the assignment of classrooms, the class scheduling procedure, and fixed asset inventory. The other administrative secretary assists faculty, chairs, and students in academic policy matters. The program assistant assists the dean in development-related functions, such as production of the CAS newsletter, correspondence to donors, and coordination of events. (see *CAS Policies and Procedures Manual*, I-2)

The dean meets with the 19 department chairs and the director of one additional program unit monthly in a formal meeting, and individually with chairs upon request. The dean meets with program directors as a group at least once a year, as well as individually upon request. Prior to each academic year, the dean, the associate deans, chairs, and program directors meet for a two-day planning retreat. (see *Chair Retreat Agendas in Documents*) The dean's office maintains an e-mail listserv linking all chairs, program directors, and associate deans. The dean meets on an on-going basis with the associate deans, the budget manager and the development directors. Once a semester the entire staff of the dean's office meets to exchange information.

The dean evaluates the associate deans, the budget manager, administrative assistant, the development assistant, and the chairs and program directors on an annual basis. (see *CAS Policy & Procedures Manual*, I-2) The organizational functions of the associate deans have recently shifted with the addition of a third associate dean. The job descriptions were formulated in September 2000, and the assessment procedure is currently being adapted to these descriptions (see Appendix A: The Organizational Chart of the College of Arts & Sciences).

# INSTITUTIONAL EFFECTIVENESS

## 3

### 3.2.1. Planning and Evaluation

**In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.**

The College of Arts and Sciences (CAS) follows a five-year planning cycle for its educational programs and administrative and educational support services. Currently the CAS is operating under the strategic plans developed by its departments and coalesced by the dean into a unified document in 1996 (See CAS Five-Year Strategic Plan 1996-2001) for incorporation in the *1997-2002 Strategic Plan* developed by the university's division of Academic Affairs. For the past five years, the plan has been reviewed at an annual two-day planning retreat for CAS chairs and programs directors and has guided all programmatic, budgetary, facilities, and personnel decisions in the college. It therefore is the measure by which we currently determine our institutional effectiveness.

**3.2-S1. Each unit, in its planning and evaluation processes, should consider internal and external factors.**

In the planning process during yearly chairs' retreats, the dean provides the chairs with a statement of Planning Assumptions (see "Planning Assumptions 1999-2004 and beyond" in Documents) which outlines perceived external and internal factors. External factors include state trends such as formula funding for UNC campuses, national and international trends such as increased use of technology in the workplace, and regional trends such as increased growth as a tourism and retirement center. The internal factors include such matters as permanent and one-time budget allocations, current and projected student enrollments, outcomes of program assessments, classroom and office space availability, and faculty turnover resulting from retirements, resignations, and non-reappointments. An additional internal factor was incorporated into the college's planning in Fall 2000, when the division of Academic Affairs adopted four guiding programmatic themes for inclusion in its next strategic plan: natural environment, information technology, internationalization, and regional engagement. These four themes will guide all new CAS program development and resource allocation in the future.

**3.2-S2. Each unit should develop evaluation methods which will yield information useful to the planning processes of that unit.**

Evaluation methods are designated for each strategy that accompanies the objectives and goals included in the college's five-year strategic plan for 1996-2001.

**3.2.2. For each administrative and educational support service unit, the institution must**

- 1. establish a clearly defined purpose which supports the institution's purpose and goals,**
  - 2. formulate goals which support the purpose of each unit,**
  - 3. develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit, and**
  - 4. use the results of the evaluations to improve administrative and educational support services.**
- 

## Mission

In June 1990, the University of North Carolina at Wilmington approved the ninth draft of its statement of institutional mission. (see 1990 Mission Statement), which was used to formulate the College of Arts & Sciences' statement of purpose reflected in the 1991 SACS Self Study Report. The statement of purpose and the goals expressed in that report remained in force until 1996, when the college developed a revised mission statement and a new set of goals within the context of its 1996-2001 strategic plan.

### **1996 Mission Statement College of Arts & Sciences**

*The College of Arts and Sciences supports the university's mission by providing and supporting quality undergraduate and graduate programs taught by student-centered, professional faculty dedicated to excellence in teaching, learning, research, artistic achievement, and service to local, national, and global communities. To that end, it provides the foundation of studies in the liberal arts and sciences required of all UNCW undergraduate students and offers more than 40 academic programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Master of Arts, and Master of Science degrees, as well as a growing number of departmental and interdisciplinary minors and pre-professional programs. The college further supports the academic enrichment of students through its faculty's involvement in such university-wide programs as Honors Scholars, University Studies, Study Abroad, as well as in independent studies, internships, field studies, and other enrichment courses offered within their departments. In addition, the college provides curricular, advisory, and instructional support to undergraduate and graduate degree programs offered through the university's professional schools, as well as offers extension courses and other programs through the university's division of Public service and Extended Education.*

*The College of Arts and Sciences shares the university's commitment to planned growth, quality programs, and a strong sense of community with its campus, community, regional, and university constituencies. To those ends, it seeks to do the following:*

- To strengthen and expand instructional and scholarly collaboration in marine, environmental and other sciences; the humanities; the social sciences; and the fine arts;*
- To promote the use of emerging technologies in both teaching and research;*
- To provide campus facilities that enhance the college's instructional and research programs; and;*
- To develop and recognize student and faculty excellence in scholarship and service.*

On July 20, 2000 the University Board of Trustees approved a new university mission statement. The dean, department chairs, and program directors subsequently discussed the mission statement at a weekend retreat in August 2000, and afterwards all CAS units revised their mission statements to reflect the changes in the university's mission.

## **2000 Mission Statement College of Arts and Sciences**

*The College of Arts and Sciences shares the university's commitment to excellence in teaching, scholarship and artistic achievement, and service. The college supports the university's mission by providing quality undergraduate and graduate programs taught by student-centered, professional faculty who consider their scholarly practice, research, and creative activities essential complements of effective teaching. Academic programs within the college lead to the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Music, Master of Arts, Master of Science, and Master of Fine Arts degrees. Additionally, the College of Arts and Sciences offers a growing number of departmental and interdisciplinary minors, pre-professional programs, and graduate certificate programs.*

*The college seeks to enrich the learning environment through use of innovative and substantive pedagogical methodologies including individualized learning, technologically enhanced instruction, web-based coursework, interdisciplinary and internationalized curricula, and experiential education, including internships, service learning, and study abroad. The college further supports the academic enrichment of students through its faculty's involvement in such university-wide programs as Honors Scholars, University Studies, the Technology College, directed individual studies, and other specialized courses offered within its departments and other program units.*

*The college provides the foundation of studies in the humanities, arts, natural and life sciences, mathematical sciences, and behavioral and social sciences required of all UNCW undergraduate students. Moreover, the college provides curricular, advisory, and instructional support to undergraduate and graduate degree programs offered through the university's professional schools. It also offers distance learning and other programs in cooperation with the university's Division of Public Service and Extended Education.*

*The college seeks to recruit and maintain a diverse faculty who are dedicated to broadening the boundaries of their respective fields, to participating in the academic discourse of their disciplines, and to applying their professional expertise to the public service arena. Furthermore, the college encourages student/faculty collaboration in these activities. From such endeavors flow public benefits that help to strengthen regional, national and global communities.*

*In all it undertakes, the college reaffirms the university's values of diversity, global perspectives, community citizenship, and human integrity.*

In drafting this statement, followed these points provided guidance:

- ∑ Retain much of the 1996 Mission Statement as it continues to reflect the college's underlying philosophy
- ∑ Reflect the values and direction of the new University Mission Statement
- ∑ Reference the areas of concern addressed in the four Goals of the College
- ∑ React to the results of our assessment

This new mission statement was approved by the dean and the vice chancellor for academic affairs and was distributed to the CAS department chairs and program directors for use in the revision of their units' mission statements.

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## Goals, Objectives, Strategies

The following section will examine the goals formulated by the CAS for the 1996-2001 planning period in accordance with the mission statements of the college and the university, as well as the objectives and strategies for meeting each goal. Each strategy discussion will consist of three parts: the procedures followed in carrying out the strategy, the assessment mechanisms used, and the evaluation of the strategy's effectiveness in addressing that particular goal. Because the planning cycle is almost complete and the university recently revised its mission statement, the CAS is currently developing a revised set of goals and strategies. These new goals and strategies will reflect the knowledge gained as a result of the evaluations.

### **Goal 1**

To provide quality undergraduate and graduate studies in the liberal arts and sciences through a comprehensive basic studies curriculum, exemplary undergraduate and graduate degree programs, supportive disciplinary and interdisciplinary minors, effective pre-professional programs, career-enhancing graduate certificate programs, and curricular components in degree programs offered by the university's professional schools.

### **Goal 2**

To develop and recognize faculty excellence in teaching, research and artistic achievement, singly or in collaboration with others, in the humanities, the fine arts, the social and behavioral sciences, and the mathematical and natural sciences.

### **Goal 3**

Improve student retention and graduation rates.

### **Goal 4**

To provide service to campus, local, regional, and global communities through involvement by all units in centers, institutes, research projects, and other outreach efforts related to marine-related, environmental, and other sciences; cultural studies; social and behavioral studies; and the visual, performing, and literary arts.

## Goal 1: Curriculum

**Provide quality undergraduate and graduate studies in the liberal arts and sciences through a comprehensive basic studies curriculum, exemplary undergraduate and graduate programs, supportive disciplinary and interdisciplinary minors, effective pre-professional programs, career-enhancing graduate certificate programs, and curricular components in degree programs offered by the university's professional schools.**

Objective 1: Enhance the quality of instruction in all academic departments by providing the resources necessary to achieve academic excellence.

Strategy 1: Beginning in 1996-97 and continuing as college enrollments grow, increase departmental base budgets to ensure adequate funding for effective operations.

*Procedure:* Heads of the college's academic units determine the allocation of their permanent operating funds into various budget lines based on previous expenditures and projected needed changes. If program growth or expansion warrant, they may request additional permanent or one-time funds from the dean to be allocated to their budget. In allocation decisions the dean weighs the following factors: previous expenditures in each budget line, the number of full-time tenure-track faculty in the department, the department's student credit-hour production, the number of majors, and the unique needs of the discipline.

*Assessment mechanisms:* Departmental and CAS budget spreadsheets reflecting permanent allocations and total expenditures in each budget line over a five-year period, expansion requests and justifications, data regarding changes in credit-hour production and number of majors

*Evaluation:* The college has been responsive to meeting the needs of the departments. Baseline budgets have been increased significantly since 1996-97, when a substantial portion of the units' operating funds still came from one-time funds flexed from vacant faculty positions. Through new permanent funds allocated to the college from equity funding to UNCW and from enrollment growth, all units have been able to reduce significantly their previous dependency on one-time flexed funds, though several units still require additional permanent funds to cover their essential operations.

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
Permanent Funds	3%	16%	27%	11%	10%	1%
One-Time Funds	33%	26%	14%	15%	15%	6/30/01 data

Figure 1: The percentage increase of permanent and temporary funds to the base budget lines (2000-supplies; 3000-current services; 4000-fixed charges)

Beginning in FY96-97, the new dean of the CAS increased the permanent base budgets significantly to allow for more management autonomy within the departments (see CAS Departmental Base Budget Comparison).

Strategy 2: Strengthen instructional support for existing undergraduate and graduate programs.

a. Upgrade or replace outdated computers and other equipment to take advantage of emerging technologies.

*Procedure:* CAS unit heads will regularly track needs for computer or other equipment to take advantage of emerging technologies related to their disciplines. These needs are then transmitted to the dean's office to be considered in prioritizing department and program needs. Resources are then distributed according to the dean's prioritization.

*Assessment mechanisms:* Yearly inventory tracked by dean's office.

*Evaluation:* Though funding constraints continue to limit the replacement of some scientific equipment needed for instruction, support for the purchase of computer-related technology has increased appreciably. Prior to FY 1999-2000, computer and other equipment purchases were funded out of either departmental or college budgets in most instances, with replacements and upgrades handled more or less on an ad hoc basis. However, in FY 1999-2000, a campus-wide computer replacement process was instituted based upon data gathered by Academic Affairs (AA) and the Informational Technology Systems Division (ITSD). Its intent is to determine an overall funding level that must be achieved in order to support a sustained computer replacement process, as well as to determine distribution of resources at the college or professional school level. Currently in its second year, the replacement process has been very successful in meeting many high-priority needs (see College of Arts and Sciences Computer Replacement for 2000-1 Summary), although it has yet to be fully funded. Additionally, in FY 2000-2001, a classroom multimedia fund was created jointly by AA and ITSD to systematize funding for classroom multimedia installations across campus. Again, despite limited funding, this process promises to be successful as well in strengthening instructional support (see "College of Arts and Sciences Prioritized Requests for 2000-1 Classroom Multimedia Requests" in Documents). To meet continuing needs for other kinds of instructional equipment, the college is now urging units to seek external support from grants, private giving, and partnerships with area industries to help to obtain these instructional resources. Some units are already benefiting from such development efforts (see Documents).

Equipment funds are not typically a permanent part of a departmental budget. Although the 1996 strategic plan does not reflect the need for other kinds of instructional equipment (scientific lab equipment, musical instruments, VCRs, etc), the Dean's Office does maintain a permanent budget of \$100,000 in its equipment line to address these additional kinds of departmental needs. Additionally, it also flexes salary funds from the college's vacant faculty positions annually to purchase needed instructional equipment (see CAS Budget Summaries in Documents).

- b. Allocate additional full-time teaching positions to reduce high student-faculty teaching ratios, increase frequency of course offerings in the major, and add new courses needed for degrees.

*Procedure:* Chairs will monitor student enrollments, credit-hour production, and number of majors and graduate students each semester and request new full-time teaching positions in their expansion budget requests, if indicated to keep up with program growth.

*Assessment mechanisms:* UNCW FactSheets. Departmental Workload Reports. Registrar's Enrollment Reports.

*Evaluation:* The college has increased the number of full-time faculty positions needed to reduce the percentage of courses taught by part-time faculty in high-growth departments. In fall 1997 full-time faculty produced only 74.8% of the college's total student credit hours, according to the Office of Institutional Research, but by fall 2000 they accounted for 85.8% of these hours:

Year	Administrators		Full-time Faculty		Part-time Faculty		Grad Students		Total	
	SCHs	%age	SCHs	%age	SCHs	%age	SCHs	%age	SCHs	%age
<b>Fall 1996</b>	3,052	3.4%	68,994	77.4%	15,729	17.7%	1,315	1.5%	<b>89,090</b>	100.0%
<b>Fall 1997</b>	2,955	3.2%	68,289	74.8%	17,799	19.5%	2,251	2.5%	<b>91,294</b>	100.0%
<b>Fall 1998</b>	893	0.9%	75,587	78.7%	17,560	18.3%	1,989	2.1%	<b>96,029</b>	100.0%
<b>Fall 1999</b>	856	0.9%	78,845	81.8%	14,463	15.0%	2,266	2.3%	<b>96,430</b>	100.0%
<b>Fall 2000</b>	771	0.8%	83,346	85.8%	11,122	11.4%	1,919	2.0%	<b>97,158</b>	100.0%
<b>Total</b>	<b>8,527</b>	1.8%	<b>375,061</b>	79.8%	<b>76,673</b>	16.3%	<b>9,740</b>	2.1%	<b>470,001</b>	100.0%

Figure 2: College of Arts and Sciences Student Credit Hour Production by Teaching Employee Category: Fall 1996 - Fall 2000

The increases reflected above were achieved both by recruiting tenure-track faculty in new or replacement positions and by converting some heavily assigned part-time lecturers into full time. Between Fiscal Year 1996/76 and FY 2000/2001 the college filled 50 full-time faculty lines (see "New Faculty Recruitment" in Documents). In these ways, the college was able to overcome earlier full-time position deficiencies in the departments most heavily dependent on part-time, as well as to keep up with the 11% growth in student enrollment at UNCW since 1995. Though some departments continue to need additional full-time lines, the majority presently has an adequate number of full-time and part-time faculty to meet instructional needs without jeopardizing program quality.

- c. Increase the number of graduate teaching/research assistantships and the amount of each stipend, along with the number of out-of-state tuition remissions, available to the departments.

*Procedure:* In consultation with the dean, the graduate dean determines the number of assistantships needed by each CAS graduate program. If an adequate number of new CAS assistantships cannot be obtained by the graduate dean from either UNC's General Administration (GA) or from UNCW's division of Academic Affairs (AA), the CAS dean can convert money from vacant faculty lines to provide additional assistantships. Increases in the graduate stipends are made by the graduate dean from funds received from AA, while the number of graduate tuition remissions is determined by UNC's GA, based on funding received from the state.

*Assessment mechanisms:* Data prepared by the graduate dean regarding the number of applications, enrolled students, and graduates in each CAS program, as well as the number of Graduate Teaching Assistantships awarded in each program from 1996 through 2000.

*Evaluation:* While the number of tuition remissions available to CAS graduate assistants is still inadequate, some gains have been made in the past five years. In addition, the number of graduate teaching assistantships has increased in some programs, and some adjustment has been made in the amounts of the assistantship stipends.

1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
86	91	108	112	114	118

Figure 3: The number of CAS Graduate Teaching Assistants funded by the Graduate School:

1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
3	7	3	2	14	10

Figure 4: The number of additional semester Graduate Teaching Assistants funded by CAS to meet instructional needs:

- d. Increase funds in the 1400 line in departmental base budgets to facilitate the hiring of additional work assistants.

*Procedure:* Chairs monitor the use of student work assistants within their departments and request additional funding in this line, as needed, to maintain support for their growing instructional programs.

*Assessment mechanisms:* Yearly budget review by dean and CAS budget officer, comparing actual expenditures to the permanent allocation in this line and taking projected increases into consideration.

*Evaluation:* The demand for student work assistants has increased as departments have implemented or expanded student computer labs and/or added new programs, and chairs have not always been accurate in assessing the funds needed to address this demand. To date, the CAS has been able to meet this need through permanent or one-time allocations to the 1400 lines.

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
Permanent Funds	0	9%	48%	0	18%	9%
One-Time Funds	32%	53%	24%	40%	28%	6/30/01 data

Figure 5: The percentage increase of permanent and temporary funds to the temporary wage lines each year:

Overall, permanent funds for work assistants increased by 61% increase from FY95-96 to FY99-00, while one-time funds increased by an additional 59% increase during that period.

- e. Provide needed support staff in high-enrollment and/or technologically dependent departments.

*Procedure:* Chairs monitor increased needs for additional clerical and technological support as programs grow and new, more specialized instructional equipment requires more skilled oversight. As needs manifest themselves, chairs request additional full-time or half-time positions through their expansion budget requests.

*Assessment mechanisms:* Human Resource provides data reflecting departmental size/complexity versus size of clerical support staff, and chairs and program directors prepare justifications for new office or technical staff. The CAS maintains a database which measures department size, number of staff, staff classification, number of grad students, number of student majors, number of full time and part time faculty, and budget. This is used to help measure current levels of staff and their appropriate classification and project future staff needs.

*Evaluation:* UNCW's Office of Institutional Research's *Factsheets* from Fall 1995 to Fall 1999 show an 11% increase in student enrollment for the university, an 8% increase in full-time CAS faculty, and a 9% increase in CAS SPA employees (subject to personnel act), which include administrative, professional, technical, clerical, skilled/craft, and service/maintenance groups. In the past 5 years, there were 7.75 permanent staff support positions allocated to the departments, helping to relieve the need for temporary staff support. The clerical support group represents only a 3% change in 5 years, as most requests have not been met. Only one new technical support position has been allocated during this period, despite the acquisition of costly equipment requiring close oversight and regular maintenance in some departments. In most cases, full-time faculty members have been providing this oversight and maintenance.

At the same time, the CAS *has* been successful in obtaining needed upgrades in the state classification of continuing clerical staff members. Given the growth of UNCW and increasing use of technology across the university, the CAS support staff has experienced dramatic changes in both the nature of their work and their total workload, changes that were not reflected in their original position descriptions and classification levels. Since

1996, the CAS has received state approval for reclassifications and salary upgrades not only in its own administrative offices, but also in the majority of CAS program offices.

CAS SPA Employees	FY 96-97	FY 97-98	FY 98-99	FY 99-00	FY 00-01
Number of upgrades/ reclassifications	1	3	6	11	2
Number of SPA employees	41.25	41.25	43.25	45.25	48.5

Figure 6: Number of CAS SPA upgrades

Strategy 3: Enhance college space for classrooms and faculty offices.

a. Provide needed classroom renovations.

*Procedure:* Chairs monitor use of classrooms and laboratories assigned to their programs and submit special project requests for renovations needed to improve instructional space and/or to provide additional faculty office space. Dean assigns priorities to renovation requests and submits special project requests to Academic Affairs for funding consideration.

*Assessment mechanisms:* Review of course schedules and building floor plans to assess availability of space for and feasibility of special project requests. Cost estimates obtained from the Division of Business Affairs. Renovations contingent upon the availability of renovation funds.

*Evaluation:* In 1994-95, an addition to Bear Hall was completed, adding 11,500 square feet of classroom and office space for programming in the mathematical sciences and philosophy and religion (P&R). Departmental space formerly assigned to P&R in the Social and Behavioral Sciences Building was subsequently renovated to provide additional and/or improved space for the Departments of Psychology, Political Science, and Sociology, Anthropology, and Criminal Justice. Since 1995-96, additional faculty and staff office space has been created in Bear, DeLoach, Morton, Hanover, and Friday Halls. Office suites have been created for three new departments (SWK, CSC, and CWR), two CAS associate deans and their staff, and two new interdisciplinary program units (EVS, FST), and four new computer classrooms have been put in place (COM, CSC, CWR, FST). In addition, Dobo Hall was completed in Fall 1996, providing excellent new space for the Departments of Chemistry and Biological Sciences. Following the move of the chemistry program into Dobo, DeLoach Hall underwent renovation to provide improved instructional and office space for the Departments of Earth Sciences and Physics and Physical Oceanography, and Kenan Hall was also renovated that year to provide improved facilities for the college's music, art, and theatre programs. Still, obtaining sufficient classroom and faculty office space remains a continual challenge, as renovations are primarily dependent upon state allocations designed for this purpose. Given the long-term shortage of Renovation & Repair monies, the renovation backlog has become substantial, as it has for the entire UNC system. However, a bond referendum passed by North Carolina voters on

November 7, 2000 is intended to address this deficiency. Buildings targeted for future renovations to enhance CAS departmental and program space include the Social and Behavioral Sciences Building, Kenan Hall, King Hall, Hoggard Hall, and Bear Hall.

- b. Provide appropriate new space for humanities and fine arts departments through construction of additions to Morton and Kenan halls.

*Procedure:* Recommendations for new capital projects to meet academic needs are developed by Academic Affairs in consultation with the various deans and appropriate representatives of the Division of Business Affairs.

*Assessment mechanisms:* Review of enrollment and space utilization data obtained from the Office of Institutional Research. Review of campus plan for new facilities developed in consultation with the vice chancellor and chancellor.

*Evaluation:* The inclusion of additions to Morton and Kenan Hall in the CAS strategic plan was based on earlier projections of needs developed by Academic and Business Affairs. A revisiting of those projections led UNCW's administration to scrap the earlier plans for building additions in favor of two new larger, freestanding structures. In July 2000 ground was broken on a new building next to Morton Hall that will provide new space for the Departments of Political Science, Foreign Languages and Literatures, Communication Studies, and Social Work, as well as relieve compression in Morton, Friday and Hoggard Halls and the Social and Behavioral Sciences Building, which these departments will vacate. Completion of the new classroom building is expected in July 2001. In addition, the successful Nov. 7 bond referendum included funding for another general classroom building (the third capital priority in the CAS five-year strategic plan), as well as a new arts classroom building that will house the Departments of Creative Writing, Music, and Art and Theatre and the new interdisciplinary program in film studies currently awaiting approval by UNC's Office of the President and Board of Governors.

**Objective 2: To strengthen the college curriculum and degree programs.**

**Strategy 1: Initiate program reviews and accreditation effort, as appropriate, with consideration given to departmental or college reorganizations and curriculum revision.**

*Procedure:* Departments and programs informally review their own degree programs and curriculum on a fairly regular basis and submit revisions to the CAS Curriculum Committee for review and forwarding to the dean for approval. More formal degree program reviews may be initiated externally by UNC General Administration and by accrediting agencies or internally by the provost, dean, or chair or program director and may require external reviewers. The specific requirements for external reviews are established by the entity requiring the review. In the case of internally driven reviews, the names of potential outside reviewers are submitted by the chair or director to the dean and provost for approval. The purpose and specific requirements of the review are also approved at these levels in consultation with the chair or director. All reviews, whether internal or external, require the reviewers to meet with the dean and the provost at the onset and at the end of the review period and to submit a written report to both

administrators after the review is completed. The chair or the program director subsequently submits a departmental or program response to the review, typically detailing plans for curriculum revision and/or reorganization of the unit.

*Assessment mechanisms:* Reports generated by the department or program under review, as well as follow-up reports by the reviewers and departments or programs.

*Evaluation:* Twelve undergraduate and graduate degree programs have undergone formal externally or internally driven reviews in the past five years. UNC's General Administration has initiated reviews of the undergraduate programs in French, physics, and philosophy & religion, as well as the graduate programs in chemistry and geology. Following the reviews, G.A. approved all degree programs for continuation. Undergraduate programs in social work, chemistry, and parks and recreation have also undergone external reviews by appropriate agencies and received positive reports resulting in either reaccreditation or continuation of the process for accreditation. The review of the social work program also led to its separation from the Department of Sociology, Anthropology, and Criminal Justice and establishment as a separate department. The provost and the dean called for external review of the undergraduate programs in computer science and in environmental studies. The review of the computer science program led not only to a major curriculum revision, but also to its separation from the Department of Mathematical Sciences into a separate department. The review of the Environmental Studies Program led to its separation from the Department of Earth Sciences into an independent unit, a substantial revision of the B.A. curriculum, and the implementation of a B.S. program. The review of the Department of Sociology, Anthropology, and Criminal Justice prompted by the chair with the dean's approval led both to curriculum revision in sociology and to the separation of the anthropology program from the department. The review of the theatre program initiated by the chair of the Department of Art and Theatre has led to the recruitment of a senior faculty member to oversee that program. At present, there is no CAS policy regarding the periodic external review of all undergraduate degree programs offered by the college. Rather, such reviews typically have arisen from departmental perceptions of weaknesses in a particular program. Graduate programs offered by the CAS are regularly reviewed according to a schedule developed by that dean.

Strategy 2: Develop new degree tracks and minors consistent with the missions of the college and the university.

*Procedure:* In 1999 UNC's General Administration eliminated all degree tracks on the 16 campuses, converting all existing tracks into separate degree programs. New undergraduate and graduate degree programs and minors may be proposed at the department or program level in response to student demand, institutional mission, or external initiative. Until Spring 2001, proposals for new minors and undergraduate certificate and degree programs were submitted by faculty, program coordinators, or chairs, as appropriate, to the CAS Curriculum Committee and then to the dean and provost for approval. After that, new minors and certificate programs were included in the subsequent university catalogs, while proposals for new undergraduate degree programs were submitted by the chancellor to UNC's Office of the President for review and subsequent approval at the system level according to prescribed procedures. In December 2000, UNCW's Faculty Senate voted to

give its own approval to any proposed new minor or undergraduate degree or certificate program, requiring all such proposals to be submitted by each college/school to the senate's University Curriculum Committee for review and recommendation to the full senate body. For the present, the senate has voted to continue to have proposals for graduate degree or certificate programs submitted to only to the Graduate Council, CAS dean, and provost.

*Assessment mechanisms:* Proposals for new interdisciplinary minors are assessed by student enrollments in courses that support the interdisciplinary foci, the availability of existing faculty to support the new minors, and departmental support for faculty participation in the new minors. Proposals for new undergraduate and graduate certificate programs are assessed by student enrollments in existing courses that would support the program, availability of faculty and other resources to support the program, and sometimes by external interests in the program's being offered. Proposals for new degree programs are assessed at the campus and system level, according to guidelines established by UNCW's Faculty Senate and by UNC's Office of the President.

*Evaluation:* Minor programs were initiated in single disciplines and in some multiple disciplines in 1991 following the self study initiated by the 1990 SACS review (see CAS Self-Study for SACS March 25, 1991, p. 18 #2 in Documents). The first interdisciplinary minor programs developed in the college reflected ethnic studies and international studies consistent with UNCW's mission to enhance student understanding of and appreciation for diverse cultures. Other minors, such as those in gerontology and film studies, have been developed in response to regional needs or interests. Although student enrollments in courses that comprise the minors have been generally good and the courses have been regularly offered by departments, the impact of these minors has been difficult to assess; students either do not formally declare a minor until time of graduation or decide not to declare it because they lack requisite courses at the time of graduation.

Since the college's last SACS review, fifteen new undergraduate and graduate degree or certificate programs have been implemented in the CAS or are under final review, while others are now in the development stage. The M.A. program in psychology was the first to be established after the 1990 self-study, and its success has led to preliminary discussions of a doctoral program at some point in the future. Some of the other new or proposed programs--such as the new graduate certificate programs in gerontology and in Spanish, the new Master of Arts in Liberal Studies program, the proposed Master of Public Administration program, and the B.A. program in film studies--have been initiated by faculty and chairs because of regional demand or interest, as well as departmental and student interest in their development. The new B.F.A. program in creative writing that will begin in 2001-02 was an outgrowth of the success now enjoyed by that department's new M.F.A. program, as well as by the continuing high number of undergraduate English majors formerly electing a creative writing concentration in that degree program each year. Similarly, the new M.S. program in marine science and proposed new Ph.D. program in marine biology grew out of sustained student interest in the B.S. and M.S. programs in marine biology, as well as the opening of the new Center for Marine Science at Myrtle Grove. The remaining other new programs--the B.M. in music performance, the B.S. in environmental sciences, and the B.A. programs in athletic training, art history, and

therapeutic recreation--resulted from UNC's own conversion of program tracks on all 16 campuses into degree programs. All fifteen of these new programs support UNCW's mission and are expected to attract strong student enrollments.

**Strategy 3: Improve the quality of instruction in college courses.**

- a. Reduce class size in basic studies and lower-level general electives, as needed, to facilitate more personal interaction between instructor and student and to ensure the development of each student's oral and written proficiency.

*Procedure:* Freshman and transfer enrollment projections and course pre-registrations, final grades, and SPOT evaluations will be closely monitored by department chairs each semester to assess the impact of class size on student performance, and additional part-time or full-time faculty will be requested as needed or indicated to meet enrollment needs.

*Assessment mechanisms:* Scheduling procedures with maximum class enrollments are subject to dean's approval. Faculty Workload Reports. Registrar's Enrollment Reports reviewed by dean's office every semester. SPOT reports.

*Evaluation:* Class size has been reduced from 300 to below 150 in sections of introductory biology through the addition of two full-time lecturers. The majority of other lower division courses are now at an optimal enrollment size for each discipline (See Fall 2000 "Enrollment Report for Undergraduate and Graduate Students" in Documents). In fall 2000, the largest CAS classes were two sections of 100-level courses in music appreciation, enrolling more than 240 and 340 students, respectively. In fall 2001, these large classes will be broken into smaller sections.

- b. Continue to develop new classroom pedagogies to enhance student learning.

*Procedure:* Chairs and dean encourage faculty members to explore new methodologies through funding obtained from CAS and CTE Summer Initiatives and ITSD Technology Awards, through workshops offered by UNCW's Center for Teaching Excellence and/or external groups or organizations, and through participation in professional conferences and workshops. Chairs may request funds from the dean to send groups of faculty members to special workshops dealing with pedagogical innovations.

*Assessment mechanisms:* Chairs assess the impact of the new pedagogies through review of SPOT evaluations, peer evaluations, semester grade reports, and graduate surveys. Chairs include new faculty initiatives in pedagogy in their annual departmental reports to the dean. SPOT reports. Peer review reports.

*Evaluation:* Thanks to faculty training provided by CTE and greater faculty and student access to computers and the internet, the use of web technologies and multi-media instruction has increased significantly in the past ten years. All full-time faculty have computers and internet access in their offices, and by Spring 2001, every CAS department will have at least one specialized classroom that facilitates multimedia instruction. The new Technology College has provided further incentive to faculty to develop web-based

courses, as has the new UNCW requirement for students to demonstrate mastery of computing skills needed in their disciplines. Since 1997, a total of 66 totally online courses from 16 CAS disciplines have been offered through the Technology College (see “Technology College Courses” in Documents), and dozens of other courses are reportedly partly on-line. More than 200 faculty members have been trained in the use of multimedia computers and power-point presentations, and by the end of the spring 2001 semester every CAS department will have from one to two classrooms equipped to handle this technology. In addition, Summer Initiative awards offered by the CAS and CTE have resulted in major revisions in content and pedagogy in some multi-section, lower-division courses, as well as in some upper-level courses (or types of upper-level courses) offered to majors. A number of new courses have also been developed to support interdisciplinary programs in environmental studies, film studies, and gerontology through the awarding of these initiatives.

- c. Provide academic enrichment opportunities for majors outside the formal classroom through departmental honors programs, directed individual studies, and other student-faculty collaborations in research, as well as such experiential courses as field studies, study-abroad courses, and internships.

*Procedure:* Chairs and program directors encourage faculty to make academic enrichment opportunities available to their students and to support university-level enrichment programs. The dean’s office must approve proposals for new internship sites, all study abroad courses, and all directed individual studies offered to CAS students. In addition, the dean encourages chairs and directors to promote collaborative research projects between their faculty and their undergraduate and graduate students.

*Assessment mechanisms:* Chairs/directors monitor student participation in academic enrichment courses and programs. They include student and faculty participation in these courses and programs in their departmental/program report to the dean. Dean reviews the annual reports, Registrar’s Enrollment Reports, and reports on student surveys conducted by UNCW’s Office of Institutional Research.

*Evaluation:* CAS faculty provide the primary instructional support for the Honors Scholars program, teaching 99% of all freshman and sophomore honors courses and honors sections of basic studies, and they offer the majority of study abroad courses each year. CAS faculty also continue to serve as directors of the Honors Program and the Office of International Programs, and the college has supplied the faculty director of the Honors Semester Abroad program in Swansea, Wales, each year since its establishment. The number of honors courses (499s), internship courses (498s), and directed individual studies (491) has increased significantly since the 1991 catalogue was published. The following chart compares student enrollments in 491, 498, and 499 in 1996-97, 1997-98, 1998-99, and 1999-2000.

Course Number	1996-97	1997-98	1998-99
491	390	507	472
591	79	91	85
498	176	228	332
499	32	66	110

Figure 7: Student enrollments in 491, 498, and 499 in 1996-97, 1997-98, 1998-99, and 1999-2000

d. Increase support for undergraduate student research.

*Procedure:* Faculty are encouraged to collaborate with undergraduate and graduate students in research projects and to co-author articles and/or co-present papers and/or posters at professional conferences. The CAS also maintains membership in the Council for Undergraduate Research (CUR) and sends announcements to the chairs/directors regarding the call for paper proposals for its annual meeting. Departments/programs provide funding for student travel to present papers at professional meetings, with CAS assistance, if needed.

*Assessment mechanisms:* Departmental/program annual reports to the list co-authored paper/ poster presentations and articles published in refereed journals. Department and/or college newsletters often highlight student research.

*Evaluation:* According to annual reports to the dean, student engagement in faculty research continues to be especially strong in the Departments of Biological Sciences, Chemistry, and Psychology (see individual department self-studies and CAS Annual Reports in CAS Documents), where students often are co-authors on faculty publications or co-present papers and posters at regional, state, or national conferences. The 1999-2000 CAS annual report showed that 57 students had worked on faculty research projects, 82 students had co-authored articles with faculty, and 216 had co-presented papers or posters at professional meetings. Undergraduate involvement in faculty research has been reported less frequently by other departments in the CAS and may need to be addressed.

## Goal 2: Faculty Development

**To develop and recognize faculty excellence in teaching, research and artistic achievement, singly or in collaboration with others, in the humanities, the fine arts, the social and behavioral sciences, and the mathematical and natural sciences.**

Objective 1: To foster a climate of ongoing faculty development in teaching, research, and artistic achievement.

Strategy 1: Continue support for faculty development in teaching, research, and artistic achievement through course reductions, scholarly reassignments, and summer initiatives.

*Procedure:* The criteria and procedure for all faculty development awards are posted on the Academic Affairs web site. Chairs are encouraged to urge eligible faculty to apply for summer research and curriculum initiatives offered by the CAS, CTE, and Office of Research Administration, as well as for semester or year-long research reassignments. CAS initiatives and reassignment awards are decided by college-appointed committees composed of previous recipients. Faculty may also apply to the department chair for semester/year-long unpaid leaves for post-graduate study, or research fellowships, and they may engage in exchanges with other faculty within and outside the U.S. The chair must obtain the dean's approval for all unpaid leaves and faculty exchanges. In addition, all tenure-track and research-active tenured faculty are routinely granted a one-course reduction in their teaching loads each semester to pursue their research, a policy endorsed by UNC's Board of Governors and reflected in faculty workload policies developed at the system, institutional, college, and departmental levels.

*Assessment mechanisms:* Faculty annual reports on contributions to teaching, research/artistic achievement, and service. Annual departmental/program reports to the dean detailing faculty achievements in research/creative work and faculty contributions to teaching excellence. Required faculty written reports on work accomplished during period of reassignment, exchange, or summer initiative (copies forwarded to dean). Presentations to department by faculty regarding their research findings during their reassignment period. ORA reports on proposals submitted to and funded by external agencies.

*Evaluation:* From 17 to 20 faculty have received Summer Research Initiative Awards between \$1500 and \$3000 each year, while from 5 to 8 others have received Summer Curriculum Development Awards up to \$3000 (see "Summer Initiative Awards" in Documents). CAS faculty continue to receive the majority of Cahill Awards given each year to support faculty research (see "Cahill Award Recipients" in Documents), and between 7 and 12 faculty have been awarded semester or year-long research reassignments annually since that development program was implemented in 1993 (see "CAS Faculty Reassignments" in Documents). The increasing number and quality of research products and teaching initiatives reflected in departmental/program annual reports indicate that the CAS has been successful in its efforts to promote excellence in both teaching and in research/artistic achievement since the research reassignment and summer initiative programs were launched by the CAS dean in 1994 (See CAS Annual Reports from 1991-92 to 1999-2000 in Documents). In 1999-2000, CAS faculty published 25 books, 28 book chapters, and 235 articles in refereed journals, as well as presented 396 papers at professional meetings.

Additionally the dean has supported scientific research by funding "start-up" equipment and supplies needed by newly hired science faculty during their first two years at UNCW. A typical start-up award is \$40,000, dispersed over a two-year period. Funds for this support are drawn from the overhead receipts obtained from CAS faculty grants, and new faculty are expected to support their subsequent research through their own successful

applications for external funding by their third year here. This start-up policy has worked very well, in that all junior science faculty members have, to date, been successful in obtaining such external support, and the overhead receipts from their own grants have helped to provide start-up support for the new faculty members who have followed them each year. By fall 2000, for example, each new science faculty member recruited in 1995-96, 1996-97, and 1997-98 had successfully competed for external grants and had received total funding ranging from a low of \$39,944 to a high of \$1,044,870. In addition, three of the four new science faculty members who went on tenure-track in 1999-2000 had already received external funding that ranged from \$81,508 to \$161,133 also by fall 2000; the fourth had three proposals pending at the time of this writing (see “External Funding Totals for New Hires, 1996 through Fall 2000” in Documents).

Strategy 2: Encourage departmental participation in faculty development programs and activities sponsored by the college, the Center for Teaching Excellence, the Office of Research Administration, and other centers, agencies, and organizations on and off campus.

*Procedure:* Chairs are encouraged to have faculty participate in workshops sponsored by CTE and ORA each year. Such workshops are regularly announced by the directors through mass e-mailings to all faculty members, as well as promoted through announcements published in the *Campus Communiqué*. In addition, chairs may request CAS funding to send groups of faculty to other kinds of faculty development workshops held off campus or in other cities, and some CAS departments regularly schedule their own professional development activities, such as research study groups and seminars. The CAS also provides travel funds for chairs/directors to attend national or regional conferences that focus on faculty and/or chair/director development.

*Assessment mechanisms:* Faculty include their participation in development workshops held on and off campus in their annual reports and in the dossiers they prepare for reappointment, tenure, promotion, and/or post-tenure review. Chairs monitor such participation and subsequent accomplishments in teaching, research, and artistic achievement, and they include such information in faculty performance review for merit raises and for reappointment, tenure, and promotion. The dean receives copies of all annual performance reviews, as well as all RPT dossiers. In addition, chairs are expected to report to the dean the outcomes of any group-attended workshops funded by the CAS, as well as to share with the other chairs any insights gained by their own CAS-funded participation in conferences/workshops aimed at chair development.

*Evaluation:* CAS faculty are increasingly taking advantage of the growing number of faculty development opportunities that are being made available to them, and the positive results of this participation are clearly reflected in each department’s annual report on its contributions to teaching, research/artistic achievement, and service (see departmental/program self-studies and CAS annual reports in Documents). In addition to the growing number of faculty teaching initiatives, conference presentations, juried performances and exhibitions, and refereed articles and other publications each year, a significant increase can be noted in the faculty’s application for and receipt of external grants, as well as the number of departments that are now engaging in grant activity. Such

activity is becoming more and more important to the college's ability to fulfill its mission, as the amount of state funding supporting that mission continues to decline.

	1989- 1990	1994- 1995	1999-2000
Proposal Funding	1,959,420	1,167,469	19,690,836
Proposal Numbers	61	89	143
PI Numbers	37	62	78
Dept. Numbers	9	11	14
Award Funding	531,576	1,181,470	5,565,568
Award Numbers	33	62	113
Award PI Numbers	22	44	67
Award Depts.	8	11	11

Figure 8: Proposal submissions and awards received

Strategy 3: Support mentoring programs, study groups, and other faculty development efforts at the department level.

*Procedure:* The college regularly encourages departments to establish mentoring programs in teaching and research for new faculty, as well as departmental colloquia and/or study groups related to research. The dean's office allocates funds it receives from cultural activity fees to departments to bring in visiting speakers. Finalists for faculty positions are required to make a research presentation open to faculty and students.

*Assessment mechanisms:* Through each faculty member's annual performance report, chairs monitor faculty participation in departmental development activities and programs and subsequent accomplishments in teaching and research or artistic achievement. Chairs include this participation and any subsequent results in their annual written reviews of their faculty, as well as in the annual departmental reports they prepare for the dean.

*Evaluation:* All CAS departments now have instituted formal or informal mentoring programs for new faculty, and many regularly schedule study groups and/or seminars relative to research interests. Because of decreases in the CAS's allocation of cultural activity fee funds and decreasing state funding, departments have been encouraged to build trust funds from external gifts to support these and other departmental efforts not fundable through state allocations or student fees. To assist the college and its departments in fundraising, the Advancement Division assigned one development director in July 1998 and added a second development director in November 2000, giving CAS the ability to focus one director on the natural and mathematical sciences and the other on the arts, humanities, and social and behavioral sciences. Advancement has also made it possible for donors to give directly to a department or program or to the College of Arts and Sciences itself, rather than only to UNCW's Foundation, as was formerly the case. Though these new Advancement initiatives are only two years old, they are already having an impact on departmental trust accounts, as well as the college's. The following record of gifts solicited

through the Advancement Division's Phonathon last year show the results of one of these initiatives.

Department/Fund	Dollars Received by Department	Percent Received by Department
A&T	\$1,127.00	2.17%
BIO	5,564.00	10.71%
CHM	2,680.00	5.16%
COM	797.50	1.54%
CRW	35.00	0.07%
CSC	1,929.00	3.71%
ERS	632.00	1.22%
ENG	2,124.00	4.09%
FLL	150.00	0.29%
HPER	1,367.00	2.63%
HIST	1,565.00	3.01%
MAT/STAT	1,853.00	3.57%
MUS	640.00	1.23%
PAR	203.00	0.39%
PHY	85.00	0.16%
PLS	931.00	1.79%
PSY	1,556.00	3.00%
SOC/ANT	1,490.00	2.87%
SWK	215.00	0.41%
EVS	95.00	0.18%
<b>CAS</b>	<b>26,234.00</b>	<b>50.52%</b>
Geology	160.00	0.31%
Victor Zullo Memorial Fund	200.00	0.39%
T. Earl Allen, Jr. -Scholarship	75.00	0.14%
Betty Jo Welch Scholarship	97.00	0.19%
Dr. T. Earl Allen, Jr. Endowment	125.00	0.24%
<b>Total</b>	<b>51,929.50</b>	<b>100.00%</b>

Figure 9: CAS Phonathon Gift Report: Fiscal Year 1999-2000

Additionally, some departments—notably Chemistry, English, Creative Writing, History, and Philosophy and Religion—now have fully donor-supported speaker series and/or other faculty development efforts.

Not anticipated in this strategy are the positive effects on faculty development now accruing from the Post-Tenure Review Policy implemented in 1998. The policy mandates the development of a work plan for any tenured faculty member judged as needing improvement, and two CAS faculty members have received this evaluation to date. In addition, faculty members who are rated “exemplary” in their post-tenure reviews are recognized by their peers and typically receive additional merit increases in salary. In general, chairs believe that the post-tenure review process has encouraged some faculty to be more productive than they were before the process was implemented.

**Strategy 4: Encourage instructional and scholarly collaboration between CAS faculty and faculty in other parts of the nation or world.**

*Procedure:* The dean encourages instructional and scholarly collaboration between CAS faculty and programs and those in other parts of the nation and the world. The Office of International Programs (OIP) regularly provides travel support for faculty participation in international conferences or other research/teaching related trips abroad. Interested faculty members submit application for funding support to an OIP-appointed faculty committee that is charged with the selection of recipients. Because OIP is able to award only limited funding per trip, the dean will match the funded amount if the total travel budget needed remains cost-prohibitive to the faculty member receiving an OIP travel award.

In addition, CAS faculty members are encouraged to engage in short-term or long-term exchanges with faculty at other institutions both in the United States and abroad. The faculty member and the chair first work out the details of the exchange with the faculty member and his/her chair at the other institution (and with the director of OIP if the exchange is with someone from a foreign institution) and then request the dean’s approval. The participating faculty members retain the salaries paid by their home institutions during the exchange period, but the UNCW faculty member may receive additional travel funds beyond those provided by the home department, if needed, from OIP or the dean, as appropriate. Such an exchange carries with it an expectation for teaching at the host institution, but provides opportunities for research collaborations with the faculty at that institution as well.

Any tenured faculty member may apply for the position of the resident director of the semester Honors Program at the University of Wales at Swansea each year. The director’s position is advertised, and applications are screened by a faculty committee. The directors of International Programs and Honors Program make the final selection for the director, in consultation with the appropriate dean and officials at the Swansea campus.

Any faculty member may submit a proposal to offer a study-abroad course in the summer. Proposals are submitted to OIP for review by a faculty committee, which recommends the courses to be offered to the OPI director. The director discusses the recommendations with the appropriate dean and then announces the course offerings. Study abroad courses must meet target student enrollments through pre-registration procedures by a specified deadline

in order to be offered. Faculty may also submit the proposal for a study abroad course directly to their department for funding consideration in the departmental summer budget.

Each CAS department and program maintains a budget line for faculty travel to national and regional conferences, and departmental policies determine the faculty's access to and the chair's allocation of these funds.

*Assessment mechanisms:* All faculty travel requests are assessed for appropriateness by the administrator(s) charged with allocating the requested funds (e.g., chair, OIP director, dean). Faculty collaborations in research with faculty on other campuses and the resulting outcomes of those collaborations are subject to peer review and evaluation within the home department. Chairs reflect the results of these reviews in their annual performance evaluations of faculty, as well as in the evaluation of faculty for reappointment, tenure, and promotion or for post-tenure review.

UNCW faculty members participating in exchanges with faculty on other campuses are asked to assess their experiences at the host institution both with appropriate representative of the host institution and with appropriate UNCW administrators (e.g., chair, OIP director, and/or dean). The appropriate administrator at the host institution is also asked to assess the performance of the visiting UNCW faculty member. The same process of assessment applies to the UNCW faculty member serving as the director of the Swansea semester program each year.

Study abroad courses are assessed by student enrollment reports, student evaluations, and other feedback received by the OIP director regarding the experience.

*Evaluation:* The college has been very effective in supporting instructional and scholarly collaboration between CAS faculty and faculty in other parts of the country or world. Up until 1998-99, the college received \$15,000 annually from Academic Affairs to support faculty participation in international forums and supplemented that allocation with up to \$10,000 from its own accounts for that purpose. In 1998-99, those funds were allocated to the Office of International Programs instead for its Advisory Council's travel awards to faculty. CAS faculty have subsequently received the majority of those awards each year, and the CAS has been able to match the OIP awards for faculty whose travel costs would still be too prohibitive for them to be able to participate in these forums. The following table reflects the college's contributions to this effort since 1996-97.

	1996-97	1997-98	1998-99	1999-2000
# of Faculty Supported	23	34	7	23
CAS \$ Support	15,953	23,440	3,938	14,209

Figure 10: College of Arts and Sciences' contribution to OIP travel awards

OIP records show also that the college's faculty has been the most active in organizing and directing summer study abroad programs. The CAS has not conducted its own evaluations of the summer and semester study abroad programs, but has relied on the OIP also to provide this assessment.

1997	1998	1999	2000
8	8	7	10

Figure 11: Number of CAS Faculty teaching abroad in the summer

Additionally college faculty members have routinely served as resident director of the Honors semester program in Swansea since that program was implemented in Spring 1998. The Swansea program in American Studies, which facilitates the honors semester, has expressed great satisfaction with it each year.

Objective 2: To recognize outstanding faculty contributions to teaching, research and artistic achievement.

Strategy 1: Provide annual awards for faculty excellence in teaching, research, and artistic achievement.

*Procedure:* Any tenured CAS faculty member may apply or be nominated to receive a Chancellor's Teaching Excellence Award each year. Application guidelines are posted on the Academic Affairs web page. Three recipients are chosen annually from the CAS by a college committee comprised of previous award recipients. Each year the new recipients are announced at the college's annual spring convocation and later profiled in the college newsletter and other publications. Each recipient receives a gift from the college at the convocation and is presented with a check and a bronze medallion at the first university faculty meeting of next academic year.

Tenured CAS faculty are also encouraged to apply for one of the three Distinguished Teaching Professorships offered by UNCW each year. Application guidelines are also posted on the AA web page. Recipients are selected by a committee of university faculty and receive a \$5000 award each year for three years. The recipients are announced at the first university faculty meeting of each academic year, when each is also presented with a bronze medallion.

Each year one new recipient of the Distinguished Teaching Professorship is also selected by a university faculty committee to receive the Board of Trustees Teaching Excellence Award. The recipient is announced at the first university faculty meeting of each academic year and is presented with a check and an additional bronze medallion.

Tenured CAS faculty may also apply for the annual Board of Governors Teaching Award, which is selected by a university faculty committee. Previous recipients of UNCW teaching awards are automatically eligible to receive this award, though they must still apply following the guidelines posted on the AA web page. In addition, the dean may nominate up to four other CAS faculty who have not previously received awards at the

CAS or university level. The recipient is announced at the spring meeting of the UNC Board of Governors and is presented with a check at that time. The recipient subsequently receives a bronze medallion at the fall Convocation.

Tenured CAS faculty may also apply for the annual Faculty Scholarship Award by following the guidelines posted on the AA web page. Until 1999-2000, only one recipient was selected for this award each year. That year the number was increased to three. Recipients are announced at the first university faculty meeting in the fall, and each is presented with a check and a bronze medallion.

*Assessment mechanisms:* Recipients of the various college, university, and BOG awards are selected according to the criteria posted on the Academic Affairs web page.

*Evaluation:* Collectively these awards have brought recognition to a large number of excellent CAS faculty and have also encouraged other faculty to strive for excellence. To date, 50 faculty members representing all divisions within the college have received one or more teaching or scholarship awards (see “College of Arts and Sciences Teaching and Scholarship Awards Recipients” in Documents).

Strategy 2: Include outstanding achievements in teaching, research, and artistic achievement for consideration for merit salary increases and recommendations for tenure and promotion.

*Procedure:* Faculty recipients report their accomplishments in teaching, research, and artistic achievement in their annual performance reports for consideration of merit. These reports are rated by peer reviewers according to departmental policies, and the chairs use these ratings as the basis for each person’s annual evaluation, which is then used to determine each faculty member’s annual merit raise. Cumulatively, the annual evaluations form a significant part of the faculty member’s dossier when requesting tenure and/or promotion. Additionally, the state legislature may mandate that permanent salary supplements be awarded to faculty members who have a continuing record of teaching excellence.

*Assessment mechanisms:* Departmental criteria and procedures for peer review and merit allocations. Results of annual peer reviews.

*Evaluation:* This practice is fully integrated into the Annual Peer Review of faculty in each department. In addition to receiving regular merit raises, 43 CAS have received permanent salary supplements of \$2,000 each from state funds allocated by the legislature to reward teaching excellence on UNC’s sixteen campuses (see “List of Salary Enhancements for Teaching Excellence” in Documents).

### **Goal 3: Student Retention & Graduation Rates**

#### **Improve student retention and timely graduation**

Objective 1: To improve student retention and timely graduation within the college.

**Strategy 1: Strengthen existing advising programs for enrolled majors, follow up with graduates.**

*Procedure:* In response to institutional mandates, all departments developed new advising initiatives for their majors in 1995-96.

*Assessment mechanisms:* Student interviews and evaluation of petitions by the dean's office. Sophomore Surveys. Senior surveys. Citations of influential faculty members by graduating seniors. Report on Eligible non-returning Students.

*Evaluation:* Despite the development of new departmental initiatives in 1995-96, senior surveys administered by the Office of Institutional Research (OIR) had offered little insight into students' perceptions of the helpfulness of major advising. Prior to fall 2000, OIR did not provide a breakdown of survey responses according to department, making it impossible to assess where the perceived advising strengths and weaknesses occur within the CAS. As soon as such breakdowns are available to deans and departments, we will analyze this data. Currently, the college itself does not have its own policy in place to monitor and assess the advising process at the department level, though the chairs have been encouraged to examine their advising procedures and to make needed improvements. The CAS needs to continue its efforts to strengthen major advising by considering new policies after obtaining more helpful information from OIR.

	Spring 1998	Spring 1999	Spring 2000
Arts & Sciences	77%	77%	76%
University wide	79%	78%	76%

Figure 12: Percentage of Seniors ranking overall advising quality at "good to excellent"

**Strategy 2: Improve scheduling of courses required for the major.**

*Procedure:* Dean encourages chairs and program directors to monitor the number of majors and departmental course schedule in order to ensure frequency of offerings and availability of required courses during late-afternoon and evening hours and during summer sessions, as needed.

*Assessment mechanisms:* Registrar's Enrollment Reports. Admission Statistics. Departmental schedule of courses. Institutional Research reports on numbers of majors.

*Evaluation:* The Dean's Office does not participate in scheduling decisions, but relies on each chair and director to consider available facilities, the number of majors, the curricular demands of the major, and the availability of faculty when determining course offerings. A target goal has been to have each degree program administrator develop a two-year schedule for course offerings to ensure that all degree requirements can be fulfilled by all majors during this period, including summer terms. Such a schedule would include some

course offerings during the late afternoon and evening hours, but the dean's office has not regularly monitored course schedules to determine the degree to which all degree programs are meeting this expectation. According to data received from OIR, the CAS has been somewhat successful in ensuring that some needed classes are offered during such hours.

1996-7	1997-1998	1998-1999	1999-2000	2000-2001
306	261	249	266	298

Figure 13: CAS Afternoon and Evening Classes

The dean's office does approve all requests for waivers of degree requirements and course substitutions, and the frequency of these requests suggests that program administrators are attempting to graduate its majors in a timely way when scheduling constraints threaten to interfere with this goal.

1997-1998	1998-1999	1999-2000
667	774	955

Figure 14: Number of waivers/substitutions approved

**Objective 2: To improve retention and progress to degree of freshmen and sophomores.**

**Strategy 1: Support faculty participation in freshman advising program through recognition in annual faculty evaluation.**

*Procedure:* Chairs are encouraged to support their faculty's participation in the General College advising program and to recognize this service in their annual performance evaluations and merit considerations as an important contribution to UNCW's mission. Faculty advisers receive a stipend for their service, and the General College also gives awards to outstanding faculty advisers.

*Assessment mechanisms:* Institutional Research reports on sophomore retention rates and the Sophomore Survey. Feedback to program administrators from the General College, including adviser awards, regarding the performance of individual faculty advisers.

*Evaluation:* The CAS continues to provide major support to the General College advising program. In addition to providing a faculty member to serve as its director, the college has continued to be successful in enlisting faculty advisers to work with new freshmen and with undeclared sophomores.

	1998-1999	1999-2000	2000-2001
Number of CAS Advisors/ Total Advisors	34/66	25/49	27/48
Percent of CAS faculty	51.5%	51%	55%

Figure 15: CAS faculty who serve as advisors for General College and % of total advisors

Ineffective advisers are not invited to continue this service, and for three years truly outstanding advisers were given excellence awards by the General College. Twelve CAS faculty received these awards between 1995 and 1998. Chairs include references to this institutional service in their annual performance evaluations of their faculty, as well as in their recommendations for reappointment, tenure, and promotion and in their post-tenure reviews. It is difficult to determine, however, whether or not they consider this service in their recommendations for merit increases in salary. Each advisor *is* paid an annual stipend of \$1600 annually for their services during the regular semesters, however, as well as a stipend between \$600 and \$1100 for their work during the June Orientation period.

Strategy 2: Improve scheduling of basic studies courses to ensure availability of needed sections to traditional students and adult learners.

*Procedure:* Chairs and program directors consult previous course schedules, as well as new freshmen and transfer student enrollment projections provided by Enrollment Affairs, to determine needed sections of basic studies courses each fall semester. Program administrators monitor student registrations during spring pre-registration and summer orientations for new freshmen and transfer students and add seats or sections, as needed and possible. In addition, the director of the General College (formerly Student Academic Support Programs) advises each program administrator of projected needs. The dean determines a specific allocation of funds to each department/program for needed part-time faculty to meet scheduling needs. Should additional part-time faculty be needed, the program administrator may request additional salary funds for this purpose. Should the dean be unable to provide this additional funding, the Office of Enrollment Affairs will fund the remaining needs.

*Assessment mechanisms:* Enrollment Reports. On-line monitoring of course registrations. Enrollment projections. Previous course schedules. CAS records on part-time expenditures each year by department.

*Evaluation:* The CAS is responsive to scheduling needs for basic studies courses. In so far as possible with available full-time and part-time faculty and classroom space, it has been able to ensure the scheduling of the sections needed to fulfill divisional requirements in basic studies, including sections in the late afternoons and evenings (see table reflecting number of late-afternoon and evening classes under Objective 1, Strategy 2 above). In addition, basic studies requirements can now be fulfilled through on-line courses. Though selection is currently limited, courses are available on line in each category of requirements.

#### Goal 4: Outreach & Community Service

**To provide service to campus, local, regional, and global communities through involvement by all units in centers, institutes, research projects, and other outreach efforts related to marine-related, environmental, and other sciences; cultural studies; social and behavioral studies; and the visual, performing, and literary arts.**

Objective 1: To support existing faculty initiatives in public outreach programs and activities.

Strategy 1: Encourage faculty participation in outreach programs and activities by recognizing outstanding contributions through such methods as giving an annual service award, consideration in annual faculty evaluations and tenure and promotion recommendations, and course reductions, as appropriate.

*Procedure:* The dean encourages faculty and program outreach and community service in support of UNCW's regional mission and provides financial support from its trust funds, if needed, for special service events or for service reports published by its departments and programs. The dean also approves all CAS faculty recommended to be paid by the division of Public Service and Extended Education and by UNCW's Science and Mathematics Education Center to offer credit and non-credit courses and/or workshops. Such service is regularly reported by faculty in their annual performance reports, as well as included in their dossiers for post-tenure review and for reappointment, tenure, and promotion. When appropriate and necessary, chairs and program directors may provide course reductions for substantial community outreach initiatives.

*Assessment mechanisms:* Annual faculty reviews and departmental annual reports. Tenure and/or promotion reviews. Post-tenure reviews.

*Evaluation:* Annual departmental and program reports show that numerous CAS faculty members engage in community service related to their disciplines each year, and some departments and programs—notably the Departments of Social Work, Psychology, and Political Science and the graduate certificate program in gerontology—have initiated major outreach efforts in recent years in response to regional concerns and issues. To date, however, the establishment of an annual college service award has not received sufficient support from the chairs, though individual departments may recognize such service in this way. Given the prominence of community service and regional outreach in new UNCW mission statement, the college may reconsider the appropriateness of such an award.

Strategy 2: Support faculty participation in distance-learning courses and other off-campus courses offered for university credit jointly through the college and the division of Public Service and Extended Education through such methods as course load credit, part-time faculty replacements for departments, and FTE credits for departments, as appropriate and possible.

*Procedure:* The dean encourages the appropriate chairs and program directors to support faculty development of online courses and/or off-campus courses in response to institutional needs and requests. Faculty may apply for grants to develop such courses and

may count their instruction in such courses as part of their course workload. If departmental participation in such programs places a strain on the traditional curriculum, the chair may request funds from the dean to hire needed part-time faculty or to provide overload pay for continuing, full-time faculty.

*Assessment mechanisms:* Currently under development.

*Evaluation:* At the request of Academic Affairs, the CAS has initiated an off-campus B.A. program in criminal justice in Onslow County and is currently working with the Department of Sociology and Criminal Justice to put this degree program completely on line. The Department of Political Science has also expressed interest in developing an online components of the MPA degree, once that new program receives UNC approval, and the CAS is also exploring the development of consortial arrangements with other UNC campuses in sharing resources and classes needed to offer a B.A. degree in German studies. The dean's office is seeking input from UNC's Office of the President on how issues of FTE and tuition may be equitably solved in such arrangements. Institutional policies and procedures related to distance learning and off-campus degree programs are currently under administrative review, however. Issues surrounding faculty workload, intellectual property rights, and technical support are not totally resolved at the institutional level.

Objective 2: To extend the college's outreach programs.

Strategy 1: Initiate exploration of the establishment of special centers within the college that will serve as the foci for outreach programs related to studies consistent with the missions of the college and the university.

*Procedure:* All new institutional requests to establish new centers or institutes must receive approval from UNC's General Administration and Board of Governors. Procedures for requesting such centers/institutes are published by UNC's General Administration. Chairs and directors who wish to establish such centers must first submit such plans to the dean for consideration. If supported, the dean will submit the plans to UNCW's provost and vice chancellor for academic affairs for consideration and subsequent discussion with the chancellor. If supported at those levels, UNCW's administration will proceed with the requests as governed by system-wide procedures.

*Assessment mechanisms:* no centers currently in place at the college level

*Evaluation:* At the time that the current five-year CAS strategic plan was developed, a number of CAS units expressed interest in developing such centers. To date, only the Environmental Studies Program and the Department of Political Science have actually begun internal discussion of such plans. The CAS expects those discussions to continue into the next five-year planning discussion.

Strategy 2: Participate in university-wide discussion concerning the establishment of a technology-based college-within-the-university at UNCW in the 21<sup>st</sup> century.

*Procedure:* CAS faculty members now serve on committees at all university levels to develop policies and procedures related to the expansion of the Technology College.

*Assessment mechanisms:* Committee reports and minutes of meetings of various technology committees, as well as the Faculty Senate. Published schedules of courses designated as part of the Technology College. Student evaluations of technology-based courses.

*Evaluation:* The Technology College was created as an entity within the university in 1997. Its goals are to 1) provide increased technology intensive educational opportunities for students, 2) provide a complete range of student and administrative services that are remotely accessible, 3) create additional avenues for faculty development, 3) facilitate educational technology transfer among industry partners and the university, and 4) position the University for the future. A CAS faculty member has served as the college's director each year since its establishment, and other CAS faculty have helped to develop its curriculum as they have received the necessary training and the computing equipment required for such development and delivery. To date, 66 totally online courses have been offered by faculty from 19 disciplines representing the arts, humanities, natural and mathematical sciences, and social and behavioral sciences (see "Technology College Courses" in Documents).

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## Transformations

During the course of the last decade, a number of changes in policies, organization of the college, and degree programs have taken place. These changes occurred for a variety of reasons: changes in external circumstances; mandated changes from accrediting agencies, the state legislature, UNC's General Administration, and Academic Affairs; internal adjustments to assessment; and changes in college and departmental leadership. This section will describe some of these changes and the ramifications they exert on the reevaluation of the goals of the college.

### **Curriculum**

As mentioned above, the development of minors in the various disciplines occurred shortly after the last SACS process. The initial impetus was the desire to enrich our offerings by introducing a number of interdisciplinary minors with international and ethnic foci. Currently the CAS offers minors in all disciplines and in 14 interdisciplinary programs.

The number of undergraduate and graduate degree programs offered by the college has also increased substantially in the past ten years. New undergraduate programs now include the B.A. in athletic training, B.A. in therapeutic recreation, B.A. in art history, B.A. in social work, B.S. in environmental sciences, and B.M. in music performance. A new B.F.A. in creative writing will be implemented in 2001-02 as well. New graduate programs include the M.A. in psychology, the M.S. in marine science, the Master of Fine Arts in creative writing, the Master of Arts in Liberal Studies, a graduate certificate program in gerontology, and a graduate certificate program in Spanish. UNC's Office of

the President is currently reviewing UNCW's request to establish a B.A. program in film studies and a Master in Public Administration program also in 2001-02.

Some of the more recent or emerging degree programs have been developed to take advantage of UNCW's location, regional mission, and perceived academic strengths in distinguishing this campus from others in the UNC system. Others have resulted from UNC's administrative decision to convert existing tracks into separate degree programs or from recommendations from accrediting agencies. .

### **Policy Changes**

While many of the strategies employed to attain the objectives of the 1996 goals have been effective, there remain areas needing improvement and/or new policies and procedures:

Several problems have been identified regarding the minors that have been established in the CAS. First of all, some method is needed for tracking the number of students pursuing each the various minors. Since a student's election of a minor is often not declared until time for graduation, it is difficult to determine which students taking courses required for a minor are actually pursuing one. This identification problem is compounded when the minors are interdisciplinary since only a handful of CAS courses carry the interdisciplinary prefix; the majority of required courses carry disciplinary prefixes. Given the institutional interest in promoting interdisciplinary approaches to education, some university procedure needs to be developed that requires students to declare or change minors in the same way as they declare and change majors. Such information would enable the college to determine whether or not to continue to offer specific minors. These decisions are important since the CAS provides nominal funding support for the interdisciplinary minors—largely to cover costs for brochure printing and/or costs for promoting various events sponsored by the minor—and each program requires faculty oversight. If a minor were shown to attract little student interest, some costs could be cut and some faculty time saved. Similarly, there is no mechanism for soliciting student feedback regarding the minor's usefulness or other feedback that addresses the quality of its courses. Finally, there is no formalized coordination between the needs and concerns of these programs and the departments. Coordinators of the minors serve as their programs' advocates and must persuade department chairs to ensure that required courses are offered on a regular basis. Without a clear sense of the minor's contributions to the institution's mission, coordinators sometime find it difficult to obtain a chair's commitment to offer these courses.

Secondly, the college has no means than OIR's institutional summary of graduate survey results to assess student satisfaction with CAS degree programs after graduation; OIR has only recently broken down survey results according to the graduates' majors. Exit interviews and other measurements are not uniformly applied among the departments. Admittedly the development of an accurate feedback process is difficult, however, the college should establish a task force with representatives from the various divisions (social & behavioral sciences, mathematics & natural sciences, and the humanities & fine arts) to examine the issue and to recommend appropriate measures.

Third, the college needs to establish a policy providing guidelines to the departments/programs for learning assessment. The need for an effective procedure for measuring the educational results of the departments' curriculum was identified in the SACS process in 1991. Since then many departments have instituted capstone courses and other strategies for ascertaining student learning in their discipline. These efforts have not been universally effective and the college needs to provide additional guidance.

Fourth, although there have been numerous reviews of degree programs triggered by accrediting agencies, General Administration, and some UNCW officials, and departments/programs do review their curriculum on a more or less regular basis, the college itself has not established a regular schedule of external review of its programs or detailed a procedure for such review. The college will appoint an ad hoc committee to assess the need for a review policy and, if such a need is recognized, to develop policies and procedures for these reviews.

Finally, academic advising, both in the CAS and in the general college, needs to be improved. This work might most effectively be addressed through the appointment of an ad hoc committee that would establish the college's expectations for advisors and that would suggest guidelines for strengthening advising services.

### **Organizational Changes**

During the past ten years, reorganizations at the college and university levels have led to the establishment of a number of new independent academic units within the college and to changes in reporting lines of some former CAS program units to other units in Academic Affairs. Among the first of these changes was the move of the director of international programs from the dean's office first to the chancellor's office in 1992-93 and then to an independent office reporting to Academic Affairs in 1993-94. The General College advising program was next moved from the dean's office to a new umbrella unit under Academic Affairs, Student Academic Support Programs, which was established in 1994-95 to improve freshman retention rates. Oversight of the college's Honors Program also moved to Academic Affairs that year, following the creation of a new university-wide four-year Honors Program reporting to the provost. All of these moves have resulted in greater institutional visibility and therefore greater institutional support for the programs. The most recent change was the dissolution of the college's former Museum of World Cultures, which was also established in 1994-95 with the appointment of a director to oversee a donated collection of essentially popular culture artifacts from around the world. A university curator is currently being recruited to assume oversight of these materials as well as other new and different kinds of collections now being donated to UNCW.

Within the college itself, several new departments and independent interdisciplinary programs emerged in the last decade. The first of these changes occurred in July 1996, when the former Department of Fine Arts was separated into the Department of Art and Theatre and the Department of Music. The separation was made by the chancellor, the provost, and the interim dean in response to the arts faculty's request for more autonomous operations, particularly in administering the music program, as recommended by its accrediting agency. That year also saw the separation of the degree program in social work

from its former departmental home with sociology, anthropology, and criminal justice into a separate department to strengthen its case for national accreditation. The Environmental Studies program also was separated from its former home in the Department of Earth Sciences that year into an independent interdisciplinary unit that would give it more visibility in the college's science programs. In spring 1999, the creative writing program was moved from its former home in the English Department into a separate department of its own in order to distinguish it further as one of UNCW's premier programs. This move followed the establishment of the independent interdisciplinary program in film studies in 1998-99 that was initiated by three department chairs in consultation with the new CEO of Screen Gems Studios, Frank Capra, Jr. Other reorganizations have included the separation of the computer science program from the former Mathematical Sciences Department (now the Department of Mathematics and Statistics) into its own department also in 1998-99 and the separation of the anthropology program from the former Department of Sociology, Anthropology, and Criminal Justice (now the Department of Sociology and Criminal Justice) into a separate academic unit in fall 2000 at the recommendation of an external reviewer. No further reorganization of CAS units is expected at this time, although in the future Kenan Auditorium may be moved to another division's oversight after the proposed new arts classroom building has been completed. Though the creation of all of these additional units have increased the size and complexity of the college, the reorganizations appear to be having the desired effects of better service to the university's students.

An additional college-wide initiative implemented in recent years was a shift in policy for the appointment of department chairs. Throughout the early to mid 1990s, recruitment of new chairs was handled internally, with the establishment of fixed appointment terms drawing from the senior faculty ranks in each department. In 1995-96, UNCW's administration began to recognize that because of the university's growth in enrollments and programs and the increasing institutional mandates being set by the state legislature for the UNC system, some departments could benefit from the leadership of chairs recruited from outside UNCW. That year the search for a new chair of the Department of English was conducted at the national level, and in subsequent years each CAS department has been given the option of recruiting its next chair from within the faculty or through a national search when its current chair's term expired. As a result of this option, eight of the college's 19 departments have recruited outside chairs thus far, while three others selected internal candidates as a result of unsatisfactory outside searches. These recruitments, filled by applicants from research universities throughout the country, have met expectations for fresh leadership of the departments they serve. A secondary goal in new chair recruitment has also been met—increasing the number of women chairs. Currently women chair five of the nineteen CAS departments.

Internally the CAS office itself has undergone reorganization and expansion since the current dean appointment in 1996-97, beginning with the establishment of the new position of university administrative manager (UAM) of the college. Established to meet the new dean's goal to increase budgetary autonomy at the departmental/program level and thereby to strengthen both efficiency and accountability in budgetary matters, the UAM monitors all CAS accounts and CAS departmental accounts, offering program administrators and their designated staff training in budget operations and procedures, maintaining and distributing budget histories, and assisting chairs, directors, and the dean in projecting

future expenditures and needs. The UAM also serves as the college's liaison with the Office of Human Resources in the oversight of CAS staff and has been very effective in resolving internal staff problems and in obtaining needed upgrades in CAS staff positions. The new dean also increased the number of associate deans from two to three and redefined their responsibilities and those of their support staff to give the staff more autonomy in addressing the more routine duties of their supervisors and the associate deans more autonomy in addressing the larger, more complex areas of their responsibility. Finally, as a result of reorganization of the Advancement division, the CAS has added two directors of development—one assigned to the natural and mathematical sciences departments and programs, and the other to the arts, humanities, and social and behavioral science departments—and one .75 staff position since July 1998 to support the college's development work. These new development positions have already been instrumental in the college's acquisition of numerous external gifts needed to support its departments and programs (over \$350,000 in FY 99 and over \$1 million in FY 2000), just as the redefined positions of associate dean and support staff have greatly improved the responsiveness of the college office to problems and concerns.

### **Changes in Goals**

This examination of the college's institutional effectiveness in light of its 1996-2001 goals has underscored the need for updating these goals in light of the new UNCW and CAS mission statements. College of Arts and Sciences adjustment of our goals until the next five year strategic plan (2003-2008) are based on:

- the new mission statement for the College,
- the evaluation of the previous goals and strategies,
- the assumptions about the planning environment, (see Planning Assumptions)
- the provost's four basic thematic areas, (see Creating the Future: Moving toward a Strategic Plan for Academic Affairs 2001-2005)
- the results of this self-study,
- the input of the chairs and program directors, and
- the dean's vision for the future of the College.

### **Goals in Support of Mission College of Arts & Sciences 2001**

#### **Goal 1**

*To provide quality undergraduate and graduate studies in the liberal arts and sciences through a comprehensive basic studies curriculum, exemplary undergraduate and graduate degree programs, supportive disciplinary and interdisciplinary minors, effective pre-professional programs, career-enhancing graduate certificate programs, and curricular components in degree programs offered by the university's professional schools.*

Objective 1: Enhance the quality of instruction in all academic units by providing the resources necessary to achieve academic excellence.

Strategy 1: As college enrollments and needs grow, continue to increase unit base budgets to ensure adequate funding for effective operations.

Strategy 2: Strengthen instructional support for existing undergraduate and graduate programs.

- a. Upgrade or replace outdated computers and other equipment to take advantage of emerging technologies.
- b. Allocate additional full-time teaching positions to reduce high student-faculty teaching ratios, increase frequency of course offerings in the major, and develop new courses needed for degrees.
- c. Increase the number of graduate teaching or research assistantships and the amount of each stipend available to the departments.
- d. Increase funds in the 1400 line in departmental base budgets to facilitate the hiring of additional work assistants, as needed.
- e. Provide needed support staff in high-enrollment and/or technologically dependent departments.
- f. Allocate resources for targeted programmatic areas.

Strategy 3: Enhance college space for classrooms and faculty offices.

- g. Provide needed classroom renovations.
- h. Provide appropriate new program space through needed construction and renovation projects.
- i. Upgrade classrooms for multimedia and other technologically enhanced instruction.

Strategy 4: Coordinate and expand fundraising initiatives to the college for support of instructional programs and activities.

- j. Establish a college unrestricted endowment fund as well as other major need initiatives of the college.
- k. Strengthen communications between the college's development directors and the academic units within the CAS.
- l. Ensure that all departments initiate newsletters as a means of reaching alumni, current and potential donors, and the

community, while maintaining and expanding the scope of the college newsletter.

- m. As part of the CAS web page, establish a CAS development website that features major gifts received by the college as well as opportunities to support scholarships, fellowships, programs, projects, and the unrestricted endowment for the benefit of the college and its programs.

Objective 2: To strengthen the college curriculum and degree programs.

Strategy 1: Initiate program reviews and accreditation efforts, as appropriate, with consideration given to departmental or college reorganizations and curriculum revision.

Strategy 2: Develop new degree programs, certificate programs, and minors consistent with the missions of the college and the university and reflective of the programmatic planning themes of internationalization, regional engagement, natural environment, and information technology.

Strategy 3: Improve the quality of instruction in college courses.

- a. Monitor class size in basic studies and lower-level general electives, and adjust enrollments, as needed, to facilitate more personal interaction between instructor and student and to ensure the development of each student's oral and written proficiency.
- b. Continue to implement new classroom pedagogies to enhance student learning.
- c. Provide academic enrichment opportunities for students outside the formal classroom through departmental honors programs, directed individual studies, and other student-faculty collaborations in research, as well as such experiential courses as field studies, study abroad courses, and internships.
- d. Increase support for undergraduate student research.

Objective 3: To improve student retention and timely graduation within the college.

Strategy 1: Strengthen existing advising programs for enrolled majors.

Strategy 2: Improve scheduling of major courses and basic studies courses to ensure availability of needed sections.

Strategy 3: Support faculty participation in freshman advising program through recognition in annual faculty evaluation.

Strategy 4: Support faculty participation in academic enrichment courses that are not offered through the college but are designed to recruit freshmen and sophomores, through such methods as course load credit, overload stipend, or course reduction in the semester following an overload semester for participating faculty; needed part-time faculty replacements; and FTE credit for participating faculty members' departments.

## **Goal 2**

*To develop and recognize faculty excellence in teaching, research and artistic achievement, singly or in collaboration with others, in the humanities, the fine arts, the social and behavioral sciences, and the mathematical and natural sciences.*

Objective 1: To foster a climate of ongoing faculty development in teaching, research, and artistic achievement.

Strategy 1: Continue support for faculty development in teaching, research, and artistic achievement through course reductions, scholarly reassignments, and summer initiatives.

Strategy 2: Continue encouraging departmental participation in faculty development programs and activities sponsored by the college, the Center for Teaching Excellence, and other centers, agencies, and organizations on and off campus.

Strategy 3: Encourage faculty pursuit of external grants, private gifts, and partnerships in support of research, program development, and artistic efforts as coordinated by the Office of Research Administration and the college development directors.

Strategy 4: Support mentoring programs, study groups, and other faculty development efforts at the department and university level.

Strategy 5: Encourage instructional and scholarly collaboration between CAS faculty and faculty in other parts of the nation or world through faculty exchanges, study abroad courses taught by faculty, and faculty participation in inter- national forums and conferences.

Objective 2: To recognize outstanding faculty contributions to teaching, research and artistic achievement.

Strategy 1: Support exemplary faculty in pursuit of university annual awards for excellence in teaching, research, and artistic achievement, and other external recognition.

Strategy 2: Include outstanding achievements in teaching, research, and artistic achievement for consideration for merit salary increases and recommendations for tenure and promotion.

Strategy 3: Provide for public recognition of faculty achievements through internal and external media.

### **Goal 3**

*To provide service to campus, local, regional, and global communities through involvement by all units in centers, institutes, research projects, and other outreach efforts.*

Objective 1: To support existing faculty initiatives in public outreach programs and activities.

Strategy 1: Encourage faculty participation in outreach programs and activities by recognizing outstanding contributions through such methods as giving an annual service award, consideration in annual faculty evaluations and tenure and promotion recommendations, and course reductions, as appropriate.

Strategy 2: Support faculty participation in distance-learning courses and other off-campus courses offered for university credit jointly through the college and the division of Public Service and Extended Education through such methods as course load credit, part-time faculty replacements for departments, and FTE credits for departments, as appropriate and possible.

Objective 2: To extend the college's outreach programs.

Strategy 1: Initiate exploration of the establishment of special centers within the college that will serve as the foci for outreach programs related to the missions of the college and the university.

Strategy 2: Continue to support opportunities for faculty creation and participation in additional distance learning, off-campus, and web-based courses offered for university credit.

Strategy 3: Identify, develop and implement on-line degree programs in targeted disciplines.

Strategy 4: Encourage faculty and student research projects that address community or regional issues and concerns.

# Educational Program

## 4

### 4.1 General Requirements

**All aspects of the educational program (4.1-1) must be clearly related to the purpose of the institution.**

The College of Arts and Sciences offers the primary support for the university's mission to provide a quality undergraduate education for the residents of its region and to provide opportunities to enhance that education through complementary graduate programs of equal quality. By servicing the majority of courses in the basic studies curriculum, it imparts the knowledge of the humanities, social and behavioral sciences, fine arts, and natural and mathematical sciences central to the general education of all UNCW students, and it promotes the intellectual curiosity, imagination, rational thinking, thoughtful expression, and love of learning essential for success in all disciplines and professional fields. Additionally, it provides curricular, advisory, and instructional support to undergraduate and graduate programs offered through the university's professional schools, and its faculty are extensively involved in the Honors Scholars program, University Studies, the Technology College, General College advising, and International Programs. Its 40 bachelor's degree programs and 13 master's degree programs represent all major disciplinary divisions of the liberal arts and sciences, as well as interdisciplinary fields, some of which address specific regional interests. The extensive internship programs and service-learning opportunities offered by many departments--along with faculty engagement in distance-learning courses, off-campus degree programs, and non-credit and credit-bearing courses and seminars offered through the division of Public Service and Extended Education—offer further evidence of the college's service to its region.

**The institution (4.1-2) must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.**

The College of Arts and Sciences seeks to ensure that faculty members are competent through a variety of mechanisms. First, during the hiring process for new tenure-track faculty, candidate qualifications are initially reviewed and verified by the departmental search committee, chair, dean, provost's office, and Office of Human Resources. Finalists are brought to campus for an extensive interview process that includes a presentation to the full department and an interview with the dean or an associate dean. Some departments require a teaching demonstration as well, while other departments invite undergraduate majors and/or graduate students to attend the research presentation. Departments with

graduate programs typically schedule a graduate student meeting with each finalist as well. Following the last campus interview, the chair will convene the tenure-track and tenured faculty members to discuss and rank the finalists. The chair then recommends the department's choice to the dean for approval. All new tenure-track and tenured appointments must be approved by UNCW's Board of Trustees and then by UNC's Board of Governors. New part-time and full-time lecturer appointments do not require departmental interviews but are typically recommended solely by the chair to the dean for approval after reviewing applicants' resumes, university transcripts, letters of reference, and prior teaching evaluations, if available.

To ensure competency of continuing faculty, various review mechanisms are also in place. At the departmental level, annual peer review delineates competency in teaching, research and service. Each chair includes the results of that review in an annual performance evaluation of each faculty member and sends a copy of each evaluation to the dean for review. Additionally, classroom observations by peers are mandated by UNC's Office of the President for all untenured tenure-track faculty members, and every CAS department has a classroom observation policy in place. The reappointment, promotion and tenure process includes a review of faculty performance at all levels of the university. Finally, the post-tenure review process seeks to ensure that all tenured faculty members continue at appropriate levels of teaching, scholarship and service. This process originates within the department, but must be reviewed and approved at by the dean of the college. A reviewed faculty member whose performance is judged as unsatisfactory must collaborate with the chair on a work plan to remove any perceived deficiencies. The dean is notified of the outcomes of all post-tenure reviews and receives copies of all subsequent work plans. Throughout all of these processes, the College of Arts and Sciences *Policies and Procedures Manual* provides guidance.

Within the College of Arts and Sciences, several resources exist for faculty who wish to improve their performance in teaching or scholarship. The Center for Teaching Excellence, which is not only partly supported by the college but also directed by a college faculty member, provides workshops, discussion sessions, and other resources to improve teaching. Additionally, travel funding for faculty wishing to attend special workshops or conferences is available through the college, as well as the departments within the college. Faculty may also participate in departmental study groups, seminars, and mentoring programs.

Adequate computer resources have increasingly become available for both students and faculty. High-end computers and printers are purchased for all beginning tenure-track faculty, while continuing tenure-track faculty now receive high-end replacement computers according to a three-year replacement schedule. All part-time faculty members have access to computing equipment. Eighteen of the twenty-three program units maintain at least one instructional computer lab, and a least one permanently fixed multimedia classroom will have been established in every department by the end of the spring 2001 semester. The college also maintains its own computer lab for instructional use by its various academic units.

Physical facilities within the College of Arts and Sciences include twelve buildings with dedicated CAS classrooms, offices, and/or laboratories, as well as Kenan Auditorium. An additional classroom building is scheduled for completion occupation by four CAS programs in summer 2001, and the recently passed university bond referendum will provide two additional new buildings, as well as significant renovations to existing ones, over the next 10 years. Additionally, the college maintains offices within Randall Library and shares a large lecture hall within Cameron Hall.

## 4.2 The Undergraduate Program

### 4.2.1 Admission

**In those institutions in which various subdivisions maintain separate admission requirements, there (4.2.1-3) must be institution-wide coordination of all admission policies and procedures.**

While the UNCW Admissions office coordinates all admission policies and procedures for the university, the College of Arts and Sciences oversees the establishment of entrance requirements in those departments that desire them. These requirements are approved by the dean and included in the departmental descriptions of degree programs published in the catalogue. Students who desire to major within the College of Arts and Sciences should request to have their records forwarded to the appropriate department no earlier than the end of the last semester of their freshman year, but no later than the end of their sophomore year.

### 4.2.2 Completion Requirements

**In each degree program, there (4.2.2-1) must be an appropriate sequence of courses leading to the degree.**

The College of Arts and Sciences supports its various departments' control of their curriculum through the CAS Curriculum Committee. Each department insures what is an appropriate sequence of courses leading to a degree, including an appropriate number of introductory courses and upper division courses with pre- and co-requisites. The limitations set by each major but must be approved by the CAS Curriculum Committee and the dean before they may be sent to the provost for approval and inclusion in the University catalogue.

**An institution (4.2.2-2) must publish the requirements for each degree it awards.**

The requirements of each degree offered within the academic departments of the College of Arts and Sciences (including the number of hours and specific courses needed) are clearly published in the catalogue.

**The requirements (4.2.2-3) must be appropriate to the degree offered.**

The requirements for each degree offered are evaluated by the CAS Curriculum Committee and approved by the dean and the provost. Additionally, these requirements, including the total credits, the number of general education credits, the number of credits to be earned in the major, etc., are published in the catalogue.

**The institution (4.2.2-7) must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.**

Specific policy regarding competency in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers does not exist within the College of Arts and Sciences. Instead, all curricula within the college are required to comply with university policy regarding these competencies.

The University of North Carolina at Wilmington requires forty-five hours of basic studies of all students, regardless of their major. Among these, students are required to take six hours of composition, three hours of mathematics, three hours of literature, three hours of history, three hours of philosophy, and three hours of foreign language. Additionally, students in all departments are required to take a course designated to meet departmentally set oral and computer competencies. These requirements are clearly stated in the catalogue (see UNCW 2000-01 Undergraduate Catalog, 88-91).

#### 4.2.3 Curriculum

**Curricula (4.2.3-1) must be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.**

In order to insure that the curricula within the College of Arts and Sciences is “directly related and appropriate to the purpose and goals of the institution,” etc., each department must submit curricula development, changes, and/or deletions through its twelve member curriculum committee. Such proposals are submitted on standard course-action forms, which require the proposer to justify the request. The proposals also requires the proposer to address pre- and co-requisites necessary for a student’s success, as well as resources necessary to teach the class

**The institution (4.2.3-2) must have a clearly defined process by which the curriculum is established, reviewed and evaluated.**

All curricula within the College of Arts and Sciences must be approved by the CAS Curriculum Committee. The process through which curricula changes are approved is explained, in part, in a document entitled Instructions for Preparing Course Action Forms in the CAS *Policies and Procedures Manual*. These forms allow for changes in course content and description, title, number, cross-listings, deletions, or any other change needed.

Departments are also required in the CAS *Policies and Procedure Manual* to submit entire curricula revisions to the CAS Curriculum Committee for approval.

**For each major in a degree program, the institution (4.2.3-4) must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.**

Program coordination of degree programs resides in the departments and interdisciplinary units and stands under the authority of the departmental/program faculty and chair/director. The process of changing the curriculum is outlined in the *Faculty Handbook* (IVA11, p. 69): “Faculty involvement in proposed changes in the undergraduate curricula is accomplished through the following committee structure: (1) Curriculum committees within the College of Arts & Sciences ...[and the other schools] review all proposed curricular changes within their respective college and schools and make recommendations to the respective deans. Recommendations of college and school curriculum committees are first submitted to the appropriate dean and, if approved, are submitted to the chief academic officer for official approval.” Generally, most curricular changes are initiated by the tenure/tenure-track faculty within the department and undergo a departmental approval process prior to submission to the CAS Curriculum Committee. The members of that committee are all tenure-track/tenured faculty of the college.

**At least one fulltime faculty member with appropriate credentials, as defined in Section 4.8.2, (4.2.3-5) must have primary teaching assignment in the major. In those degree programs for which the institution does not identify a major, the above requirements apply to a curricular area or a concentration.**

In the development of a new degree program, the department or interdisciplinary program committee submits evidence of current faculty credentials to support a new major. When faculty from an existing degree program retire or leave the employment of the university, the candidates for the position replacements must present evidence of their academic credentials, including all transcripts, prior to employment.

**The administration and faculty (4.2.3-7) must be responsible for the development of academic programs recommended to the governing board. They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.**

In development of a new major degree program, the department chair—or chairs, in the case of interdisciplinary program proposals- consults with the dean. If it is deemed that this new degree program would support the mission of the college and enhance its educational goals, the dean presents the proposal to the Dean’s Council for discussion of the major in light of the mission of Academic Affairs. Following a favorable decision in the Dean’s Council, the department submits a curriculum proposal to the CAS Curriculum Committee. While the entire plan for the major (e.g. justification) is not reviewed by the CAS Curriculum Committee, the curriculum for a proposed major must pass through the CAS Curriculum committee before allowed to be published in the catalogue. Their recommendations are forwarded to the dean for approval. If approved, the dean sends the

proposal to the Faculty Senate University Curriculum Committee. The UCC will discuss the merits of the proposal and submit a motion to the Faculty Senate for consideration. If approved by the senate, the proposal is forwarded to the provost and the chancellor for approval. If approved notification is sent to the UNC Office of the President that UNCW is planning this new major. The department develops the implementation proposal and submits this through the provost's office to UNC-OP for final approval. Once approved and implemented, the major is under the supervision of the department. All subsequent curricular changes must be submitted to the CAS Curriculum Committee.

In the development of a new disciplinary minor or certificate program, the department chair (or chairs in the case of interdepartmental minors) consults with the dean. Faculty members who wish to propose a new interdisciplinary minor must first consult with chairs whose departments would support the proposed minor before meeting with the dean. If the dean supports the proposal, the minor proposal and curriculum is submitted to the CAS Curriculum Committee. If approved, the proposal will be submitted to the Faculty Senate University Curriculum Committee for review. If the Faculty Senate approves the minor, the proposal proceeds to the provost for final approval. Once the minor is established, it is monitored and assessed by the department. Curricular changes must be approved by the CAS Curriculum Committee. In the case of interdepartmental minors, the courses are monitored by the instructor's home department and the director of the interdisciplinary minor.

**Inverted, “two plus two” and similar programs (4.2.3-9) must include an adequate amount of advanced coursework in the subject field.**

The only “two plus two” program in the College of Arts and Sciences is the Engineering Program, which is shared with North Carolina State University, UNC-Charlotte, and North Carolina A & T. The curriculum for the first two years of this program is determined by the school to which a student will transfer at the end of this period. The only course determined by the CAS Curriculum Committee is ENG 101. Other departments (e.g. Chemistry, Biology, etc.) with pre-professional programs (e.g. Optometry, Pharmacy, Agriculture/Forestry, etc.) develop their own pre-professional curriculum, which is approved by the CAS Curriculum Committee.

#### 4.2.4 Instruction

**Instructional techniques and policies (4.2.4-1) must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.**

According to *The Faculty Handbook*, the university “supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.”

Additionally, the catalogue states that “each faculty member has the academic freedom and responsibility to determine grades according to any method, chosen by the faculty member, which is professionally acceptable. . . .” Each faculty member within the College of Arts

and Sciences goes through a yearly peer evaluation to insure that his or her methods of instruction are appropriate for the classes taught by that instructor. For untenured faculty, this review includes classroom observation.

**Instruction (4.2.4-2) must be evaluated regularly and the results used to ensure quality instruction.**

Like the other instructional units at UNCW, The College of Arts and Sciences employs “Student Perceptions of Teacher Surveys” (SPOTS). These surveys are designed to measure how effective students perceive their instructors in areas such as subject knowledge, ability to impart knowledge, course workload, and overall teacher effectiveness, among others. Each faculty member is evaluated within the last two semesters of each class. Instructor SPOTS are used in the reappointment, promotion, and tenure process. The aim is to insure quality instruction. In addition, some faculty members also administer supplementary evaluation instruments keyed to the specific content, requirements, and/or pedagogies in each of their courses.

**Students (4.2.4-3) must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.**

*The Faculty Handbook* requires that all faculty state in writing their course policies that affect students, including grading and attendance. Any modifications are to be communicated in writing. While faculty members are free to establish these policies, they must be communicated to students at the start of the class.

**Methods of instruction (4.2.4-4) must be appropriate to the goals of each course and the capabilities of the students.**

Methods of instruction within the College of Arts and Sciences are left up to the oversight of individual departments and interdisciplinary units. Each department has a peer review process. Directors of interdisciplinary units undergo this review in their home departments. Faculty who teach courses in interdisciplinary programs are also reviewed in their home departments, though the results of this review are shared by the chairs with the program directors. As part of that process faculty review the teaching strategies and methods of instruction of their colleagues to ensure that they are appropriate to the goals of each course and capabilities of each student.

**Experimentation with methods to improve instruction (4.2.4-5) must be adequately supported and critically evaluated.**

Teaching Excellence, which is directed by a member of the college faculty. CTE offers workshops, discussion sessions, and other resources to improve teaching. However, specific modes of evaluation and support for experimental methods of teaching reside primarily at the department or interdisciplinary program level.

Departmental evaluations typically consider improvements to teaching and subsequent evaluation (see Faculty Handbook, 98-99, 224), as does the post-tenure review process (see Faculty Handbook, 108-09, 228A; UNCW Post-Tenure Review Policy).

**An institution (4.2.4-6) must use a variety of means to evaluate student performance.**

While the College of Arts and Sciences itself does not mandate any measures of student performance, it is actively involved in assessing student performance in its courses through its review of final grade distributions within individual courses. These data are gathered by the Office of Institutional Research and distributed to the dean and to the chairs and program directors. CAS faculty use a variety of assessment measures, ranging from quizzes and exams to portfolios, projects, performances, exhibitions, public readings, posters, screenings, essays and research papers, and performance on standardized tests, depending on the discipline.

**The evaluation (4.2.4-7) must reflect concern for quality and properly discern levels of student performance.**

The quality control and responsibility for discerning levels of student performance are in the hands of the faculty. Within the individual departments, annual evaluations provide the opportunity for the chair to examine and consider the quality of the assessment methods which faculty utilize (see Faculty Handbook, 98).

**An institution (4.2.4-8) must publish its grading policies.**

The College of Arts and Sciences follows the same grade point system as the University. As stated in its catalogue, “The University of North Carolina at Wilmington uses the grade point system and semester hour credit for calculating student achievement. Plus (+) or minus (-) grades may be awarded at the discretion of the faculty.” (p. 61) Each letter grade, with its corresponding plus or minus, along with a qualitative interpretation, is published. Additionally, instruction is given on how to calculate a grade point average along with explanations for the grades of “I” and “IP.”

**An institution’s grading practices (4.2.4-9) must be consistent with policy.**

To insure that grading is fair and consistent with published policy, The University of North Carolina at Wilmington offers students an opportunity to appeal their grades. Such procedure is published in the catalogue and is followed by the College of Arts and Sciences.

**The institution (4.2.4-10) must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.**

The evaluation of the effectiveness of the degree programs falls at the department or program level. The CAS *Policies and Procedures Manual* provides guidelines for such evaluation (IV-4-4). In addition, the Office of Institutional Research annually surveys both

seniors and graduates regarding the effectiveness of their instructional programs and publishes the institutional results of these surveys on its web page. The results are also broken down by college/school and by department/program and sent to the appropriate dean, chair, and program director. Further, some college programs must meet certification or accreditation standards set by national and/or state agencies.

**Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, (4.2.4-11) must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.**

The College of Arts and Sciences itself does not mandate course design and formatting. University policy guides departmental and program decision-making regarding some aspects of the educational environment. Such policies are typically related to summer school classes, web-based courses, or distance education programs. Summer school courses are offered in a time-compressed fashion, students are limited to taking seven hours in each summer session (see Undergraduate Catalog, p. 66). Web courses are, by their very nature, flexible enough to allow students, as well as faculty, time for preparation, reflection and analysis. Distance education courses are typically offered in the same format as on-campus courses, including both time and frequency.

**The institution (4.2.4-12) must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats. Effective instruction depends largely upon the maintenance of an environment conducive to study and learning.**

The College of Arts and Sciences itself does not mandate course design and formatting. Instead, university policy guides departmental and program decision-making regarding these aspects of the educational environment. Student assessment methods are left to the prerogative of the individual faculty member. However, the college does assess student performance in its courses through examination of grade-point averages within individual courses, based upon data gathered by the Office of Institutional Research

**Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education (4.2.4-13) must provide for its students a learning environment in which scholarly and creative achievement is encouraged. In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary.**

One of the college's strategies for achieving its primary goal of providing quality undergraduate and graduate studies in the liberal arts and sciences is to provide academic enrichment opportunities for majors outside the formal classroom. Accordingly, it has encouraged all departments and interdisciplinary units to make available to their students an honors program, directed individual studies, and other opportunities to conduct research with faculty members, as well as such experiential courses as field studies, studies abroad, and internships and other service-learning courses. All CAS instructional units now regularly offer a range of such courses to their majors. In addition, all units are required to

include such course offerings in their annual reports to the dean, as well as to list all co-authored publications between faculty and students and all co-presented papers and posters at professional conferences each year. Creative arts programs and departments also report annually on student recitals, performances, exhibitions, film screenings, and public readings.

**In all such cases, learning experiences for which credit is awarded (4.2.4-14) must be under the ultimate control and supervision of the educational institution.**

Proposals for Honors projects, individual studies, and internships are initiated by the student and supervising faculty member and approved by the chair before forwarding to the appropriate office for final approval. The College of Arts and Sciences approves all proposals for directed individual studies and internships, as well as the internship sites themselves and the students' on-site supervisors. Proposals for senior Honors projects are forwarded to the director of the Honors Program for review and approval by the Honors Advisory Council, while proposals for study-abroad courses are sent to the director of International Programs for review and approval by the International Programs Advisory Council. Grades for all credit-bearing enrichment courses are the responsibility of the supervising faculty members. Procedures for submitting proposals for all enrichment courses are distributed by the office charged with final approval and are included in the *CAS Policies and Procedures Manual* as well. (see "Student Internship Policy" in *The Faculty Handbook*, p. 78).

**The institution (4.2.4-15) must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.**

Determination of curricular content and current practice rests with the individual departments and interdisciplinary programs within the college. However, the College of Arts and Sciences seeks to assure the quality and consistency of these curricula through the mandated review of all revisions to individual courses as well entire programs by its Curriculum Committee. Additionally, these revisions are reviewed by Office of Academic Affairs (see *Faculty Handbook*, 69-70).

**An institution (4.2.4-16) must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.**

The college does not determine tuition and fee charges. The credit hours assigned to a course indicate the class contact hours during the semester (see *Undergraduate Catalogue 2000-2001*, p. 152), and the appropriateness of those hours is verified by the college when course proposals or program revisions are reviewed by the CAS Curriculum Committee (or by the University Curriculum Committee, in the case of Basic Studies) for approval. The length of the program is determined during the initial approval process for a new degree program and requires justification by the faculty proponents and approval by the college, Academic Affairs, and the Board of Governors for the UNC system. Effective January 2001, new degree and certificate programs, as well as new minors, must also be approved by UNCW's Faculty Senate.

#### 4.2.5 Academic Advising

**A qualified advisor (4.2.5-S1) should be assigned early in the student's program and (4.2.5-S2) should recognize the individuality of students and their particular needs and goals.**

While committed to quality student academic advising, the College of Arts and Sciences allows specific advising processes and procedures related to the students' majors and minors to be determined by the college's individual departments and interdisciplinary programs, within the parameters of the college's policy on advising (see *CAS Policies and Procedures Manual*, III-1). The Associate Dean of Academic Policy advises all majors regarding the removal of academic deficiencies to re-establish eligibility to continue enrollment in a major.

Within the individual departments, academic advisors attempt to guide the student toward successful completion of his/her degree program, counsel in career opportunities, and provide additional direction or guidance where needed (see *Faculty Handbook*, 52-53, 82-90; *Undergraduate Catalogue*, 58, 85; *UNCW Advisor's Handbook*).

**Advisors (4.2.5-S3) should be proficient in using data to help determine students' major fields of interest, (4.2.5-S4) should have access to each advisee's records, and (4.2.5-S5) should have appropriate training or background and experience to carry out their responsibilities effectively.**

While committed to quality student academic advising, the College of Arts and Sciences allows specific advising processes and procedures to be determined by individual departments within the college, within the parameters of the college's policy on advising (see *CAS Policies and Procedures Manual*, III-1). ). All advisors, including the Associate Dean of Academic Policy, have online access to their advisees' records through Student Information Systems, which is maintained by UNCW's Office of the Registrar. The Associate Dean of Academic Policy is a tenured full professor who is an experienced advisor and who has been trained in the specific responsibilities of his position.

**Each institution (4.2.5-1) must conduct a systematic, effective program of undergraduate academic advising.**

While committed to quality student academic advising, the College of Arts and Sciences allows specific advising processes and procedures to be determined by individual departments within the college, within the parameters of the college's policy on advising (see *CAS Policies and Procedures Manual*, III-1).

**An institution (4.2.5-2) must ensure that the number of advisees assigned to faculty or professional staff is reasonable.**

While committed to quality student academic advising, the College of Arts and Sciences allows specific advising processes and procedures to be determined by individual departments within the college, within the parameters of the college's policy on advising

(see *CAS Policies and Procedures Manual* III-1). The Associate Dean for Academic Policy has an administrative assistant who has been trained to perform routine verifications for approval actions that do not require his meeting with individual students.

**Orientation and advisement programs (4.2.5-4) must be evaluated regularly and used to enhance assistance to students.**

While committed to quality student academic advising, the College of Arts and Sciences allows specific advising processes and procedures to be determined by individual departments within the college, within the parameters of the college's policy on advising (see *CAS Policies and Procedures Manual*, III-1). The dean's office can monitor the advising process through Senior Surveys conducted annually by the OIR. The Associate Dean of Academic Policy annually reviews his office's actions and outcomes and revises procedures and forms as necessary or desirable. The Associate Dean of Academic Policy, who also approves student course substitutions and waivers, may also detect any systemic errors in departmental advising.

## 4.3 The Graduate Program

### 4.3.1 Support Facilities

**An institution (4.3.1-4) must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.**

The College of Arts and Sciences seeks to ensure that faculty members are competent through a variety of mechanisms. First, during the hiring process of new faculty, review of candidate qualifications are performed at various levels, including departmental search committee, chair, dean, and Provost's office. To facilitate competency of continuing faculty, various review mechanisms are in place. At the departmental level, annual peer review delineates competency in teaching, research and service. Additionally, as a component of the reappointment, promotion and tenure process, faculty performance is reviewed at all levels of the university. Finally, the post-tenure review process seeks to ensure that post-tenure faculty members continue appropriate levels of teaching, scholarship and service. Although the post-tenure review process originates within the department, but must be reviewed and approved at by the dean of the college. Throughout all of these processes, the College of Arts and Sciences *Policies and Procedures Manual* provides guidance.

Faculty teaching graduate courses must meet the criteria established by the Graduate School and those established by the faculty member's home department. (see Graduate Faculty Criteria in Documents). The faculty member must complete an Application for Graduate Faculty which is signed by the chair and the dean. The Graduate Council considers these applications. The status of Graduate Faculty is valid for a 3- to 5-year period.

Within the College of Arts and Sciences, several resources exist for faculty who wish to improve their performance in teaching or scholarship. The Center for Teaching Excellence, which is directed by a college faculty member, provides workshops, discussion sessions, and other resources to improve teaching. Additionally, travel funding for faculty wishing to attend workshops or conferences is available through the college, the Office of International Programs, as well as the departments and interdisciplinary program units within the college. Faculty may also participate in departmental mentoring programs, study groups, and seminars.

Computer resources are available through a variety of sources for both graduate students and faculty. High-end computers and printers are purchased for all beginning tenure-track faculty, while continuing permanent faculty now receive high-end replacement computers according to a three-year schedule. Within the College of Arts and Sciences, eighteen of the twenty program units maintain at least one instructional computer lab, with several maintaining more. The college also maintains its own computer lab for instructional use. By the end of the spring 2001 semester, all academic departments in the college will have at least one multimedia classroom.

Physical facilities within the College of Arts and Sciences include twelve buildings dedicated to classrooms, offices, and laboratories, as well as Kenan Auditorium. Additionally, the college maintains offices within Randall Library and a large lecture hall within Cameron Hall. The College provides office space for graduate students serving as teaching assistants.

#### 4.3.4 Curriculum

**Curricula (4.3.4-7) must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.**

The college departments and interdisciplinary units offering graduate degrees and certificate programs (Psychology, Chemistry, History, Creative Writing, English, Biology, Liberal Studies, Mathematics, Earth Sciences, and Gerontology) and those currently under development (Ph.D. in Marine Biology, Certificate Program in Spanish, Masters of Public Administration) have addressed the relationship of their program to the goals of the institution in their initial proposal. These documents, which also address the availability of faculty and financial resources to support the programs, were reviewed by both the dean of the college and the dean of the Graduate School and by the graduate faculty through the Graduate Council before obtaining approval from the provost and the Chancellor. The final approval of graduate programs comes from the Office of the President of the University of North Carolina and the UNC Board of Governors, which takes into consideration the degree programs offered within the system. Currently any curriculum changes must be approved by the college dean and by the Graduate Council.

## 4.4 Publications

**The content and design of publications produced and distributed by an institution (4.4-1) must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.**

College publications include program brochures, special events posters and flyers, departmental/program and CAS newsletters, portions of the UNCW undergraduate and graduate catalogue, and web pages for departments, programs, courses, and the CAS itself. According to *The Faculty Handbook*, publication copy that is to be distributed off campus must be approved by the appropriate dean or budget authority. Departments “are responsible for ensuring that their publications . . . provide accurate, current information . . . .” Additionally, campus print publications must conform to specific requirements detailed in a style manual published by UNCW’s Office of University Relations. Standards for web pages are currently under development by UNCW’s new ITSD division.

The CAS Newsletter is under the direction of the program assistant acting under the supervision of the dean. The CAS web page is maintained by the Associate Dean for Technology and Infrastructure.

## 4.5 Distance Learning

**An institution (4.5-1) must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution’s stated purpose.**

**Further, an institution (4.5-2) must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria.**

The College of Arts and Sciences currently does not offer any distance education programs.

## 4.6 Service Programs

**Such programs may be credit or non-credit, may be offered on or off campus, and may be offered through a variety of delivery systems. Continuing education and outreach and service programs (4.6-1) must be clearly related to the purpose of the institution.**

In 1998 the first CAS off-campus degree program was approved by UNC General Administration. The Department of Sociology & Criminal Justice now offers their bachelor of arts degree in criminal justice through the UNCW Onslow County Extension Program. This degree program reflects the college’s mission statement in that it is a quality undergraduate program taught by UNCW full-time faculty, and it meets a regional need, as

determined by Academic Affairs. (see “Onslow County Extension Program Proposal” in Documents)

**All continuing education programs, both credit and non-credit, (4.6-2) must be evaluated regularly.**

The Criminal Justice Program in Onslow County was coordinated and evaluated annually by the Division of Public Service and Extended Education until 2000-2001, when oversight of all off-campus degree programs was moved to Academic Affairs. Additionally, instruction in its individual courses has been evaluated by the standard UNCW SPOT evaluations and monitored by the chair of the Sociology & Criminal Justice Department. Faculty teaching in this program are evaluated annually through the department’s peer review process monitored by the chair.

**All continuing education and outreach and service programs offered for credit (4.6-3) must comply with the requirements of the Criteria, and with Section IV in particular.**

The Criminal Justice degree program in Onslow County successfully completed a SACS review in 1998/99. The program is under the direct supervision of the Department of Sociology & Criminal Justice, which monitors the program for compliance with the Criteria.

**For outreach and service programs, an institution (4.6-4) must provide the resources and services necessary to support the programs and (4.6-5) must evaluate the programs regularly.**

Other than the criminal justice program in Onslow County, the college does not offer any outreach and service programs of its own.

**All credit bearing continuing education courses and activities (4.6-9) must comply with the requirements of the Criteria.**

In addition to the criminal justice degree program, the college offers some courses in psychology, history and English to support the Watson School of Education’s off-campus degree program in Onslow County. These courses are evaluated by the respective departments in the same manner as on-campus courses. Data comparisons provided in the Public Service and Extended Education annual reports on the Onslow County Extension Program indicate that the quality of the courses compare favorably with the campus norm (see “1998/1999 Annual Report on Off-Campus Pilot Programs,” pp. 22-23, in Documents).

## 4.7 Student Records

**The institution (4.7-1) must have adequate student records for both credit and non-credit courses.**

The only student records which the College of Arts and Sciences maintains are those related to student academic progress. These are not considered permanent records, and are therefore maintained in a secure filing cabinet within the Associate Dean's office during the school year, and then transferred for archival to Randall Library at the end of this period. Permanent student records are maintained in a secure environment by the Office of the Registrar.

**The institution (4.7-2) must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet.**

Temporary student records related to academic progress are maintained in a secure filing cabinet within the Associate Dean's office during the school year, and then transferred for archival to Randall Library at the end of this period. Permanent student records are maintained in a secure environment by the Office of the Registrar.

**The institution (4.7-3) must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.**

As the College of Arts and Sciences does not maintain permanent records, no policies are necessary regarding definition, retention, and disposal of such records.

**It (4.7-4) must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.**

The College of Arts and Sciences follows the guidelines published in *The Faculty Handbook* regarding student privacy and confidentiality of records. Faculty are prohibited from posting grades "by using students' names, social security numbers, or any other symbols that could divulge the identify of the students." Faculty members are also prohibited from announcing "the names of students and the grades they made on tests in class" or from leaving "graded material in public areas (e.g. halls) for student pick-up." This policy also insures that, "only through a written consent form signed by the student," can individuals have access to a student's record. Faculty members are explicitly directed not to discuss a student's progress with anyone unless a student signs a waiver of rights. Additionally, the College of Arts and Sciences requires that students sign a "release of information" form before the associate dean may discuss that individual's record with parents, guardians, employers, or other interested parties.

## 4.8 Faculty

### 4.8.1 Selection

**An institution (4.8.1-1) must show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve developing a pool of qualified candidates and interviewing those who appear to be best qualified.**

The procedures for recruiting faculty for the college are outlined in the *CAS Policies and Procedures Manual* (III-5-2). The procedures mandate a nationally advertised search, a screening process involving full-time faculty members in that field or department, an interview process to determine finalists, and on-campus visit of the final candidates.

#### 4.8.2 Credentials

**In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases (4.8.2.2-2) must be justified by the institution on an individual basis.**

The college requires full-time permanent faculty to have terminal degrees in their field of expertise, in accordance with *The Faculty Handbook* (Appendix C, p. 227). Part-time faculty and full-time faculty appointed to annual contracts are normally required to have the master's degree in the discipline in which they teach. In some rare cases, notably in the various arts programs, such faculty may be appointed to a year or semester contract if they have outstanding career achievements which attest to their qualifications in the field. In all cases, the qualifications of the candidates are carefully scrutinized by the department faculty and the dean before hiring is recommended to Academic Affairs. Moreover, if circumstances warrant, graduate students who have completed a minimum of 18 hours of graduate credit may be hired to cover needed additional sections of basic studies courses or laboratories. Such hires must be approved by the graduate dean as well as by the college dean.

#### 4.8.3 Part-Time

**The number of full-time faculty members (4.8.3-1) must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.**

When a new degree program is developed for the college, the proposal includes evidence of current faculty positions necessary to support a quality program. As enrollment increases and the number of majors in the program increase, the chair will request from the dean additional faculty positions to maintain the quality of the program. The delivery of courses by part-time instructors is closely monitored by the dean each year to ensure compliance with SACS criteria. A table showing student credit-hour production by teaching employee category from 1996 through Fall 2000 is included as Figure 2 in Part 3 of this report.

**The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members (4.8.3-2) must be properly limited.**

The 1990 CAS Self Study report indicated that 15% of instruction in the college was conducted by part-time faculty. The college's Five Year Strategic Plan 1997-2002

addressed the need to limit the number of part-time faculty, which at that time had risen to 19.5%. The dean, with the approval of the provost, converted a number of continuing part-time positions to full-time lecturer positions, and Figure 2 documents the success of this strategy. The dean places a cap on the funding available to each department for part-time faculty positions during the fall and spring semester planning.

**Part-time faculty members teaching courses for credit (4.8.3-3) must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.**

The CAS policy on the qualifications of part-time faculty state that they must meet the same requirements as full-time faculty, which, in the case of lecturers, normally requires the attainment of a master's degree in the area of instruction. In a few instances, notably in creative arts programs, professional achievements may substitute for this academic credential.

**Each institution (4.8.3-4) must establish and publish comprehensive policies concerning the employment of part-time faculty members.**

The college has outlined written policies on the employment of part-time faculty members in the *CAS Policies and Procedures Manual*.

**It (4.8.3-5) must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.**

Specific policies and procedures governing the orientation, supervision, and evaluation of all part-time faculty members are expected to be in place at the departmental level. Guidelines for these policies and procedures are provided in the *CAS Policies and Procedures Manual*.

**Procedures to ensure student access to part-time faculty members (4.8.3-6) must be clearly stated and publicized.**

All faculty members in the college are required to distribute a syllabus in each class. Required information on the syllabus is the instructor contact information including the office hours. Each department collects the syllabi of their faculty and is responsible for ensuring the completeness of the syllabi.

#### 4.8.5 Compensation

**An institution (4.8.5-S1) should provide adequate salaries and benefits to attract and retain able faculty members.**

As stated in *The Faculty Handbook* (VIIA), "A starting salary is determined by the dean and provost and vice chancellor for Academic Affairs in consultation with the department chairperson and is influenced by the qualifications of the appointee, availability of funds, and market conditions in the specific field." Current market data is available to the college from Human Resources. Additionally, the college subscribes to the new faculty salary data

published annually by the Council of Colleges of Arts and Sciences. The college has been successful in hiring its top candidates in faculty searches by offering salaries consistent with the current market value of degrees in the various disciplines.

Retention of permanent faculty is high, despite the inadequacy of the UNC system's health care benefits package and despite compression among some salaries of faculty hired earlier in the university's history or those of faculty whose disciplines have increased in market value in recent years. In 2000-01, some funds from a tuition increase at UNCW were allocated to address compression problems, making salaries for some tenured professors and associate professors more equitable to those at the junior rank. An additional pool of funds will be generated from another tuition increase in 2001-02 to continue to address the compression problem.

The CAS has not had the fiscal resources to address effectively the continuing problems with salaries for part-time instructors, which in many departments continue to be at the same levels as they were 10 years ago. This flattening of part-time salaries, coupled with the lack of health-care benefits for such faculty, has made it increasingly difficult to retain excellent part-time faculty needed to support the college's large basic studies enrollments in some departments.

**The institution (4.8.5-S2) should also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and a plan for adequate insurance coverage.**

All full-time employees qualify for the State Employees benefit package, which includes insurance, retirement, and medical benefits. Permanent faculty hires may designate either the state's retirement plan or TIAA-CREF, and may opt to pay premiums for additional benefits such as legal and dental insurance, as well as additional medical and/or life insurance. The Office of Human Resources is responsible for this area.

**Salary increases (4.8.5-1) must be based on clearly stated criteria.**

General salary increases are determined by the State Legislature. The determination of merit raises within the parameters outlined by the State Legislature is established by UNC's Office of the President, which mandates that all salary increases be tied to merit rather than to cost of living. The dean receives a merit allocation based on the designated percentage of salary dollars in all vacant and filled positions in the CAS. The dean then allocates to the departments a comparable percentage of those funds based on the total salary dollars in continuing faculty lines in that department. The college itself has no policy governing the awarding of faculty merit. The determination of the individual faculty members merit raise is based upon the recommendation of that person's chair following the completion of the annual faculty performance review. In setting salaries for new department chairs or program directors recruited from within UNCW's faculty, however, the CAS adheres to the chair compensation policy developed by Academic Affairs (see Documents). This policy also includes a formula for determining a former chair's new salary when his or her appointment expires and he or she returns to the faculty.

#### 4.8.7 Professional Growth

**An institution (4.8.7-1) must provide faculty members the opportunity to continue their professional development throughout their careers.**

The college encourages continued faculty development through opportunities offered on campus by the Center for Teaching Excellence, the Information Technology Innovation Committee, Office of Research Administration, Office of International Programs, university-wide teleconferences sponsored by the college and by other offices and divisions, and departmental colloquia, study groups, and speaker programs. The college also provides competitive Summer Initiative Awards to faculty members, allowing them funding for research or curriculum development, and encourages faculty applications for the Faculty Reassignment Awards, CTE Summer Initiatives, ITSD grants, and the Charles L. Cahill Awards offered by ORA.

The primary college support for professional development is travel funding drawn from its permanent operating budget and from one-time funds flexed from vacant positions. From 1996 through 1997/98, Academic Affairs provided the college with faculty development funds equivalent to \$500 per permanent faculty member, and these monies were then allocated out to the departments. This allocation was discontinued after departmental and program base budgets were substantially increased through the allocation of equity money awarded to UNCW from the state legislature. Although it was assumed at that time that the departmental budgets could now support faculty development as well as meet operating costs in their new budgets, the college has had to continue to supplement these budgets each year (see Budget spreadsheets in Documents), as well as to provide additional financial support for faculty traveling to international conferences to that offered by the departments/programs and by the Office of International Programs (see Figure 10, p. 27).

The college also supports faculty and chair attendance at regional and national workshops and conferences relating to general faculty issues or administrative duties (e.g., Faculty Roles and Rewards, New Chair Orientation, AAHE's Assessment Conference, Faculty Development for Tenured Faculty). Since 1996, the college has also funded a two-day planning retreat for CAS chairs, directors, and associate deans at the Trinity Center in Salter Path, NC, which also serves to orient new chairs and directors to the CAS and the university.

**An institution (4.8.7-2) must demonstrate that such development occurs.**

Individual faculty members are required to address their progress and activities in the areas of teaching, research, and service in the annual faculty review. Their self-assessment is reviewed by departmental peers and the chair. The process of awarding merit pay is directly tied to this evaluation of professional growth. The college collects aggregate data on teaching innovation, scholarly accomplishments, and service in the departmental annual reports submitted to the dean's office every June. Additionally, the dean's office receives notice of grant receipts and teaching recognitions. The dean acknowledges the accomplishment by letter to the faculty member and a copy is maintained in the faculty member's permanent file in the dean's office.

In terms of research, the progress of the faculty in applying and receiving grants over the last decade demonstrates remarkable evidence of development. Although the UNCW full time faculty increased by 17.3% since 1990, the number of grant proposals submitted increased 138.5% and the amount of grant funds received increased 260%. See OIR “Ten Year Changes at UNCW” at:

[http://www.uncwil.edu/oir/Planning\\_Folder/UNCW\\_Statistical\\_Changes.htm](http://www.uncwil.edu/oir/Planning_Folder/UNCW_Statistical_Changes.htm)

**The general tone and policies of an institution (4.8.7-3) must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.**

*The Faculty Handbook* outlines the university’s expectations of its faculty. Many departments require faculty to project their professional goals for the coming year, and this projection is used to measure their performance in the annual year review. The rank, tenure, and promotion process for the college sets expectations for continual growth, and faculty members are familiarized with these expectations at the time of their recruitment and throughout their subsequent appointments through the tenure and promotion process, as well as the newly established post-tenure review process (*CAS Policies and Procedures Manual*, III-3-2, III-3-3). Faculty members who are found to be deficient in performance through the latter review process are required to develop work plans that address these deficiencies, and their subsequent annual evaluations are based on their progress in addressing those plans.

#### 4.8.8 Role of Faculty

**Primary responsibility for the quality of the educational program (4.8.8-1) must reside with the faculty.**

According to Article I, Sections 3 and 4 of the Faculty Governance Document, “The faculty has the responsibility to preserve, generate, transmit, and apply knowledge and understanding and to foster and support the vital spirit of open inquiry and critical thinking.” Among items over which faculty have jurisdiction include but are not limited to “setting minimal general degree requirements for the university,” “setting minimal university admission standards,” “establishing curricula; reviewing existing programs,” establishing grading systems and grade-appeal procedures; setting academic policies concerning withdrawal, suspension, retention, repeating courses, academic classification, continuation in residence, and class attendance of students; setting examination policies;” and “establishing policies and standards for the granting of academic credit,” etc. While many of these policies are determined at a level above the College of Arts and Sciences, CAS does provide for their departments to establish their own curricula and degree requirements and to review and revise their own programs as necessary. These requirements and changes are reviewed by the CAS Curriculum Committee.

**The extent of the participation and jurisdiction of the faculty in academic affairs (4.8.8-2) must be clearly set forth and published.**

*The Faculty Handbook* addresses the overall concept of faculty authority in academic affairs. The “extent of the participation and jurisdiction of the faculty in academic affairs” is “clearly set forth and published” in Article I of the Faculty Governance Document. The more specific delineation of faculty’s role in program approval is currently being discussed by the Faculty Senate. (see Faculty Senate minutes, Nov. 2000). The outcome of that discussion will determine the future jurisdiction of the CAS Curriculum Committee. Any change will be reflected in the *CAS Policies and Procedures Manual*.

#### 4.8.9 Faculty Loads

**An institution (4.8.9-1) must provide a faculty of adequate size to support its purpose.**

The size of the faculty in relationship to the effectiveness of the program is monitored in each department and degree program. The dean also monitors the size of the faculty with regard to the ratio of students to faculty, curricular demands, new program initiatives, and credit hour production. Because of limited campus space for enrollment growth, UNCW has capped its enrollment for the past two years, making the current faculty adequate for the college to support its goals. When the new classroom building is completed in Fall 2001 and subsequent new buildings go on line, UNCW’s enrollment will again increase, and the college will need to add new faculty positions to serve these students.

**It (4.8.9-2) must have procedures for the equitable and reasonable assignment of faculty responsibilities-including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.**

Faculty workload in the College of Arts & Sciences consists of teaching and instruction-related activities, scholarship and professional development, research or artistic achievement, and service. In response to a legislative mandate, the UNC system developed a faculty workload policy in 1997 for all of its 16 campuses, and this policy was subsequently adapted to the missions of each constituent institution and then to the specific colleges/schools and departments/programs within each institution. Based on the CAS policy, a full workload for a full-time faculty member in the college consists of a teaching assignment of 24 credit hours per year, including equivalencies; advising of majors and minors; participation in scholarly and professional development activities; and routine service on departmental and university committees. “Research active” faculty, a designation determined at the departmental level using expectations for the discipline, have a teaching assignment of 18 credit hours per year, including credit-hour equivalencies (see *CAS Policies and Procedures Manual*, III-9). The chair, with the support of the dean, is responsible for an equitable assignment of the various faculty responsibilities and must submit for the dean’s approval a proposed workload assignment prior to the final preparation of each semester’s course schedule. The form for this approval was developed by the chairs and the dean to conform to the college’s workload policy (see *CAS Policies and Procedures Manual*). The individual faculty annual review and peer evaluation process allows the faculty member input into the distribution of responsibilities in negotiations with the chair.

**The institution (4.8.9-S1) should have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution.**

In response to system mandate, UNCW has developed a policy that defines conflict of interests and commitments that impinge on the quality and/or quantity of work faculty are employed to perform at the university. This policy is included in *The Faculty Handbook*. In addition, the college offers guidelines for assigning workloads to newly recruited permanent faculty members in its *Policies and Procedures Manual*, and the dean must approve all projected faculty teaching loads each semester through the workload approval form submitted by each chair. The dean must also approve additional paid teaching or other responsibilities on an overload basis for CAS faculty for other units or divisions on campus, such as the division of Public Service and Extended Education, the Watson School of Education, the School of Nursing, the General College, and the Honors Scholars Program. As a rule, the dean will not approve overloads for untenured faculty.

**The calculation of instructional loads (4.8.9-S2) should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.**

The CAS workload policy outlines the Credit Hour Equivalent for courses not taught in the standard lecture format or for courses in which content and/or pedagogy requires a different load measurement than their published credit hours. It also factors into the calculation the number of students taught, the level (graduate vs. undergraduate), faculty rank (visiting faculty, part-time, etc), research and service loads (see *CAS Policies and Procedures Manual*, III-9).

#### 4.8.10 Evaluation

**An institution (4.8.10-1) must conduct periodic evaluations of the performance of individual faculty members.**

The university requires annual faculty evaluations, evaluations for promotion and tenure, and post-tenure evaluations (see *The Faculty Handbook*, p. 98). The college provides the departments, who conduct these evaluations, guidelines required by the college policy (see *CAS Policies and Procedures Manual*, III-3).

**The evaluation (4.8.10-2) must include a statement of the criteria against which the performance of each faculty member will be measured.**

Each department has a discipline-specific definition of research expectations. The individual faculty member's SPOT evaluations are presented with the departmental average scores as well as the average scores university-wide.

**The criteria (4.8.10-3) must be consistent with the purpose and goals of the institution and be made known to all concerned.**

Faculty are evaluated using criteria to determine the quality of their teaching, their research or artistic activities, and their level of service to the university. This is consistent to the revised mission statement of the college: “The College of Arts and Sciences shares the university’s commitment to excellence in teaching, scholarship and artistic achievement, and service. The college supports the university’s mission by providing quality undergraduate and graduate programs taught by student-centered, professional faculty who consider their scholarly practice, research, and creative activities essential complements of effective teaching.”

**The institution (4.8.10-4) must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.**

While the annual faculty evaluation is used for the purpose of determining salary merit increases, it nonetheless offers valuable feedback to faculty. Having their research, teaching, and service evaluated in relationship to departmental and university standards provides faculty members with a view of their professional development in the framework of their environment. In the case of tenure-track faculty, the annual evaluations aid the faculty member and the chair in pacing progress towards tenure. For tenured faculty, these evaluations over time produce a track record from which promotion in rank is considered. The newly established policy on post-tenure review can be used to determine if tenured faculty are no longer performing at departmental expectations. If a faculty member is found to be performing at an unsatisfactory manner, the policy requires that the chair and the faculty member develop a work plan to improve performance within a designated period of time.

## 4.9 Consortial Arrangements and Contractual Agreements

**A member institution which enters into such consortial relationships or contractual agreements (4.9-1) must have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.**

College faculty members participate in programs supported by contractual agreements, such as study abroad programs and teacher training programs. However, these programs under the jurisdiction of the Office of International Programs and the Watson School of Business. The contractual agreements under the supervision of the college are internships. Internships generally are not a part of an educational program, but are valuable additions to the student’s academic experience. The college has complete control over the contractual arrangements underlying the internships. The external organization is approved for suitability of internships by the college. The student participating in the internship has an on-site supervisor, who must meet requirements for academic credentials outlined by the

college. The student also has a faculty member who supervises the quality of the academic work produced by the student in the course of the internship and who assigns a grade (see *CAS Policies and Procedures Manual*, V-4).

**All consortia and contracts (4.9-2) must be evaluated regularly.**

Internships are evaluated on an individual basis. If students and faculty participating in a particular internship opportunity with an external organization report problems with the academic quality of the experience, the college will discontinue writing contracts.

**If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it (4.9-3) must follow reporting policies and procedures related to substantive change.**

The college does not currently have plans to enter into contractual agreements for the purpose of establishing a degree program.

#### 4.9.1 Consortial Relationships

**A member institution seeking to participate in a consortium degree or certificate program (4.9.1-1) must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.**

**Exceptions (4.9.1-2) must be approved by the Commission in advance of the formation of or participation in the consortium.**

**The member institution (4.9.1-3) must maintain the quality of all courses/programs offered through the consortium.**

**Educational courses/programs offered through a consortial relationship (4.9.1-4) must be related to the teaching purpose of the institution and comply with the Criteria.**

The College of Arts & Sciences does not currently participate in any consortial relationships.

## 5.2 Instructional Support

**To support its curriculum, each institution (5.2-1) must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.**

The instructional facilities and services of the campus are provided by a mixture of university, college, and departmental entities. The physical facilities, themselves, are

provided by the university. The college and its departments are merely occupants of these facilities. However, the colleges, and more directly the departments, have latitude as to how these facilities are utilized in the instructional setting.

Within the College of Arts and Sciences, as well as across campus, many instructional support resources exist for faculty and students. Each classroom is supplied with basic audio-visual materials, such as an overhead projector, screen, and chalk or whiteboard. Additionally, computer-based multimedia equipment is available in many classrooms, either as a permanently installed system, or a cart-based system which can be rolled into the classroom as needed (see “College of Arts and Sciences Classroom Inventory” in Documents). The university has recently enhanced the support of instructional technology through providing funding specifically earmarked for installation of classroom multimedia equipment. This funding originates in Academic Affairs, although in 2000, the Academic Affairs finding was matched by the Instructional Systems Technology Division. The College of Arts and Sciences Dean’s office determines priorities within the college facilities for installation of this equipment (see “College of Arts and Sciences Prioritized Needs for 2000-1 Summary” in Documents).

Should support services for this equipment be required, users have several options. In order to provide decentralized access to and control of this instructional equipment, each department maintains its own stock of instructional supplies. Additionally, Audio/Visual Services, an office within the Instructional Systems Technology Division, is available to provide support services for classroom technology, as well.

Student computer laboratories are widely available across campus, as well. To complement these campus-wide resources, many departments maintain their own instructional computer laboratories. Currently, 11 computer laboratories which are supported by the Instructional Systems Technology Division exist, as well as 25 departmental computer laboratories within the College of Arts and Sciences. Additionally, the college maintains its own computer laboratory.

Traditional laboratories also exist throughout the college. These consist of teaching laboratories as well as faculty research laboratories. Again, these are primarily supported and maintained by the individual departments. Currently, 9 departments within the college maintain teaching and/or research laboratories.

The College of Arts and Sciences does not maintain its own duplicating services or learning skills centers. Instead, it relies upon campus-wide initiatives for these services.

**They (5.2-2) must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements apply to all programs wherever located or however delivered.**

The College of Arts and Sciences does not develop its own analyses of facilities and resources. Instead, it relies upon the data provided by external entities, particularly the Office of Institutional Research, in order to monitor adequacy of these resources.

## 6.4.1 Space Management

**Physical resources, including buildings and equipment both on and off campus, (6.4-1) must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.**

The College of Arts and Sciences does not develop its own analyses of buildings and equipment. Instead, it relies upon the data provided by external entities, particularly the Office of Institutional Research, in order to monitor adequacy of these resources.

**The physical environment of the institution (6.4-S1) should contribute to an atmosphere for effective learning.**

The College of Arts and Sciences supports the contention that the physical environment of the institution should, indeed, contribute to an atmosphere for effective learning. However, the college depends upon the university administration and its physical plant for providing that physical environment, as well as maintaining it.

## 6.4.1 Space Management

**Space allocated to any institutional function (6.4.1-1) must be adequate for the effective conduct of that function.**

Instructional scheduling and allocation is decentralized and performed at the departmental level. Each department is given “first right of refusal” on certain rooms which they are allocated. This room allocation is based upon certain criteria, such as proximity of rooms to departmental offices, size of department, number of course offerings, and size of classes. Each department, then, has certain rooms which are first accessible solely to them for course scheduling. After the department has scheduled their courses in their allocated rooms, the rooms are then “opened” to the rest of the university for scheduling. The College of Arts and Sciences therefore delegates the responsibility to each department to ensure that resource allocation is based upon meeting determined need and function. If scheduling conflicts do occur, these are solved at either the college or university level. If resolved at the college level, primary consideration is given to meeting the needs of the users and accommodation of the effective conduct of that intended use. Courses can be rescheduled and rooms shifted in an attempt to provide the greatest number of courses without compromising the quality of the courses.

## Strengths and Weaknesses

# 5

In discussions on the strengths of the college, staff of the dean's office emphasize the importance of the leadership style of the current dean. She has been an effective advocate with Academic Affairs and enjoys the respect of the provost. She has a good working relationship with the other deans and the directors of other divisions. The dean has led the College of Arts & Sciences with vision and energy. The dean understands the vital role the college plays in the region and she has cultivated valuable connections to the local community, which is important for the college's increasing dependence upon gifts and trust funds. She helped develop the strategic goals for 1996-2001 and has been diligent in tracking the college's progress towards these goals as recorded above. Under her guidance the college has placed capable leaders in each academic department. Planning process and the communications between the dean and the chairs is strong. The dean understands of the needs of the departments and is responsive to them.

The college enjoys a goodly measure of faculty collegiality. Faculty development and recognition for accomplishments has helped create an esprit de corps and a sense of community. The dean's office is responsive to the needs of the SPA staff, initiating position upgrades where warranted. Given the constraints of state mandated funding, the fiscal resources have increased and distributed to the academic units under the skillful budget supervision by the budget manager. The executive secretary and the administrative secretaries have valuable expertise in the workings of the university and have developed extensive networks with colleagues in the other divisions.

The division of labor among the associate deans, and among the office staff encourages an independence of action which maximizes effectiveness. The college is also benefiting from the decentralized development structure, which is more responsive to the growing needs of the individual departments.

Although funding for classroom technology comes from Academic Affairs and the Information Technology Systems Division, the dean's office is able to prioritize expenditures and installations. This decentralized approach allows the needs of the departments and programs within the college to be better met. Academic Affairs and the Information Technology Systems Division have developed and implemented a formalized process wherein faculty, staff, and computer labs are replaced in a timely fashion within a 3 to 4 year timeframe. Although funding for this computer replacement process comes from Academic Affairs and is orchestrated through the Information Technology Systems Division, the dean's office is able to prioritize allocation of these computer resources. This decentralized approach allows the needs of the departments and programs within the college to be better met.

In the course of this self-study, the dean's office has identified areas of weakness in the operation of the college.

While communications between the dean's office and the academic units is a strength, it was not supported by documented policies and procedures. As a result, the dean's office developed a *CAS Policies and Procedures Manual*, which will be distributed to all chairs and program directors.

The assessment procedure for the associate deans in relation to their new job descriptions has not been formulated.

The role of the dean's office in facilitating and monitoring the quality of college advising is not developed.

The shortage of instructional space is a problem currently. The increased demand brought about by growth, both in student population and faculty hiring, is exacerbated by the fact that classroom space available to the college has been reduced. The college lost access to The Center Stage in the Warwick Center, which served as a much need venue for theater and communications classes. Some departments (Communications, Foreign Languages and Literatures) have insufficient classroom space under their scheduling authority and must wait until the first round of facilities scheduling is complete before they can place the majority of their classes. While the completion of the new classroom building currently under construction will ease the situation, the college is still facing years of shortage of classroom space.

While the autonomy of the associate deans and the office staff is a strength, it can lead to the phenomenon of the right hand not knowing what the left hand is doing. Thus more frequent office briefings should be scheduled. This has been difficult given the level of activity required by the current job demands on all concerned.

On the whole, the flow of information between the dean's office and the academic departments is good, however there are still minor areas that need improvement. The budget process would benefit from strengthened training of the chairs to ensure their understanding of the university's system.

The increasing need for private fundraising and its processes (newsletters, grant acquisition, gift cultivation and stewardship) are new to many departments and often they do not adequately respond.

The college does not have a comprehensive policy on part-time positions. Compensation of part-time faculty is inconsistent and the practice of documenting academic credentials is not complete.

Documentation and record keeping is not uniformly systematic within the college. A uniform filing and record keeping system would facilitate operations within departments during periods of staff transition. Another strategy would be to hire an SPA "floater"

position to help departments during the turnover of SPA staff. Within the dean's office, the documentation and filing system needs clear organizing principles. Currently duplicate files exist at different locations and information is sometimes difficult to locate quickly.

Many of these weaknesses are a matter of organizational structure and practice of the dean's office and can be easily corrected. Those that result of the transition and growth experienced by the university, such as the lack of classroom space, are of more consequence, but can be addressed by careful management of the enrollment, hiring, and space allocation.

# Recommendations and Suggestions

## 6

### Recommendations from the Self-Study of Academic Affairs Division:

- ❖ That the College of Arts and Sciences and the departments therein include an overview of the expected educational results of all degree programs in the undergraduate catalogue.
- ❖ That departments within the college develop policies for the retrieval of data relating to the success of their majors on graduate and professional school placement tests and in obtaining employment, and for utilizing such data in their planning efforts.
- ❖ That all undergraduate degree programs specifically state the number of hours required for the degree within the discipline, or area of concentration.
- ❖ That the college develop a policing requiring departments to regularly evaluate the effectiveness of their curricula.

### Recommendations from the College of Arts & Sciences self-study:

- ❖ That the dean develop a yearly assessment process for the associate deans.
- ❖ That the dean's office revamp its filing and record-keeping procedures.
- ❖ That the college coordinates record-keeping procedures of the academic departments.
- ❖ That the dean's office hold more frequent staff meetings and briefings.
- ❖ That the college create and maintain a Policy and Procedures Manual and distribute it to all CAS academic units.
- ❖ That the college develop a comprehensive policy on part-time positions.
- ❖ That the college develop guidelines on the role and duty of advising within the college.
- ❖ That the college develop assessment tools for evaluating the effectiveness of advising.

- ❖ That the college establish an unrestricted endowment fund to supplement the educational goals of the college in the face of decreasing state support.
- ❖ That the college develop a policy regarding the periodic external review of all undergraduate degree programs.
- ❖ That the college establish an annual college service award.
- ❖ That the college explore methods for tracking the number of students in each of the minor programs.
- ❖ That the college establish a policy providing guidelines for learning assessment.

# Appendices

## 7

Appendix A. The College of Arts and Sciences Organizational Chart

Appendix B. The Environmental Studies Program

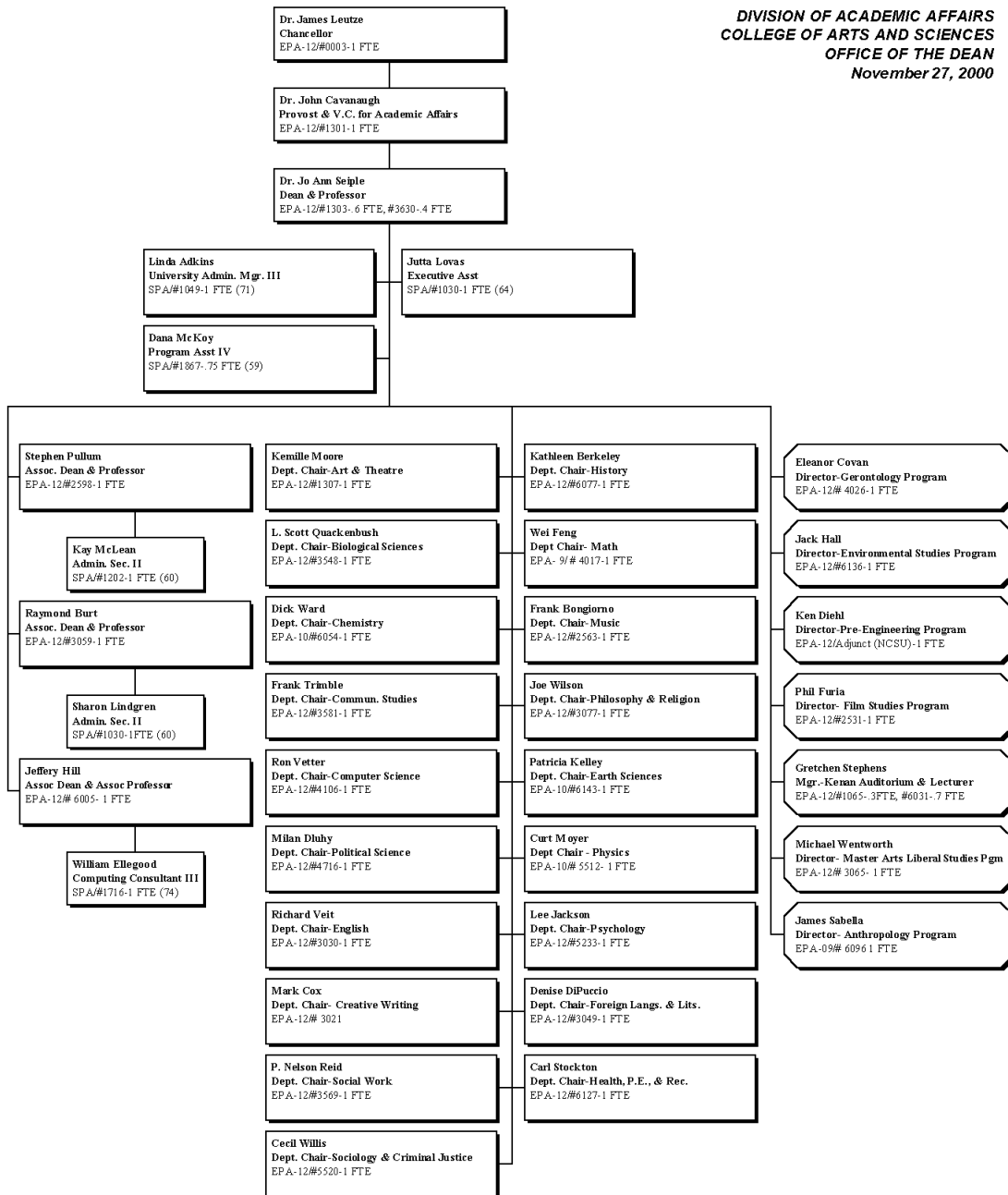
Appendix C. The Gerontology Program

Appendix D. Kenan Auditorium

## APPENDIX A

### College of Arts & Sciences Organizational Chart

**DIVISION OF ACADEMIC AFFAIRS  
COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN  
November 27, 2000**



## APPENDIX B

### The Environmental Studies Program

### **Environmental Studies Program Description**

The UNCW Environmental Studies Program (EVS) was established as an independent interdisciplinary program in 1997. A B.A. degree in Environmental Studies had been offered at UNCW for a number of years, first as a part of the School of Education, then the Department of Biology, and finally as a degree program in the Department of Earth Sciences. The environmental studies curriculum is designed to give students the depth of intellectual and analytical skills along with the scholarly background necessary to understand and solve today's environmental problems. The process is interdisciplinary, drawing upon the resources of many related fields to provide the rigorous analysis necessary to understand environmental problems and formulate decisions that are environmentally sound. The program currently offers a B. A. in Environmental Studies and a B. S. in Environmental Science and a minor in Environmental Studies.

The Bachelor of Arts degree emphasizes a combination of social sciences, humanities, and natural sciences. Students graduating from this degree program are prepared for entry-level positions and graduate opportunities in many diverse human dimension fields, including urban and regional planning, environmental impact analysis, natural resource management, environmental education, conservation administration, energy policy, public interest lobbying, and environmental law.

The Bachelor of Science degree allows students to specialize in either the environmental aspects of physical or biological science. Each of these areas of specialization emphasizes broad and comprehensive training in the fundamentals of mathematics, physics, chemistry, biology, and earth science directly related to environmental questions. Students graduating from this degree program are prepared for entry-level positions and graduate opportunities in many diverse scientific areas including environmental monitoring, pollution abatement, environmental technology development, and environmental assessment and consulting.

Student enrollment in the EVS program has grown by 12.5% since it was established as an independent interdisciplinary program in 1997. Currently there are approximately 250 majors in the combined B.A. and B.S. degree programs. The annual number of graduates has increased by 34.3% during this same time period.

The EVS program is comprised of 64 contributing faculty members representing 13 academic departments and 3 of the University's 4 colleges. The 36 new faculty members contributing to the EVS curriculum in the 2000/01 academic year points to the growing influence of the EVS program is having on the academic community at UNCW.

The administration faculty and staff of the EVS program is comprised of a Director, a Coordinator of the B.A. degree, and a Coordinator for Internships and a half-time support position. The Director provides overall leadership for the EVS program. Specific responsibilities include budget management, long range planning, course scheduling, staff personnel supervision, and liaison with other academic departments and campus offices. In addition the Director of the EVS program also coordinates the B.S. degree program and is responsible for recruitment of student majors, advisement of B.S. majors, B.S. curriculum

development, and coordination of participating faculty within the B.S. curriculum. The Director's immediate supervisor is the Dean of the College of Arts and Sciences. The Director's position is a three-quarter time, twelve-month appointment.

The Coordinator of the B.A. degree program is responsible for recruitment of student majors, advisement of B.A. majors, B.A. curriculum development, and coordination of participating faculty within the B.A. curriculum. The Coordinator's immediate supervisor is the Director of the EVS program. The B.A. coordinator position is a half time, ten-month appointment.

The Coordinator of Internships is the liaison between the EVS program and local businesses, government agencies and public interest organizations. The Coordinator is responsible for the development of opportunities for students to gain practical experience through internship professional study/work assignments. The Coordinator's immediate supervisor is the Director of the EVS program. The Internship coordinator position is a half time, nine-month appointment.

### **Environment Studies Program Mission Statement**

In accordance with the goals of the University, the Division of Academic Affairs, and the College of Arts and Sciences, the Environmental Studies Program is dedicated to providing a leading role in teaching, research and service. The mission of the Environmental Studies Program is to:

- ∑ Stimulate learning through a high quality undergraduate program that includes both field and classroom experience.
- ∑ Explore a wide variety of problems that contributes to the better understanding of the environment and provides advanced training for students by their involvement in scholarly activities using current technology.
- ∑ Provide information and expertise to local, regional and international communities through varied service activities.
- ∑ Have a program dedicated to scholarship, research and active development of its faculty, and:
- ∑ Encourage the use of knowledge to improve the quality of life for all people.

### **Environmental Studies Program Goals And Assessments**

In order to promote the prudent application of environmental knowledge, the Environmental Studies Program has established the following goals:

- ∑ *To provide the highest quality undergraduate education in environmental studies through effective curricula in all contributing disciplines.*

Development of the Environmental Studies curriculum is an on-going process that involves both internal and external changes. In 1995, the first major revision of the curriculum occurred with the development of a new B.A. curriculum in environmental planning and policy. This curriculum was instituted in 1996. This was followed by the planning, development and approval by the UNC General Assembly for a B.S. degree. The B.S. degree with a concentration in either biological or physical science was first offered in 1997. Also in 1997, the B.A. degree was revised and renamed as a B.A. in environmental studies. In 1998 a minor in environmental studies was added to the curriculum.

Throughout this period new courses were being added and existing courses were updated and modified. 1999 saw the revision of the core curriculum for the B.A. degree that was instituted in 2000. The Environmental Studies Program has also greatly expanded its internship program over the past 5 years with nearly 100 approved internship organizations cooperating with the Program at the present time. The number of students participating in internship experiences has also more than quadrupled in the past 5 years.

Currently the EVS Program is in the process of developing a cooperative arrangement with NCSU to provide students with a dual degree option in environmental studies (B.S.-physical science option) and environmental engineering. The Program is also working with the Department of Economics in the Cameron School of Business to develop a B.A. track in environmental economics/management. The dual degree option with NCSU should be available in 2001 and the environmental economics/management in 2002. At the graduate level, the EVS Program is working with the departments of Political Science and Earth Science on environmental options in their existing master's degree programs.

To better serve student needs, the Environmental Studies Program established an administrative faculty and staff in 1996. The administrative faculty consists of a Director who also serves as coordinator for the B.S. degree program, a coordinator for the B.A. degree program and a coordinator of internships. In 1995, the EVS Program was within the Department of Earth Sciences and this association continued until 1998 when the Program became an independent, interdepartmental program. The administrative faculty are still considered members of their respective home departments as EVS has no salary lines for faculty. In becoming an independent program, EVS established a program office and faculty who could assist students with questions concerning the program, advising, internships, etc. Advising is currently performed by the administrative faculty to assure quality and consistency.

The EVS Program strives to provide resources for faculty teaching in the EVS Program. This includes faculty teaching EVS classes and classes in other departments that are required for EVS majors. These resources include limited funding for travel to professional meeting, workshops, etc. related to the environment, class field trips, equipment for teaching and research, and supplies.

### **Assessment**

To determine the effectiveness and modifications needed in the EVS curriculum, data is analyzed from several sources. These sources include student satisfaction and comments on SPOT evaluations, the survey of graduating seniors given yearly, the demand for new elective courses, consultation with contributing faculty on new developments in environmental studies, informal surveys of employers and alumni, marketability of graduates, and comparison of the Program with others in the state and nation. The data on class performance is provided by Institutional research on a yearly basis.

Due to the large internship program, the Program is in constant contact with regional employers in all environmental fields. These include non-profit organizations and citizen groups; local, state, and federal governmental units; and private industry. These groups not only provide internship opportunities for our students but also employ many of our students after graduation. Their feedback on the current curriculum and suggested changes are considered in the on-going process of revising the curriculum. Informal information from many of our students (both pre- and post graduate) on success rates of job searches and related improvement to the curriculum are also factored in to curriculum changes.

- ∑ *To produce and disseminate new knowledge on environmental topics through research and scholarship, and to enhance student learning by involvement in research.*

The EVS Program encourages contributing faculty to direct some research efforts to environmentally related problems. This includes help in identification of grant sources, providing students to assist in research, and limited funds for equipment and travel.

### **Assessment**

To determine research and scholarship activities, the EVS Program monitors publications, attendance at professional meetings and grant proposal submittals through faculty annual reports. We also monitor enrollment in directed individual study courses, honors projects and participation by students at professional meetings.

- ∑ *To serve as a resource by providing a wide range of professional services in environmental studies.*

The EVS Program tries to provide contributing faculty with incentives and initiatives to actively serve in activities at the university, local and national level. This is accomplished through limited travel funds and providing information to contributing faculty on service opportunities.

### Assessment

To determine service activities, the EVS Program monitors contributions to service on contributing faculty annual reports.

### ENVIRONMENTAL STUDIES PROGRAM INSTITUTIONAL EFFECTIVENESS

To determine the effectiveness of the Environmental Studies Program including future curriculum development, long range planning and goals, and improvement of the Program activities, the administrative faculty assesses a variety of data sources to determine trends.

Evaluation of the Environmental Studies Program and its goals by the administrative faculty is an ongoing process. Although formal meetings occur two to three time per semester, most of the discussion, evaluation and planning for the program is carried out in continual informal dialog. This is possible due to the small number of administrative faculty (3) and close physical proximity of administrative offices in Friday Hall.

Although our goals of high quality undergraduate education, research with student involvement, and professional serve will not change, our constant reevaluation of the Program allows us to add or delete strategies within the confines of these goals.

The EVS curriculum is constantly being scrutinized for currency and relevance. It is very important that the curriculum reflect current trends in business and government while

offering basic background in the study of the environment. Students complete SPOT evaluations of all EVS course. Questions on the form and written comments are used to determine student satisfaction with the class and possible improvements. Also evaluated is the yearly survey of graduating senior to obtain student perceptions of their overall preparation at UNCW. Along with these formal methods, informal polls of students are conducted on curriculum and course offerings. The Program also monitors enrollment and demand for new elective course to determine student interest and consult with contributing faculty on new developments in various fields and curriculum changes. From internship supervisors, the Internship Coordinator receives evaluation forms for EVS students that rate their education preparation as related to their on-the-job performance. Informal polls these groups are used to determine industry and governmental trends. Through conversations with employers and alumni information on marketability and preparation of our students is obtained. The administrative faculty also compares the UNCW EVS Program to other EVS programs nationwide by internet resources and by direct contact at professional meeting. This is augmented by information on current hiring trends provided by trade publications such as *Environmental Career Opportunities*. All of these sources of data are assessed by the Environmental Studies administrative faculty and used to determine curriculum changes.

The Environmental Studies Program encourages research by contributing faculty and inclusion of students in research programs. To this end, the administrative faculty notifies

contributing faculty of funding opportunities they may be interested in, aid in proposal preparation and when possible provide resources for research activities. The EVS Program also provides faculty with assistance in finding students capable and willing to work on research projects. The Program also encourages both faculty and student attendance at professional meeting and again when possible provide financial assistance for participation. Information exchange is generally on an informal basis by phone or e-mail. Formal requests are made by faculty for funding and are considered by the administrative faculty. To assess research productivity, the administrative faculty monitors publications, attendance at professional meetings, grant submittals, and enrollment in honors and directed individual study courses.

The Environmental Studies Program also encourages contributing faculty to participate in service activities. The EVS Program provides information on upcoming service opportunities to interested faculty and if possible provides travel funding for service activities. The administrative faculty monitors service contribution through informal contact with contributing faculty and information provided in annual reports.

#### STRENGTHS OF THE ENVIRONMENTAL STUDIES PROGRAM

The Environmental Studies Program has a unique curriculum giving students the opportunity to participate in a wide variety of classes in the social, political, economic and scientific topics related to the environment. With a flexible elective curriculum in each of the degree tracks, students in consultation with an environmental studies advisor have the freedom to design a course of study that is personalized to their expertise and interests. The continual addition of new courses allows students the opportunity to explore new areas and these courses are easily added to the elective curriculum. Although an internship is not required of students, the internship program is a popular elective with students as well as potential employers. Currently, the Environmental Studies Program has over 60 students per year participating in internship experiences. With flexible credit hours (1-12) available and nearly 100 organizations to choose from, the Program provides maximum flexibility for student participation. The administrative faculty is easily accessible for student questions, advisement issues and internship possibilities. The small number of administrative faculty allows consistent, high quality, personalized attention for student concerns. The varied backgrounds of the administrative and contributing faculty give students a wide variety of different perspectives on environmental issues. The combination of flexible curriculum, internships, and personal attention make the Environmental Studies Program appealing to students and faculty alike.

#### WEAKNESSES OF THE ENVIRONMENTAL STUDIES PROGRAM

As with most programs, inadequate funding precludes some opportunities for the Program to advance its mission. Areas of the Program that need serious considerations are staff support, part-time wages, student wages, and technology support. At present, the Environmental Studies Program is supported by a half-time staff position. With nearly 250 majors, 3 administrative faculty, over 50 contributing faculty, and a budget of \$20,000,

support personnel are critical for the continued success of the Program. A full time staff position would provide constant monitoring of student records, purchase and travel requests and faculty needs which is not possible with a half-time position. Although the Program is able to provide some instruction by part-time faculty, the present budget does not allow adequate coverage of required course or allow the Program to offer any new classes. There are several environmental experts in the areas who have expressed interest in teaching advanced elective course that would be of use and interest to our students but these courses cannot be offered due to a lack of part-time wages. Student support is used to augment the current half-time staff position. Student workers are used as office personnel performing a variety of day-to-day tasks. The current budget does not allow for an adequate number of service hours to complete all routine office tasks on time. The Program also has limited resources available for improvement in classroom technology. The Program has been able to purchase multimedia set-ups for classroom use but current supplies do not meet the demand of the contributing faculty. Increased funding in staff support, part-time wages and technology would allow the EVS Program to expand offerings, improved teaching quality, and more efficiently conduct Program operations.

The EVS Program also has little feedback from students in classes that are not listed as environmental studies. SPOT evaluations for those classes are sent to the home department and since student major is not identified on the evaluation sheets. The administrative faculty has discussed this problem with institutional research and are currently working on a solution.

## **ENVIRONMENTAL STUDIES “MUST” STATEMENTS**

### **SECTION 3.1-PLANNING AND EVALUATION: EDUCATIONAL PROGRAM**

**3.1-1—Planning and evaluation of teaching, research and public service activities must be systematic, broad based, interrelated and appropriate to the institution.**

The Environmental Studies Program has goals and strategies developed for the planning and evaluation of teaching, research and service. These goals and strategies are outlined above and may be found in the Environmental Studies Program Long Range Plan (see EVS Long Range Plan).

**3.1-2—The institution must define its expected education results and describe its methods for analyzing the results.**

One of the Goals of the EVS Program is to provide a high quality undergraduate education and use both qualitative and quantitative data to analyze its effectiveness. These methods are outlined above and may be found in the Environmental Studies Program Long Range Plan (see EVS Long Range Plan).

**3.1-3—The institution must: establish a clearly defined purpose appropriate to collegiate education, formulate educational goals consistent with the institution’s purpose, develop and implement procedures to evaluate the extent to which these**

**educational goals are being achieved, and use the results of these evaluations to improve educational programs, services and operations.**

The EVS Program has established a mission, goals, and procedures to evaluate the program that are outlined above and stated in the Environmental Studies Program Long Range Study (see EVS Long Range Plan).

**3.1-4—The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.**

The EVS Program uses guideline and procedures to evaluate educational effectiveness, quality of student learning, research and service that are consistent with those of the University and given in the Faculty Handbook. We have further defined evaluation tool that we analyze for the Program in the Environmental Studies Program Long Range Plan and outlined above (see EVS Long Range Plan).

**3.1-S1—The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrates achievement.**

The EVS Program uses a variety of data sources to evaluate its academic program. These data sources include both quantitative data, such as SPOT evaluations and Senior Survey, and qualitative data, such as discussions with students, alumni, and internship supervisors. The data sources used are given in the beginning of this report.

**3.1-6—The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.**

The EVS measures student achievement by formal evaluation of students by internship supervisors, informal discussions with internship supervisors and employers, correspondence with alumni, and acceptance rates of undergraduates applying to graduate school. These evaluation procedures are given in the beginning of this report.

## **SECTION 4.1—GENERAL REQUIREMENTS OF THE EDUCATIONAL PROGRAM**

**4.1-1--All aspects of the education program must be clearly related to the purpose of the institution.**

The mission statement of the Environmental Studies Program, which is in agreement with the mission of the University and the College of Arts and Sciences, provides a framework for the educational program. This framework is further detailed in the goals of the Environmental Studies Program. The mission and goals of the EVS program are an extension of and complement to the overall mission of the University (see mission and goals of the EVS program above).

**4.1-2—The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/ equipment and physical facilities.**

The vast majority of contributing faculty of the EVS Program are tenure track faculty members in other departments. These faculty have their terminal degree and are competent to teach in their respective areas of specialization. For the past three years, the EVS Program has been given a library budget (approximately \$3,000/year) to supplement the holding on environmentally related topics ordered and used by other programs. This provides the students with a wide variety of literature available for their studies. Contributing faculty use computer resources in their home departments for instruction in EVS related classes and the University has a number of computer labs available for student use. With the large number of contributing faculty and departments, the EVS program has access to a wide range of physical facilities including classrooms, science and computer laboratories.

**4.1-3—The student enrollment and financial resources of an institution must be sufficient to support an effective educational program.**

Student enrollment in the EVS Program is more than adequate to justify an effective educational program. At present, the EVS Program has nearly 250 majors which allows the Program to offer a full range of coursework without worry of student enrollment in individual classes.

Since becoming independent, the EVS Program has been given a budget to cover class materials, travel, student assistants, and general operation. The budget is adequate to partially support the needs of the administrative and contributing faculty.

#### **SECTION 4.2.4-UNDERGRADUATE INSTRUCTION**

**4.2.4-1--Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.**

The Environmental Studies Program is committed to providing the highest quality educational opportunities for students at all levels. Contributing faculty members are encouraged to use and develop innovative and appropriate uses of technology, equipment, and facilities to provide the maximum educational benefit to students. Contributing faculty members include on their syllabus a discussion of academic honesty in accordance with the University policies set forth in the Code of Student Life (see course syllabi).

**4.2.4-2--Instruction must be evaluated regularly and the results used to ensure quality instruction.**

All contributing faculty teaching in the Environmental Studies Program are evaluated on regular basis from a variety of sources. Each semester all contributing faculty are evaluated by students using the university approved SPOT evaluation. The SPOT evaluations for

contributing faculty members are reviewed by the EVS administrative faculty and sent to the faculty member and home department. These evaluations are then included in the contributing members annual report submitted to the home department (see SPOT evaluation form).

**4.2.4-3--Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.**

All students taking classes in the Environmental Studies Program are provided with a syllabus for the class. The syllabus typically contains information on the instructor, the nature of the course, testing, and topics to be covered. Each semester copies of syllabi for every course are archived in the departmental office (see course syllabi).

**4.2.4-4--Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.**

The Environmental Studies Program uses a wide variety of instructional methods based on the needs of the students and goals of the course. These may include technology-based assignments, fieldwork, laboratory analysis, in-depth literature searches and/or discussion of topics. Minimum student capabilities are determined for each course by the use of pre- and corequisites. These are listed in the university catalog annually and are available to all students in hard copy or in electronic form. The method of instruction is outlined on the syllabus for each class (see course description in university catalog and course syllabi).

**4.2.4-5--Experimentation with methods to improve instruction must be adequately supported and critically evaluated.**

The Environmental Studies Program supports faculty involvement in improvement of instruction. This includes in-house participation in workshops provided by the UNCW Center for Teaching Excellence and the Instructional Technology Center. Summer stipends for curriculum development are also available through CTE. There is also limited support for attendance at meeting and workshops dealing with new teaching methods (see contributing faculty CV's for attendance). Evaluation of instructional changes may be seen in the student SPOT evaluations that are given every semester to all students in all classes in the program (see SPOT evaluation form).

**4.2.4-6--An institution must use a variety of means to evaluate student performance.**

Students taking classes in Environmental Studies are evaluated by a wide variety of methods. The methods are appropriate for the type and level of the class. They include: objective exams and quizzes; hands-on laboratory exams and quizzes; laboratory written assignments; field mapping projects, written papers, and oral presentations. The means of evaluation are outlined in the syllabus for the individual course (see course syllabi).

**4.2.4-7--The evaluation must reflect concern for quality and properly discern levels of student performance.**

Expectations for student performance are outlined in the course syllabus and in many cases grading policies are also included. UNCW Institutional Research provides grade distributions for each class and section for each semester. These forms are reviewed by the administrative faculty and sent to the contributing faculty member and home department (see grade distribution sheets).

**4.2.4-8 and 4.2.4.9--An institution must publish its grading policies and its grading practices must be consistent with policy.**

Published grading policies are included on course syllabus for each class. Instructors are bound to these policies by the grade appeal procedure outline in the University Catalog. If a student has a question about grading, he/she may appeal using this procedure. Faculty may then be required to produce evidence that grading practices conform to published grading policies for that class (see course syllabi and University Catalog).

**4.2.4-10--The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.**

The Environmental Studies Program evaluates its instructional program through student comments on the Senior Exit Survey given to all graduating seniors. The administrative faculty also receives student performance evaluations from internship supervisors. These evaluations are also used as a measure of program effectiveness. The Program also informally track our graduates' success rate in acceptance to graduate school, job placement and opinions of former graduates (see senior exit survey form and internship evaluation form).

**4.2.4-11--Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter. At least one calendar week of reflection and analysis should be provided to students for each semester hour, or equivalent quarter hours, of undergraduate credit awarded.**

The only courses offered in a non-traditional format by the Environmental Studies Program are summer school courses. These courses follow the prescribed format of the University.

**4.2.4-12--The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional format.**

Course content for summer school classes is the same as that offered in a traditional format (see course syllabi).

**4.2.4-13--Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.**

The Environmental Studies Program provides ample opportunities for student learning. These opportunities include: posted office hours to consult with administrative and contributing faculty; access to laboratories outside of scheduled hours (typically with an instructor available); access to university and contributing departmental computer facilities outside of scheduled hours; non-required review sessions; field trips; and individual research projects with faculty.

**4.2.4-14--In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.**

The Environmental Studies Program offers internships with external agencies. These agencies and supervisors must be pre-approved by the Dean of the College of Arts and Sciences. The student is also supervised by the Coordinator of Environmental Studies Internships who is responsible for overseeing the student's academic progress and assignment of the final grade (see internship application form).

**4.2.4-15--The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.**

The administrative and contributing faculty in the Environmental Studies Program monitor current trends and practices in the field by attendance at professional meeting, symposia, and workshops. The result of this is periodic revision of the curriculum. This revision may include modification or existing courses or addition of new courses. The Program also conducts periodic surveys of programs at other universities to evaluate curricular content (see University Catalogs for curriculum changes).

**4.2.4-16--An institution must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.**

The Environmental Studies Program uses comparison with similar programs at other universities to judge the appropriate number of hours and types of courses to be offered in the major. Total credit hours and fees are the responsibility of the University and UNC system and are not addressed here.

## **SECTION 4.2.5—ACADEMIC ADVISING OF UNDERGRADUATE STUDENTS**

**4.2.5-1—Each institution must conduct a systematic, effective program of undergraduate academic advising.**

The Environmental Studies Program revised its advising program in 1997 with the implementation of the current administrative structure and independence of the program. This change was also partially motivated by student comments of the advising system at that time. At present, the Director of the Environmental Studies Program is also the Coordinator of the B.S. degree program. The Director is responsible for advising all B.S. degree-seeking students. The Program also has a Coordinator of the B.A. degree program. The B.A. Coordinator is responsible for advising all of the B.A. degree-seeking students. By having a limited number of advisors, the EVS Program is assured of having consistent high quality advising by the faculty who developed the present curriculum.

**4.2.5-S1 and S2—A qualified advisor should be assigned early in the student’s program and should recognize the individuality of students and their particular needs and goals.**

A student seeking admittance to the Environmental Studies Program must complete an application form and indicate which degree they are pursuing. If the student is accepted, after review by the Director, the student is immediately assigned one of the two advisors indicated above based on their degree selection. The student then meets with the advisor to discuss degree options and student interest. Because the EVS curriculum has a large number of elective courses, it is mandatory that the student meet with the advisor on a regular basis to discuss the student’s degree program. The EVS program also has a Coordinator of EVS internships. The Internship Coordinator advises students on internship selection based on the student’s background and interests. The Internship Coordinator has several meetings with the student to design a specific internship to suit the student’s needs and interests. While working at an internship site, the Coordinator meets regularly with the student to discuss issues and progress the student is making.

**4.2.5-S3, S4 and S5—Advisors should be proficient in using data to help determine students’ major fields of interest, should have access to each advisee’s records, and should have appropriate training or background and experience to carry out their responsibilities effectively.**

The advisors for the Environmental Studies Program are also the designers of the current curriculum and are therefore extremely familiar with the program, options, and timing of courses. This allows the advisors to discuss and plan students course of study based on student interest and availability of classes. EVS advisors have access to student files housed in the EVS office and are qualified to use the university on-line system of student records. Both EVS advisors have been student advisors for over ten years and have advised hundreds of students in various programs at UNCW.

**4.2.5-2—An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.**

Although the EVS Program has nearly 250 advisees and only two advisors, students have access and contact with their advisor at any time. Students contact advisors by e-mail, voice mail, or personal appointment to get answers to questions. This is an ongoing process and each advisor meets with an average of 15-20 students per week. With a variety of

contact points and the willingness of the advisors to meet with students at any time, students receive consistent, high quality advising.

**4.2.5-4—Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.**

The advisors in the EVS program poll students at pre-registration session to determine if advising is satisfactory to students. The EVS administrative faculty are constantly looking for means to improve advising and flow of communication with students.

**SECTION 4.8.3—PART-TIME FACULTY**

**4.8.3-1—The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.**

The 64 contributing faculty in the Environmental Studies Program represent 13 departments and 3 of the 4 colleges in the university. These faculty and departments are consulted on a regular basis by the administrative faculty of the EVS Program to assure course offer, to assist in curriculum and new course development, and planning of the EVS Program. The wide range of expertise represented by the contributing faculty allows the administrative faculty to creatively combine isolated programs into a coherent package for the students. The 64 contributing faculty members are full-time, tenure track faculty and provide the core of teaching research and service provided by the Program.

**4.8.3-2—The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution by the number of part-time faculty members must be properly limited.**

The EVS Program uses part-time faculty to provide unique opportunities for students. The EVS Program has in the past employed part-time faculty from the National Undersea Research Center at UNCW, the North Carolina Division of Coastal Management, and Cape Fear River Watch. Due to budget restrictions, the EVS Program is extremely limited in the number of part-time faculty that can be employed. Generally, the Program will employ one to a maximum of three part-time faculty per semester.

**4.8.3-3—Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.**

All part-time faculty in the EVS Program are required to submit a resume, transcripts of all college work, and letter of recommendation to the Dean of the College of Arts and Sciences for approval. All part-time faculty in the EVS Program have a minimum of a Master's degree and experience in the field.

**4.8.3-5—It must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.**

Before being employed in the EVS Program, part-time faculty are asked to submit a detailed new course proposal which is reviewed and discussed with the EVS administrative faculty. Part-time faculty teach existing classes along with those teaching new classes meet with the EVS administrative faculty to discuss expectations and resources available to the faculty member. All faculty (full and part-time) are evaluated by students using the SPOT evaluation form. The administrative faculty also conducts informal surveys of students to determine the effectiveness of the course and faculty.

**4.8.3-5—Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.**

The EVS Program provides office space for part-time faculty members in the EVS office complex in Friday Hall. The office is equipped with phone and computer for communication with students. Part-time faculty may use the office for conducting office hours, class preparation and meeting with students.

**SECTION 4.8.7—PROFESSIONAL GROWTH**

**4.8.7-1 and 4.8.7-2—An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.**

The EVS program encourages professional development of its administrative and contributing faculty. This includes information concerning and preparation of grant proposal, notification of workshops and meetings, and limited funding for travel for meetings, workshops, and research projects. Professional development is included in faculty annual reports and EVS Program annual report (see EVS and faculty annual reports).

**SECTION 4.8.8—THE ROLE OF THE FACULTY AND ITS COMMITTEES**

**4.8.8-1—Primary responsibility for the quality of the educational program must reside with the faculty.**

The design and implementation of the EVS Program resides solely with the administrative and contributing faculty. Changes to the Program are developed by the faculty and approved by the University and College of Arts and Sciences Curriculum Committees (see course approval forms).

**SECTION 4.8.10—CRITERIA AND PROCEDURES FOR EVALUATION**

**4.8.10-1—An institution must conduct periodic evaluations of the performance of individual faculty members.**

The administrative faculty of the EVS Program are evaluated on a yearly basis. Each EVS administrative faculty member has another home department. For the home department, the administrative faculty member provides an annual report of teaching, research and service activities. For the two EVS coordinators, the home department evaluates the annual

report and the chair of the home department submits an annual evaluation to the Dean of the College of Arts and Sciences with a copy to the faculty member. The two coordinators also provide an annual report to the Director of the EVS Program. This report includes all activities (teaching, research and service) related to the EVS Program. The Director evaluates the annual report and submits an evaluation of the coordinators activities related to the EVS Program to the Dean of the College of Arts and Sciences and a copy to the coordinator.

The Director of the EVS Program prepares an annual report of teaching, research, and service activities to the home department. The home department includes this information on the departmental annual report. This information is also used in promotion decisions. The Director also prepares an annual report of activities that is submitted to the Dean of the College of Arts and Sciences. The Dean evaluates the Director's performance and provides the Director with an evaluation (see annual reports and evaluations).

**4.8.10-2—The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.**

When the EVS program was reorganized and became an independent program, position descriptions for the Director and each of the coordinator positions were developed. These job descriptions list duties associated with each position. The criteria listed in each of the position descriptions are used as a standard of comparison to determine the performance of the EVS administrative faculty (see EVS administrative faculty position descriptions).

**4.8.10-3—The criteria must be consistent with the purpose and goals of the institution and be made know to all concerned.**

The position descriptions for the EVS administrative faculty were developed in conjunction with the establishment of the independent EVS program. At that time, a five year plan was developed with the mission, goals and strategies of the Program. In conjunction with the five year plan, position description for the administrative faculty were developed to be consistent the mission and goals of the Program. Each of the administrative faculty have copies of the five year plan and position descriptions. Copies of these documents were also provided to the Dean of the College of Arts and Sciences (see EVS long range plan and position descriptions).

**4.8.10-4—The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.**

After each of the EVS coordinators is given their yearly evaluation, they meet with the Director to discuss the rationale of the evaluation and discuss methods of improvement. The coordinators may also meet with the Dean of the College of Arts and Sciences to further discuss the evaluation. In a similar manor, the Director meets with the Dean of the College of Arts and Sciences to discuss the evaluation and methods of improvement.

## **SECTION 5.3—INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS**

**5.3-3—Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.**

The EVS Program was the first department or program in the College of Arts and Sciences to require an information technology course for all its majors (TEC 101). This course was added to the curriculum in the 2000/2001 academic year. Other required courses that have a substantial computer component are EVS 362—Environmental Law and EVS 495—Senior Seminar in Environmental Studies. In addition many of the EVS elective courses have required use of computers, including but not limited to GGY 224—Introduction to Geographic Information Systems (GIS), GGY 380—Environmental GIS, CHM 335—Computer Applications in Chemistry, and EVS 380—Undersea Science and Technology. With the wide array of courses that are either required or elective, a student is assured of a fundamental knowledge of computer operations related to the study of the environment.

## APPENDIX C

### The Gerontology Program

**Gerontology Programs**  
**Submitted by Eleanor Krassen Covan, Director of Gerontology**  
**12/15/2000**

**1) Gerontology Program Description**

**A. UNDERGRADUATE MINOR**

The University of North Carolina at Wilmington has been offering a 21 hour undergraduate minor in gerontology, housed in the Department of Sociology and Anthropology, since 1992. There are twelve required semester hours (Introduction to Gerontology, Sociology of Aging, Psychology of Adult Development and Aging, Health and Aging). The remaining 9 hours can be chosen from an array of electives. These include the sociology of birth and death, literature of aging, communication and aging, therapeutic recreation with an aged population, women and aging, practical pharmacology, programs and policies for older adults, and a course that combines nursing clinical experience and gerontological theory. Faculty teaching gerontology courses serve on a university "gerontology curriculum development committee."

The mission of the undergraduate minor is to provide coursework and field experience to prepare students who expect to work with older adults.

**B. GRADUATE CERTIFICATE**

In response to needs identified by our local community, we developed a post-baccalaureate certificate in gerontology. The first graduate courses were offered on a trial basis in 1998-1999 and the certificate program became operational by the fall of 1999. Like our undergraduate program, our graduate certificate draws upon faculty from all schools within our university and combines interdisciplinary and multidisciplinary educational experiences. The program meets or exceeds standards published by the Association for Gerontology in Higher Education (A.G.H.E.) regarding graduate certificate programs in gerontology (Schaie, 1997:20-21) in, Standards and Guidelines for Gerontology Programs.

The program requires 21-24 semester hours of course work depending on the practical experience of students. Those who have not had previous work experience with older adults complete a six-hour practicum while those employed in the aging service sector complete a three-hour practicum. The core of knowledge addressed includes GRN 501 Aging and Society (3 hours), PSY 524 Psychology of Aging (3 hours), GRN 523 Biology of Aging (3 hours), GRN 590, the applied gerontology practicum (3-6 hours). Students are also expected to complete a graduate course in research methods (3 hours), selected in accordance with their own career development plans. For those who prefer a multidisciplinary research course, the gerontology program offers GRN 503, Investigative Research in Gerontology (3 hours). The remaining six (6) semester hours may be chosen from a series of gerontology electives. Examples include GRN 518 Women and Aging and GRN 524 Psycho-social Adjustment to Retirement. The post-baccalaureate certificate program in gerontology does not lead to a Masters Degree or Doctoral Degree in

Gerontology. The mission of the post-baccalaureate certificate program in gerontology is to provide a broad academic foundation coupled with practical experience to students who plan to work with older adults.

### **C. GRADUATE CERTIFICATE**

There are no F.T.E. appointments assigned to faculty teaching gerontology courses. The director of gerontology is a 2/3 time administrative appointment. The director also has a 1/3 time appointment within the Department of Sociology and Criminal Justice. The associate director is a full-time faculty member in the School of Nursing. Other faculty have full time tenure-track appointments in the Departments of Biology, HPER, Psychology, Social Work, English, Communication Studies, and Philosophy and Religion (See Brochure describing gerontology program and faculty). The Department of Sociology and Criminal Justice employs a lecturer who occasionally teaches the Introduction to Gerontology course. In addition, a graduate student completing the post-baccalaureate certificate program in gerontology has assisted the director in teaching a section of the Introduction to Gerontology course.

#### **2) Program Strengths**

A. Our program is truly multidisciplinary.

Students and faculty come from departments in the humanities, business administration, social sciences, education, social work, therapeutic recreation, and nursing. An adjunct faculty member developed a course in the biology of aging and we now have a tenured member of the biology department teaching a graduate course in this area. Our students often coordinate independent study in gerontology with internships required by their “home departments.”

B. Both graduate and undergraduate programs were developed with regard to Association for Gerontology in Higher Education “program development guidelines.”

C. There are no academic “programmatically gaps” in our curriculum.

D. UNCW administrators are committed to the development of gerontology curriculum. Gerontology curriculum development was included in the UNCW five-year development plan.

E. Gerontology Programs utilize service-learning opportunities, in collaboration with local aging service-providers.

F. External funding has been received from both the UNC Institute on Aging and the Association for Gerontology in Higher Education for curriculum development.

G. The Gerontology Program has developed separate evaluation instruments for faculty and students to evaluate gerontology coursework and teaching.

### **3. Program Weaknesses**

- A. The gerontology program needs a program office.
  - (1) Recruitment and service-learning focus require office space for meetings with local service-providers.
  - (2) Space needed to assure the privacy of student records.
  - (3) Space is needed to house program supplies
  
- B. There is no “gerontology line” for faculty.
  - (1) The Director of Gerontology reports to the Dean of the College of Arts and Sciences with regard to the graduate certificate program. She also has a 1/3 time position as Professor of Sociology in the Department of Sociology and Criminal Justice.
  - (2) While the director of gerontology evaluates teaching and curricula with regard to all gerontology course offerings, the director has no administrative control with regard to new hires or the retention, promotion, or tenure of faculty who offer courses in the gerontology programs.
  - (3) The Director must negotiate with faculty chairpersons regarding the schedule of gerontology courses.
    - (a) While the mission of UNC Wilmington gerontology programs is consistent with the overall mission of UNC Wilmington, and the mission of the College of Arts and Sciences, the program is tangential at best to the missions of some of the departments that offer gerontology courses.
    - (b) Some gerontology course offerings must be scheduled at odd hours so as not to conflict with the priorities of other departments.
  
- C. There is great diversity with regard to career goals and academic preparation of graduate students.
  - (1) Some students would prefer to be in a graduate degree program while others seek more practical experience
  - (2) Diversity challenges faculty who seek appropriate reading/research assignments.

### **3. Program Evaluation**

The Gerontology Program has developed two measurement instruments to monitor the goodness of fit between the gerontology curriculum and our program mission. The faculty completes the first instrument and students complete the second near the end of a semester. The faculty reports on the appropriateness of texts, classroom, assignments, recommendations for changes, if any, and the like. Students report on those items and the extent to which the course added to their understanding of aging and gerontology. A copy of both instruments is attached.

## APPENDIX D

### Kenan Auditorium

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## MISSION STATEMENT

### Sarah Graham Kenan Memorial Auditorium

As an integral part of the University community, The Sarah Graham Kenan Memorial Auditorium advances the mission of the College of Arts and Sciences and the University by providing opportunities that support and enrich the commitment to excellence in teaching, scholarship and artistic achievement and service. It does so by providing a facility dedicated to the educational and cultural benefit of the university community and its surrounding constituencies.

In order to accomplish this mission, the Auditorium provides significant educational opportunities for the University of North Carolina at Wilmington students both inside and outside the classroom environment while presenting and supporting cultural and institutional events. The Auditorium enhances the educational mission of the university and College Arts and Sciences by providing staff expertise in support of academic classes in the departments of art and theater, as well as to other units on campus. In addition the Auditorium facilitates cultural programs by local, regional, and national arts organizations as well as other civic and presenting groups through its services including the ticket office, technical, and operational staff.

To this end, we are committed to:

- ∑ Fostering a facility environment that values and promotes caring and cooperation, responsible and ethical behavior, the open and free exchange and presentation of ideas, and respect for and inclusion of all people.
- ∑ Being responsive to the needs of all students, faculty and community members through quality programs and services.
- ∑ Fostering a participative work environment for staff which encourages continuous improvement, collaboration, professional development and a balanced lifestyle.

# APPENDIX E

## SUPPORTING DOCUMENTS

*Included in the CAS Document Box*

*Supporting documents included in the CAS Self-Study Document Box:*

CAS 1990 Self Study

CAS Five-Year Strategic Plan 1996-2001

CAS Majors Undergraduate/Graduate

Student Retention and Graduation

Graduate Faculty Criteria

Admission Statistics F'99

Eligible Non-Returning Students F'2000

Chairs' Retreat Agendas

Sophomore Comments S'2000

Planning Assumptions

Creating the Future: Moving Toward a Strategic Plan for Academic Affairs 2001-2005

CAS Annual Report 1999-2000

CAS Annual Report 1998-1999

CAS Annual Report 1997-1998

CAS Annual Report 1996-1997

CAS Annual Report 1995-1996

CAS Annual Report 1994-1995

CAS Annual Report 1993-1994

CAS Annual Report 1992-1993

CAS Annual Report 1991-1992

CAS Annual Report 1990-1991

CAS Classroom Inventory

CAS Classroom Multimedia Requests

CAS Computer Replacement 2000-2001

Departmental Honors Projects  
Enrollment Planning  
Enrollment Reports  
1998/1999 Annual Report on Off-Campus Pilot Program  
CAS Chairs' Meeting Agendas  
CAS Report on Academic Advising  
Master of Fine Arts in Creative Writing  
Master of Liberal Arts  
Onslow County Extension CRJ Program  
Part-time Budget Report  
Phased Retirement Guidelines  
1994 Student Exit Survey  
Technology College Courses  
Teaching Rewards  
CAS Compensation Guidelines for Department Chairs  
Budget Information