

**THE UNIVERSITY  
OF  
NORTH CAROLINA  
AT  
PEMBROKE**

**STRATEGIC PLAN**

**SUBMITTED TO  
CHANCELLOR ALLEN MEADORS  
2 MAY 2007**

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## **INTRODUCTION**

### ***THE PROCESS***

During the 2006-2007 academic year, members of The University of North Carolina at Pembroke community engaged in an unprecedented process to develop a Strategic Plan that will guide the University over the next three to five years. While creating a Strategic Plan was our primary goal, equally important was creating this Plan in an atmosphere of absolute transparency and with the greatest amount of collaboration among University stakeholders. This transparent, collaborative process has culminated in the Strategic Plan that follows.

Although oversight of the process and approval of documents were the responsibilities of the members of the Strategic Planning and Resources Council (SPARC), this body constituted a fraction of the UNCP stakeholders who directly participated in the planning process. Over two-hundred and two persons--faculty, administrators, and staff--in addition to members of the Board of Trustees, students, and community members directly contributed to the Plan. Ideas were developed by persons who attended one or several of the following: four Stakeholders' Conferences; ten Forums, nine SPARC meetings; four department meetings; numerous meetings of the Governing Ideas and Institutional Distinctiveness Task Forces; and twelve interviews or focus groups with our consultant from Penson Associates, Dr. David McFarland, who provided the protocol for our process. In addition to these numerous opportunities for face-to-face discussion, cyberspace participation in planning was facilitated by the creation of the SPARC Blackboard site. Minutes of meetings, conferences, focus groups, forums, and interviews were posted to this site as were all planning documents from their initial drafts to final form. The SPARC Blackboard site also hosted fourteen discussion boards to provide opportunities for further comments on documents and topics significant to the planning process. These discussion boards elicited one-hundred and fifteen postings. Seven hundred and thirty five faculty, staff, administrators--that is, all current UNCP faculty, staff, and

administrators—in addition to members of Board of Trustees and some students and members of the community at large were populated to this site. These seven hundred and thirty-five people had the opportunity to contribute directly to discussions on various aspects of the plan and/or observe its evolution. Anyone with the desire and the time can go to the SPARC Blackboard site to reconstruct every aspect of the process that has resulted in the Strategic Plan, herein submitted to Chancellor Allen Meadors.

### ***THE STRATEGIC PLAN***

The Strategic Plan is composed of six key ***Foundation Documents*** that ground ***Goals and Strategic Initiatives***.

#### ***Foundation Documents***

- **The Driving Forces** identify those national and global forces influencing decisions in higher education; in order to chart a successful course for the University, these forces must be foreseen and addressed.
- **The Planning Assumptions** identify circumstances that affect UNCP as an institution within a state system which operates within guidelines, mandates, and funding largely through state revenues. These assumptions, based upon the best current information, acknowledge that unforeseeable economic, demographic, or other factors may affect the future of the institution.
- **The Mission Statement** describes what we do.
- **The Vision Statements** announces what we aspire to become.
- **The Core Values Statement** expresses institutional beliefs and ethical principles.
- **The Institutional Distinctiveness Statement** articulates who we are and how we differ from peer institutions.

# THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

## PLANNING DOCUMENTS

### **DRIVING FORCES, affirmed by SPARC 9 October 2006**

Policymakers, parents, and students increasingly demand educational excellence and accountability (as measured by focus on student learning and student success).

- 1 Rapidly evolving information technology will mandate tech support and education in order to offer online courses and remain competitive.
- 2 The needs for and costs of appropriate, accessible, and environmentally healthful facilities will grow.
- 3 Globalization is an increasingly important concept and force.
- 4 Economic and work-force development are factors that drive higher education
- 5 Leadership directions of new UNC system President Erskine Bowles will affect our planning.
- 6 Universities must devise means to serve traditionally under-served populations and students who are not ready for the challenges of the University.
- 7 Cultural context of the University and its ties with the local community, that community's expectations and needs, as well as the image of the University and the community are interrelated forces that affect planning.
- 8 The vision and quality of faculty affect the future of an institution.
- 9 Continued enrollment growth affects the institution's future.
- 11 An uncertain and possibly slower economy as well as the significantly increasing costs associated with higher education are factors that affect planning.

**PLANNING ASSUMPTIONS,  
approved at SPARC 6 November 2006**

**PLANNING ASSUMPTIONS** are statements about projected, institutional conditions important as a basis of planning. Strategic Planning and Resources Council members, at their 6 November 2006 meeting, agreed that the following constitute reasonable assumptions and provide a feasible foundation for our strategic plans over the next five years. SPARC members, using the best information available at this date, understand that any assumptions about planning are subject to unforeseeable circumstances. Financial planning must always work within the parameters of state funding and budgeting constraints. Knowing that highly specific circumstances are even more likely to change, SPARC has opted to articulate its Planning Assumptions in general terms, and to include some specific elaboration in each category.

***I. RESOURCES***

**General Assumptions:** Even though the North Carolina legislature will continue to be the primary source of funds for higher education in the state and at UNCP, a gap between revenues and program needs (to include faculty development and research) will increase. The proportion of state appropriated dollars to educational costs will continue to decline. Therefore, private funding and the acquisition of major grants will grow in importance and will be looked upon as essential revenue sources for both operational and Capital funding. Acquiring land as well as obtaining and maintaining appropriate space are essential to UNCP's continued growth, although both will become more difficult. Increased enrollment will create the need to fund new faculty and staff positions as well as residence halls, classrooms, and faculty offices, etc. and to renovate existing facilities.

- *Specific Assumptions about Financial Resources and Revenues*

*A) Legislative Appropriations*

1. will probably continue to fund operational costs; North Carolina funds higher education as a relatively higher level than other states;
2. will fund new Capital needs but at marginal levels;
3. will continue to provide modest funding for repairs and maintenance needs.

*B) Gifts*

1. New private funding will become increasingly important, and new constituencies (i.e., parents, community members, alumni who are now non-donors) must be attracted to support UNCP.
2. The need for unrestricted gifts will increase while the public's tendency to make unrestricted gifts will decrease.
3. Planned giving as a fund raising tool will become more important.
4. "Major gifts" at UNCP will be redefined to mean gifts larger than \$100,000.
5. Corporate gifts nationwide will likely decrease while UNCP will find ways to attract greater corporate support.
6. The UNCP Foundation will be more creative as a strategic partner.

*C) Major Grants will be essential to*

1. fund economic and workforce development, and
2. support faculty and student research and curriculum development.

*D) Tuition and Fees*

1. The Board of Governors establishes that the maximum rate of annual increase for campus-initiated tuition and general fees (to include all Athletics, Health Services, Student Activities, and Educational and Technology Fees) for undergraduate resident students should be no more than 6.5% per year over the next five years.
2. Summer school courses and operating expenses must be funded entirely through summer school tuition.
3. Non-credit and receipt-funded instruction must also be funded entirely through their receipts.

- *Specific Assumptions about Expenditures*

1. Costs of financial aid will increase. Need based, as opposed to merit based, financial aid to students will increase. The increase in the cost of education and the flat rate of Pell grants over the past five years will place greater stress on the state and University to support students in need.
2. Utilities costs will increase.

## ***II. ENROLLMENT AND DEMOGRAPHICS***

**General Assumptions:** Enrollment will increase among undergraduate and graduate students because of recruitment efforts and improved retention and persistence rates. Total enrollment will increase by approximately 30%, to approximately 6,000 FTEs on campus and 600 FTEs through Distance Learning (that is, somewhere over 8,000 students). When we have reached our target FTE/student count, we will see admission scores rise and retention rates improve even further.

Specific assumptions about enrollment:

1. Diversity will continue to be an important characteristic of our student body. UNCP will develop more strategies to recruit American Indian and Hispanic students. Enrollment of international students will be a focus of planned enrollment growth.
2. On-campus to commuter student ratio will increase, creating an increased demand for student housing to include housing for married and graduate students.
3. Nontraditional student population will increase at moderate levels. Nontraditional students will come to the University due to workplace closures and downsizing; continually growing numbers of students in community colleges who wish to continue their education at the University level will account for some of the growth in this category of students.
4. Enrollment of students in Summer School will increase at moderate levels.
5. Enrollment of students in Distance Education courses will increase at moderate levels.
6. Enrollment of non-resident (out-of-state) students will decline relative to the enrollment of resident (in-state) students.

### ***III. CURRICULUM AND INSTRUCTION***

**General Assumptions:** UNCP will continue to deliver quality education with the personal touch for which we are known. We will continue to provide General Education students, undergraduate majors, and graduate students with highly qualified faculty while we develop new programs and degrees at the graduate and undergraduate levels.

1. New undergraduate and graduate degrees will be developed.
2. UNCP will continue to maintain small class sizes relative to other UNC system schools.
3. One and Two will create the need for additional highly qualified, well-paid tenure-track and adjunct faculty.
4. Technology will play an increasingly important role in how, where, and when instruction is delivered.
5. Courses and programs taught at remote sites will increase at a greater rate than those on campus.
6. UNCP is committed to maintaining quality General Education courses delivered by highly qualified faculty with terminal degrees.
7. Appropriate evaluation of instructional programs will ensure quality, opportunities, flexibility of scheduling, effectiveness, and efficiency.
8. Accrediting organizations will mandate highly qualified faculty, appropriate assessment, and program alignment with national, disciplinary standards.
9. Quality academic programs will require extensive academic support services within the academic unit.

### ***IV. STUDENT LIFE***

**General Assumptions:** Students will be guaranteed a healthful, safe environment. All segments of UNCP's diverse student population—to include on-campus, commuter, and non-traditional undergraduate and graduate students-- will have opportunities for involvement in and ownership of some aspect of campus life outside the classroom. Academic Affairs and Student Affairs partnerships in extra- and co-curricular programming will take increasing importance as will educating students about their role as future alumni philanthropists, activists, and volunteers.

1. There will be increasing and various opportunities for student-learning beyond the classroom setting, to include Learning Communities, undergraduate research, study-abroad, co-ops and internships, programs at GPAC and others.
2. There will be increased opportunities for student involvement in athletics. Intercollegiate athletics will contribute to students' healthful living and team-building skills. Campus Division II athletics will provide recreational opportunities for the campus and community. The student-athlete will exemplify the values of sportsmanship.

***V. INSTITUTIONAL SUPPORT (ADMINISTRATION):***

**General Assumptions:** Institutional and administrative support will facilitate the recruiting and retention of highly qualified faculty while UNCP furthers its relations with the local community and publicizes its accomplishments to wider and wider audiences.

1. UNC System may move to centralize some administrative functions.
2. Technology will play a key role in reducing administrative overhead by enhancing the ability to handle increased workload. New administrative technologies will require administrative support in order to be implemented properly.
3. Recruitment of excellent faculty and staff is important for institutional growth and development.
4. Competitive compensation will facilitate recruiting and retaining quality faculty and staff.
5. Increased sharing of information will be necessary and result in a better public understanding of UNCP
6. Town and Gown relationships and support are vital to University life.
7. UNCP Public Relations will provide communication and dissemination of information through multimedia delivery systems.

## **GOVERNING IDEAS (*MISSION, VISION, CORE VALUES STATEMENTS*)**

**approved by  
SPARC 8 January 2007,  
Senate on 7 February 2007  
Board of Trustees 19 April 2007**

### ***MISSION STATEMENT***

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

### ***VISION STATEMENT***

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

## ***CORE VALUES STATEMENT***

The Faculty and Staff of UNC Pembroke are guided by the following set of Core Values:

- 1) The commitment to serving the local region
- 2) The creation, exploration, evaluation, and articulation of ideas
- 3) The value of a liberal arts foundation as the basis of self-realization and lifelong learning
- 4) The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
- 5) The appreciation of the American Indian history of the University and local community
- 6) The appreciation of diversity and respect for the dignity and worth of every individual
- 7) The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
- 8) The accessibility of education which leads to the enhancement of the economy and culture in the region
- 9) The maintenance of a sustainable, safe, healthful, attractive and accessible campus

**INSTITUTIONAL DISTINCTIVENESS STATEMENT,  
approved by SPARC 5 February 2007,  
Senate 4 April 2007,  
Board of Trustees 19 April 2007**

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

## **PROPOSED STRATEGIC INITIATIVES**

**Approved by SPARC**

**2 April 2007**

**What follows is the product of a highly collaborative effort. Strategic Initiatives were developed during the month of February and March at a series of Forum and at meetings with the Staff Council and Faculty Senate. These Initiatives were edited by four groups of SPARC members and then submitted to stakeholders at the Fourth Stakeholders' Conference on 22 March. Revisions suggested by stakeholders were addressed by SPARC group conveners (Group 1: Bonnie Kelley; Group 2: Jane Huffman; Group 3: Cindy Saylor; Group 4: James Bass) and SPARC Chair.**

**SPARC has approved these Goals and Strategic Initiatives and recommends them to Chancellor Allen Meadors. Implementation may occur as follows: a time-line and person(s) responsible for oversight will be assigned; initiatives will be prioritized according to those over which UNCP has internal control and funding, versus those whose control is external, and those with short- versus long-term deadlines; determination will be made whether existing campus entities are already implementing Initiatives.**

***Goal #1: Increase and utilize the intellectual capital of the University by investing in the faculty, staff, and students, in the places they interact, and in the resources they create.***

*Equal level of interest for each initiative:*

1. Create an adequately staffed Interdisciplinary Research Center.
2. Improve student learning outcomes and retention through innovative teaching and alternative learning venues.
3. Increase support for academic research.
4. Continue to emphasize and safeguard the strength of the faculty and staff as a necessary component of intellectual capital, ensuring implementation of initiatives 1 through 3.
5. Increase the effectiveness and efficiency of services and physical facilities that enable accomplishment of the academic mission of the institution.
6. Expand and improve facilities (both indoor and outdoor) to fully support the University's academic, athletic, student, administrative, cultural, and social functions.
7. Ensure and increase student development opportunities, traditionally offered through Student Affairs, to enhance students' leadership opportunities as well as opportunities for their social, cultural, athletic, and personal growth, thereby enhancing retention and the quality of student life.

***Goal #2 Diversity: Enhance the quality and uniqueness of a UNCP education by infusing an appreciation for diversity and globalization into all areas of the University.***

*Equal level of interest for each initiative:*

1. Develop, implement, and promote opportunities for students' appreciation and analysis of diversity and multiculturalism through the curriculum and across campus life.
2. Diversify and internationalize the University environment.
3. Expand the scope and function of the American Indian Studies Department.
4. Increase opportunities for domestic and foreign travel for research and study.
5. Develop opportunities for faculty research and analysis of the significance, value, and impact of diversity.

***Goal #3: Improve the access, application, and quality of information and computing technologies utilized by the University and the region to optimize and exchange intellectual capital.***

***Equal level of interest for each initiative:***

1. Develop a comprehensive process to evaluate and address computing and information technology needs of students, faculty, and staff and to provide resources (both human and material) and training that supports continuous and stable day-to-day operations and new technologies as they become available.
2. Develop criteria by which technology-based teaching, scholarship, and service are recognized, measured, and evaluated for purposes of faculty promotion and tenure.
3. Encourage and provide support for the integration of computing and information technology into the curriculum.
4. Develop a policy and plan for equal access to informational and instructional technology for all members of the University community

***Goal # 4: Further develop the University as a partner with the community to bring ideas, resources, and people together to promote the quality of life and the long-term economic well-being of the region and the state.***

***Listed in order of level of interest:***

1. Develop programs for the purpose of improving educational attainment and literacy in the region.
2. Continue to work with local and regional planners and investors to develop an infrastructure (examples: roads, bike path, hotels, restaurants, transportation, multiplex, etc.) to cultivate Pembroke as a university/college town.
3. Encourage research that contributes to regional development.
4. Expand opportunities for community and University interaction by utilizing professional development courses and workshops and campus programming for community members and alumni/ae.
5. Create a coordinated communications system for the campus and with the region.

## Alignment

### **The University of North Carolina at Pembroke Strategic Plan University of North Carolina System-wide Mandates**

During President Erskine Bowles's tenure, the General Administration of the University of North Carolina system has issued several documents which affect planning for all constituent institutions. These documents include:

- ◆ ***The Accountability Plan for the University of North Carolina System and Strategic Foci for the University of North Carolina System***
- ◆ ***The University of North Carolina On-line Initiative***
- ◆ ***University of North Carolina Tomorrow: Leading, Connecting, and Transforming, further elaborated in 1) memo from Leslie Boney Re: Organizational/focus issues and 2) Campus Visits Questions for Discussion***

Concepts, themes, and foci identified in the above documents have been anticipated and/or addressed in the UNCP Strategic Plan in one or more of UNCP's Strategic Planning Documents:

- **Driving Forces (DF)**
- **Planning Assumptions (PA)**
- **Mission Statement (M)**
- **Vision Statement (V)**
- **Core Values Statement (CV)**
- **Institutional Distinctiveness Statement (ID)**
- **Goals and Strategic Initiatives (G/SI)**

◆ **Accountability Plan and Strategic Foci**

**Student Success (Intellectual Capital Formation)**

DF 6; PA I.2, I.5, I.7, III.1, III.2, III.5, III.6, III.7, III.9, IV.1; M; V; CV 1, 3; G/SI I.2, II.1, III.3

**Outstanding Faculty (Intellectual Capital Formation)**

DF 8; PA III.3, III.6, III.8, IV.3, IV.4; M; V; CV 2, 4, 7; G/SI I.1, I.3, I.4, II.5, III.5, IV.3

**More and Better Teachers: Improved Schools (K-12 Education)**

DF 6; PA III.8; M; V; CV 1; G/SI IV.1

**Quality Academic Programs (Intellectual Capital Formation)**

DF 1; PA III.1, III.4, III.5, III.7, III.8, III.9, IV.1, V.3, V.4; M; V; CV 2, 3, 4, 5, 7; G/SI I.1, I.2, I.3, I.4, II.1, II.2, II.3, II.4, II.5, IV.1, IV.2

**Quality Support Services**

DF 2; PA III.9, IV.1, IV.2; CV 9; G/SI I.4, I.5, I.7,

**Research (Creation and Transfer of Knowledge)**

DF 6; M; V; CV 2, 3, 4, 7; G/SI I.1, I.3, II.5; III.2, IV.3

**Regional Focus: Impact of University on Regional and Statewide Economic and Community Development; Partnerships with Community Colleges (Transformation and Change)**

DF 3, 4, 6, 7; PA III.5, IV.1, IV.2, V.5, V.6, V.7; M; V; CV 1, 5, 7, 8; ID; G/SI IV.1, IV.2, IV.3, IV.4, IV.5

**Adequacy, Utilization, and Safety of Facilities**

DF 1; PA I.D (1), IV.1, IV.2; CV 9; G/SI I.2, I.5; III.1, III.4, IV.2

**Information Technology**

DF 1; PA III.4, V.2; G/SI III.1, III.2, III.3, III.4

**Global Focus: (Internationalization)**

DF 3; PA II.1; M; V; CV 7; ID; G/SI II.1, II.2, II.4, II.5

**Private Fund-raising**

PA I.B. 1, I.B. 2, I.B. 3, I.B. 4, I.B. 5, I.B. 6

**Effectiveness and Efficiency of Enabling Services for the Academic Mission**

DF 2; PA IA 2, IA 3; III.9, V.1, V.2; CV 9; G/SI I.5, III.1; IV.2, IV.4

**Access**

DF 1, 6; PA I.D.1, I.D.2, I.D.3, II.1, III.4, III.5; M; CV 1, 5, 8; ID; G/SI II.2

◆ **On-line Initiative**

DF 1; PA III.4; V.2; G/SI II.1, III.2, III.3, III.4

◆ **University of North Carolina Tomorrow**

**Challenges:**

*regional economic needs*

DF 3, 4, 6, 7; PA III.5, IV.1, IV.2, V.5, V.6, V.7; M; V; CV 1, 5, 7, 8; ID; G/SI IV.1, IV.2, IV.3, IV.4, IV

*global focus*

DF 3; PA II.1; M; V; CV 7; ID; G/SI II.1, II.2, II.4, II

*preparing better learners for the future*

DF 4, PA III.1, IV.1, IV.2, V.6; M; V; CV 3; 7; G/SI I.2, II.4, IV.1

*access to higher education; educating all North Carolinians*

DF 1, 6; PA I.D.1, I.D.2, I.D.3, II.1, III.4, III.5; M; CV 1, 5, 8; ID; G/SI II.2

**Trends**

*disappearing middle class and accelerated enrollment growth in previously under-represented demographics*

DF 3, 4, 7, 11; PA I Specific Assumptions 1; II 3; M; V; CV 1, 5, 6, 8; ID; G/SI II.1, 5, IV.1, 3,4

*research, innovation, collaboration*

PA III.1, IV.1; M; V; CV I.2; G/SI I.1, I.2, I.3, II.1, II.3, II.4, II.5, III.2, IV.3

*regional emphasis*

DF I.7; PA II.1, IV.1, V.7; M; V; CV 1, 8; ID; G/SI II.1, II.2, III.4,

*entrepreneurship*

G/SI IV.2

*sustainability*

CV 9