

# **THE SELF-STUDY ADDENDUM**

*A February 2002 Update to the Self-Study Report*

*The University of North Carolina  
at Wilmington*



University of North Carolina at Wilmington

**Self-Study**

for the

Southern Association of Colleges and Schools

**Self-Study Addendum**

Feb. 1, 2002

## TABLE OF CONTENTS

	<u>Page</u>
I. Purpose of the Addendum.....	1
II. Introduction.....	1
III. Campus-wide Review of the Self-Study Report.....	1
IV. Financial Update.....	2
V. Administrative Restructuring or Relocation.....	4
VI. New or Renewed Accreditation, Audits or Reviews.....	6
VII. New Programs.....	7
VIII. Renamed Divisions/Deletions.....	7
IX. Changes in Leadership Personnel.....	8
X. Leadership Searches.....	8
XI. New Technological Initiatives.....	9
XII. New Policies.....	10
XIII. Planning Initiatives.....	10
XIV. New Survey Results.....	11
XV. Updates to Specific Sections of the <i>Self-Study Report</i> .....	11
A. Introduction to the <i>Self-Study Report</i> .....	11
B. Section II: Institutional Purpose.....	12
C. Section III: Institutional Effectiveness.....	12
D. Section IV: Educational Programs	
1. 4.1: General Requirements of the Educational Program.....	13
2. 4.2: Undergraduate Program.....	13
3. 4.3: Graduate Program.....	14
4. 4.4: Publications.....	14
5. 4.5: Distance Learning.....	14
6. 4.8: Faculty.....	15
E. Section V: Educational Support Services	
1. 5.4: Student Development Services.....	19
2. 5.5: Intercollegiate Athletics.....	20
F. Section VI: Administrative Processes	
1. 6.1: Organization and Administration.....	20
2. 6.4: Physical Resources.....	20
3. 6.5: Externally Funded Grants and Contracts.....	21
XVI. Documentation.....	22
XVII. Appendices	
A. Update on University Planning and Needs List Development Processes.....	24
B. Division of Student Affairs, Assessment Activities and Use of Assessment Data.....	33

## LIST OF TABLES

	<u>Page</u>
1. Table 28: Race/Ethnicity of Enrolled Students at UNCW, Fall 1995-2001 .....	13
2. Table 50: Graduate Enrollment as a Percentage of Total Enrollment at UNCW, 1990-2002.....	14
3. Addendum Table 1: Campus & Extended Education Student Perception of Teaching Report, Fall 2000 & Spring 2001 .....	15
4. Table 77: Number of Teaching Faculty at UNCW, Fall 2001.....	15
5. Table 78: Degree Level of Faculty by Tenure Status, Fall 2001 .....	16
6. Table 82: Fall 2001-Spring 2002 Faculty & Student Credit Hours by Department, Full-time vs. Part-time .....	17
7. Addendum Table 2: Self-Study Survey Response.....	21
8. Addendum Table 3: Implementation Timeline for University Planning Process.....	29
9. Addendum Table 4: University-Wide Needs List .....	29
10. Addendum Table 5: Division of Students Affairs Assessment Activities and Use of Assessment Data.....	33

## LIST OF FIGURES

	<u>Page</u>
Figure 1: Planning Process.....	25
Figure 2: Planning Process Implementation Chart .....	26
Figure 3: Needs List Portion of University Planning Process .....	32

## PURPOSE OF THE ADDENDUM

Documentation and evaluation of the University of North Carolina at Wilmington's policies, programs and services must be as current as possible at the time of the Reaffirmation Committee's visit in February 2002. For the convenience of the university, the Self-Study Steering Committee proposed that a "snapshot date" (June 30, 2000) be used to establish a baseline reference point for the purpose of writing unit self-study reports. Because the university is constantly changing, some of the narrative written in the *Self-Study Report* has already become outdated. Although many subsequent changes have been reflected in the *Self-Study Report*, this Addendum provides a means of reporting very recent information not contained in the *Self-Study Report*.

## INTRODUCTION

This addendum to the *Self-Study Report* presents a summary of new information and significant changes that have occurred since the material used to develop the *Self-Study Report* was gathered. A separate document, the *Self-Study Follow-up Plan and Report*, describes and documents all of the actions taken in response to the 30 recommendations and 49 suggestions that the various committees identified in the *Self-Study Report*. While this *Self-Study Addendum* does not list all the updates that have occurred over the past year, it does present the highlights of changes in programs, organization, leadership, initiatives, external factors, accreditation, surveys and other statistics.

In July 2001, the Self-Study Director requested that the Chancellor and vice chancellors prepare divisional addendum reports to form the foundation of this Addendum (Kenneth W. Spackman, Memorandum, 26 July 2001, <[http://www5.ocis.uncwil.edu/private/sacs/addendum/addendum\\_memo.htm](http://www5.ocis.uncwil.edu/private/sacs/addendum/addendum_memo.htm)>). A Web page (<[http://www5.ocis.uncwil.edu/private/sacs/Addendum\\_index.htm](http://www5.ocis.uncwil.edu/private/sacs/Addendum_index.htm)>) was developed to assist with the content and format of these reports. All divisional addendum reports were due November 1, 2001.

## CAMPUS-WIDE REVIEW OF THE SELF-STUDY REPORT

Following the preparation of the *Self-Study Report* by the various Self-Study subcommittees, and after intensive review of each section of the report by the Steering Committee in late Spring 2001 and after editing by the Self-Study Editor during summer 2001, a first draft of the *Self-Study Report* was prepared in early Fall 2001. The Steering Committee designated the period October 1-19, 2001, for campus-wide review of the Report by all constituents of the university. The goals of this review included:

- finding errors of fact in the *Self-Study Report*,
- identifying updated information that should be included in the Addendum, and
- receiving commentary from various constituencies, and views that may differ from conclusions of the Report.

The Steering Committee considered all comments received, and used many of them to improve the report and to supplement follow-up activities.

The campus-wide review began with e-mail notification (jointly from the Chancellor and Self-Study Director) to all faculty, staff, administrators and students concerning the purpose and features of the review. All alumni who have e-mail addresses were also so notified. The primary method of communication in the review process was via the Web. The entire draft *Self-Study Report* was available unrestricted by a prominent link of the Self-Study Web site. A text box on the report index page permitted an easy response mechanism. Respondents were asked to voluntarily identify themselves by group (faculty, staff, administrator, student, alumna/alumnus, or general public). A total of 182 responses were tallied, and many were quite useful in improving the report.

Hard copies of the draft *Self-Study Report* were provided to the Chancellor and the Provost, and a copy was placed on reserve in Randall Library, together with forms that provided readers with the opportunity to submit written comments. Each member of the Steering Committee also had a hard copy of the draft. The Steering Committee also made a special request to the ten UNCW faculty and administrators who have served as members of SACS visiting committees to offer their suggestions for improvement, especially from their perspective and experience on reaffirmation teams.

With the consent of the Steering Committee, the Self-Study Director also sent Dr. Margaret Sullivan, Director of the SACS Consulting Network, a hard copy of the draft report. Dr. Sullivan made over sixty suggestions for improvement in the report, including suggestions for more data and tables in certain sections; more specific, comprehensive descriptions of assessment in several areas; better summarization of credentials of senior administrators and of professional staff in Student Affairs; and a more comprehensive description of student outcome assessment measures and their use in making improvements. The Steering Committee worked intensively from mid-October until the end of November 2001 to remedy weaknesses identified by Dr. Sullivan. This was the most influential and useful aspect of the report review period, and it resulted in substantial improvement of the *Self-Study Report*.

Additional features of the campus-wide review included:

- Self-Study Director's report to the Faculty Senate (October 9),
- an open hearing on the draft *Self-Study Report* in an auditorium setting (October 18),
- Self-Study Director's report to the University Planning and Quality Council (October 23),
- Self-Study Director's report to the Student Government Association (October 30),
- Self-Study Director's report to the Chancellor's Cabinet (October 31), and
- Self-Study Director's report to the UNCW Board of Trustees (November 6).

## FINANCIAL UPDATE

In addition to the decline in state appropriations to the university, both as a percentage of the total state budget and as a percentage of UNCW's operating budget

(documented in the *Self-Study Report*), and in addition to chronic underfunding of the University of North Carolina at Wilmington as compared to its sister institutions (currently UNCW is funded at a level 20 percent below the average of UNC comprehensive universities), the state of North Carolina imposed a severe \$125 million cut on the University of North Carolina system in April 2001. The mid-year FY 2000-01 cut of 1.9 percent, coupled with a 6.5 percent cut in FY 2001-02 expenditures, has had great impact for the UNCW campus. Moreover, the possibility exists for even more cuts before the end of this fiscal year. Among the many changes caused by the state budget cuts are these:

- The Division of Academic Affairs sustained three budget reductions totaling \$1,962,296 since July 1, 2001. The initial budget reduction (August, 2001) was \$237,890 and targeted the operating budget within the division. Subsequently, the division was required by the North Carolina General Assembly to reduce temporary wages and travel by \$86,000. In November 2001, the division was directed to anticipate a 4 percent reduction in the total base budget.
- University Advancement was forced to abolish two positions in addition to the standard operational cuts (4 percent) in its operating budget.
- The School of Nursing was forced to cut some temporary support staff, faculty travel, and the use of work assistants.
- Enrollment exceeded the funding target and the campus absorbed unbudgeted students. The target for next year will be to admit fewer students than in several previous years.
- The state budget shortfall has put at risk the state funds appropriated for repair and renovations. This is in addition to other permanent and temporary cuts.
- Business Affairs units that typically have high overtime charges must manage work schedules by giving more time off for compensatory time earned. Replacement vehicles and equipment have been eliminated during this budget cycle.
- Effective July 1, 2001, State Health Plan premiums increased by approximately 30 percent at the same time that benefits were substantially reduced. Fiscal year deductibles were raised from \$250 to \$350 per person (and from \$750 to \$1050 per family), prescription drug copayments increased and other copays and restrictions were imposed (Sam Connally, E-Memo, 29 June 2001).

For an excellent overview of the implications of declining state funding, please see the PowerPoint slide presentation ([http://www.uncwil.edu/people/cavanaugh/BOT\\_files/v3\\_document.htm](http://www.uncwil.edu/people/cavanaugh/BOT_files/v3_document.htm)) delivered by Provost Cavanaugh to the UNCW Board of Trustees on January 17, 2002, as background for a request to approve a plan for a five-year tuition increase.

<b>ADMINISTRATIVE RESTRUCTURING OR RELOCATION</b>
---

#### Chancellor's Office

The special projects unit transferred from University Advancement to access leadership appropriate to its needs (Office of the Chancellor, *Addendum Report for the SACS Self-Study*).

#### Human Resources

In order to better serve the needs of UNCW and provide additional academic and student programming space on campus, the Human Resources Department moved from the Warwick Center to 5051 New Center Drive in August 2001 (Sam Connally, Letter, 29 August 2001).

#### Academic Affairs

The Director of the Office of International Programs was upgraded to Assistant Vice Chancellor for International Programs, reporting directly to the Provost (Academic Affairs, *Divisional Addendum Report for the SACS Self-Study*).

All credit bearing distance and extended education programs were transferred from the Division for Public Service and Extended Education (now the Division for Public Service and Continuing Studies) to the Division of Academic Affairs. The Associate Vice Chancellor of Academic Affairs for Academic Programs serves as Director of Distance Education (Academic Affairs, *Divisional Addendum Report for the SACS Self-Study*).

#### Enrollment Management

This office was restructured; the former position of Associate Provost for Enrollment Management was redefined as the Associate Vice Chancellor for Planning and Academic Outreach. The Director of Admissions was upgraded to Assistant Vice Chancellor for Admissions who, along with the Director of Financial Aid, reports directly to the Provost. Both the Registrar and the Director of the Office of Cultural Diversity, who originally reported to the Associate Provost for Enrollment Affairs, now report to the Associate Vice Chancellor for Academic Affairs.

#### School of Nursing

The School of Nursing administrative structure was realigned effective July 1, 2001. The Associate Dean and Chair were eliminated and replaced by an Associate Dean of Academic Affairs, who now oversees both the graduate and undergraduate programs, and an Associate Dean of Research and Community Partnerships, who now directs the School's research and local efforts.

#### Business Affairs

Since June 30, 2000, the chief facilities officer position was vacated and the new position was advertised as an Associate Vice Chancellor rather than Assistant Vice Chancellor. Additionally, one organizational unit in Facilities has been subdivided to create two organizational units. Previously, there was one Architectural and Construction Services and University Architect unit. Now there is a Facilities Planning and Design

unit and the Construction Services unit. The passage of the higher education bond referendum is the main impetus for the change.

Facilities Planning and Design allows for attention to growing areas of concern: (1) storm water planning given campus density surpassing 30 percent; (2) pre-planning of infrastructure to support expanded facilities; (3) programming of building projects before a hired designer begins schematic development; and (4) pre-planning of project sequencing and schedules. Construction Services has a primary objective to provide excellent project management services during both design and construction.

In the Finance group, a change within the Comptroller's area of responsibility was permitted by a reallocation of a systems accountant position from financial accounting to student accounts. The reallocated position is now a Director of Student Accounts Services and provides coordination and planning with student services (including admissions, financial aid, and registrar) and leadership within student accounts. Previously, the position provided varying systems support, but worked a majority of the time reconciling issues between financial aid and student accounts. There have been no new Business Affairs units since the snapshot date of June 30, 2000, but the Vice Chancellor for Business Affairs has elevated the position of Assistant Vice Chancellor--Business Services, to Associate Vice Chancellor--Business Services. This is in recognition of an added function of property management (Office of the Vice Chancellor for Business Affairs, *Division Addendum Report for the SACS Self-Study*).

#### Information Technology Systems Division

A Technology Assistance Center has been created to expand and improve the services offered by the existing Help Desk. The Department of Client Services was established to improve the support provided to end users and a Director of Client Services was appointed in July 2001 to better coordinate the relationship between ITSD and Academic Affairs. The Department of AV-Media Services was established to provide an array of unique equipment, classroom technology deployment and support, and provide special event support campus-wide (Office of the Vice Chancellor for Information Technology Systems, *Division Addendum Report for the SACS Self-Study*).

#### Student Affairs

Effective August 2001, Ms. Li-Shing Wang resigned her position as Director of Student Life Assessment. Rather than fill this vacancy, two new positions have been created with the title Associate to the Vice Chancellor. The first position will be responsible for overseeing fiscal management, personnel, and special projects in Student Affairs. Assessment and evaluation will be done through the Special Assistant for Planning's Office, which will be under the Chancellor's direction. (Source: Office of the Vice Chancellor for Student Affairs Division Addendum Report)

The Division of Student Affairs has a new organizational chart that can be found in the Addendum documentation and online at <http://www.uncwil.edu/stuaff/divsa/chart.pdf>. It replaces the chart in Figure 12 on page 608 of the *Self-Study Report*.

#### University Advancement

Supervision of the Student Ambassadors went from the Director of Special Events

to the Student Affairs Alumni Association (University Advancement, *Division Addendum Report for the SACS Self-Study*). The Division of University Advancement has modified its organization chart since the *Self-Study Report* was written. Please see [http://www.uncwil.edu/sacs/adv\\_chart\\_f01.ppt](http://www.uncwil.edu/sacs/adv_chart_f01.ppt), which replaces the chart in Figure 16 on page 713 of the *Self-Study Report*.

University Advancement (UA) has a new policy that explains the organization of fund raising activities for the university, the administration of fund raising by UA, and general fund raising policies. In general, the mission of UA is to raise private funds to further the university's mission of excellence in teaching, research and public service. UA will use a decentralized development model that closely aligns development directors with the respective primary constituent areas. This allows each development director to be more knowledgeable and effective in promoting and fund raising for their respective area. In most cases, the development director is housed in the same area as the dean or constituent leader to allow these individuals to work closely together. More information at <http://www.uncwil.edu/sp/admproc/adv100.htm>.

## NEW OR RENEWED ACCREDITATION, AUDITS OR REVIEWS

### Business Affairs

The financial audit of the university for the year ended June 30, 2001, has been completed. For the sixteenth consecutive year, UNCW received a clean audit. The audit report is available in the Reaffirmation Committee document workroom.

The Information Systems Audit did not reveal any significant material weaknesses in the access controls over the payroll system.

An external review of campus traffic was conducted (Kimley-Horn and Associates, Inc., *Traffic Study 2001*, June 2001).

### Information Technology Systems Division

UNCW underwent an Electronic Data Processing (EDP) audit during the summer of 2001, conducted by the North Carolina Office of the State Auditor. This was the first EDP audit of the university in nearly a decade. A copy of the report by the Office of the State Auditor is available for review by the Committee in the office of the Vice Chancellor for Information Technology Systems.

### University Advancement

Richard C. Moore with Witzleben and Associates completed a study on the feasibility of a Visual and Performing Arts Center in October 2001.

The Foundation, Alumni Association, and Student Aid Association received annual financial audits for fiscal years ending June 2000 and 2001 with no audit findings. These audit reports are included in the documentation submitted with the University Advancement Addendum Report.

### Graduate Programs

The graduate programs in Biological Sciences and Marine Biology (May 2001), Chemistry (April 2001), and Earth Sciences (Spring 2001) underwent external review.

Watson School of Education

Reaffirmation of accreditation was granted by the North Carolina Department of Public Instruction, April 2001.

<b>NEW PROGRAMS</b>
---------------------

Creative Writing

Bachelor of Fine Arts in Creative Writing, effective September 2001. The Department of Creative Writing administers this major.

Film Studies

Bachelor of Arts in Film Studies, effective May 2001. The Department of Film Studies was created in Fall 2001 to administer the Film Studies major; Phillip Furia chairs the new department.

Hispanic Studies

Post-baccalaureate Certificate Program in Hispanic Studies, Spring 2001. The Department of Foreign Languages and Literatures administers this certificate program.

Master of Public Administration

Master of Public Administration degree, effective Fall 2001. The Department of Political Science administers this graduate program.

Professional Writing

Undergraduate Certificate in Professional Writing, effective Fall 2001. The Department of English administers this certificate program.

<b>RENAMED DIVISIONS/DELETIONS</b>
------------------------------------

Division for Public Service and Continuing Studies

Effective January 1, 2002, the Division for Public Service and Extended Education changed its name to the Division for Public Service and Continuing Studies.

Office of Sponsored Programs

The Office of Research Administration has changed its name to the Office of Sponsored Programs.

Biological Sciences Department

The Clinical Laboratory Sciences Degree Program will be eliminated. A new option, Pre-Clinical Laboratory Science, will be available in the Biology major effective July 2002.



### Director of University Assessment and Institutional Research

The results of the Self-Study demonstrated a need to provide a more organized approach to assessing planning outcomes in both the academic and administrative communities. The university has taken the first steps to more fully meet this need by creating the Director of University Assessment and Institutional Research position. This position will be advertised nationally with the intention of having it filled by July 1, 2002. The offices of University Planning, the Provost, and the Vice Chancellor for Student Affairs are providing the funding for this new initiative. Over half of the funding is coming through a reduction in force that occurred in University Planning in mid-January 2002. The responsibilities of this new position follow:

1. Conduct all administrative activities associated with managing the Office of University Assessment and Institutional Research.
2. Develop assessment methodologies in the areas of learning outcomes and the evaluation of academic and student support services.
3. Conduct various assessment related research in all areas with special attention given to the two areas cited above.
4. Provide training programs on assessment when and where needed.
5. Serve as an assessment consultant to all university units.
6. Evaluate assessment plans developed by various campus units.
7. Provide assistance in helping units interpret results of assessment activities.
8. Serve as a member of the Faculty Senate's Evaluation Committee.
9. Provide staff support to the University Planning and Quality Council.
10. Serve as a member of the University Planning and Quality Council's Institutional Effectiveness Committee.
11. Support Assistant to the Chancellor for Planning on university planning activities.

Candidates for this position must be terminally qualified in an appropriate academic field and must have a minimum of five years university level experience in the assessment of learning outcomes and program evaluation. Several other requirements, including previous management experience, are also stated in the position advertisement.

The university will evaluate candidates on past experience in campus-wide planning. As noted in Section III of the Self-Study Report, the current Assistant to the Chancellor for Planning will be retiring at the end of 2002. There is a need to maintain a campus focus on the new planning process adopted during Fall 2001, and to provide continuity between the outgoing planner and the person to succeed him. By consolidating planning into the responsibilities of the position described above, the campus will have the needed continuity and will be able to take the funds from the Assistant to the Chancellor for Planning position and hire two personnel to work on planning and assessment.

<b>NEW TECHNOLOGICAL INITIATIVES</b>
--------------------------------------

### Chancellor's Office

The Chancellor's Office has expanded the its web presence to allow all interested

parties to access information about the position responsibilities of senior officers. A more responsive suggestion system includes a new online suggestion box (<<http://cf.uncwil.edu/oir/suggestionbox/user/index.cfm>>). The Chancellor's Web site also includes audio and video presentations by the Chancellor.

### Human Resources

Human Resources has updated their HRS Access System. Key revisions include:

- Updates to reflect the current organizational structure of the Information Technology Systems Division and the Financial Systems Department.
- Passwords on all HRS accounts are set to expire every 90 days. HRS accounts are automatically deleted for non-use every 180 days. More information at <<http://www.uncwil.edu/sp/admproc/whatsnew.htm>>.

### Information Technology Systems Division

The Information Technology Systems Division continues implementing wireless network capabilities on campus. By the end of FY 2002, 70 percent of the UNCW campus is designated for this capability. This program supports the Universal Access Standards, and the growing use of laptop computers. A copy of the campus wireless network map is available at <<http://www.uncwil.edu/compserv/nss/wirelessnetwork.jpg>>. (Office of the Vice Chancellor for Information Technology Systems, *Division Addendum Report for the SACS Self-Study*).

Implementation continues for the Campus Pipeline and Pilot Test Evaluation (UNCW, "Campus Pipeline Allows Faculty to Reach Beyond Classroom," *Campus Communique*, 23 August 2001).

### Business Affairs

Print on Demand technology is in the planning stage for Printing Services. Direct deposit of student refunds has been implemented.

## NEW POLICIES

The UNCW Policies and Procedures Manual has a "What's New" section that lists several recent additions (23 new policies since the snapshot date of June 30, 2000), including a new policy on Allocation of Expansion Funds, a new Ethics Policy and much more. See <<http://www.uncwil.edu/sp/admproc/whatsnew.htm>>.

Both Academic Affairs and the College of Arts and Sciences have developed new policies and procedures manuals. Both are on the Web, Academic Affairs at <<http://www.uncwil.edu/aa/policy%20manual.htm>>, and College of Arts and Sciences at <<http://www.uncwil.edu/cas/policy%20&%20procedures/CASPPM.htm>>.

## PLANNING INITIATIVES

Major new planning initiatives are summarized in the addendum to Section III below.

## NEW SURVEY RESULTS

A follow-up survey to the Self-Study question that asked faculty and staff to judge their agreement with the statement, "The physical resources, buildings, and equipment meet the needs of the University," was conducted in Fall 2001. The results are described in the addendum to Section 6.4 below.

### Information Technology Systems Division

Three recent surveys were conducted by this division: Campus Survey of Media Services, Faculty Information Technology Innovations Survey, and Outlook Migration Survey. For more details, please see the Information Technology Systems Division Addendum Report.

## UPDATES TO SPECIFIC SECTIONS OF THE *SELF-STUDY REPORT*

The remainder of this Addendum addresses highlights of changes that have occurred after the *Self-Study Report* was written, organized by section of the report.

### **Introduction to the Self-Study**

The comparative staff survey result on page 22 of the *Self-Study Report* is not in error:

		<b>1991</b>	<b>2000</b>
The administration allocates resources effectively.	<b>Agree</b>	37.4%	37.4%
	<b>Disagree</b>	30.9%	12.9%

The fact that the percentage of staff who agree remains unchanged from 1991 to 2000 is merely a remarkable coincidence.

Some updated statistics for the academic years 2000-2001 and 2001-2002 include:

<u>Characteristic</u>	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>
Fall total enrollment	10599	9885	9757
Fall new freshmen	1996	1673	1670
New transfer students	964	977	915
Graduate enrollment	807	747	690
Undergrad. degrees	*	1891	1936
Graduate degrees	*	240	216
Full-time faculty	440	435	410

\* Academic year not completed.

## **Section II: Institutional Purpose**

The revised UNCW mission statement, approved by the UNCW Board of Trustees on July 21, 2000, was subsequently approved by the University of North Carolina Board of Governors on January 12, 2001 (Board of Governors, "Minutes," 12 January 2001, <[http://www.northcarolina.edu/bog/minutes/2001/2001\\_01.html](http://www.northcarolina.edu/bog/minutes/2001/2001_01.html)>).

## **Section III: Institutional Effectiveness**

### University-wide Planning

In response to the Chancellor's directive, the university has taken significant steps to address identified deficiencies in the planning area. A new process has been adopted and several components have been developed. The new model will expand emphasis on assessment and outcomes analysis. Many units are making changes to assist and accommodate this new emphasis. Appendix A of this Addendum presents a January 2002 update on the university planning and needs list development processes. This update is also online at <[http://www.uncwil.edu/sacs/Planning\\_Addendum.doc](http://www.uncwil.edu/sacs/Planning_Addendum.doc)>.

### Academic Affairs Planning

In Fall 2001, the Division of Academic Affairs began development of its Strategic Plan 2002-07. Planning began at the dean's retreat held in September, followed by departmental level planning. A draft of the Strategic Plan 2002-2007 is expected by February 2002.

### Business Affairs Planning

Business Affairs is participating in the university-wide planning process by developing performance indicators that will complement the tracking of goals and objectives. Major initiatives are underway to update the facilities master plan with infrastructure upgrade and expansion plans, as well as traffic study and parking plans. The traffic study was completed and the parking consultant's report will be complete in Spring 2002. Financial planning has been ongoing in light of the state's worsening economic conditions. Since UNCW is experiencing greater-than-expected growth, planning is underway to determine if higher tuition and fees will be needed to sustain educational progress.

### Public Service and Continuing Studies Planning

In January 2002, the Division for Public Service and Continuing Studies completed its Strategic Plan 2002-2005. A copy of this plan is filed with the documentation for this Addendum.

### University Advancement Planning

Advancement developed a strategic leadership team in April 2001 to lead the division in future planning initiatives. A Special Assistant for Planning will assume responsibility for incorporating all aspects of fund raising into the planning and evaluation process (University Advancement, *Division Addendum Report for the SACS Self-Study*).

### Watson School of Education Assessment Involvement

The Watson School of Education hosted the 10<sup>th</sup> annual CREATE (Consortium for Research on Educational Accountability and Teacher Evaluation) National Evaluation Institute July 19-21, 2001. Two hundred educators from across the nation attended the 70-session conference. With the conference theme of “Using Assessment to Inform Improvement: Creating an Alliance Among Educational Practitioners, Policy Makers and the Business Community,” presentations included topics on educational accountability, program and personnel evaluation, evaluation and policy, evaluation and technology, and evaluation and business (UNCW, “Watson School of Education Hosts National Assessment Institute,” *Campus Communique*, 19 July 2001).

## **Section IV: Educational Programs**

### **4.1 General Requirements of the Educational Program**

Below is an updated Table 28 from page 219 of the Self-Study Report. New data are in bold type.

**Table 28: Race/Ethnicity of Enrolled Students at UNCW, Fall 1995-2001**

<b>Category</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>White</b>	90.4%	90.5%	90.2%	90.4%	90.8%	<b>90.9%</b>	<b>91.4%</b>
<b>African-American</b>	6.3%	6.2%	6.2%	6.3%	5.1%	<b>5.0%</b>	<b>4.5%</b>
<b>Other</b>	3.3%	3.3%	3.6%	3.3%	4.1%	<b>4.1%</b>	<b>4.0%</b>

### Academic Affairs’ 2000-2001 Annual Report

Academic Affairs’ 2000-2001 Annual Report summarizes up-to-date information about student enrollment and quality, faculty achievements, academic enrichment and support programs, information technology, regional public service, honors and awards, and more (Academic Affairs, “Executive Summary from the 2000-2001 Annual Report”).

### **4.2 Undergraduate Program**

A revision of the pamphlet *Earn Credit by Examination*, August 2001, is available in the document file and on the Web at

<http://www.uncwil.edu/reg/earncreditbyexamination/>.

One new minor should be added to the list of academic minors on page 240 of the Self-Study Report: Public Administration (contact person, Dr. Milan Dluhy, Political Science Department). This brings the total number of minors offered to thirty-nine.

### 4.3 Graduate Program

Following is an updated Table 50 from page 290 of the Self-Study Report. New data are in bold type.

**Table 50: Graduate Enrollment as a Percentage of Total Enrollment  
At UNCW, 1990-2002\***  
(UNCW Factsheet)

Year	Total Enrollment	% Graduate Students
1990	6575	5.2
1991	6937	4.7
1992	7344	5.2
1993	7302	4.6
1994	7690	5.4
1995	7959	5.7
1996	8049	5.4
1997	8490	6.0
1998	8586	6.2
1999	8770	7.1
2000	8963	7.6
<b>2001</b>	<b>9293</b>	<b>7.6</b>
<b>2002</b>	<b>9770</b>	<b>8.1</b>

\* Enrollment figures are for spring semesters; graduate percentages are for fall semesters (except the final percentage, which is for Spring 2002).

### 4.4 Publications

As a partial consequence of Recommendation 4.4-2, the Faculty Senate amended Article V.C of the Faculty Senate Bylaws to establish a Faculty Handbook Committee whose duties shall be

To provide continuous review to and oversight of the Faculty Handbook.  
To review any material submitted for the Handbook for relevance and editorial consistency. To update the Handbook as required with substantive changes subject to the review and approval of the Faculty Senate and Academic Affairs.

For full details, see Motion 02-5-20 of the January 2002 Minutes of the Faculty Senate (<<http://www.uncwil.edu/facsen/minutes/Jan02.htm>>).

### 4.5 Distance Learning Programs

The following table presents a comparison of student evaluation of instruction in extended education courses versus the on-campus version for the academic year 2000-2001. The scores given are consolidated averages for all sections, taken from the

summary Question 16 of the Student Perception of Teaching (SPOT) evaluation instrument. SPOT scores range from 1.00 (poor) to 5.00 (excellent).

**Addendum Table 1:  
Campus & Extended Education Student Perception of Teaching Report,  
Fall 2000 & Spring 2001**

(Source: Institutional Research)

Course	Fall 2000		Course	Spring 2001	
	Campus	Extended Education		Campus	Extended Education
ACG 404	1.76	3.50	CRJ 495	4.00	4.71
CRJ 390	3.17	4.50	EDN 203	3.44	4.25
CRJ 405	3.44	4.50	EDN 301	3.88	3.74
ECN 324	3.12	3.31	EDN 303	4.22	4.60
EDN 301	3.83	3.92	EDN 319	3.98	3.95
EDN 303	4.42	4.78	EDN 322	4.83	4.56
EDN 319	4.40	3.84	EDN 334	3.78	5.00
EDN 321	4.00	4.71	EDN 336	3.61	5.00
EDN 322	3.94	5.00	EDN 340	3.80	3.96
EDN 334	3.90	3.86	EDN 344	3.89	4.94
EDN 336	4.24	4.09	EDN 348	4.57	4.38
EDN 340	3.54	3.05	EDN 349	4.26	4.53
EDN 344	4.96	5.00	EDN 356	4.00	4.67
EDN 348	3.88	4.96	MGT 350	4.17	3.75
EDN 349	4.67	3.94	MGT 358	3.69	5.00
EDN 356	3.90	4.80	MGT 455	4.31	4.50
EDN 403	4.38	5.00	MKT 340	3.90	4.78
EDN 430	3.50	4.20	MKT 341	3.13	3.25
FIN 335	4.38	4.31	PSY 365	4.54	4.78
MKT 349	4.62	4.25	SOC 300	4.04	4.78
NSG 410	4.52	4.09			
NSG 415	3.92	4.91			
PSY 495	4.40	4.64			

#### 4.8 Faculty

A modified update to Table 77 on page 405 of the Self-Study Report follows:

**Table 77: Number of Teaching Faculty at UNCW, Fall 2001**

(UNCW Factsheet, Fall 2001)

	Teaching Faculty	Total Teaching Employees*
College of Arts & Sciences	470	584
Cameron School of Business	67	71
Watson School of Education	77	83
School of Nursing	20	22
Student Academic Support Program	7	18
<b>TOTAL</b>	<b>641</b>	<b>778</b>

\*Includes adjunct faculty, teaching administrators, and graduate teaching assistants.

Below is an updated Table 78 from page 406 of the Self-Study Report.

**Table 78: Degree Level of Faculty by Tenure Status,\* Fall 2001**  
*(UNCW Factsheet, Fall 2001)*

	<b>Tenured/Tenure Track-----</b>			<b>Not on Track-----</b>					
	<b>Doctoral</b>	<b>Masters</b>	<b>Other Terminal</b>	<b>Doctoral</b>	<b>Professional</b>	<b>Masters</b>	<b>Bachelor/other</b>	<b>Other Terminal</b>	<b>None</b>
College of Arts and Sciences	260	9	14	58	1	81	19	25	3
Cameron School of Business	48	5	2	4	0	6	1	1	0
Watson School of Education	28	0	0	14	0	30	5	0	0
School of Nursing	8	3	0	1	0	8	0	0	0
Student Academic Support Program	0	0	0	0	0	6	1	0	0
<b>TOTAL</b>	<b>344</b>	<b>17</b>	<b>16</b>	<b>77</b>	<b>1</b>	<b>131</b>	<b>26</b>	<b>26</b>	<b>3</b>

\*Excludes administrators, graduate assistants and faculty on leave

On the following page, a modified and updated Table 82 from page 424 of the Self-Study Report shows the percentage of credit hours taught by full-time versus part-time faculty for the current academic year.

**Table 82:**  
**Fall 2001 - Spring 2002 Faculty & Student Credit Hours by Department**  
**Full-time versus Part-time**

	-----Faculty-----								-----SCHs-----							
	-----Fall 2001-----				-----Spring 2002-----				-----Fall 2001-----				-----Spring 2002-----			
	<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<i>College of Arts and Sciences</i>																
Anthropology	5	100.0%	0	0.0%	5	100.0%	0	0.0%	1,239	100.0%	0	0.0%	1,328	100.0%	0	0.0%
Art & Theater	14	66.7%	7	33.3%	14	63.6%	8	36.4%	2,499	74.5%	854	25.5%	2,149	67.1%	1,056	32.9%
Biological Sciences	32	86.5%	5	13.5%	30	88.2%	4	11.8%	8,308	96.8%	272	3.2%	5,280	87.8%	736	12.2%
Chemistry	18	72.0%	7	28.0%	21	91.3%	2	8.7%	3,436	78.4%	948	21.6%	5,249	98.4%	88	1.6%
Communication Studies	13	59.1%	9	40.9%	13	65.0%	7	35.0%	4,408	76.4%	1,363	23.6%	3,886	75.6%	1,251	24.4%
Computer Science	10	71.4%	4	28.6%	10	76.9%	3	23.1%	2,761	82.4%	588	17.6%	2,327	80.9%	551	19.1%
Creative Writing	9	69.2%	4	30.8%	9	75.0%	3	25.0%	1,043	82.0%	229	18.0%	917	84.5%	168	15.5%
Earth Science	17	85.0%	3	15.0%	17	89.5%	2	10.5%	4,492	91.4%	421	8.6%	4,323	94.4%	257	5.6%
English	27	51.9%	25	48.1%	26	60.5%	17	39.5%	6,347	53.9%	5,427	46.1%	5,203	52.4%	4,731	47.6%
Film Studies	0	0.0%	6	100.0%	0	0.0%	6	100.0%	0	0.0%	371	100.0%	0	0.0%	420	100.0%
Foreign Language & Literature	21	77.8%	6	22.2%	21	77.8%	6	22.2%	4,850	77.7%	1,392	22.3%	4,236	80.0%	1,062	20.0%
Health, Physical Educ & Recreation	16	59.3%	11	40.7%	17	65.4%	9	34.6%	3,853	54.9%	3,162	45.1%	3,694	61.6%	2,300	38.4%
History	16	84.2%	3	15.8%	17	85.0%	3	15.0%	4,449	89.1%	543	10.9%	4,585	92.9%	351	7.1%
Mathematics & Statistics	25	83.3%	5	16.7%	24	82.8%	5	17.2%	6,732	84.3%	1,251	15.7%	5,366	86.0%	877	14.0%
Music	12	50.0%	12	50.0%	12	50.0%	12	50.0%	2,287	74.5%	782	25.5%	2,034	70.9%	836	29.1%
Philosophy & Religion	12	80.0%	3	20.0%	12	85.7%	2	14.3%	3,630	91.5%	336	8.5%	3,583	89.6%	417	10.4%
Physics & Oceanography	8	100.0%	0	0.0%	8	100.0%	0	0.0%	1,642	100.0%	0	0.0%	1,381	100.0%	0	0.0%
Political Science	9	100.0%	0	0.0%	10	71.4%	4	28.6%	2,476	100.0%	0	0.0%	2,702	77.3%	792	22.7%
Psychology	21	70.0%	9	30.0%	20	66.7%	10	33.3%	6,258	66.9%	3,101	33.1%	5,172	63.3%	2,999	36.7%
Social Work	6	66.7%	3	33.3%	6	66.7%	3	33.3%	760	61.1%	483	38.9%	688	55.9%	543	44.1%
Sociology & Criminal Justice	17	73.9%	6	26.1%	18	78.3%	5	21.7%	5,244	81.2%	1,215	18.8%	5,352	84.5%	984	15.5%

**Fall 2001 - Spring 2002 Faculty & Student Credit Hours by Department**  
**Full-time versus Part-time**

	-----Faculty-----								-----SCHs-----							
	-----Fall 2001-----				-----Spring 2002-----				-----Fall 2001-----				-----Spring 2002-----			
	<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>		<u>Full-time</u>		<u>Part-time</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<b><i>College of Arts and Sciences Total</i></b>	<b>308</b>	70.6%	<b>128</b>	29.4%	<b>310</b>	73.6%	<b>111</b>	26.4%	<b>76,714</b>	77.1%	<b>22,738</b>	22.9%	<b>69,455</b>	77.3%	<b>20,419</b>	22.7%
<b><i>Cameron School of Business</i></b>																
Accountancy & Business Law	15	83.3%	3	16.7%	15	78.9%	4	21.1%	4,213	86.7%	645	13.3%	3,085	80.3%	756	19.7%
Economics & Finance	15	93.8%	1	6.3%	14	93.3%	1	6.7%	5,212	91.8%	468	8.2%	5,277	92.1%	450	7.9%
Info Systems & Operations Mgmt	12	100.0%	0	0.0%	12	85.7%	2	14.3%	3,155	100.0%	0	0.0%	2,988	92.7%	237	7.3%
Management & Marketing	15	75.0%	5	25.0%	15	78.9%	4	21.1%	4,296	85.3%	738	14.7%	4,141	84.5%	761	15.5%
<b><i>Cameron School of Business Total</i></b>	<b>57</b>	86.4%	<b>9</b>	13.6%	<b>56</b>	83.6%	<b>11</b>	16.4%	<b>16,876</b>	90.1%	<b>1,851</b>	9.9%	<b>15,491</b>	87.5%	<b>2,204</b>	12.5%
<b><i>Watson School of Education</i></b>																
Curricular Studies	14	42.4%	19	57.6%	14	38.9%	22	61.1%	2,180	50.8%	2,114	49.2%	2,580	54.5%	2,150	45.5%
Specialty Studies	18	72.0%	7	28.0%	18	72.0%	7	28.0%	2,785	85.9%	459	14.1%	2,625	80.4%	641	19.6%
<b><i>Watson School of Education Total</i></b>	<b>32</b>	55.2%	<b>26</b>	44.8%	<b>32</b>	52.5%	<b>29</b>	47.5%	<b>4,965</b>	65.9%	<b>2,573</b>	34.1%	<b>5,205</b>	65.1%	<b>2,791</b>	34.9%
<b><i>School of Nursing</i></b>																
Nursing	12	63.2%	7	36.8%	11	68.8%	5	31.3%	1,381	83.8%	267	16.2%	1,698	88.8%	214	11.2%
<b><i>School of Nursing Total</i></b>	<b>12</b>	63.2%	<b>7</b>	36.8%	<b>11</b>	68.8%	<b>5</b>	31.3%	<b>1,381</b>	83.8%	<b>267</b>	16.2%	<b>1,698</b>	88.8%	<b>214</b>	11.2%
<b><i>University Total</i></b>	<b>409</b>	70.6%	<b>170</b>	29.4%	<b>409</b>	72.4%	<b>156</b>	27.6%	<b>99,936</b>	78.5%	<b>27,429</b>	21.5%	<b>91,849</b>	78.2%	<b>25,628</b>	21.8%

Notes: Report excludes teaching administrators, non-teaching faculty, and graduate teaching assistants, and includes academic department

By action of the Faculty Senate (Motion 01-7-24, <<http://www.uncwil.edu/facsen/minutes/Apr01.htm>>), Section V.A.6 of the *Faculty Handbook* was amended to include the category of Research Faculty:

Research Faculty shall consist of those faculty whose major function is to conduct research in the academic units, centers and institutes of the university and who hold the title of Research Professor, Research Associate Professor, or Research Assistant Professor. They typically serve as principal investigators on grants or contracts administered by the university. Research faculty must have an affiliation with a department or academic unit but shall not hold tenured or tenure-earning appointments....

The Post-Tenure Review Policy (*Faculty Handbook* IV.E.4.) was amended to include revised appeal procedures (Faculty Senate, Motion 02-2-3, "Minutes," <<http://www.uncwil.edu/facsen/minutes/Nov01.htm>>). Based on experiences of post-tenure review decisions made since implementation of the Policy in 1998-99, the Senate determined that more specificity in the appeal procedure is desirable. The principal change sets forth impermissible grounds for post-tenure review decisions, as follows:

A finding of deficient or a finding of non-compliance with a development plan may not be based upon (1) the faculty member's exercise of rights guaranteed by either the First Amendment of the United States Constitution or Article I of the North Carolina Constitution; (2) discrimination based upon the faculty member's personal characteristics, such as age, color, handicap, national origin, race, religion, sex, or sexual orientation; (3) personal malice; or (4) procedural irregularities that cast reasonable doubt upon the validity of the decision and which may include but are not limited to the following:

- a process not in compliance with the policies and procedures set forth in this document;
- a process not in compliance with the policies and procedures set forth in the departmental PTR [Post Tenure Review] policy;
- a process not in compliance with existing policies of faculty evaluation published in *The Code* or the *UNCW Faculty Handbook*;
- a finding of deficient that is inconsistent with the faculty member's annual evaluations for the period under review, unless reasons for the finding are both extraordinary and also clearly and reasonably articulated in writing;
- a finding of non-compliance with a development plan that is inconsistent with the terms stated in the development plan.

## **Section V: Educational Support Services**

### **5.4 Student Development Services**

The Office of Student Life Assessment conducts student affairs research as well as departmental and program evaluations for the purpose of better meeting the needs of students and to ensure effective resource management. Both programs and students are

periodically assessed to determine the degree to which programs and services are necessary and successful in terms of encouraging student growth and development. Assessment data are used to make decisions about the continuation, modification, or termination of programs and/or services. The table in Appendix B is an enhanced representation of Student Affairs' assessment actions and their impact in modifying program development. It serves as a follow-up response to a request by the 5.4 subcommittee to further elaborate on a matrix of Student Affairs' assessment activities referenced on page 676 of the *Self-Study Report* as <http://www.uncwil.edu/stulife/Report/schedule.PDF>. This material demonstrates that Student Affairs engages in "closing the loop" as it pertains to programming and assessing. This assessment data was not included in the *Self-Study Report*, but is contained here as Appendix 2.

## 5.5 Intercollegiate Athletics

The Colonial Athletic Association membership changed in Fall 2001. Four universities were added: Hofstra University, University of Delaware, Drexel University and Towson State University. Three former members of the CAA left the conference: East Carolina University, University of Richmond and American University.

## Section VI: Administrative Processes

### 6.1 Organization and Administration

A recent change to Section I.A. of the Bylaws of the Faculty Senate provides that “a representative of the Student Government Association, appointed by the SGA President and approved by a simple majority of the SGA legislative body, shall be a non-voting member of the Senate and shall serve for a one-year term” (Motion 01-7-25, <http://www.uncwil.edu/facsen/minutes/Apr01.htm>).

### 6.4 Physical Resources

On November 28, 2001, the Administrative Cabinet adopted a consolidated set of guidelines for facility construction and for renovation and planning activities associated with traffic flow and campus parking. Sources used in the creation of these guidelines included minutes of the Board of Trustees and Administrative Cabinet and discussions by various groups over an extended period of time. The Cabinet is responsible for annual review of the guidelines. This university facilities policy is at [http://www.uncwil.edu/Facilities/Facilities\\_Document/Facility\\_Traffic\\_parking\\_guidelines.htm](http://www.uncwil.edu/Facilities/Facilities_Document/Facility_Traffic_parking_guidelines.htm) (“Guidelines for Facilities, Traffic Flow, and Campus Parking,” 12 December 2001)

Responsibility is now assigned for all expansion and renovation projects that UNCW will conduct over the next 5 years. A chart summarizing this information is available at [http://www.uncwil.edu/Facilities/Facilities\\_Document/Involvement\\_Chart.htm](http://www.uncwil.edu/Facilities/Facilities_Document/Involvement_Chart.htm) (“UNC Wilmington Construction and Renovation Involvement Profile,” 8 August 2001).

In reviewing the responses to the Self-Study Survey of Fall 2000, the Chancellor and vice chancellors noted the significant change in responses to the question on campus physical resources. In order to better understand this shift in attitude, the Chancellor

asked the Self-Study Steering Committee and the Office of Institutional Research to collect additional information from faculty and staff and report their findings back to him in Fall 2001. The specific question being addressed was asked in both the 1991 and 2000 versions of the Self-Study Survey. Below are the faculty and staff results in each of those years.

**Addendum Table 2: Self-Study Survey Response**

<b>The physical resources, buildings, and equipment meet the needs of the University</b>	<b>Faculty Responses</b>		<b>Staff Responses</b>	
	<b><u>1991</u></b>	<b><u>2000</u></b>	<b><u>1991</u></b>	<b><u>2000</u></b>
<b>Agree</b>	29.5%	21.2%	47.2%	28.9%
<b>Disagree</b>	48.3%	71.7%	29.9%	55.0%

A dramatically greater proportion of faculty and staff reported disagreement with the statement in the 2000 survey. With the passage of the Fall 2000 construction bond (after administration of the survey), the adoption of a schedule for new construction and renovation projects, and with the recent (Fall 2001) opening of Lakeside Hall, faculty and staff were polled again on the same question as well on more specific questions to ascertain the source of the perceived inadequacy of physical resources. The survey instrument is online at

<[http://www.uncwil.edu/Univ\\_Planning/Survey\\_Folder/Resource\\_survey.htm](http://www.uncwil.edu/Univ_Planning/Survey_Folder/Resource_survey.htm)>, and the full results of the survey are at

<[http://www.uncwil.edu/Univ\\_Planning/Survey\\_Folder/Resource\\_Survey\\_Results.htm](http://www.uncwil.edu/Univ_Planning/Survey_Folder/Resource_Survey_Results.htm)>. To summarize the results of the follow-up survey, the proportion of faculty and staff who disagreed with the statement increased further from Fall 2000 to Fall 2001, despite apparent reasons for amelioration of space problems. The survey reveals that generally, faculty and staff are satisfied with the quality of physical resources, but not always the quantity. The problem of quantity is especially acute in the areas of classroom space, of office and support space, of student residence space, and of laboratory equipment and space. There was generally a high level of satisfaction with both quality and quantity of internal and external lighting, of parking (at least for faculty), of classroom equipment, of office equipment, of computing equipment, and of the campus computer network.

## **6.5 Externally Funded Grants and Contracts**

The Office of Research Administration has changed its name and updated its mission statement. It is now known as the Office of Sponsored Programs. It exists to serve the University of North Carolina at Wilmington community through the enhancement of external funding, proper fiscal management of funds received, and oversight of compliance matters related to external funding agencies and the federal government.

## Documentation

- Academic Affairs. *Divisional Addendum Report for the SACS Self-Study*. 14 December 2001.
- . "Executive Summary from the 2000-2001 Annual Report."
- . *Policies and Procedures Manual*. < <http://www.uncwil.edu/aa/policy%20manual.htm>>
- . *Strategic Plan 2002-2007*.
- Board of Governors. "Minutes." 12 January 2001.  
<[http://www.northcarolina.edu/bog/minutes/2001/2001\\_01.html](http://www.northcarolina.edu/bog/minutes/2001/2001_01.html)>.
- Cavanaugh, John. Presentation to the Board of Trustees. 17 January 2002.  
<[http://www.uncwil.edu/people/cavanaugh/BOT\\_files/v3\\_document.htm](http://www.uncwil.edu/people/cavanaugh/BOT_files/v3_document.htm)>.
- College of Arts and Sciences. *Policies and Procedures Manual*.  
<<http://www.uncwil.edu/cas/policy%20&%20procedures/CASPPM.htm>>.
- Connally, Sam. E-memo. 29 June 2001.
- Connally, Sam. Letter. 29 August 2001.
- Institutional Research. *Addendum Report for the SACS Self-Study*. 1 November 2001.
- Kimley-Horn and Associates, Inc. *Traffic Study 2001*. June 2001.
- Office of the Chancellor. *Addendum Report for the SACS Self-Study*. 1 November 2001.
- Office of the Vice Chancellor for Business Affairs. *Division Addendum Report for the SACS Self-Study*. 1 November 2001.
- Office of the Vice Chancellor for Information Technology Systems. *Division Addendum Report for the SACS Self-Study*. 1 November 2001.
- Office of the Vice Chancellor for Student Affairs. *Division Addendum Report for the SACS Self-Study*. 1 November 2001.
- Public Service and Continuing Studies. *Division Addendum Report for the SACS Self-Study*. 1 November 2001.
- . *Strategic Plan 2002-2005*. January 2002.
- School of Nursing. *Addendum Report for the SACS Self-Study*. 1 November 2001.
- Spackman, Kenneth, "Memorandum To the Chancellor and All Vice Chancellors Regarding the SACS Self-Study Addendum." 26 July 2001.  
<[http://www5.ocis.uncwil.edu/private/sacs/addendum/addendum\\_memo.htm](http://www5.ocis.uncwil.edu/private/sacs/addendum/addendum_memo.htm)>
- Student Affairs. Organizational Chart. <<http://www.uncwil.edu/stuaff/divsa/chart.pdf>>.
- University Advancement. *Division Addendum Report for the SACS Self-Study*. 1 November 2001.
- UNCW. "Campus Pipeline Allows Faculty to Reach Beyond Classroom." *Campus Communique*. 23 August 2001.
- . *Earn Credit by Examination*. August 2001.  
<<http://www.uncwil.edu/reg/earncreditbyexamination/>>.
- . "Enhancing Community College Partnerships New Focus for Carter." *Campus Communique*. 26 July 2001.
- . "Guidelines for Facilities, Traffic Flow, and Campus Parking." 12 December 2001.  
<[http://www.uncwil.edu/Facilities/Facilities\\_Document/Facility\\_Traffic\\_parking\\_guidelines.htm](http://www.uncwil.edu/Facilities/Facilities_Document/Facility_Traffic_parking_guidelines.htm)>
- . "ORA Change." *Campus Communique*. 26 July 2001.
- . *Policies and Procedures Manual*. <<http://www.uncwil.edu/sp/admproc/whatsnew.htm>>.
- . "UNC Wilmington Construction and Renovation Involvement Profile." 8 August 2001. <[http://www.uncwil.edu/Facilities/Facilities\\_Document/Involvement\\_Chart.htm](http://www.uncwil.edu/Facilities/Facilities_Document/Involvement_Chart.htm)>.

- . "Watson School of Education Hosts National Assessment Institute." *Campus Communique*. 19 July 2001.  
UNCW Faculty Senate. "Minutes." April 2001.  
<<http://www.uncwil.edu/facsen/minutes/Apr01.htm>>
- . "Minutes." November 2001. <<http://www.uncwil.edu/facsen/minutes/Nov01.htm>>
- . "Minutes." January 2002. <<http://www.uncwil.edu/facsen/minutes/Jan02.htm>>.
- University Advancement. Organizational Chart.  
<[http://www.uncwil.edu/sacs/adv\\_chart\\_f01.ppt](http://www.uncwil.edu/sacs/adv_chart_f01.ppt)>.
- . Organization and Administration of Fund Raising for the University.  
<<http://www.uncwil.edu/sp/admproc/adv100.htm>>.

## **Appendix A: Update on University Planning and Needs List Development Processes**

In order to insure that an effective and efficient planning process exists throughout the campus, and to provide guidance to the Divisional Planning Coordinators in their evaluation process, the University Planning and Quality Council has developed the following guidelines.

The university's campus-wide planning process shall:

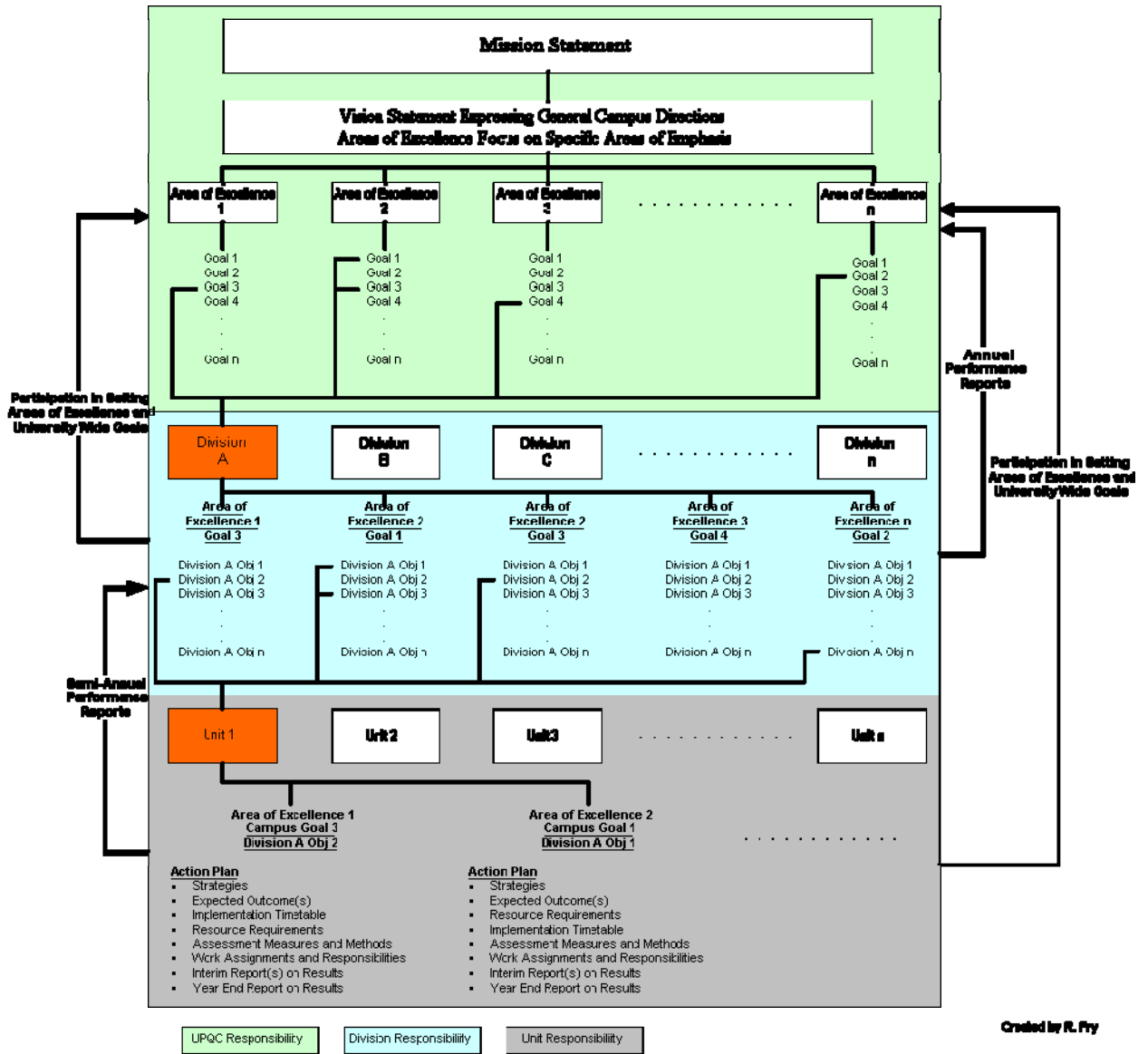
1. Focus on long-term campus vision and short- to medium-term results,
2. Focus on broad mission-based areas of excellence while providing for more specificity at the operational levels,
3. Focus on the assessment of outcomes and the processes that are used to produce the desired results,
4. Provide adequate opportunities for members of the campus community to be involved in all facets of the planning process,
5. Provide opportunities to foster collaboration within and between divisions,
6. Provide opportunities to foster an increased level of communication within the university and with external constituents,
7. Provide members of the campus community with training on planning concepts and use of planning tools,
8. Link directly to the university's budgeting process,
9. Assign responsibility for each component of the planning process,
10. Be clear and concise, understandable to every member of the campus community, and responsive to the management needs of the university,
11. Stress the importance of collecting and analyzing data and reporting information that meets unit, division, and campus-wide needs,
12. Promote the concept of benchmarking processes and outcomes against peer and aspirant institutions, and
13. Seamlessly link to existing management processes thus reducing overhead and process duplication.

Using these statements as a framework, the university's Planning Coordinators, working with the Assistant to the Chancellor for Planning, developed a model that encompassed both top-down and bottom-up characteristics. The university community was heavily involved in the development of the mission statement. Likewise, the community is given an expanded role in setting campus-wide "Areas of Excellence" and in establishing more focused goal statements. Once adopted by the appropriate groups (University Planning and Quality Council and/or Board of Trustees), all campus planning will be in response to this framework.

The process will continue within the various divisions much like it did campus-wide. Division personnel will be involved in the development of more specific objective statements that fit within the adopted campus-wide goals. Each unit within the division will develop action plans based on the objective statements once the division adopts them. Reporting lines from units to the Vice Chancellors, to the Administrative Cabinet, and to the University Planning and Quality Council have been created. Emphasis is being placed on the development of collaborative planning activities between and within divisions. A database is being developed to contain all of the planning materials and to

allow web access for updating and viewing of planning information. This new process was presented to the University Planning and Quality Council at its October 2001 meeting. Following discussion the Council approved it for implementation. The Planning Coordinators continue to work on the details of this process including the development of an implementation timeline. The following chart provides an overview of the process described above.

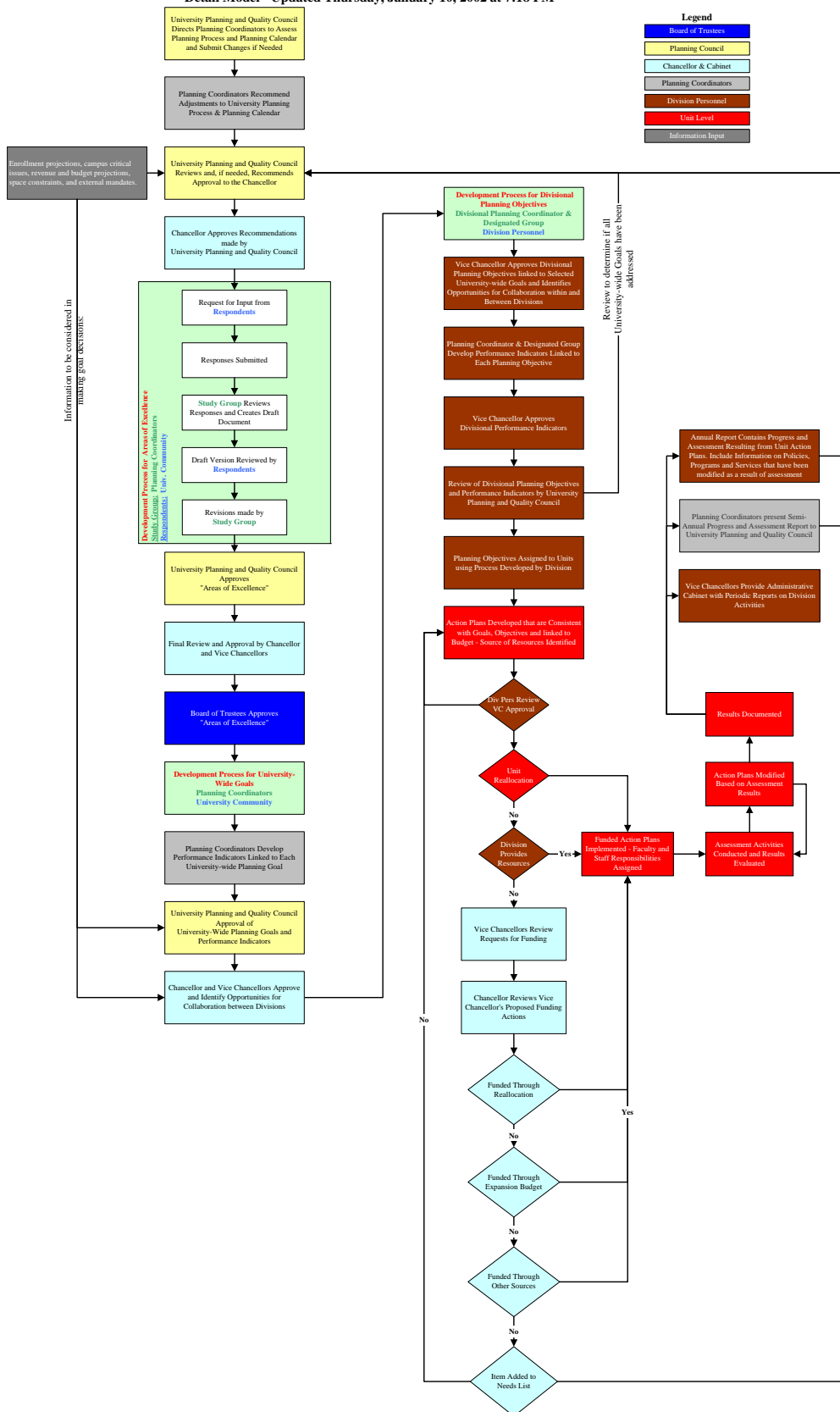
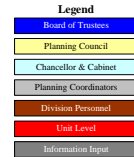
Figure 1: Planning Process



A more detailed implementation chart follows (Figure 2: Planning Process Implementation Chart). This chart shows some of the relationships between the various activities required in the planning guidelines. For instance, the linkage to the budgeting and resource allocation process and the approval points and reporting responsibilities are shown in more detail.

**University of North Carolina at Wilmington  
University Planning Process  
Detail Model - Updated Thursday, January 10, 2002 at 7:18 PM**

Group Responsible For Task



The first steps in implementing this new process were taken in November when a web based survey was given to all campus community members. This survey can be found at the following web address:

<[http://www.uncwil.edu/univ\\_planning/survey\\_folder/ae\\_survey\\_original.htm](http://www.uncwil.edu/univ_planning/survey_folder/ae_survey_original.htm)>. Over 300 individual and group responses were received to this survey. The results and comments received to the initial instrument can be found at the following two web addresses:

<[http://www.uncwil.edu/Univ\\_Planning/Survey\\_Folder/AE\\_Survey\\_Results.htm](http://www.uncwil.edu/Univ_Planning/Survey_Folder/AE_Survey_Results.htm)>,

<[http://www.uncwil.edu/Univ\\_Planning/Survey\\_Folder/AE\\_Survey\\_Comments.htm](http://www.uncwil.edu/Univ_Planning/Survey_Folder/AE_Survey_Comments.htm)>.

A follow-up survey was administered following a Planning Coordinator review of the results. The results of this survey can be found at the following web address:

<[http://www.uncwil.edu/Univ\\_Planning/Survey\\_Folder/AE\\_Survey\\_Followup\\_comments.htm](http://www.uncwil.edu/Univ_Planning/Survey_Folder/AE_Survey_Followup_comments.htm)>.

Much of the work on strategies, resource requirements, and assessment will be contained in the unit action plans. The components of these plans are shown on the first process chart but are cited again for additional clarity.

### Linkage of Action Plan to Area of Excellence, University-wide Goal, and Divisional Objective

Area of Excellence: Major focus for action plan

University-wide Goal: University-wide goal within Areas of Excellence

Divisional Objective - a: Divisional objective within university-wide goal

Action Plan for above Divisional Objective

Implementation Steps: Steps to be taken by unit to respond to the objective stated above.

Expected Outcomes: Results to be achieved by implementing this action plan.

Implementation Timetable: Timetable for implementing Action Plan.

Resource Requirements: Amount and type of resources needed to implement Action Plan – This is the point where the planning and budgeting process merge.

Assessment Measures: Measures and techniques to be used to assess results achieved by the Action Plan.

Interim Report(s) on Results: The interim report providing information about the results of the Action Plan.

Final Report: The final report providing information about the results of the Action Plan.

With only slight modification, the original set of “Areas of Excellence” statements proposed by the Planning Coordinators was adopted by the University Planning and Quality Council at its December 2001 meeting. These statements with supporting text follow:

### **University of North Carolina at Wilmington Areas of Excellence**

**1. UNCW will excel in teaching and the provision of opportunities for learning.**

UNCW will promote quality in teaching and life-long learning through educational programs dedicated to fulfilling the university's mission.

**2. UNCW will excel in research activities of regional, national and international significance.**

UNCW will expand and strengthen its research efforts while addressing the needs of the regional and global community and integrating findings into the learning environment.

**3. UNCW will excel in the use of technology for the improvement of teaching, learning and support services.**

UNCW will use the power of information technology to enable the members of the university community to respond to the challenges of the 21st century.

**4. UNCW will excel in the development of external relationships and service to external communities.**

UNCW will serve the greater society wherever possible by assisting educators, public and private organizations, and the general community. UNCW will forge new and mutually beneficial partnerships with those who share its mission, with special emphasis on its service region.

**5. UNCW will excel in preparing the campus community to participate in a global society.**

UNCW will provide opportunities for global understanding, international engagement, and cultural exchange throughout the university.

**6. UNCW will excel in the development of a diverse campus environment.**

UNCW will expand efforts to provide an environment diverse in background and culture, programmatically responsive to various campus community needs, and rich in opportunities for freedom of thought and expression.

**7. UNCW will excel in service to the constituents of the university community.**

UNCW will engage the university community in collaborative efforts to improve processes, services, and physical resources.

These statements were subsequently approved by the Board of Trustees at its January 2002 meeting. Using these statements, the University Planning Coordinators immediately began work on the campus-wide goals and the structure of the database that will hold all planning materials. After considerable

discussion about the implementation schedule for this new system, the Planning Coordinators have decided to propose a 15 month timeframe for the complete development of each component, the training of university personnel, and the linkage of this new process to the existing budgeting and resource allocation process. The following timeline will be taken to the University Planning and Quality Council in February 2002.

**Addendum Table 3: Implementation Timeline for University Planning Process**

Step	Beginning Date	Completion Date
“Areas of Excellence” Statements	November 2001	December 2002
University-wide Goals Statements	January 2002	June 2002
Divisional Objective Statements	July 2002	October 2002
Develop Unit Action Plans	November 2002	March 2003

One component of the process, the development of a university-wide needs list, required additional attention. In January 2001, the senior officers revisited the needs list process and developed a more complete document--one that was not directly linked to either the planning process or adequately tied to the budgeting process. The results of this work follow:

**Addendum Table 4: University-Wide Needs List  
(Approved January 31, 2001)**

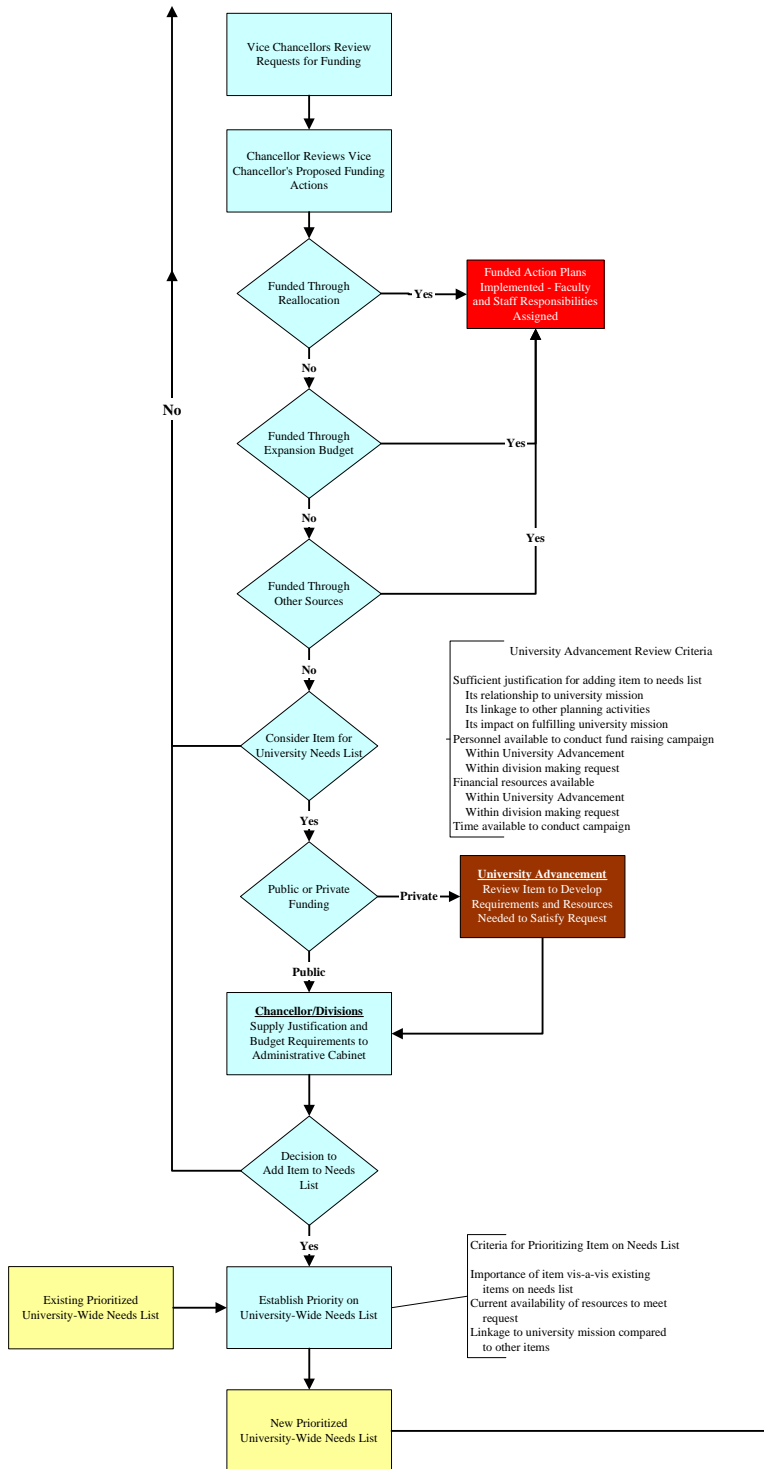
Item No.	Priority	Type	Need	Status
1	Medium	Equipment	Improved lighting in the library	
2	Medium	Equipment	More funds for equipment matches required in proposals to federal agencies (e.g., NSF)	
3	Medium	Facilities	Additional administrative space	Additional Space provided at New Centre Drive facility and Landfall Center
4	High	Facilities	Additional space for Cameron School of Business	From Bond Issue
5	Medium	Facilities	Concession area in Trask Coliseum	
6	Medium	Facilities	Continuing Education Center	Landfall Center
7	High	Facilities	Expanded warehouse space	Funds for expansion provided in bond
8	High	Facilities	Operations Center for Center for Marine Sciences	Funding Secured
9	High	Facilities	Print Shop expansion	Funds for expansion provided in bond
10	High	Facilities	Renovation of Kenan Hall, King Hall, and S&B Building.	Kenan and King renovations completed through Bond funds.

Item No.	Priority	Type	Need	Status
11	High	Facilities	School of Education building	Funding secured
12	High	Facilities	The college needs additional lab and classroom space for Biological Sciences. This is critical since the School of Nursing will move into Friday Hall.	
13	Medium	Facilities	The college needs space in additional new general classroom buildings for the Environmental Studies Program, Master or Arts in Liberal Studies Program, and Gerontology Program.	
14	High	Facilities	University Union expansion and renovation	Conceptual design done and presented to BOT
15	Medium	Facilities	Visitors Center	
16	High	Faculty	Additional faculty and GTA positions for new graduate programs	
17	High	Faculty	Additional faculty research funds	
18	High	Faculty	Additional funds to support faculty travel to conferences	
19	High	Faculty	Funding for additional endowed chairs	Spangler match received
20	High	Faculty	Funds to help campus stay competitive on faculty salaries	2001 Legislative Agenda; From tuition increase
21	High	Faculty	Greater funds for start-up packages for new faculty hires	
22	High	Faculty	Improved benefit package for faculty	2001 Legislative Agenda; From Tuition Increase
23	Medium	Infra-structure	Centralized facilities utility management control system and related infrastructure	
24	Medium	Personnel	Additional administrative technical support staff (network monitoring, analysts)	
25	Medium	Personnel	Additional facilities management personnel and training funds	
26	High	Personnel	Additional funds to fully staff University Police operations	
27	High	Students	Additional tuition remissions for graduate students	Partially completed
28	High	Students	Fellowships for graduate students	
29	High	Students	Funds to increase stipends paid to graduate teaching assistants	
30	High	Students	Merit scholarship funds	
31	High	Students	Operational funds for programs in Watson School of Education	

Item No.	Priority	Type	Need	Status
32	High	Students	Performance venue for Fine Arts	Academic portion of facility in bond
33	High	Students	Start-up funds for new programs in Watson School of Education	
34	Medium	Students	Travel support for students enrolled in international programs	
35	High	Technology	Continuing source of funds to help campus stay current on technology equipment, networks, and applications.	Replacement plan adopted (but is one-time funds each year)
36	Medium	Technology	New information systems to support document imaging, grants, administration, e-commerce and data warehousing and a new financial recording keeping system.	
37	Medium	Technology	Web design services for all divisions	
38	High	Technology	Expand instructional classroom technology plan and related faculty and student support.	
39	High	Technology	Significantly improve services to students through the Technology Assistance Center and general training and support.	
40	High	Facilities	Expansion and renovation of Westside Hall	Bond funded with actual work to begin in 2003
41	Medium	Staff	Offering competitive salaries and improved benefits to non-faculty professional staff	
42	Medium	Technology	Add more staff to support students, faculty and staff	
43	Medium	Faculty/ Staff	Expand and upgrade support services to improve employee assistance and welfare (ie. wellness day care)	
44	High	Facilities	Increase student housing on campus	

In response to the new Planning process and the lack of its direct linkage to the needs list process, the Planning Coordinators developed the following approach to future “Needs Lists.” The University Planning and Quality Council approved this approach at its December meeting. This process begins when an item needing funding comes to the Administrative Cabinet and no resources are found to support the initiative. Steps are taken at this point to evaluate the potential source of future funds. If support is to come from private gifts and grants, then University Advancement is asked to estimate the cost (time, personnel, and other resources) of securing the needed funds. Once all information is available, the Administrative Cabinet makes a decision on whether a particular item will be added to the university-wide “Needs List.” If an item is added, then a decision is made about the priority this item will have when attempts are made to secure funds. In all cases a set of standard criteria are used to determine the addition of an item to the list and the priority that will be assigned. This process will be fully operational when the full planning process is implemented in 2003.

**Needs List Portion of  
University Planning Process  
as of Friday, January 11, 2002, 1:12:18 PM**



**Appendix B: Division of Student Affairs,  
Assessment Activities and Use of Assessment Data**

The latest data on assessment activities and use of assessment data can be found on the web (as an Excel document) at <<http://www.uncwil.edu/sacs/AppendixB.xls>>.