

five year plan

Planning Committee Of University Senate Presents Goals

The most recent formal statement of the goals of the University of North Carolina at Charlotte was prepared by the Long-Range Planning Committee of the University Senate after an extended analysis of the obligations, commitments, and opportunities of UNCC and after a thorough investigation of previous documents which addressed the mission and purpose of the campus. Since the statement was prepared in 1972, it has been subjected to critique by the UNCC community, accepted by the Chancellor, endorsed by the UNCC Board of Trustees, and submitted to the General Administration of the University of North Carolina for its consideration and the consideration of the Board of Governors. The formal statement of the goals for the University of North Carolina at Charlotte is presented as Appendix I. (accompanying this article)

While the statement reflects the major commitments of UNCC, it can hardly be expected to remain unchanged. For example, during the two years since the development of the statement, the University has come to recognize more clearly its opportunity and obligation to address the educational needs of citizens of its environs who are not 'regular students'. These may be businessmen, housewives, teachers and administrators, and others who have expressed the need and desire for educational service best rendered by the University.

The institution's awareness of this need and readiness to respond have recently been demonstrated as University citizens participated in planning sessions conducted by the physical planning consulting team of Caudell, Rowlett, and Scott; as the UNCC representatives to the Institute for Undergraduate Curriculum Reform discussed the University's total mission; and as the various organizational units on campus developed their five-year plans. The University recognizes its obligation in the areas of community service and continuing education and is prepared to accept as one of its major commitments the extension of its resources to a wider public.

Other examples of UNCC's emerging goals are to provide more opportunities for and inducements to personal and professional development among its faculty (faculty development); to encourage and support more opportunities for applied as well as basic research (academic research); to encourage and enable students to integrate their knowledge through thoughtful selection of a variety of educational experiences; (advising, curriculum development, graduate and undergraduate research, student development); to design programs which address the personal/developmental needs of students as well as their intellectual needs (student development, curriculum development); to respond to the need for advanced training in carefully selected areas (graduate education); and to eradicate artificial distinctions between 'regular students' and 'non-traditional students' (continuing education and extension).

These commitments are emerging through the discussion of many concerned groups. In one sense it does not matter that they are not reflected directly in the formal goals statement. It is important, however, in understanding the direction of UNCC, to realize that these concerns are fixed in the attention of the University and that it views these concerns as integrally related to its purpose: "to provide an environment which encourages and nurtures the continuing process of discovery".

Organization and Governance - The University of North Carolina at Charlotte is organized according to four major subdivisions, each administered by a vice chancellor: Academic Affairs, Business Affairs, Development, and Student Affairs. The Vice Chancellors for Business Affairs and for Development report to the Chancellor, as does the Director of Planning and University Studies. The Vice Chancellors for Academic Affairs and for Student Affairs report to the Chancellor through the Provost. The Directors of Academic Research and Contracts, the Computer Center, and the Library also report to the Provost.

The Office of the Provost is new on campus. The Provost will have primary responsibility for coordinating the academic and student development programs, providing administrative support and direction to the faculty development program, and coordinating the major academic support functions of the University.

The academic programs are administered through eight colleges which contain twenty-two departments and two nondepartmentalized programs. The college deans report to the Vice Chancellor for Academic Affairs. Also reporting through Academic Affairs are Directors of Graduate Studies, of the Summer School and Evening Programs, and of the Institute for Urban Studies and Community Service. In addition to

programs in urban research and community service, the Institute for Urban Studies and Community Service is responsible for coordinating the continuing education programs of the University. All three of these units (i.e., Graduate Studies, Summer School and Evening Programs, and the Institute) depend upon the resources of the colleges and departments rather than employing a faculty of their own.

Functionally, the academic organization operates with the emphasis on the college structures. Each college offers both upper and lower division courses, and five of the eight colleges offer graduate courses (the present exceptions are the Colleges of Engineering, Nursing and Architecture). The majority of service courses are taught in the Colleges of Social and Behavioral Sciences, Humanities, and Natural Sciences and Mathematics.

The organization of the other major units is reflected in the organization chart, which appears as Appendix K. (This chart available for perusal in offices of the Journal Cone University Center). A more detailed presentation of the structure of these areas is available upon request.

The governance of UNCC is, of course, consistent with the Code of the University of North Carolina at all points where that document applies. Its Board of Trustees is composed of unusually capable and interested individuals and has established for itself an

effective set of operating principles and procedures.

The structures of internal governance are the Student Body Government, the Faculty Executive Committee, and the University Senate. The Student Body Government system is divided into executive, legislative and judicial branches. The Faculty Executive Committee is composed of representatives from each of the eight colleges and is empowered to appoint committees and conduct the affairs of the faculty. The University Senate, established by the ratification of the UNCC Constitution in the spring of 1970, is composed of faculty, student and staff representatives. The Constitution, which also established a University Council, is currently undergoing a committee review in accordance with a provision of the document itself. The committee is expected to make its report in the fall of 1974.

Strengths, Weaknesses, Obstacles, Opportunities

Each department chairman, dean and unit head was asked to include, as part of his or her five-year plan, a discussion of the strengths, weaknesses, obstacles and opportunities perceived as being important factors in the development of his or her respective area. The following lists draw heavily upon the responses to the request.

STRENGTHS

-- The University has a ten-year history

PURPOSE: Recognizing that knowledge is man's awareness of himself and the universe, that learning is the process of discovery which extends the individual's awareness, and that the University's responsibility is to serve mankind;
THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE exists to provide an environment which encourages and nurtures the continuing process of discovery.

OPERATING PHILOSOPHY:

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE shall be characterized by interpersonal relations which reflect the belief that each individual is of supreme worth.

GOALS

I. Legislative Mandates

In accordance with the legislative mandate which applied to the University of North Carolina at Charlotte when it became the fourth campus of the University of North Carolina and with due regard to demands and to the limitations of resources, and the pursuance of other goals and responsibilities of the institution the University recognizes and affirms as goals its mandate:

- To develop and maintain a broad range of undergraduate, graduate, and professional programs.
-As an extension of this mandated goal; -undergraduate instruction is selected as the University's first academic priority.
-Graduate and professional programs will be proposed and developed as needs are demonstrated and funds are available.
- To develop and maintain a strong program of research.
- To initiate and make available University services to individuals and organizations in both the public and private sectors.

II. Context Goal

To generate, transmit and apply knowledge and expertise which bear upon the problems and issues of urban society.

Urban Societal Objectives

- To develop resources related to the urban environment of the University of North Carolina at Charlotte of benefit to the communities and citizenry of the state.
- To maintain continuous contact with programs dealing with urbanization at other campuses of the University of North Carolina, at other institutions of higher learning, and with state, local and federal programs.
- To expand present state-and-region oriented information centers which collect, analyze, and summarize relevant data for distribution to interested citizens, governmental agencies and private organizations.
- To provide the means for faculty members to conduct objective study and research on urban- and community-related problems.
- To develop urban-related instructional and service resources in various disciplines, with the objective of preparing an informed citizenry for making decisions about the problems and prospects of our present society.

III. Elected Goals

A. To contribute to the international understanding and intercultural sensitivity of students, faculty, administrators and community leaders.

International Studies Objectives

- To develop student, teacher, and community exchange programs with specific universities and communities in foreign areas.
- To provide for the communication of a variety of though on all sides of international issues.
- To encourage travel, study, and internships in foreign areas.
- Environmental -- To provide a learning situation which will increase the awareness of environmental processes and man's interrelationship with them and will foster the acceptance of individual and group responsibility for environmental quality.

Objectives

- To provide for the professional development of various kinds of environmental specialists to identify and propose solutions to environmental problems.
- To provide for the development of professional educators in such a manner so as to foster a questioning attitude toward ecologically destructive values, and to instill basic knowledge about man's relationship with his environment and problem-solving techniques.
- To provide resources for continued inquiry into all phases of the environmental crisis through research contributory to solutions.
- To provide opportunities for the education of the present adult generation through various community programs focusing on environmental problems.
- To develop and maintain a quality learning environment.

Learning Environment Objectives

- To develop and apply new and innovative teaching methods and resources.
- To analyze and evaluate learning environments.
- To involve the community, its setting, and resources in learning experiences.

D. To provide for the planning and accountability of the utilization of the University's resources.

Planning and Accountability Objectives

- To provide for the continuous planning, analysis, and evaluation of the University's operations.
- To allow for the continuous involvement on a rotating basis of selected students, faculty and staff members in formal planning processes.
- To institute effective management systems.
- To make physical plant planning continuously reflective of University goals.
- To plan and implement academic programs responsive to demonstrated demands and that anticipate the needs of a changing society.
- To match academic freedom with academic responsibility.
- To provide opportunities for cultural enrichment.

Cultural Enrichment Objectives

- To develop activities designed to allow full human physical development.
- To offer activities and an atmosphere conducive to spiritual growth.
- To insure opportunities for participation in programs of an esthetic nature.
- To provide informational programs and activities.