Report to Senate
12-3-91

November 8, 1991

C. D. Spangler, Jr., President
The University of North Carolina
General Administration
Post Office Box 2688
Chapel Hill, NC 27515-2688

Dear President Spangler:

In January of 1991 you asked the four of us to serve as your consultants in a review and reassessment of the educational missions of the 16 institutions that make up The University of North Carolina.

Since that time we have spoken at length with you and members of your administration, the Board of Governors, and the Chancellors and their associates. We have also, among us, visited all of the campuses.

In all of our contacts we have been met with the utmost courtesy and have had the complete cooperation of all concerned. We emerge from the experience with respect and admiration for all of the institutions, and for the work of the General Administration and the Board of Governors in administering the combined institutions. We commend the people of North Carolina who have so willingly devoted their resources to the creation and support of an outstanding system of higher education.

We concluded that a ten-year time-frame for our recommendations was beyond our capacity to make meaningful comments. Rather, we have projected the issues into a five or six year period, with the suggestion that you might wish to have another group re-examine the situation at the end of that period.

Finally, in the concluding pages of our report we have set forth the precepts which guided us in our findings. We hope that these precepts will be useful to you and the Board of Governors as you carry out your responsibilities.

Thank you for inviting us to take part in this exciting task.

Sincerely,

R. W. Fleming
President Emeritus
The University of Michigan

Billy J. Franklin
Former President, Lamar University
President, Bill Franklin & Associates

Norman C. Francis
President
Xavier University of Louisiana

Bryce Jordan
President Emeritus
The Pennsylvania State University

REPORT TO PRESIDENT C. D. SPANGLER, JR.

ON THE MISSIONS OF

THE UNIVERSITY OF NORTH CAROLINA CAMPUSES

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EXECUTIVE SUMMARY

The Board of Governors of The University of North Carolina in 1976 adopted a long-range plan which assigned missions to the sixteen constituent institutions. With modest changes, this structure has continued in effect since that time.

Recognizing that the State has experienced marked change and growth since 1976, the President and the Board of Governors concluded in 1990 that a new long-range plan, covering the period 1990-2000, should be developed and should address again the issue of institutional mission. Accordingly, each institution was asked to develop a new plan for the 1990's, describing the changes in institutional mission that would be required to carry out its educational objectives over the next decade.

Before making his own recommendations to the Board of Governors, President Spangler asked four consultants, all of whom have had experience in the presidential role, to give him their recommendations on the institutional proposals. In carrying out this charge, the consultants met with the President, the Board of Governors, and the sixteen Chancellors. They also divided into teams of two or three and visited each of the campuses, where they discussed the mission statements with the Chancellors, Deans, and faculty representatives.

In adopting criteria for decision-making, the consultants were mindful of the three objectives assigned by legislation to The University and the Board of Governors:

1. To improve the quality of higher education.

2. To extend its benefits.

3. To achieve a more economical use of the state's resources.

They also observed certain contextual considerations related to these objectives:

1. The importance of diversity in higher education, as reflected in the different missions of the sixteen constituent institutions.

2. Recognition that the majority of students enrolled in The University are undergraduates and that this imposes on all institutions a high priority obligation to provide for those students a quality experience.

3. With respect to requests for new graduate programs:

   a) Recognition of the existence within The University of well established Graduate Centers, which are valuable in meeting the needs of place-bound students for access to graduate programs.

   b) Recognition of an important distinction between masters level programs and doctoral programs: Many masters degrees tend to be occupationally oriented and to be sought by students who are bound to a region or locality. Such programs are less demanding in terms of faculty, facilities and equipment, and can be mounted less expensively than doctoral programs.

   c) Application of the following tests for the authorization of new doctoral programs: need for the program, capacity of the institution to deliver a high quality program, availability of funding, and economical use of the State's resources.

4. The expectation that institutions seeking new programs consider dropping programs which are of a lower priority.

5. The potential for expansion of the system of electronic transmission already in existence on many campuses as a means of reaching all regions of the State.

Using these criteria and considerations, the consultants examined almost 300 proposals for new degree programs. Fifty-seven of these were for doctoral degrees, one for a first professional degree, 120 for masters or sixth-year programs, and 93 for baccalaureate programs. Many institutional plans also contained a significant number of tentative program proposals that were less clearly defined in terms of title and level. Consideration was given to these proposals as well. Nine requests for institutional reclassifications, as well as approximately 75 requests for various other organizational and administrative changes, were also reviewed.

The consultants' report addresses all of these proposals. Positive recommendations are offered with respect to 21 doctoral program requests. However, four of these requests were for programs already authorized for planning by the Board of Governors' Committee on Educational Planning, Policies and Program, and another has been authorized for establishment by the Board since this review was begun. Three of the requests involved a change in the degree title only (from an Ed.D. to a Ph.D.). Thus, in effect, only 13 new doctoral programs are recommended (sometimes with qualifica-

tions) for consideration now or in future years. Nine are recommended for planning during the current planning cycle:

Ph.D. in Materials Science at UNC-Chapel Hill
Ph.D. in Medical Biophysics at ECU
Doctorate in Speech-Language Pathology and Audiology at ECU
Ph.D. in Electrical Engineering at NCA&TSU
Ph.D. in Mechanical Engineering at NCA&TSU
Ed.D. in Counselor Education at NCCU
Ph.D. programs at UNC-Charlotte (three to be selected by the institution from among its proposals for doctoral programs in Civil, Computer, Electrical, Materials, and Mechanical Engineering, Computer Science, and Applied Mathematics)

Four programs are recommended for consideration at a later time:

Ph.D. in Mathematics at UNC-Greensboro
Ph.D. in Management at UNC-Greensboro
Ph.D. in Coastal Resource Management at ECU
Ed.D. in Educational Leadership at UNC-Wilmington

Although recognizing that, in time, some institutions will meet the criteria for the new institutional classifications they proposed in their plans, only two reclassifications are recommended at this time:

UNC-Asheville from Comprehensive University II to Liberal Arts College I
UNC-Greensboro from Doctoral Granting University II to Doctoral Granting University I

Two requests for major organizational changes are also recommended: a College of Management at NCSU-Raleigh and a School of Film at the North Carolina School of the Arts. Some 39 new sixth-year or masters degree programs are recommended, sometimes with qualifications. Since six of these were already authorized for planning, the total of new programs recommended at these levels is actually 33. And the planning, again often with qualifications and in some cases at a later time, of some 33 baccalaureate programs is recommended. Six of these program were already authorized for planning, so that the actual total of new programs recommended at the baccalaureate level is 27.

Finally, recommendations affecting several campuses are made to the President and the Board of Governors with reference to (1) the organization and development of advanced study and research in marine science, and (2) the involvement of the schools

of engineering in regional development plans in the Triad area.

The consultants also considered the issue of enrollment projections for the planning period. They noted that, while there are wide differences in the figures submitted by the sixteen institutions, collectively they amount to a 21.1% increase over the ten-year period. When examined against the demographic projections provided by the Office of State Budget and Management, as well as the demographic and enrollment experience in the past decade, they concluded that this estimate, in aggregate, is reasonable.

During their deliberations, the consultants observed several precepts which they considered good public policy for The University and the State of North Carolina. These precepts are commended to the President and the Board of Governors as they carry out their decision-making responsibilities.

1. Institutional Diversity has always characterized American higher education, and it should continue to do so. Not all universities are alike, nor should they be. Neither the demands of the labor market, the needs of society, nor the funding capacity of the taxpayers require or permit such a result.

2. Access to higher education at both the undergraduate and masters level is especially important. This involves working with the K-12 and Community College systems to better prepare students for the undergraduate program. On another front, such a policy for North Carolina calls for the expansion of masters degree capabilities in the comprehensive universities or for expansion of The University's graduate centers.

3. Quality is the critical ingredient in all effective education. It should not be diluted by over-expansion when funds, equipment, or facilities are inadequate to the task.

4. Good Management is essential, particularly in the application of priorities, and thus in the judicious use of resources. Changes in curricula and research will always be essential to keep up-to-date, but the counterpart of change is the elimination of out-dated or lower priority programs.

5. Inter-Institutional Cooperation is important now and will be increasingly so in the future, particularly at the doctoral level. Mounting high quality doctoral programs is so expensive that expansion of that capability is difficult to justify when the demand for doctoral graduates can largely be met by existent programs.

6. Strong and Responsive University-Wide Governance is absolutely essential if the precepts listed above are to be followed. Such a system of governance is in place. It is of great importance that the public, the executive and legislative branches of state government, and the leadership of the constituent campuses of The University continue to support that system.

Finally, the consultants concluded that the use of a ten-year planning cycle places the planning horizon so far out as to make it virtually invisible. For that reason, they suggest that their study be viewed as an effort encompassing only the next five years and that a similar effort be mounted in the period 1996-97.

REPORT TO PRESIDENT C. D. SPANGLER, JR.

ON THE MISSIONS OF

THE UNIVERSITY OF NORTH CAROLINA CAMPUSES

NOVEMBER 8, 1991

PART I

INTRODUCTION

Following World War II and prior to 1971, North Carolina's public institutions of higher education, like those in other states, experienced rapid growth and expansion. During that period, educational decisions were typically made in the legislature, and the General Assembly ultimately authorized each institution, except the North Carolina School of the Arts, to offer degrees up through the level of the doctorate. By 1971 it became evident that this was neither an effective nor feasible way to proceed, and previous legislation defining institutional missions was repealed and in its place there was created a Board of Governors. Under the provisions of the new legislation, The University of North Carolina was to constitute a single, multi-campus university composed of all sixteen public senior institutions.

The duties of the Board of Governors, and its method of selection, were subsequently spelled out in the General Statutes of North Carolina. For our purposes, it is particularly relevant that the statute mandates the Board of Governors to "govern the constituent institutions," to "maintain close liaison with the State Board of Education, the Department of Community Colleges and the private colleges and universities of the State," and to "prepare and from time to time revise a long-range plan for a coordinated system of higher-education. . ." In addition, the statutes set forth three major objectives to be attained in the development of the system. They are: (1) to improve the quality of higher education; (2) to extend its benefits; and (3) to achieve a more economical use of the State's resources.

In furtherance of its mission, the Board of Governors in 1976 submitted a Long Range Plan which, among other things, assigned roles to the sixteen public institutions according to generally accepted practices of institutional classification. For all practical purposes this was done by utilization of a somewhat modified Carnegie system.

With modest changes, this program structure has continued in effect since 1976. In the meantime, the State has experienced marked change and growth. For that reason, the President and the Board of Governors concluded in 1990 that a high priority should be given to the development of a new long-range plan covering the period 1990-2000. Each of the sixteen institutions was asked to develop a new plan for the 1990's, describing the changes in

institutional mission that would be required to carry out its educational objectives over the next decade. Those statements have now been submitted and are available for review.

Before making his own recommendations to the Board of Governors with respect to the decade of the 1990's, President Spangler asked our group of consultants, all of whom have had experience in the presidential role, to give him our recommendations on the matters before him. In carrying out our charge, we have met with the President, the Board of Governors, and the individual Chancellors of the campuses. We also divided ourselves into teams of two or three and visited each of the campuses. Further, we have read the mission statements from each campus, and have discussed them with the Chancellors, Deans, and faculty representatives during the course of our campus visits.

In order to make meaningful comments about the future of higher education in North Carolina in the years ahead, we felt it necessary first to examine the economic, demographic and cultural context in which changes will occur.

PROJECTIONS FOR THE 1990's

The sixteen institutions which are a part of The University of North Carolina have each prepared a mission statement for the next decade. In assessing their requirements, two factors are of major importance. One is how the demographic scene will unfold, and the other is the probable condition of the economy of the state.

We have neither the staff nor the time to engage in independent research on these matters, but there is a wealth of material available from North Carolina and other sources on which we can rely.

One precautionary point should be made before we go further. By treating demographic, cultural and economic data on a state-wide basis we will, to some extent, oversimplify the conclusions which can be drawn therefrom. This is because the state extends 500 miles from east to west and 200 miles from north to south. The racial-ethnic-cultural mix changes from one part of the state to another, as do the nature and relative affluence of the local economy. These variations will need to be factored in as we assess the recommendations of the individual institutions.

Since the demand for higher education is a major factor in establishing priorities in the allocation of state resources, we start with the demographic data.

In their estimates of growth in enrollments by the year 2001, there are wide differences in the figures submitted by the sixteen institutions, but collectively they amount to a 21.1% increase over the ten-year period. This compares with a known increase of 22.6% in the decade 1980-1990, and therefore represents essentially the same rate of growth for the coming decade as compared to the previous ten years (i.e., about 2% per year). The credibility of the 2% figure can, in turn, be examined against the demographic data provided by the Office of State

Budget and Management in its 1989 publication entitled "North Carolina Long-Term Economic-Demographic Projections."

In that publication, it is estimated that the average annual rate of growth in the North Carolina population between 1987 and the year 2000 will be 1%. This compares with an annual growth figure of 1.3% known to have occurred in the time period 1970-1988. Since we know that during the time that the population was growing by 1.3% per annum, the enrollment in the sixteen institutions was growing at an average annual rate of 3%, it is thus not unreasonable to believe that between now and the year 2000 UNC enrollments could grow at a 2% annual rate as against a 1% annual growth rate in the population.

* * * * * * * * * * *

There are many reasons why enrollments in institutions of higher education do not exactly track the growth in the population. Some of the reasons suggest smaller enrollments, while others indicate higher enrollments. Possible reasons are:

1. The "mix" of students attending institutions of higher education changes. We know, for instance, that in both numbers and fields of study, minorities and women have increased their rate of participation in education and in the kinds of employment they enter. Counterbalancing this is the estimate in the Office of State Budget and Management report that the traditional college age population (age 18 through 24) will decline by 4.9% over the decade ahead. Interestingly enough this may, in turn, be offset by the desire of retired people, who are estimated to increase in the same time-frame at an annual rate of 2%, to participate in college sponsored credit and non-credit courses offered through Elder Hostels and other programs. By the year 2000, it is estimated that the retired population in North Carolina will reach almost one million out of a projected total of 7.27 million people.

2. The needs of the labor market can change, thereby placing a higher or lower demand upon the educational attainments of prospective employees. This appears to be happening at the present time, both nationally and within the state of North Carolina. The Office of State Budget and Management report projects a decline in manufacturing jobs. It also indicates that service and trade employees will provide most of the new jobs, with the fastest growth being in finance and real estate. Such employment in North Carolina will also grow in terms of the entire region's financial industry. Governmental employment is also expected to increase, with most of the positions being created by state and local governments. Part of this growth is attributed to the normal growth in population, but singled out for attention is the trend toward, and the need for, employees in the field of public education. The language of the report is worth repeating here because it has a direct relevance to the need for college-trained teachers and other personnel.

> "First, the children of the 'baby boomers' will be entering the elementary and secondary schools over the next 12 years, requiring new schools and additional classroom teachers and support staff. Second, reflecting the emphasis on

productivity and competitiveness, state and local governments in North Carolina are working to improve the quality of public education. Initiatives have been introduced to provide early education opportunities, reduce classroom size, prevent dropouts, upgrade the teaching profession, strengthen curricula, and give parents more options in choosing a school for their children. Most of the programs require additional funding; many require additional personnel."

It goes without saying that, if badly needed attention is given to teachers and other support personnel for the 'baby boomers,' the personnel will have to be trained in the colleges and universities.

3. Higher education institutions can alter their practices in ways which impact enrollments. They can, for instance, raise or lower admission standards. The University of North Carolina has recently raised admission standards particularly with respect to math and science requirements prior to admission. They can alter teaching schedules to better accommodate part-time students, who are increasing in numbers all across the country, but who may not be able to attend classes on the normal schedule. They can enhance their capability to transmit courses to distant points via telecommunications. This is already being done by exchanges on the part of a number of the institutions of The University of North Carolina and the program could be expanded. They can respond to the pleas of the retired population for programs which enhance the quality of their lives. This would improve the already good reputation of North Carolina as a place to retire. And finally, public institutions could increase the number of out-of-state students, thereby altering the total enrollment.

4. For various reasons, it is also possible that University of North Carolina institutions could capture a larger percentage of the state's total college-going population. There is, for example, enormous potential among women and minorities as seekers of higher education. Strong evidence exists that, by the year 2000, as much as one-third of the school age children in the country will be from one of the ethnic minorities which are at the present time under-represented as students of colleges and universities; and it is a well known fact that women are seeking higher education, including education for the professions, at a dramatically increasing rate. We believe that there is the potential to increase the college going rate among such North Carolinians through information programs that orient both students and parents as to appropriate preparation for college, as well as to the advantages of obtaining some type of post-secondary education. In addition, there is a potential, and the need, to increase programs that serve the large number of place-bound adult students in North Carolina.

5. Tuition pricing and the availability of financial aid can be major factors in determining whether eligible students continue their education. As early as 1987 the Long-Range Planning report of The University of North Carolina Board of Governors, covering the years 1986-91, stated:

"There is ample evidence to suggest that a serious problem is once again arising in the ability of North Carolina's citizenry to afford the cost of a postsecondary

education. Numerous studies show that the costs of paying for a college education over the last decade have risen faster than increases in personal income. Federally supported programs of student aid, the majority of which are authorized under Title IV of the Higher Education Act of 1965, as amended, have sustained reductions in constant dollar funding levels as well as shown a dramatic shift from grant and scholarship support to more heavy reliance on student indebtedness through low-interest loans."

Because since 1965 the primary funding source for financial aid programs has been the Federal Government, recent changes in the definition of eligibility and absolute levels of funds pose a problem for students.

* * * * * * * * * * *

Before we leave the subject of enrollment growth in the next decade, a few words should be said with respect to graduate studies. In part this is because so many of the mission statements from The University of North Carolina campuses propose new graduate and professional programs, and in part it is because the launching of graduate and professional programs has cost implications which the University and the state cannot ignore.

We should say at the outset that we do not view masters level programs in the same light as doctoral programs. Many masters' degrees tend to be more occupationally oriented and are often sought by students who are bound to a region or locality. Such programs are less demanding in terms of faculty, facilities and equipment, and can be mounted less expensively.

The subject of supply and demand in the world of doctoral studies is, on the other hand, immensely complicated. A book by William G. Bowen and Julie Ann Sosa, Prospects for Faculty in the Arts and Sciences (1989) speaks to the subject. It does not neglect the demand for Ph.D.'s in the non-academic world, but is particularly addressed to the need for faculty in the various disciplines. Of particular interest for our broad purposes are the following observations from that study:

"Our analysis leads us to believe that the next decades will be different in important respects from both the postwar period of expansion and the more recent period of sluggish labor markets for academics in most fields. No new baby boom is anticipated; nor do we expect significant increases in enrollment rates. The rapid expansion of the 1960's, which had such profound effects on American higher education, will not be replicated. (p.12)

"When we combine projections of supply with projections of demand, we find no compelling reason to expect major changes in academic labor markets within the next few years. But we do project some significant increase in demand relative

to supply as early as 1992-97 - and then far more dramatic changes beginning in 1997-2002. All of our models project demand to exceed supply by substantial amounts from that point on. A surprising conclusion is that the projected imbalances are particularly severe for the humanities and social sciences. For at least a decade, beginning in 1997, three of our four models imply that there will be only seven candidates for every ten positions in these fields.

".....We expect supply-side adjustments to take two principal forms: larger numbers of candidates for doctorates in the arts and sciences and (we hope) some shortening of the average time spent obtaining a degree.

"Another potential supply-side adjustment, retirement, is the subject of a great deal of discussion these days; we have concluded, however, that even extreme changes in retirement patterns would have little effect on projected supply/demand ratios. Retirement decisions are, of course, very important to individuals and institutions, but primarily for other reasons." (pp.13-14)

The above conclusions paint a favorable picture for arts and science Ph.D.'s, particularly for those who are finishing their studies by 1997. There are, however, many variables which produce significant differences by discipline. Some faculties have remained relatively stable in the face of enrollment declines in the last decade, thereby lowering favorably the faculty-student ratio but also implying that there is room for growth in the acceptance of students without a proportionate growth in faculty. In addition, there are large numbers of foreign students enrolled in American graduate schools, many of whom will remain here in academia or the business world. Finally, the especially large planned reduction in the number of graduate students accepted by the major private universities during the past decade could be reversed if they wished to do so.

Though the Bowen & Sosa book does not purport to include any in-depth analysis of business and engineering degrees, it does make the following comments on those areas:

"Business and engineering together accounted for 19.6 percent of degrees conferred in 1970-71 and 36.1 percent in 1984-85. A convenient way to think about the scale of change in student interests is to recognize that, out of every 100 degrees conferred in 1984-85, 16 fewer degrees were awarded in the arts and sciences than in 1970-71 - and approximately 16 more degrees were conferred in business and engineering.

"More recently, however, undergraduate interest in engineering has waned. Undergraduate enrollment (full-time students only) peaked at 406,144 in 1983; the comparable figures for 1984 and 1985 were 394,635 and 384,191. Surveys of field interests expressed by entering freshmen show similar trends, as do data showing numbers of applicants to several technical institutions. At the graduate

level, the continuing influx of foreign students has masked comparable shifts in interest among U.S. residents." (p.48)

It should be noted that the validity of Bowen and Sosa's projections have been questioned recently by Ronald G. Ehrenberg in "Academic Labor Supply," a chapter in a forthcoming book entitled Emerging Issues in the Economics of Higher Education. He concludes that the effects of behavioral adjustments on doctorate supply could eliminate projected shortages.

On balance, and considering the variables which will affect the probable undergraduate and graduate enrollments in North Carolina's public institutions of higher education, an estimated student growth of 21.1% in the years between 1991 and 2001 seems to us to be plausible. It is not, however, a total answer to the mission statements of the various campuses, since their projected enrollments are based in part on new programs which are mission-specific and which have to be judged on the basis of the discipline involved and the needs related thereto.

With this conclusion, we are then led to consideration of the North Carolina economy during the next decade and its ability to support expansion in the present system.

North Carolina is not one of the more affluent states in the Union; but, according to the North Carolina Long-Term Economic-Demographic Projections issued in 1989, per capita income in the state rose from 81% of the national average in 1974 to 85% in 1988. Regrettably, the same publication reports that: "In the slow growth environment predicted over the forecast period (which reaches to the year 2000), state per capita income can do little more than hold its own relative to the national average" (p.30). Illustrative of this conclusion is the information that average hourly earnings are expected to increase by 6.6% annually, while annual wages and salaries per worker will grow by 6.1% as against a predicted 5.5% average annual rate of inflation (p.29). Meanwhile, the rate of unemployment is expected to rise slowly from 3.6% in 1988 to 4.8% in 2000, largely because of improvements in productivity.

Almost certainly the above projections, made in 1989, are more optimistic than the existing economic picture in North Carolina in 1991 would suggest. Moreover, The University sustained continuation budget cuts of 7.1%, or $84.3 million, in appropriations support for 1991-92. If the previous level of support is completely restored, it will undoubtedly take several years. Still, the task facing the Board of Governors requires the avoidance of being totally distracted by the present economic downturn, and focusing instead on the prospects over the next decade. In that time-frame, the prospects are more hopeful. The citizens of North Carolina have in the past exhibited great support for and confidence in their system of higher education. In the ten-year period 1979-80 to 1989-90, state tax funds for operating expenses of higher education in North Carolina increased by 151%, for the sixth largest gain among all states in the Union during that period. As the economy returns to normal, continued strong support for higher education seems probable. In the interim, it may be possible to sustain forward momentum, and thus some programmatic change, by some combination of increases in tuition, more vigorous efforts to raise money from private sources, and elimination of some programs

having a lower priority than desired new programs.

In summary, the demographic evidence suggests to us that it is reasonable to suppose there will be an annual increase in higher education student enrollments amounting in the aggregate to about 2 percent per year between now and the year 2000. As to the state of North Carolina's economy, we have little basis for disputing the prognosis of the Office of State Budget and Management that growth in the economy during the next decade, though changing substantially in nature, will be slow. Some of the changes which will take place in the economy may, at the same time, place a premium on additional education, thus compounding the problem for educational institutions.

THE CRITERIA FOR DECISION-MAKING

In deciding how to deal with the proposed mission statements of the various institutions which comprise The University of North Carolina, the legislature has imposed on the Board of Governors three objectives. They are:

1. To improve the quality of higher education.

2. To extend its benefits.

3. To achieve a more economical use of the state's resources.

In our minds, there are some additional contextual considerations which must be kept in mind in the course of the effort to achieve the objectives which the Legislature has established. The most important of these are the following:

1. American higher education has always been characterized by diversity, and The University of North Carolina reflects that pattern. It encompasses a conservatory (the North Carolina School of the Arts); what is essentially a liberal arts college (UNC-Asheville); two large research universities; and several comprehensive universities offering a broad range of undergraduate programs and masters programs in the arts and sciences and in many professional fields. Five are historically black institutions; one was established to educate American Indian students. Together all 16 offer their students a wide range of academic programs, <u>but their missions are quite different</u>.

2. The great bulk of the students who are enrolled in American universities, including those in North Carolina, are at the undergraduate level. This fact alone imposes on all institutions an inescapable and high-priority obligation to provide for those students a high quality experience. It follows as a matter of course that, for those students who go on to graduate school, the chances of success are enormously enhanced by an excellent undergraduate experience.

3. With respect to requests for new and additional graduate programs, we note the

existence within The University of well established Graduate Centers. These Centers are valuable in meeting short term, and in some cases long term, needs of place-bound students for access to graduate programs, particularly at the masters level and in a few instances at the doctoral level. Since the Centers are located on constituent campuses of The University, they provide the part-time student with ready access to facilities, such as libraries and laboratories, not available in the typical extension teaching situation. Instruction in these Centers must be receipts-supported to a large extent, and they thus also serve as a means through which graduate work can be offered without heavy reliance on appropriated funds.

a. We have commented above on the important demographic and financial differences between masters and doctoral programs (p.5).

b. The need for new doctoral programs will, of course, always arise. New disciplines emerge and old ones change dramatically, creating whole new areas for exploration. In our view, appropriate tests for the authorization of new doctoral programs are as follows:

(1) Is there a genuine need for such a program?

(2) Does the institution have the capacity to deliver a high quality program?

(3) Is the essential State or other financial support for the program available? and

(4) Will this be an economical use of the state's resources?

4. It is reasonable to ask institutions seeking new programs to consider dropping certain programs which are of a lower priority.

5. Finally, there are geographic areas in the state of North Carolina which are isolated or hard to reach for purposes of higher education. In this connection, expansion of the system of electronic transmission which is now in existence on many of the campuses offers attractive possibilities.

Against the above background, we are now prepared in Part II of our report to make recommendations on the various institutional mission statements. If our recommendations are accepted by the President and the Board of Governors, we suggest that the President call upon each of the Chancellors to revise the statement of institutional mission accordingly.

* * * * * * * * * * *

NAME: **NORTH CAROLINA STATE UNIVERSITY AT RALEIGH**

CLASSIFICATION: Research University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed, but doctoral programs are proposed in different areas.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Textile Technology and Management (1991)
Ph.D. in Public Administration (1991)
Ph.D. in English (1991)

Masters level:

Master of Accounting (establish 1991; authority to plan granted in 1989)

Baccalaureate level:

B.S. in Marine Sciences (1991)
B.A. in Religious Studies (1991)

Other Program Proposals: The North Carolina State University plan also lists a number of areas for future program development, without reference to level or date of planning/initiation -- Environmental Sciences and Natural Resource Management (geology, environmental management, ecology, chemistry, wildlife and fisheries, hazardous waste management, landscape architecture); Science, Technology, and Engineering (biotechnology, textile engineering and management, scientific instrumentation, and computational mathematics). NCSU expects to reduce activity in some areas related to pest management, agricultural

mechanization, and other disciplines where enrollment has declined or where the subject area has merged with a related discipline.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

NCSU will continue to develop these activities in existing areas and in areas complementary to the new instructional programs described above.

III. ORGANIZATIONAL CHANGES PROPOSED:

Establishment of a College of Management

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RECOMMENDATIONS

I. NCSU is recognized nationally as one of the very good land grant institutions in the country. It emphasizes applied research, has an excellent Extension Division with a very wide outreach and is, as one would expect from its historic mission, especially strong in Textiles, Forestry, Agriculture, and Engineering. It shares with UNC-Chapel Hill the fear that a Research University I cannot sustain itself if the difference in cost of such a university is not respected, or if an urge to make all of the constituent universities more alike should prevail.

Periodic jurisdictional questions come out of the historic split in duties assigned to UNC-CH and NCSU. This is natural and occurs frequently in other states. Although no Change of Classification or Entry into New Discipline Divisions is proposed, there are proposals from both NCSU and UNC-CH that could materially change the division of labor.

NCSU's great strengths are in engineering, science and technology. It appropriately emphasizes these as areas in which it will make its greatest contributions. While we will recommend later in this report major changes in the engineering programs at North Carolina A & T State University and UNC-Charlotte, it is important that the special role of the College of Engineering at NCSU be emphasized. The leadership it has given to engineering education in recent years has been exemplary, and as the engineering schools at NCA&T and UNC-C enter a new phase of development the cooperative relationships NCSU has fostered must continue. This cooperative role is addressed in greater detail on page 44, as a part of the discussion of engineering education and research activities in the Triad of North Carolina.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Textile Technology and Management (1991).

High priority was given to this program. In the weeks since our visit to NCSU, substantial outside funding has been received to support this new doctoral offering. We are pleased to note that the Board of Governors has authorized its establishment.

Ph.D. in Public Administration (1991).

NCSU seeks to offer a Ph.D. in Public Administration. No other North Carolina institution is said to offer such a degree, though UNC-CH has essentially the same array of course offerings as NCSU. Prospects for graduates with such degrees are said to be primarily faculty positions in higher education. We note that UNC-CH offers a Ph.D. in Political Science and Government, and we doubt that this is time to mount a new Ph.D. program in Public Administration. We do not recommend authorization to plan.

Ph.D. in English (1991).

NCSU also proposes a Ph.D. program in English which it alleges will differ from the doctoral programs now being offered at UNC-CH and UNC-Greensboro, in that it will integrate linguistics, literature, and rhetoric into a single focus. There are strong doctoral programs in the humanities, including English, at other institutions. This proposal is not recommended for implementation.

Masters level:

Master of Accounting (establish 1991; authority to plan granted in 1989).

No comment is called for in the case of this proposal.

Baccalaureate level:

B .S. in Marine Science (1991).

NCSU seeks to offer a B.S. in Marine Sciences in the Department of Marine, Earth and Atmospheric Sciences. We have no doubts about the importance of this field. We note that at least NCSU, UNC-CH (with both Masters and Doctoral degrees in Marine Sciences), UNC-Wilmington (with a Masters degree in Marine Biology), East Carolina University (with

several related proposals), and Elizabeth City State University (with a proposal for a B.S. degree in Marine Science) have a legitimate interest in the field. Duke has also collaborated with UNC institutions in the area. If the state's resources are to be most effectively deployed in this field, it would appear that some cooperative effort, with laboratory and research facilities centered at UNC-W, should be undertaken. We have discussed this issue in some detail in a special section on Marine Science (p.89). A specific recommendation for the field is provided there.

B.A. in Religious Studies (1991).

NCSU seeks authorization for a B.A. in Religious Studies, stating that this proposal involves purely a change in name for a program already in place, and that no substantive change in the offering will occur if this request is approved. If such is the case, we recommend that the proposal move forward.

Other Program Proposals:

We note under this heading "... a number of areas for future program development, without reference to level or date of planning/initiation." None of the programs under this heading is recommended for approval. We encourage NCSU to emphasize the program areas cited here in developing its future plans.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Since there are no proposals for new programs under this rubric, we do not offer comment here. However, because of the impact of the University's research and extension services on the economic health of the State, serious attention should be devoted to the mechanisms for funding these activities without deteriorating the funding support for undergraduate education.

III. ORGANIZATIONAL CHANGES PROPOSED:

Establishment of a College of Management .

NCSU now has a Division of Economics and Business which it proposes to convert into a College of Management. It claims that it could do so without significant additional resources, and that it does not seek to offer an MBA. It also points out that it is the only major Land Grant university without a school of management. UNC-CH has an array of management courses, including the MBA and various doctoral degrees. This proposal should of course be examined on its merits with due consideration being given to the availability of human, fiscal, and facilities resources. It is recommended that this request

be given careful study and, if approved, the College of Management be given the authority to offer only the M.S. degree with emphases in Management Science and the Management of Technology. We do not recommend that consideration be given to offering the M.B.A. degree.

NAME: **THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

CLASSIFICATION: Research University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
It does not appear that any new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

"Among those curricula and/or bachelors, masters, and Ph.D. programs that will be under discussion in this decade are:"
[no dates, sequence, or levels of degrees given]

1. Astrophysics
2. Molecular Biology and Biotechnology
3. Materials Science/Applied Science
4. Environmental Studies
5. Biomedical Program with UNC's historically black institutions
6. Computer Science
7. Cognitive Sciences
8. Neurosciences
9. Aging
10. Single Entry Pharmacy Degree
11. Public Health Practice Leadership Program
12. Pharmoeconomics
13. Ecogenetics
14. Oral Biology
15. Medical Journalism and Mass Communications
16. Communication and Cultural Studies
17. Screen Writing
18. Child Development and Family Relations
19. Early Educational Intervention
20. Women's Studies

21. African American Studies
and "a number of Area Studies"

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

1. Laboratory for Geological Research (with Duke & NCSU); Materials Science; Molecular Biology and Biotechnology; and Genetics.

2. Center for World Environment and Sustainable Development (with Duke & NCSU); and Health Promotion and Disease Promotion.

3. Center for Southern Politics and Culture; European Studies; Ethics in the Professions; Comparative African & Afro-American Studies.

III. ORGANIZATIONAL CHANGES PROPOSED: "areas to be studied during decade"

1. Applied Sciences and Technology

2. Ecology and Environmental Science

3. Public Policy

4. "means for facilitating international activity"

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RECOMMENDATIONS

I. The University of North Carolina at Chapel Hill is, by virtue of its early founding and distinguished record, the most renowned and highly respected institution in The University. It lives, as do all bellwether universities which are part of a system, in constant fear that its status will be eroded by a failure to recognize that the activities of a Research University I cannot be carried on at the cost level of a university component with a different mission. It is particularly vulnerable to budgetary policies which erode its flexibility in the handling of funds available in its budget. If UNC-CH is to remain one of the great public universities of the United States, which it clearly now is, its special needs must continue to be recognized.

We are keenly aware of the fact that UNC-CH has over many years established a superb national, and even international, reputation as an institution where outstanding research and graduate teaching in the humanities and social sciences are carried on. We believe emphasis ought to continue to be placed on the humanities and social sciences and that priority should be given to maintaining the historic strength in these disciplines. We believe also that emphasis should continue to be given to the further development of

UNC-CH's nationally-recognized academic medical center and programs in the health professions. For that reason we are urging that the programmatic scope of the institution, particularly at the graduate level, not be expanded at the expense of its high quality work in the humanistic, social science and health-related disciplines.

UNC-CH has also for many years had an excellent national reputation as a place where undergraduate instruction is valued and nurtured. We urge that special attention be paid to that aspect of the institution's work so as to guarantee a continuation of its reputation in that part of higher education. Expansion of graduate offerings, particularly in the technical disciplines, could, because of fiscal constraints, impede the splendid undergraduate work that goes on.

While the wide array of curricula and degree programs, graduate and undergraduate, being proposed is lacking in detail as to sequence, dates, or degree levels, we have been told that one doctoral program proposed has the highest priority in the minds of the UNC-CH faculty and administration. We will discuss that request in some detail.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Materials/Applied Science (no date given).

It has been made clear to us that what is being sought in this case is not a School of Engineering, but rather a Ph.D. program in the interdisciplinary field of Materials Science. We applaud that approach, both because of the traditional division of curricular responsibilities between NCSU and UNC-CH and because of the phenomenal costs associated with creating a high quality School of Engineering. Since, as noted above, we have been told that it is not the intention of the UNC-CH administration to create broadly based graduate or undergraduate work in engineering, we are suggesting that the designation "Applied Science" be dropped from this proposal. We would also note that the proposed program for Materials Science builds on nationally distinguished programs in Chemistry and Computer Science. The field of Materials Science is particularly important in our technological economy. Within the constraints of the fiscal, human, and facilities resources available, we recommend approval and subsequent implementation of this proposal.

Unspecified level (no dates given):

Because of the cautionary notes expressed above, and also because of a lack of

specificity in this proposal, we are not recommending the study or implementation of the other twenty programs mentioned. It should be noted, however, that a number of these proposed programs, particularly in the technical areas and if offered at the graduate level, call for the expenditure of large sums of money.

MARINE SCIENCE: A CROSS REFERENCE.

Because UNC-CH presently offers the M.S. and Ph.D. degrees in Marine Science, attention is called to the discussion of that interdisciplinary activity on p.89 of this document.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Considering the cautionary notes expressed above and the unlikelihood of state appropriations that would adequately fund these proposed Centers and Laboratories, planning and implementation of these activities are not recommended at this time. In those cases where outside (i.e., grant or gift) funds become available, these proposals should be examined.

III. ORGANIZATIONAL CHANGES PROPOSED:

Because of a lack of specificity, we cannot make recommendations concerning these proposed changes.

NAME: **THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

CLASSIFICATION: Doctoral Granting University II

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
A change from Doctoral Granting University to Research University II is proposed.

x Entry into New Discipline Divisions (as defined by the institution):
Arts Management (1099)
Hotel and Restaurant Management (0508)
Pharmacy (1211)

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Program Area	Planning Auth.	Estab.Date
History	Immediate	Fall, 1993
Biology	Immediate	Fall, 1994
Chemistry	Immediate	Fall, 1995
Mathematics	Immediate	Fall, 1996
Science Education	Feb., 1993	Fall, 1994
Management	Feb., 1993	Fall, 1996
Health Policy	Feb., 1997	Fall, 1999
Music Education*	Immediate	Fall, 1993
Curriculum & Instruction*	Feb., 1993	Fall, 1996
Research & Evaluation*	Feb., 1993	Fall, 1994

*Program redesigned from Ed.D. to Ph.D.

First Professional:

Pharmacy	Immediate	Fall, 1996

Masters level:

Applied Geography	Immediate	Fall, 1992
Latin, Secondary Education	Immediate	Fall, 1991
Computer Science	Immediate	Fall, 1994
Nursing/Business Administration	Feb., 1993	Fall, 1994
Recreation/Leisure Studies	Feb., 1993	Fall, 1993
Arts Management	Feb., 1993	Fall, 1995
Health Policy	Feb., 1993	Fall, 1995

Baccalaureate level:

Hotel/Restaurant Management	Immediate	Fall, 1993

Discontinued Programs:

Masters in School Psychology
Certificate of Advanced Study in Physical Education

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Research and Development (increased emphasis)
Engineering and Science Research Center (with NCA&T)

III. ORGANIZATIONAL CHANGES PROPOSED:

Center for International Programs
Engineering and Science Research Center
School of Pharmacy

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RECOMMENDATIONS

I. CHANGE IN INSTITUTIONAL MISSION:

A. CHANGE IN CLASSIFICATION:

Under the definitions which The University of North Carolina uses in classifying its institutions, UNC-Greensboro already qualifies as a Doctoral Granting University I rather than its current classification of Doctoral Granting University II. It does not qualify for the status of Research University I. We recommend that it be classified as a Doctoral Granting University I.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS (as defined by the institution):

None of these proposed entries into New Discipline Divisions is recommended for approval. See comments below on related program proposals.

In terms of funding, UNC-G argues that it is underfunded for graduate work. If this is true, and there is evidence that it is, serious questions are raised about whether further graduate work can or should be undertaken if to do so would require shifting funds away from undergraduate programs. Our view is that the undergraduate programs at UNC-G deserve the first priority.

II. NEW PROGRAMS PROPOSED:

Introductory Note:

UNC-G proposes in its mission statement a substantial change in direction. A clear emphasis is to be given to developing doctoral programs in the sciences (biology and chemistry along with mathematics), as well as the establishment of other doctoral programs in several disciplines and the creation of a new school of pharmacy. The new emphasis on science is presented as part of a cooperative venture with NCA&T in creating an "Engineering and Science Research Center" (ESRC). The ESRC is intended, inter alia, to be a major force in the economic development of the region.

This cooperative spirit is commendable, but there are serious questions about the plan as presented to us. We do not see the basis--all other considerations aside--for duplicating doctoral work in biology and chemistry at both campuses. The costs of these new ventures would be enormous, while UNC-G argues--with some justification we believe--that it is underfunded for the doctoral and other graduate programs already offered there.

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in History (1993).

UNC-G has great strengths in this field. While we question the need for another doctoral program in History at this time, the proposal should be reconsidered in future planning studies. We do not recommend that this proposal be advanced at the present time.

Ph.D. in Biology (1994).
Ph.D. in Chemistry (1995).

We do not recommend these programs for planning. See our comments above.

Ph.D. in Mathematics (1996).

This program is not recommended for planning at this time. Further consideration should be given to this proposal in the next major planning review of the Board.

Changes in Degree Designations for doctoral programs in Music Education (immediate), Curriculum and Instruction (1993), and Research and Evaluation (1993).

Assuming that no additional resources are required for changing these Ed.D. programs to Ph.D. programs, it is recommended that these proposals be approved.

Ph.D.'s in Science Education (1993), and Health Policy (1997).

For reasons cited above, these programs are not recommended for planning.

Ph.D. in Management (1993).

A good base for this program exists in the Bryan School of Business and Commerce. We suggest that authorization to plan the program be jointly considered by the General Administration and UNC-G in 1993.

First Professional level:

We doubt that either a documented need, or the availability of adequate funding for what would be a very expensive program, can be shown for the D.Pharm. degree. When those doubts are coupled with the existence at UNC-CH of Ph.D. programs in Pharmacy, Pharmaceutics, and Medicinal Chemistry, along with a Pharm.D. offering, we find that we must recommend against this proposal going forward for planning.

Masters level:

Masters Degrees in Applied Geography (1992), Latin, Secondary Education (1991), and Computer Science (1994).

As is noted in Section I of this report, the provision of Masters programs does not require cost and other considerations comparable to those required for doctoral programs. Assuming appropriate resource conditions exist, we believe planning for these programs should be authorized to proceed.

Masters Degrees in Nursing and Business Administration (1994)
Masters Degree in Recreation and Leisure Studies (1993).

These programs would build on existing strengths in these areas. We recommend that planning be authorized, and that the program in recreation and leisure studies be directed particularly towards the needs of the state's growing population of elderly citizens.

Masters Degrees in Arts Management (1995) and Health Policy (1995).

In view of present resource limitations (and the probably limited demand for arts management), we do not recommend these programs for planning implementation.

Baccalaureate level:

Bachelor's Degree in Hotel/Restaurant Management (1993).

Our experience is that programs such as this, if they are to be of real quality, are quite expensive in terms of food preparation facilities, test kitchens, a laboratory restaurant, and so on. On the other hand, the business management part of such a program can in all likelihood be handled through business administration courses already available. Because of the existence of three similar offerings within The University (Appalachian State University, ECU, and NCA&T), we recommend that this program not be pursued for planning or implementation.

Discontinued programs:

Masters Degree in School Psychology

Certificate of Advanced Study in Physical Education

Though we would doubt that sizable monetary savings will result from these discontinuations, we applaud the desire to "clean up the catalog" demonstrated by these actions.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Research and Development (increased emphasis).

We believe this objective must be accomplished through increased outside funding in the form of grants and gifts, perhaps a difficult prospect in the immediate future.

Engineering and Science Research Center (with NCA&T).

See below.

III. ORGANIZATIONAL CHANGES PROPOSED:

Center for International Programs.

Our experience is that such centers are quite costly in terms of staff, overhead, and travel costs. We question whether proper funding for this proposal is likely to be forthcoming, unless from private or Federal sources, and thus do not recommend planning or implementation of such a Center.

Engineering and Science Research Center (with NCA&T).

The idea for creating a Center which would increase the academic strength of both UNC-G and NCA&T while at the same time contributing to the economic well-being of the Triad Area of North Carolina is both exciting and thought-provoking. It is also fraught with difficulties: current budget cuts are already undermining existing programs; and the appropriated funds required to support this joint venture would be enormous for the next several years. We note also (see above) that we are concerned about the possible erosion of the excellent undergraduate and graduate programs that currently exist at UNC-G. Beyond all that, we do not believe that Federal grant funds are likely to flow easily to such a project over the next few years.

For all of the reasons cited, we have serious doubt that the Center can be brought off in the decade of the nineties. We do, however, recommend that a possible role for UNC-G be considered as part of the regional planning for the Triad area referred to at page 44.

School of Pharmacy.

See our remarks under the First Professional heading. We recommend that a School of Pharmacy not be considered for planning or implementation.

NAME: **APPALACHIAN STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No programs in new discipline divisions are proposed

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ed.D. in Educational Leadership (authorization to establish pending)
Applied Doctorate in Rehabilitation and Clinical Psychology (1994-1996)

Masters level:

M.S. in Computer Science (1991-1993)
M.S. in Communication Media Management (1991-1993)
M.A. in Applied Anthropology (1997-2000)
M.A. in Sustainable Development (1997-2000)
M.A. in Liberal Studies (1997-2000)

Baccalaureate level:

B.S. in Exercise Science (1991-1993)
B.S. in Athletic Training and Sports Medicine (1991-1993)
B.F.A. in Creative Writing (1994-1996)
B.A. in Career Writing (1994-1995)
B.S. in Journalism (1994-1996)

Academic program deletions:

B.A. in General Speech (1991-1993)

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

No new research or public service programs are proposed.

III. ORGANIZATIONAL CHANGES PROPOSED:

No major organizational changes are proposed.

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RECOMMENDATIONS

I. Appalachian State University is well established as a stable regional university that serves its area in an outstanding way. It sees itself as an institution that continues to serve its predominantly undergraduate student body while also offering a few carefully chosen graduate programs. Its reputation as a producer of a sizable percentage of the State's public school teachers continues, with strong support for the belief that such a mission is a very important part of what the institution does. Its strength as a comprehensive university has come to be nationally recognized, and through such imaginative new ventures as the Appalachian Summer it has become a force in the cultural enrichment of the region and of the state. We believe that these purposes comprise an appropriate and effective mission for the institution. We note with approval that a system of enrollment controls is in effect, and that recently the institution received 7,500 applications for the 1,800 available spaces for entering freshmen.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ed.D. in Educational Leadership (authorization to establish pending).

It is our understanding that this program, already approved for planning and actually submitted to the General Administration, has now been put on hold by the President because of current fiscal conditions. We are supportive of that cautionary action. We are also supportive of the idea that strong comprehensive universities with a tradition of excellent teacher education programs at the baccalaureate and masters levels are appropriate venues for such a doctoral offering, particularly in view of the fact that many of those seeking the degree are place-bound. Though any new doctoral program entails additional costs, the Ed.D. is surely the least costly of all programs at that level. We therefore recommend that the program be implemented when the President and his staff are convinced

of its fiscal feasibility.

Psych.D. in Rehabilitation and Clinical Psychology (1994-1996).

There appears to be no compelling reason at this time for ASU to offer doctoral programs other than in the field of Education. We recommend that this proposal not go forward to planning or implementation. Should such a program ever become desirable and feasible, we would urge a careful look at the degree designation as proposed. In other instances, such a designation has been used merely as an attempt to justify and obtain approval for a traditional program as supposedly being different from competing Ph.D. offerings.

Masters level:

M.S. in Computer Science (1991-1993).

ASU has the capability of offering a high quality program in Computer Science, and such a program is consistent with the mission of the institution. This is especially true in that business and industry require persons with such training, and such individuals are likely to be employed and thus place-bound. We recommend that this program go forward for planning and implementation.

M.S. in Communication Media Management (1991-1993).

The reasons for offering this program appear to us to be less compelling than those for the masters program in Computer Science. The program is consistent with the institution's role and mission, and we recommend that planning for the program proceed. We also recommend that, prior to implementation, care be taken as to the demand for and the fiscal feasibility of the program.

M.A. in Applied Anthropology (1997-2000), Sustainable Development (1997-2000), and Liberal Studies (1997-2000).

While these programs lie within the role and mission of the institution, their proposed implementation is several years away. We therefore recommend that neither planning nor implementation be considered at the present time. We would note, however, that the M.A. in Liberal Studies, if it is effectuated as an interdisciplinary program of graduate study in the liberal arts and social and behavioral sciences, offers a great attraction for the place-bound adult who desires a general education at the advanced level. It may be desirable to consider this program before 1997.

Baccalaureate level:

B .S. in Exercise Science (1991-1993), B.S. in Athletic Training and Sports Medicine (1991-1993).

We recommend authorization to plan these programs. However, we suggest that the second proposal be titled simply "B.S. in Athletic Training." The term "Sports Medicine" seems to us more appropriate to an offering for persons holding an advanced degree in medicine or in one of the physiological disciplines.

B.F.A. in Creative Writing (1994-1996), B.A. in Career Writing (1994-1996), B.S. in Journalism (1994-1996).

We recommend that clarification be sought as to the distinction between the programs in Creative Writing and Career Writing and between Career Writing and Journalism. It is likely that only two designations are called for. Once that clarification has been achieved, we recommend that these two programs then move to the planning stage. Implementation should occur only when demand and fiscal feasibility are assured.

Academic Program Deletions:

B.A. in General Speech (1991-1993).

We applaud the institution's desire to "clean up" the catalog, especially when demand for a program is low.

NAME: **EAST CAROLINA UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:

From Comprehensive University I to Doctoral Granting University II.

x Entry into New Discipline Divisions:

Two new programs are proposed for the discipline division of Engineering (0900).

II. **NEW PROGRAMS PROPOSED:**

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Coastal Resource Management (1991)
Ph.D. in History, emphasis in Maritime History (1991)
Ph.D. in English - Rhetoric and Composition (1992)
Ph.D. in Medical Biophysics (1993)
Ph.D. in General Psychology (1995)
Ph.D. in Marriage and Family Therapy (1995)
Doctorate in Speech-Language Pathology and Audiology (1995)
Ph.D. in Exercise Bioenergetics (1997)
Ph.D. in Business and Management (1998)
Doctorate in Music (1998)
Doctorate in Nursing (2000)

Intermediate level:

CAS in Library Science (1991)
CAS in Mathematics (1992)

Masters level:

Masters in French (1991)
Masters in Spanish (1991)
Masters in Parks and Recreation Management (1991)
Masters in Medical Sciences (1991)
Masters in Computer and Information Science (1993)
Masters in Anthropology (1993)
Masters in Occupational Therapy (1993)
Masters in Library Science/History-Archives (1994)
Masters in Hospitality Management (1994)
Masters in Women's Studies (1995)
Masters in Medical Laboratory Technology (1995)
Masters in Communication (1996)
Masters in Mathematical Statistics (1996)
Masters in Cultural Arts Supervision (1996)

Baccalaureate level:

Baccalaureate in Construction Management (1991)
Baccalaureate in Engineering Technology (1992)
Baccalaureate in Rehabilitation Counseling (1992)
Baccalaureate in Biostatistics (1992)
Baccalaureate in Mathematical Statistics (1993)
Baccalaureate in Women's Studies (1994)
Baccalaureate in Letters: Speech, Debate, Forensic Science (1995)

Academic program redesigns:

Joint M.D./Ph.D. in Medicine (1991)
Masters in Medical Sciences (1991)
Masters in Nursing (1992)

Academic program deletions:

M.A.Ed. in Library Sciences (1991)
Masters in English - College Teaching (1992)

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Center on Aging (approved by Board of Governors 02/08/91)
Center for International Programs
Center for Coastal Studies
Institute for Human Performance Research
Global Shelter Research Center
Center for the Study of Local Government

Neurological Sciences Training Institute
Institute for Communication Disorders
International Research Center for Social Work and Criminal Justice
Reasoning Skills Development Center
Center for Excellence in Mathematics and Science Education

III. ORGANIZATIONAL CHANGES PROPOSED:

It is proposed that all computer and information processing services and functions be combined in one organization headed by a chief information officer reporting directly to the Chancellor; the appointment of an assistant vice chancellor for enrollment management is proposed; other organization changes are minor.

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RECOMMENDATIONS

I. East Carolina University is the third largest public university in North Carolina. Its medical school has had a major impact on the life of the region, and, in developing the School of Medicine, doctoral programs were established in some of the basic medical sciences. It now seeks to enlarge its offerings of graduate programs by adding doctoral programs in other fields and by expanding its research and public service programs. To meet the costs of this expansion, it proposes a reallocation of resources, increases in state appropriations by achieving Doctorate Granting II status, and funding increases through enrollment growth. It also hopes for increases in grants, contracts, and private giving.

A. CHANGE IN CLASSIFICATION:

From the Academic Program Inventory we understand that ECU presently offers Ph.D.'s in six areas of bio-medical science and that it awarded eight doctorates in these fields in 1991. To be classified as a Doctoral Granting University II, it would have to award annually 20 or more Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines. While it is apparent that ECU does not at the moment qualify for change in classification, the change may become appropriate at some time in the future.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS:

See our comments concerning Engineering Technology in the section dealing with Baccalaureate degree requests from ECU.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Coastal Resource Management (1991).

We believe that this program should not be planned. If our recommendation concerning the future development of Marine Science (p.89) is followed, consideration could be given to the need for this program at a future time.

Ph.D. in History, emphasis in Maritime History (1991).

We would observe that maritime history, which we are told will be the main focus of this program, suggests a very narrow field. We are concerned that the demand for the degree would be very limited, and recommend that this proposal not be approved for planning.

Ph.D. in English - Rhetoric and Composition (1992).

This proposal strikes us as being very similar to one from NCSU, which we have not recommended for planning. See our rationale for that recommendation (p.12). We do not recommend that this program be planned.

Ph.D. in General Psychology (1995), Marriage and Family Therapy (1995), Exercise Bioenergetics (1997), Business and Management (1998), and untitled Doctorates in Music (1998) and Nursing (2000).

Because of our concern that UNC institutions may face a struggle to maintain the quality of the undergraduate and graduate programs they now offer, we have serious reservations about these programs. We do not recommend that they be authorized for planning.

Ph.D. in Medical Biophysics (1993) and untitled Doctorate in Speech-Language Pathology and Audiology (1995).

We recommend that planning be authorized for these two programs, subject to the availability of resources.

Intermediate level:

CAS in Library Science (1991).

CAS in Mathematics (1992).

These are programs that should be planned to respond to needs of the public schools, where those needs can be demonstrated.

Masters level:

Masters in French (1991) and Spanish (1991).

It is our assumption that these programs will involve very few new costs above those presently budgeted in the baccalaureate and service programs in these disciplines. We recommend that the proposals move forward for planning.

Masters in Parks and Recreation Management (1991).

This proposal seems to offer a logical extension of the baccalaureate offering currently available in the field. Assuming that very minimal new costs are involved, we recommend that this proposal move into the planning phase for possible implementation. We urge one note of caution: Federal jobs in this field are declining in numbers; and, because of the financial stress in which cities and counties find themselves, the same situation may also obtain in those jurisdictions.

Masters in Medical Sciences (1991).

ECU's Institutional Mission Review does not make clear the nature of this program. We recommend that a clear description of the program, along with the demand for and the likely cost of the offering, be obtained before it moves to the planning phase.

Masters in Computer and Information Science (1993).

With the assumption that the cost of this program, over and above ECU's current baccalaureate offerings in the field, will be minimal, we recommend that this proposal be moved to the planning level.

Masters in Anthropology (1993).

Since the institution offers a baccalaureate in this field, we are assuming that additional costs, over and above those of the undergraduate program, will be minimal. With that caveat, we recommend advancement of the proposal to the planning stage.

Masters in Occupational Therapy (1993).

This proposal would, it seems to us, provide additional strength to the baccalaureate and masters programs currently offered in the allied health area. With the cost assumptions we have stated in comments concerning Masters efforts in Computer and Information Science and Anthropology, we recommend advancement of this proposal to the planning level.

Masters in Library Science/History-Archives , Hospitality Management, Women's Studies, Medical Laboratory Technology, Communication, Mathematical Statistics, and Cultural Arts Supervision.

Because of the long list of Masters level proposals submitted by ECU, and because these programs are proposed for planning and implementation some years from now, we recommend that this group of proposed offerings be considered for advancement to the planning level at a later time. We question the viability of a program in Cultural Arts Supervision.

Baccalaureate level:

Baccalaureate in Construction Management (1991) and Engineering Technology (1992).

The costs of initiating these programs are certain to be quite high, especially considering the fact that there are currently no engineering offerings at ECU. For this reason and because of the availability of Engineering and Engineering Technology programs at other UNC institutions, we recommend that these proposals not be forwarded to the planning stage.

Academic Program Redesigns:

Joint M.D./Ph.D. in Medicine (1991).

We assume that this effort involves simply a reconfiguration of the M.D. and Ph.D. programs currently being offered, and that new costs will therefore be insignificant. We also assume that such a configuration might increase enrollments in the Ph.D. programs in bio-medical sciences. With those assumptions, we recommend that planning for this new combined program begin.

Masters in Nursing (1992).

We recommend that this redesign go forward.

Academic Program Deletions:

M.A.Ed. in Library Sciences (1991) and Masters in English-College Teaching (1992).

Implementation of these deletions is recommended. We would urge that other deletions be sought as new programs are initiated.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Centers for International Programs, Coastal Studies, Global Shelter Research, the Study of Local Government, International Research for Social Work and Criminal Justice, Reasoning Skills Development, and Excellence in Mathematics and Science Education; also Institutes for Human Performance Research, Neurological Sciences Training, and Communication Disorders.

It is our assumption that most of the funding for such new efforts must come from grants, contracts and gifts; we have no evidence that appropriated funds are likely to provide adequate funding for these centers. See our comments under the rubric Organization Changes Proposed: Center for International Programs in our recommendations concerning UNC-G (p.24). It is our recommendation that these Centers and Institutes be planned only after it is known that adequate funding for them is likely to be available. In the case of ECU's proposal for a Center for Coastal Studies, we recommend that such an effort be melded into the proposed multi-institutional Marine Science research effort (see p.89).

III. ORGANIZATIONAL CHANGES PROPOSED:

We strongly recommend that all computer and information processing services be combined and placed under one executive who reports directly to the Chancellor. We also recommend the appointment of an executive to plan and supervise enrollment management.

NAME: **FAYETTEVILLE STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ed.D. in Educational Leadership (offered initially in cooperation with UNC-CH)

Masters level:

No specific proposals.

Baccalaureate level:

B.S.N. - Nursing
B.S. in Industrial Technology (in an articulated Two-Plus-Two transfer program with selected community colleges).

Other Program Proposals:

A degree program in international education is proposed. A "programmatic focus" in technology and communication is also proposed. Although the mission statement does not call it a degree program, it is listed among proposed degree programs.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

No new research or public service programs are proposed.

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RECOMMENDATIONS

I. Fayetteville State University is located in a rapidly growing urban area. A historically black campus that was focused on teacher preparation for most of its history, it has in recent years--with the support of the Board of Governors--worked to diversify its curriculum. The Board has recently designated it as a Comprehensive University I, and a number of new masters programs have been established and are being planned. Weaknesses have existed in the undergraduate programs of the institution, and the chancellor has necessarily given first priority to correcting these deficiencies. FSU is in a position to provide needed educational programs in that region of North Carolina. We concur in the emphasis on program improvement, rather than on new program development, that is apparent in the proposed mission statement.

II. NEW PROGRAMS PROPOSED:

DEGREE PROGRAMS:

Doctoral level:

Ed.D. in Educational Leadership (to be offered initially in cooperation with UNC-CH).

The Board is examining the feasibility of this cooperative program to respond to needs of the public schools in the region. We concur in this and recognize that there are undoubtedly place-bound, qualified candidates for this offering. However, we again emphasize that the first task is to strengthen the undergraduate program.

Baccalaureate level:

B.S.N. in Nursing (no date specified).

The Board of Governors has encouraged the planning of a joint B.S.N. program between FSU and Pembroke State University. The program would enroll only RN's who are graduates of associate degree and diploma programs. If resources become available to support such a program, we encourage its planning and establishment.

Untitled baccalaureate program in International Education.

See our comments elsewhere (pp.24 and 36) on Centers for International Education. Those observations probably apply to some extent to this

proposal. We recommend that this proposal not move to the planning stage until it can be shown that adequate funding for staff, overhead, and travel is available in ways that do not disadvantage the financing of current programs.

B.S. in Industrial Technology and a "programmatic focus" in Technology and Communication.

Programs in Technology, particularly when the institution currently has no activity in the general field, are certain to be costly, calling for substantial new funds. Considering the current fiscal stringency in which UNC finds itself, we recommend that this program not be advanced to the planning stage until adequate new funding for it can be assured.

NAME: **NORTH CAROLINA A & T STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
From Comprehensive I to a Doctoral Granting University II

— Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. Electrical Engineering (1991-1993)
Ph.D. Mechanical Engineering (1991-1993)
Ph.D. Technology (1993-1995)
Ph.D. English and African American Literature (1993-1995)
Ph.D. Biology (1997-1999)
Ph.D. Chemistry (1997-1999)

Intermediate level:

C.A.S. in Educational Administration (1991-1993)

Masters level:

Previous Planning Authorization Reconfirmed:

Laboratory Animal Science
Social Work (jointly with UNC-G)
Engineering Technology

New Programs:

M.S. Nursing (1991-1993)

M.S. Housing Management (1991-1993)
M.S. Computer Science (1991-1993)
M.S. Chemical Engineering (1991-1993)
M.S. Civil Engineering (1991-1993)
M.S. Physics (1991-1993)
M.Ed Rehabilitation Counseling (1993-1995)
M.Ed. Middle Grades Education (1997-1999)

Baccalaureate level:

B.S. Agricultural Biotechnology (1993-1995)
B.S. Electronic Technology (1993-1995)
B.S. Middle Grades Education (1993-1995)
B.S. Manufacturing Systems (1993-1995)
B.S. Construction Management (1993-1995)
B.S. Finance* (1993-1995)
B.S. Marketing* (1993-1995)
B.S. Management** (1993-1995)
B.S. Information Networking

* Currently authorized to plan as program tracks
** Currently an academic concentration

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Engineering and Science Research Center (jointly managed with UNC-G).

III. ORGANIZATIONAL CHANGES PROPOSED:

The administrative structure will be enlarged by adding a senior administrator and an associate for research. The proposed programs include plans for three academic administrators. The proposed Engineering and Science Center will involve some organizational changes.

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RECOMMENDATIONS

I. North Carolina A&T State University is an exceptionally strong 1890 Land Grant university. It produces the third largest amount of sponsored research of all public universities in the State and generates the second highest amount of sponsored research dollars of any historically black university in the country. It also has produced the second largest number of black engineers of any historically black institution, surpassed in that regard only by Howard University. In the field of business administration, it is

one of three predominantly black universities in the country with AACSB accreditation, and one of two such institutions in the country with special accreditation in the field of Accounting.

CHANGE IN CLASSIFICATION:

In order to change its classification from Comprehensive University I to Doctoral Granting University II, NCA&T would have to award annually 20 or more Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines. Since the institution does not presently offer any doctoral degrees, the classification of Doctoral Granting University II will not be attainable for some years. We recommend it be authorized to work toward that goal.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Electrical Engineering (1991-1993) and Mechanical Engineering (1991-1993).

The case for granting doctoral degrees in some fields of Engineering at NCA&T rests on some undeniable facts. There is a well documented prediction of a sizable shortage of scientists and engineers in the United States. This shortage will not be corrected unless minority students are increasingly the recipients of doctoral degrees in the field in order to qualify for advanced industrial work or for service on the faculty of a college of engineering, thereby helping to alleviate the projected shortage in the field. Also, as was noted above, NCA&T operates a respected engineering school. It attracts well qualified students, garners sizable research grants, and places its graduates in responsible jobs in important companies and universities. Ninety-three percent of its faculty possess the doctoral degree.

While there may still be some additional capacity in other doctoral programs in engineering in North Carolina, there is little doubt that NCA&T should be allowed to proceed now with planning and eventual implementation of the proposed Ph.D. degrees in Electrical and Mechanical Engineering, and we recommend such authorization.

Ph.D. in Technology (1993-1995).

There are very few doctoral offerings in Technology in the country; the

only such program cited to us was one at the University of Northern Iowa. The reason for this paucity lies, we think, in the fact that most technology graduates move into the industrial job market after receiving the baccalaureate degree and, in a few instances, the masters degree in the field.

Because of the high cost of doctoral programs in technical fields, and because of the fiscal stress faced by The University of North Carolina, we do not recommend that this program be advanced to the planning stage.

Ph.D. in English and African Literature (1993-1995).

While it has been noted to us that there is currently no Ph.D. program in the country that stresses African-American literature, it must be said that strong doctoral work in English and American literature already exists at UNC-CH and UNC-G. Rather than recommend the authorization of still another doctoral program in the general field of English, we would urge the currently operative doctoral programs to consider implementing African-American literature courses and research options. This proposal is not recommended for advancement to the planning level at NCA&T.

Ph.D. in Biology (1997-1999) and Chemistry (1997-1999).

These are very costly programs. We recommend that resources be focused on building the new doctoral programs in Engineering. We do not recommend advancement to the planning stage.

Intermediate level:

C.A.S. in Educational Administration (1991-1993).

We understand that the 1991 Session of the General Assembly has called for a review of programs in educational administration. We believe consideration of this proposal should be deferred until that review is completed.

Masters level:

M.S. in Nursing (1991-1993).

Given the shortage of registered nurses, we believe that continued attention should be given to the baccalaureate program. If the funding and program base for the B.S.N. program is satisfactory, and only in that case, we would then recommend that this masters proposal be revisited.

M.S. in Housing Management (1991-1993).

It appears to us that this subject matter could easily be subsumed within a masters program in business administration with the addition of two or three courses. This proposal is not recommended for advancement to the planning stage.

M.S. in Computer Science (1991-1993).

Because of the critical location of NCA&T within the Triad area, it is believed that there is a demand for this offering. We assume that the costs will be minimal, since the institution already offers a baccalaureate in the field. We recommend that the program be advanced to the planning level, but only if our assumption is correct.

M.S. in Chemical Engineering (1991-1993) and Civil Engineering (1991-1993).

Considering the traditional place of engineering in the mission of NCA&T, these programs should be planned and implemented when such can be done without financially handicapping other programs, particularly the new doctoral efforts.

M.S. in Physics (1991-1993).

Because of the additional costs associated with the implementation of this program, it is not recommended for planning at this time.

M.Ed in Rehabilitation Counseling (1993-1995) and Middle Grades Education (1997-1999).

We believe these programs have a low priority in the thinking of the institution. They are not recommended for planning or implementation.

Baccalaureate level:

B.S. in Agricultural Biotechnology (1993-1995).

Considering the fiscal stringency of the times and the demonstrably high costs of all activity in the field of biotechnology, this program is not recommended for planning or implementation.

B.S. in Construction Management (1993-1995).

This program is recommended for planning if it can be shown that only negligible new costs are involved.

B.S. in Electronic Technology, Manufacturing Systems, and Management (all 1993-1995).

The disciplines, if currently offered as academic concentrations, are recommended for planning, provided they will incur no new costs beyond what is currently being spent on them. If such is not the case, then we recommend that they continue as concentrations.

B.S. in Information Networking (no date specified).

It appears to us that the subject matter of this proposal can be subsumed within the currently offered B.S. degree in Computer and Information Sciences. We recommend that it not be advanced to the planning level.

B.S. in Finance and Marketing.

Since both of these proposals have been approved for planning as tracks, no further recommendation is required.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Engineering and Science Research Center (jointly managed with UNC-G).

This Center cannot meet its objectives until strong doctoral programs in engineering are well established. Our recommendations focus on that essential development.

It should be noted that a special bill, enacted in the 1991 Session of the General Assembly, calls for the establishment of a Piedmont Triad Research Institute. According to the legislation, the engineering schools at NCSU and NCA&T would be responsible for the operation of research and education programs in Winston-Salem under a consortial arrangement involving institutions located there. The general purpose of this Institute appears to be similar to that of the Engineering and Science Research Center jointly proposed by NCA&T and UNC-G, that is, the promotion of regional economic development.

These two activities indicate the importance of the contributions The University's schools of engineering can make to particular regional

concerns. It is important to recognize, however, that such involvement by the engineering schools must be carefully planned and coordinated to insure that their basic eduction and research programs are not adversely affected. Accordingly, we suggest that the President and the Board of Governors, in consultation with the institutions concerned, develop plans that would enable the schools of engineering to respond to regional needs for economic development in the Triad area.

III. ORGANIZATIONAL CHANGES PROPOSED:

The proposed addition of several administrators does not to our mind comprise an organizational change. As to organization changes that would occur with the implementation of the proposed Engineering and Science Center, see immediately above.

NAME: **NORTH CAROLINA CENTRAL UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
A change from Comprehensive University I to a Doctoral Granting University II is proposed.

x Entry into New Discipline Divisions:
Environmental Science (same as IDS)
Interdisciplinary Studies

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D in Information Sciences (1993)
Ed.D. in Counselor Education (1995)
Ph.D. in Biophysics (1995)
Doctor of Information Management (1995)
Ph.D. in Afro-American History (1997)
Ed.D. in Special Education (1997)

Other advanced level programs:

Master of Laws (LL.M.) in Civil Rights Law (1995)

Masters level:

M.S. in Earth Science (authorization for planning; under review at GA)
Masters in Art Education (1991)
Masters in Decision Sciences (1991)
Masters in Nursing (1993)
Masters in Performance Studies in Theater Arts (1995)
Masters in Computer Science (1997)
Masters in Ethnomusicology (1997)

Masters level program tracks:

Law Enforcement and Corrections, Security Management Track (1991)
Special Education, Learning Disabilities Track (1991)

Baccalaureate level:

Authorized for Planning:
B.S. in Environmental Sciences (1991)
B.A. in Interdisciplinary Studies (1990)
Bachelor of Social Work (submitted for review)

New Proposals:
Baccalaureate in Ethnomusicology (1991)
Baccalaureate in Public Administration (1991)
Baccalaureate in Hospital Services Administration (1993)
Baccalaureate in Individual and Family Development (1995)

Baccalaureate level program tracks:

B.A. in Music, Jazz - Education track (1991)
B.A. in Law Enforcement and Corrections - Security Management track (1991)

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Center for Biomedical Research and Technology
Sports Management Institute (planning authorized)
Center for International Studies

III. ORGANIZATIONAL CHANGES PROPOSED:

School of Nursing (upgrade for current department, 1993)
Department of Criminal Justice (new department, 1991)
Department of Public Administration (new department, 1991)
Division of Applied Research and Public Service (before end of decade)

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RECOMMENDATIONS

I. North Carolina Central University is a historically black comprehensive university that has traditionally emphasized its programs in the liberal arts. It has one of the two schools of law in The University of North Carolina. The Law School recently began an evening program to broaden its services, and improvements in that School continue to

be a matter of high priority. Other professional schools are Business, Library and Information Science, and Education. A University College has recently been established for offering undergraduate and graduate courses and programs for working adults in the community in an evening program. It is recommended at this time that NCCU continue to give first priority to strengthening its Schools of Law, Business, and Education, as well as the undergraduate programs in the arts and sciences.

A. CHANGE IN CLASSIFICATION

NCCU would need to award annually 20 or more Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines to become a Doctoral Granting University II. We do not believe it will meet those conditions any time soon, and thus recommend that the current classification be maintained.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS

Since planning has already been authorized for the two programs in a new discipline division (Interdisciplinary Studies), no additional comments are called for.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ph.D. in Information Sciences (1993).

While we are aware that NCCU currently offers Masters degrees in both Library Science and Information Science and Systems, we do not believe that the tight revenue situation for the entire System, both now and in the next few years, would allow establishment and operation of a high quality doctoral program in Information Sciences. We therefore recommend that this proposal not be advanced to the planning stage.

Ed.D. in Counselor Education (1995).

Were it not for the fiscal situation noted above, we would probably recommend that this program be advanced to the planning stage. However, considering the financial facts as they are now, as well as the needs of already established programs, we can recommend that this program be advanced to the planning level only if it can be shown that the needs of already established programs will not be disadvantaged.

Ph.D. in Biophysics (1995).

Of the six doctoral programs proposed, this would certainly be the most expensive. Pursuant to the rationale spelled out in our recommendation above concerning the Ph.D. in Information Sciences, we recommend that this proposal not be pursued. This recommendation is made despite the fact that $300,000 of a recent $1 million gift would be allocated to an endowed chair in the field. It would seem to us that NCCU should consider planning a masters degree in the field.

Doctor of Information Management (1995).

See our comments concerning the proposed Ph.D. in Information Sciences. We recommend that this proposal not be pursued.

Ph.D. in Afro-American History (1997).

See our comments concerning the proposed Ph.D. in Information Sciences. We recommend against advancing this proposal to the planning stage.

Ed.D. in Special Education (1997).

See our comments concerning the Ed.D. in Counselor Education. We do not recommend that this proposal move to the planning stage at this point in time.

Other advanced level programs:

Master of Laws (LL.M.) in Civil Rights Law (1995).

Assuming that it successfully completes all necessary review procedures for such programs, it is recommended that the Master of Laws (LL.M.) proposal should be advanced to the planning level. It is further recommended that the planning procedure not be begun until after the upcoming American Bar Association accreditation visit which, we understand, is to occur in the Fall of 1991.

Masters level:

Masters in Art Education (1991).

It is our assumption that this program can be implemented with minimum

cost. If such is the case, we recommend that this program be advanced to the planning stage.

Masters in Decision Sciences (1991).

It is our suggestion that some of this subject matter could possibly become an option within the M.S. in Mathematics. We do not recommend advancement of the proposal to the planning stage.

Masters in Nursing (1993).

It is our belief that the available resources for Nursing should be concentrated on the undergraduate degree in Nursing. It is not recommended that this proposal be advanced to the planning stage.

Masters in Performance Studies in Theater Arts (1995).

We find this degree title to be awkward and not in keeping with national practice. A more appropriate title might simply be M.F.A. in Theater, or M.F.A. in Theater Arts. However, we believe that fiscal constraints would prevent this proposal from achieving a truly excellent level of quality. It is not recommended for planning.

Masters in Computer Science (1997).

We would question the appropriateness of this degree alongside the already existent M.I.S. degree in Information Sciences and Systems and wonder if a combination of these two degrees would be possible through an option arrangement. We see no reason to add another such offering in the Triangle area, and we do not recommend advancement to the planning level.

Masters in Ethnomusicology (1997).

Since we doubt the demand for this degree in this venue, we recommend against advancement of this proposal to the planning level.

Masters level program tracks:

Law Enforcement and Corrections, Security Management Track (1991)
Special Education, Learning Disabilities Track (1991)

We recommend advancement to the planning level for these tracks, provided such can be accomplished with little or no additional cost.

Baccalaureate level:

Baccalaureate in Ethnomusicology (1991).

See our comments on the Masters in Ethnomusicology. We believe the appropriate undergraduate preparation for graduate work in Ethnomusicology is the regular Bachelor of Arts degree designated as Music (Liberal Arts Program). We do not recommend that this proposal be moved to the planning level.

Baccalaureate in Public Administration (1991).

It is our assumption that this program can be implemented with minimal new dollar expenditures, considering the broad array of offerings in Business Management and Administration that are currently available at Central. With the caveat that such is actually the case, we recommend that this proposal be advanced to the planning level.

Baccalaureate in Hospital Services Administration (1993).

See our comments concerning the proposal for a baccalaureate in Public Administration. Under the same conditions cited in the comments on the proposed Baccalaureate in Public Administration, and with appropriate assurance as to demand, we recommend that this proposal be advanced to the planning stage.

Baccalaureate in Individual and Family Development (1995).

It is our assumption that additional resources beyond those presently available in the social and behavioral sciences will be required in order to mount this program. Since we believe this curriculum to be important and valuable, we are recommending that this proposal not be advanced at the present time, but that it be revisited in two or three years.

Baccalaureate level program tracks:

B.A. in Music, Jazz - Education Track (1991).

We assume that no new funds would be required for this track. We recommend that planning proceed, provided that is the case.

B.A. in Law Enforcement and Corrections - Security Management track (1991)

See our comments concerning the B.A. in Music, Jazz - Education Track. With the same proviso, we recommend advancement to the planning stage.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Sports Management Institute (planning authorized).

Since planning has already been authorized for this institute, no additional comments are called for.

Center for Biomedical Research and Technology.
Center for International Studies.

We cannot recommend that these proposals move to the planning stage unless they can be implemented with no new costs to The University. See our comments under Organizational Changes Proposed: Center for International Programs in the section on UNC-G (p.24).

III. ORGANIZATIONAL CHANGES PROPOSED:

School of Nursing (upgrade for current department, 1993).

It is our assumption that this change would involve additional overhead costs. We do not recommend advance to the planning stage.

Department of Criminal Justice (new department, 1991).

A new department is certain to involve additional overhead costs. We recommend that planning be initiated, and that new costs be kept to an absolute minimum.

Department of Public Administration (new department, 1991).

See our comments concerning a new Department of Criminal Justice. However, we do not recommend that this proposal be advanced to planning.

Division of Applied Research and Public Service (before end of decade).

Since this change is sought near the end of the decade, we recommend that the proposal be revisited at that time.

NAME: **THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

_x_ Change in Classification:
A change in classification from Comprehensive University I to Research University II is proposed.

_x_ Entry into New Discipline Divisions:
Programs are proposed for three new discipline divisions -- Area Studies (3 baccalaureate programs); Communications (1 baccalaureate program/4 tracks); and Interdisciplinary Studies (2 baccalaureate and 2 masters programs). A wider range of programs in the health professions is proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

First phase of development:

Ed.D. in Educational Leadership (authorization to establish pending)
Ph.D. programs in Engineering (civil, computer, electrical, materials, mechanical)
Ph.D. in Computer Science
Ph.D. in Applied Mathematics

Subsequent phases of development:

Doctoral programs in Education (no specificity provided)
Ph.D. programs in selected areas of business and economics
Ph.D. programs in selected humanities areas (no specificity)
Ph.D. programs in the natural sciences (no specificity)
Ph.D. programs in selected social and behavioral sciences
(History, Public Policy)

Masters level:

Masters in City, Community and Regional Planning
Masters in Elementary Education (Child and Family Development)
Masters in Special Education (Early Childhood)
Masters in Curriculum and Instruction (Adult Education, Library Science/ Media Services)
Masters in Industrial Engineering
Masters in Art Education
Masters in French
Masters in German
Masters in Spanish
Masters in Nurse Midwifery
Masters in Statistics
Masters in Applied Physics
Masters in Health Administration
Masters in Social Work
Masters in Liberal Studies
Masters in Gerontology

Baccalaureate level:

Baccalaureate in Asian Studies
Baccalaureate in African Studies
Baccalaureate in International Studies
Baccalaureate in Business Management and Administration (Finance, Management, Marketing, Management Information Systems, Operations Management)
Baccalaureate in Communications (Communication and Public Advocacy, Mass Media, Organizational Communication, Public Relations)
Baccalaureate in Special Education (Early Childhood)
Baccalaureate in Industrial Engineering
Baccalaureate in Art (Studio Art, Art Education)
Baccalaureate in Music (Music Education)
Baccalaureate in Human Services (Health Fitness)
Baccalaureate in Environmental Studies
Baccalaureate in Women's Studies

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

The establishment of regional centers (the first in uptown Charlotte) to offer a wide range of instructional, research, and service programs for the metropolitan region.

III. ORGANIZATIONAL CHANGES PROPOSED:

No major organizational changes are proposed. Implementing the off-campus centers will require additional administrative staff in the Office of Continuing Education and Extension. It is possible that implementing major new programs for health care professionals will eventually require a revision to the organizational structure.

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RECOMMENDATIONS

I. Situated as it is in North Carolina's largest city, and in one of the South's most strategically important areas, UNC-Charlotte has in a relatively short time established itself as a key component of The University of North Carolina. At the present time the institution's service area, which includes Rock Hill, South Carolina and its environs, comprises the country's largest Standard Metropolitan Statistical Area without a doctorate-granting institution. The institution has established an important industrial and research park that serves both light industry and research and development.

The city of Charlotte houses the headquarters of one of the nation's largest bank holding companies, and is also the location of the American headquarters of several European industrial firms. It is an important regional center for health care, and an increasingly important location for media organizations. NBC is establishing the headquarters for its cable operations there, and the Hearst organization has recently moved its magazine organization to Charlotte. It is our belief that there is a great deal of support for the university and for its growth and advancement. There is perhaps no better proof of that than in the fact that, in its first capital gifts campaign, UNC-C raised $31 million on a $16 million goal.

A. CHANGE IN CLASSIFICATION

In order to change its classification from Comprehensive University I to Doctoral-Granting University II, let alone to Research University II, UNC-C would have to award annually 20 or more Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines. Since the institution does not presently have doctoral offerings, a change of classification cannot be recommended at this time. We note that four doctoral programs are given first priority for development. Assuming that these programs are advanced to the planning level, and then to implementation, reclassification to Doctoral-Granting University II should eventually follow.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS

UNC-C has already been authorized to plan a Masters in Liberal Studies degree in the discipline division of Interdisciplinary Studies. We do not recommend entry at this time into the discipline divisions of Area Studies and Communications.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

First Phase:

Ed.D. in Educational Leadership.

We assume that the status of this proposal is currently the same as similar ones from other components over The University. Once the General Administration decides that some of these proposals can be moved forward, we would recommend that this one be one of the earliest to move toward implementation.

Ph.D. Programs in Engineering (Civil, Computer, Electrical, Materials, Mechanical).

Leaving aside the already projected Ed.D. in Educational Leadership (see above), UNC-C is requesting authority for seven doctoral programs. We do not believe that current economic circumstances are such, nor do we believe they will likely be such during the decade, that all of the seven of these highly technical, very expensive, doctoral programs can be planned and implemented. This is even more decidedly the case for the period 1991-1995. It is our recommendation that no more than three of the proposed seven Ph.D. programs (Civil, Computer, Electrical, Materials, and Mechanical Engineering; Computer Science; and Applied Mathematics) be advanced to the planning stage and (hopefully) to implementation. It is our judgment that the UNC-C administration, working with the General Administration, should decide which three of the seven proposed doctoral programs will best serve UNC-C's declared goals in terms of education and economic development. We so recommend. The role of the UNC-C School of Engineering in regional education and research activities is also discussed on page 44.

Subsequent phases:

Doctoral programs in Education (no specificity provided)
Ph.D. programs in selected areas of business and economics
Ph.D. programs in selected humanities areas (no specificity)
Ph.D. programs in the natural sciences (no specificity)
Ph.D. programs in selected social and behavioral sciences (History, Public Policy)

While we can see that these doctoral programs could at some future time be desirable and viable at UNC-C, it is our recommendation that they not be advanced to the planning level now. Considering the potential costs of the proposed programs in engineering, computer science, and applied mathematics, we think it unrealistic to think of planning and implementing other doctorates in the next few years.

Masters level:

Masters in Statistics
Masters in Applied Physics
Masters in Liberal Studies

It is our understanding that these three masters programs are approved for planning.

Masters in City, Community and Regional Planning
Masters in Elementary Education (Child and Family Development)
Masters in Special Education (Early Childhood)
Masters in Curriculum and Instruction (Adult Education, Library Science/ Media Services)
Masters in Industrial Engineering
Masters in Art Education
Masters in French
Masters in German
Masters in Spanish
Masters in Social Work

While the balance of masters programs being proposed appears to be generally consistent with UNC-C's role and mission, it seems to us unlikely that the masters programs listed above can, along with the doctoral programs we have recommended for planning, be funded so as to assure high quality. Because of that, we recommend that the masters programs listed above not be considered for planning.

Masters in Nurse Midwifery, Masters in Health Administration, Masters in Gerontology.

During our visit to Charlotte, much information was provided to us concerning the fact that the city is emerging as a major center for both primary and highly specialized health care, post graduate training, and medical research. The health care facilities of Charlotte and Mecklenburg County now comprise the third largest health care system in North

Carolina. There are currently more than 2,500 hospital beds in the immediate area, and over 100 medical and dental residents are receiving post graduate training there. Over 100 faculty in medicine, dentistry, and nursing are delivering this training through the impressive array of hospitals in the area; and active research programs are underway, with particular stress on cardio-vascular disease, orthopedics, medical engineering, and neuro-science and neuro-psychology (particularly in the field of epilepsy). Because of those circumstances, and because UNC-C already offers related baccalaureate and masters programs in Biological Sciences, Health Professions, and Psychology, we recommend advancement of these three programs to the planning level.

Baccalaureate level:

Baccalaureate in Asian Studies
Baccalaureate in African Studies
Baccalaureate in International Studies
Baccalaureate in Communications (Communication and Public Advocacy, Mass Media, Organizational Communication, Public Relations)
Baccalaureate in Special Education (Early Childhood)
Baccalaureate in Industrial Engineering
Baccalaureate in Art (Studio Art, Art Education)
Baccalaureate in Music (Music Education)
Baccalaureate in Environmental Studies
Baccalaureate in Women's Studies

Much of what we have said above concerning the long list of proposed masters programs can, we think, be said about the ten baccalaureate programs listed here. We do not recommend that these proposals be advanced to planning status at the present time.

Baccalaureate in Business Management and Administration (Finance, Management, Marketing, Management Information Systems, Operations Management).

It is our assumption that this is a first step toward departmentalization of the undergraduate business and management curricula at UNC-C. Such an organizational change, which we realize is not being requested here, will be expensive in terms of increased overhead costs, and should not be given consideration at the present time. With that understanding, we have no difficulty in recommending that the Business Management and Administration majors listed above be advanced to the planning stage, provided additional costs are kept to an absolute minimum.

Baccalaureate in Human Services (Health Fitness).

With the information we are given, we are not able to determine the extent to which new resources might be required in order to mount this program. However, considering the breadth and depth of the health care, medical research, and post graduate medical education activities that are carried on in the Charlotte-Mecklenburg area, we recommend that an assessment be forwarded to the General Administration as to the projected costs of this program, over and above resources which are currently available at UNC-C.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

We do not have enough information to be very precise about our recommendation in this case. In general, we are supportive of the idea of university outreach through the establishment of regional centers. We would caution and recommend, however, that such developments should be funded only through additional self-generated revenues. There is to our mind little likelihood that additional appropriated dollars will be available for this purpose in the foreseeable future.

III. ORGANIZATIONAL CHANGES PROPOSED:

As to the addition of staff for the off-campus centers, see our comments under Research and Public Service Programs. As to organizational change to accommodate expanded programs for the education of health care professionals, it should be noted that we do not recommend such changes at the present time.

NAME: **UNIVERSITY OF NORTH CAROLINA AT WILMINGTON**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Doctoral program in Marine Science
Doctoral program in Educational Leadership

Masters level:

Masters programs in marine-related fields as needed
Consideration of masters programs in:
health care (nursing)
business (accountancy, economics)
education (school psychology, counselor education)
liberal arts (computer science, sociology, parks and recreation)

Baccalaureate level:

Baccalaureate program in physical education
Baccalaureate program in pre-school education
Baccalaureate program in severely and profoundly handicapped
Baccalaureate program in gifted education

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Center for Teaching Excellence

Center for Regional Development
Construction of a Marine Science Research and Education Facility

III. ORGANIZATIONAL CHANGES PROPOSED:

No major organizational changes are proposed.

****

RECOMMENDATIONS

I. UNC-Wilmington is one of the fastest growing institutions in The University. Located in a rapidly growing seaport and coastal community, it is the only senior college or university in an otherwise largely rural area that has serious economic problems. The institution's first priority in planning is to strengthen its programs in marine science, in which it currently offers one masters degree program and hosts a cooperative Ph.D. program offered by NCSU. We have recommendations concerning Marine Science that have special significance for UNC-W. (See p.89). It is also making special efforts to assist in improvements in the public schools in that region and to initiate services and programs that will promote economic development.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Doctoral Program in Marine Science.

See our comments and recommendation (p.89) concerning a multi-institution Center for Marine Science.

Doctoral Program in Educational Leadership.

We recommend that this proposal be considered for advancement to the planning level at a later time.

Masters level:

Masters Programs in Marine-Related Programs as needed.

See our comments and recommendation (p.89) concerning a multi-institution Center for Marine Sciences.

Masters Programs in Health Care (Nursing).

Given the shortage of registered nurses, we believe that continued attention should be given to the baccalaureate program. If the funding and program base for the B.S.N. program is satisfactory, and only in that case, we would recommend that this masters proposal be revisited.

Masters Program in Business (Accountancy, Economics).

We are mindful that the business curricula, undergraduate and graduate together, make up about 30% of the institution's enrollment, and we note the current existence of a generalized M.B.A. degree in Business Management and Administration. This should make the implementation of the proposal in the field of Accounting relatively inexpensive. We are aware, too, of the importance such a program could have in the institution's service to the local economy. We thus recommend that the Accountancy portion of this proposal be moved to the planning stage, with the proviso that additional costs, beyond those associated with the current M.B.A. program, are minimal. We recommend advancement to the planning level of the Economics portion of the proposal only if a similar assurance can be given. We assume that the Masters in Economics would actually be in Business Economics, a field in which UNC-W offers the baccalaureate.

Masters Programs in Education (School Psychology, Counselor Education).
Masters Programs in Computer Science, Sociology, Parks and Recreation.

We suggest that consideration of these programs be deferred until the other new programs have been developed.

Baccalaureate level:

Baccalaureate Program in Physical Education.

We note that the B.A. degree is already offered in Physical Education & Health, Secondary Education. On the basis of the information provided, we would not feel warranted in making a favorable recommendation.

Baccalaureate Program in Pre-School Education.

We recommend advancement of this program only if no new funding is required and current offerings will not in any way be handicapped or reduced in quality.

Baccalaureate Program in Severely and Profoundly Handicapped, and in Gifted Education.

Knowing that UNC-W presently offers two baccalaureate programs in Special Education, we make the same proviso as is spelled out above under the heading Baccalaureate Program in Pre-School Education. Under those conditions we recommend advancement to the planning stage.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Centers for Teaching Excellence and Regional Development.

We do not have enough information to be very precise about our recommendation in this case. In general, we are supportive of the idea of university outreach through the establishment of regional centers. We would caution and recommend, however, that such developments should be funded only through additional self-generated revenues. There is to our mind little likelihood that additional appropriated dollars will be available for this purpose in the foreseeable future.

Construction of a Marine Science Research and Education Facility.

See our special section (p.89) on a multi-institution Marine Sciences Center.

NAME: **WESTERN CAROLINA UNIVERSITY**

CLASSIFICATION: Comprehensive University I

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ed.D in Educational Leadership (authorization to establish is pending)
Psy.D. in Applied Psychology (lower priority)

Masters level:

M.S. in Physical Therapy (currently authorized to plan)
M.S.W. in Social Work
M.F.A. in Art
M.S. in Accounting
M.S. in Nursing
M.S. in Environmental Studies
M.S. in Criminal Justice
M.S. in American Studies
M.S. in Exercise Science
M.A. in Teaching
M.A. in Rural Economic Development
M.S. in Computer Science

Baccalaureate level:

B.A. in Philosophy (currently authorized to plan)
B.A. in Dance

B.A. in Communications
B.S. in Gerontology
B.S. in Resort/Hospitality Management

Academic program deletions (currently on inactive status list):

B.S. Ed. in Health Education
B.S. Ed. in Occupational Education
B.S. Ed. in Arts Education
B.S. B.A. in Real Estate
B.A. in Economics
B.S. Ed. in Early Childhood Education
B.S. Ed. in Intermediate Education
Certification in Irregular Programs

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

No major initiatives are proposed.

III. ORGANIZATIONAL CHANGES PROPOSED:

Addition of a senior administrator for service and outreach functions.

Reorganization of academic units and re-naming one or more of them as Colleges rather than Schools.

Reorganization of the international academic and service programs.

Possible reorganization in the area of strategic planning and outcomes assessment.

****

RECOMMENDATIONS

I. Western Carolina University is a predominantly residential institution, except that a major part of its graduate activity is in Asheville. It is somewhat isolated geographically, being closer to four other state capitals than to Raleigh. Because of its isolation, it is the only venue for postsecondary educational services and cultural activities in the extreme western part of the state. It operates a highly successful service activity called the Center for Improving Mountain Living; and it is the headquarters for the Joint Private Volunteer Organization Center, a consortium of fifteen universities funded largely by A.I.D. In conjunction with the community college in Asheville it offers the B.S. degree in technology, an A.B.E.T. accredited curriculum.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

Ed.D. in Educational Leadership (authorization to establish is pending).

The Board has approved the planning of this cooperative program to respond to needs of the public schools in the region. We concur in this planning effort and recognize that there are undoubtedly place-bound, qualified candidates for this offering. However, we again emphasize that the first task is to strengthen the undergraduate program.

Psy.D. in Applied Psychology.

Because of the current fiscal situation, and also because we do not find a compelling need for this program, we recommend that this proposal not be advanced to the planning stage.

Masters level:

M.F.A. in Art
M.S. in Nursing
M.S. in Environmental Studies
M.S. in Criminal Justice
M.S. in American Studies
M.S. in Exercise Science
M.A. in Teaching
M.A. in Rural Economic Development
M.S. in Computer Science

While these nine proposed masters programs appear to be within the institution's role and mission, we are not prepared to recommend that they be advanced to the planning stage at this time.

M.S. in Physical Therapy (current authorized to plan).

Since this program has already reached the planning stage, we comment on the proposal here only to note that, upon implementation, this program will have use of $500,000 worth of equipment in the local hospital. We urge that the program continue to move toward implementation.

M.S.W. in Social Work.

We note that a masters degree in Social Work is currently being offered through the Graduate Center at UNC-Asheville by UNC-G. In view of the shortage of funds that is likely to continue to affect all University campuses, we do not recommend that this proposal be advanced to the planning stage.

M.S. in Accounting.

The M.S. in Accounting is apparently proposed in response to changes in the accounting profession. We recommend that this proposal be advanced to the planning stage.

Baccalaureate level:

B.A. in Philosophy (currently authorized to plan).

We recommend that planning continue for this program.

B.A. in Dance, in Communications, and in Gerontology.

We do not recommend that these programs be advanced to the planning stage at the present time. Because of the fact that Western North Carolina is an important retirement area, and also because of WCU's historic role as a purveyor of human service education and human services, we recommend that the proposal for a degree in Gerontology be revisited at an appropriate time.

B.S. in Resort/Hospitality Management.

We do not recommend advancement of this proposal to the planning level at this time (see our comments at UNC-G, p.23).

Academic program deletions (currently on inactive status list):

B.S. Ed. in Health Education
B.S. Ed. in Occupational Education
B.S. Ed. in Arts Education
B.S. B.A. in Real Estate
B.A. in Economics
B.S. Ed. in Early Childhood Education
B.S. Ed. in Intermediate Education
Certification in Irregular Programs

Deletion of these programs is recommended.

III. ORGANIZATIONAL CHANGES PROPOSED:

Addition of a senior administrator for service and outreach functions.

Reorganization of academic units and re-naming one or more of them as Colleges rather than Schools.

Reorganization of the international academic and service programs.

Possible reorganization in the area of strategic planning and outcomes assessment.

We recommend advancement of these proposed organizational changes to the planning level, provided no additional funding above current levels is required.

NAME: **ELIZABETH CITY STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University II

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
A change in classification from Comprehensive II to Comprehensive I is proposed

x Entry into New Discipline Divisions:
Engineering
Interdisciplinary Studies
Communications
International Mining Management
Hotel Management and Culinary Services

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

None

Masters level: (1991-1995, planning continues)

M.Ed. Teaching
M.Ed. School Psychology
M.Ed. Elementary Education
MBA Business Administration
Masters in International Mining Management
M.Ed. Educational Administration
M.Ed. Special Education
M.Ed. Interdisciplinary Studies in Mathematical/Science Education
M.S. in Interdisciplinary Studies in the Sciences
M.A. Criminal Justice
M.Ed. Physical Education
M.A. Teaching English Language Arts/Communication
M.A. Art

Baccalaureate level:

B.S. Marine Environmental Science
B.S. Economics (authorized for planning)
B.A. Learning Disabilities
B.S. Therapeutic Recreation
B.S. Engineering
B.S. Social Work
B.S. Communication Arts
B.S. Radio/Film/Television Broadcasting
B.S. Hotel Management and Culinary Services
B.S. Music Technology

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

None

III. ORGANIZATIONAL CHANGES PROPOSED:

The institution proposes an administrative change that would reorganize the Development and Planning Division into a Development Division and a Community Service and University Relations Division. The current academic divisions and departments would be reorganized into the following Schools: Business and Economics; Education; Arts and Sciences; Graduate and Continuing Education; and a University College.

VII. OTHER:

Administrative Changes:

The University is considering several staff/line changes which may result in new positions such as a Vice Chancellor for Community Service and University Relations.

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RECOMMENDATIONS

I. A recent Southern Association of Colleges and Schools evaluation gave Elizabeth City State University strong marks for its curriculum and faculty but said there were some deficiencies in the social sciences and a need for up-to-date equipment in chemistry. The change in admission standards had a significant impact on ESCU; the K-12 schools in the area need improvement; and ECSU has been working with both K-12 schools and the community colleges to improve the skills of their students in order to make them admissible to the university. It would seem to us that the clear first priority for ESCU is to put available additional resources into strengthening the undergraduate program and

the work with the K-12 levels and community colleges in the area.

There is presently in operation at ECSU a Graduate Center with ECU and UNC-CH that largely accommodates teachers. ECSU is very anxious to have a masters degree program of its own, and one for teachers would be its highest priority. Twenty-five percent of the present ECSU students are enrolled in Education, and there is evidence that such a degree program would draw teachers from the surrounding area who would otherwise not have access to such a program.

A. CHANGE IN CLASSIFICATION:

A change in classification from Comprehensive University II to Comprehensive University I would require an increase in enrollment to at least 2500 and, with few exceptions, graduate education through the masters level for the disciplines represented in the baccalaureate offerings. It does not seem likely that these conditions can be met in the next few years. We therefore do not recommend a change in classification.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS

Considering the current fiscal situation in North Carolina, and the likelihood that the situation will not change for the better in the next few years, we cannot recommend entry into the new Discipline Divisions which are being proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Masters level:

M.Ed. Teaching
M.Ed. School Psychology
M.Ed. Elementary Education
MBA Business Administration
Masters in International Mining Management
M.Ed. Educational Administration
M.Ed. Special Education
M.Ed. Interdisciplinary Studies in Mathematical/Science Education
M.S. in Interdisciplinary Studies in the Sciences
M.A. Criminal Justice
M.Ed. Physical Education
M.A. Teaching English Language Arts/Communication
M.A. Art

Considering the state's revenue situation and the institution's continuing need to strengthen its undergraduate programs, we do not recommend that any of the masters proposals listed above be advanced to the planning level. In those instances where there appears to be a need for masters programs, we suggest that the Graduate Center at ECSU be utilized to respond to such need.

M.Ed. Teaching (1991-1995).

Twenty-five percent of the present ECSU enrollment is in the field of Education. Beyond that fact, we are told that a program such as the proposed M.Ed. Teaching would draw employed teachers from the surrounding area. Without a program such as this, many of these teachers would not have reasonable access to such a program. We recommend therefore that this proposal be advanced to the planning level, and that the program be offered through the Elizabeth City Graduate Center in cooperation with ECU.

Baccalaureate level:

B.S. Economics (authorized for planning).

We recommend that planning continue.

B.S. Marine Environmental Science
B.A. Learning Disabilities
B.S. Therapeutic Recreation
B.S. Engineering
B.S. Social Work
B.S. Communication Arts
B.S. Radio/Film/Television Broadcasting
B.S. Hotel Management and Culinary Services
B.S. Music Technology

We note that many of the baccalaureate programs being proposed are high cost curricula, in most cases in areas where the institution does not currently have offerings. It is our recommendation that the baccalaureate proposals listed above not be advanced to the planning level. It is our belief that any new resources available should be applied to current programs and to the proposed M.Ed. Teaching program.

III. ORGANIZATIONAL CHANGES PROPOSED:

It is our belief that the changes being proposed would result in increased overhead costs. At a time when the appropriation of new resources is highly unlikely, we cannot recommend that these changes be advanced to the planning level. An exception to our recommendation could be made if it could be shown that these changes could be effected at no additional costs, or that they could become totally self supporting. We do not believe such conditions can be met.

VII. OTHER:

Administrative Changes:

See our recommendation under III above.

NAME: **PEMBROKE STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University II

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
From Comprehensive University II to Comprehensive University I

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

None

Masters level:

M.A. in Counseling (approved for planning; under review)
Masters in Science Education (1991-1992)
Masters in Art Education (1991-1996)
Masters in Music Education (1991-1996)
Masters in Special Education (1991-1996)
Masters in Computer Education (1991-1996)
Masters in Physical Education (1991-1996)
M.A. in History (1990s)
M.A. in Psychology (1990s)
M.A. in English (1990s)
M.A.T. with several specialty tracks (1990s)
Master of Business Administration

Baccalaureate level:

Baccalaureate in Nursing
Baccalaureate in Environmental Science (1991 plan)
Baccalaureate in Health Education (1991-1993)

Baccalaureate in Criminal Justice (1991-1993)
Baccalaureate in American Studies (1991-1992)
Baccalaureate in Interdisciplinary International Studies (1991-1993)
Baccalaureate in Mass Communications with tracks in broadcasting, journalism, public relations, advertising

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

1. Possibility of MBA Executive Program (late in decade)
2. Appoint a Coordinator of Faculty Development (1991)
3. Set up Faculty Research and Development Fund
4. Seek again to join Teaching Fellows Program
5. Create the following centers and institutes:
   Regional History Center
   Ethics Resource Center
   Center for the Study of Human Diversity and Multiculturalism
   Center for Business and Public Affairs
   Rural Policy Institute
   Ethics and International Affairs Consortium

   <u>Greatly expand two centers</u>:
   Office of Economic Development
   Native American Resource Center

III. ORGANIZATIONAL CHANGES PROPOSED:

1. Create an Administrative Studies Department from current program in Administrative Studies with six new concentrations.

2. Reorganize into five schools:

   a. School of Arts and Sciences
   b. School of Business
   c. School of Education
   d. School of Performing Arts
   e. School of Graduate Studies

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RECOMMENDATIONS

I. Pembroke State University was begun as a school for the American Indians of Robeson County. It conferred its first baccalaureate degrees in 1940, and through much of its history it has focused on teacher preparation. Today its American Indian heritage

continues to be a major force in the life of the institution. Its degree offerings have expanded and become more diverse, but the most important task it faces is to help improve the level and quality of education in that region of the State. This requires close working relationships with the public schools and the community colleges. This purpose would be promoted if PSU could gain access to the coveted North Carolina Teaching Fellows program. We would encourage the Board of Governors to find a way to assist both PSU and FSU with these or similar awards.

There is also a need to help the institution in faculty development. Assistance is available in applying for grants. Opportunities for research support and for travel to professional meetings would be beneficial.

A. CHANGE IN CLASSIFICATION:

While PSU does not currently qualify for a change in classification to Comprehensive University I, it will in time achieve that status as it adds more programs at the masters level in the basic arts and sciences disciplines. See our comments below on proposed new masters degree programs.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Masters level:

Masters in Science Education (1991-1992)
Masters in Art Education (1991-1996)
Masters in Music Education (1991-1996)
Masters in Special Education (1991-1996)
Masters in Computer Education (1991-1996)
Masters in Physical Education (1991-1996)
M.A. in History (1990s)
M.A. in Psychology (1990s)
M.A. in English (1990s)
M.A.T. with several specialty tracks (1990s)
Master of Business Administration

PSU currently offers six MAED degrees in Education, an M.A. in English, and an M.S. in Administrative Studies. It aspires to several other masters programs in the years ahead. There are apparently about 425 students in these programs, most of whom are employed. There is, in our view, a logical progression for PSU to add other masters programs, but we believe such changes hold a second priority to emphasis upon working with the schools and community colleges on improving pre-PSU

enrollment programs. We also believe that, considering the current fiscal situation, this institution should concentrate on sustaining and continuing to improve its undergraduate offerings.

M.A. in Counseling.

This program is currently under review by the General Administration. There are persuasive arguments to be made for the ultimate implementation of this proposal, given the need to strengthen the counseling system in the public schools.

Baccalaureate level:

Baccalaureate in Environmental Science (1991 plan)
Baccalaureate in Interdisciplinary International Studies (1991-1993)
Baccalaureate in Mass Communications with tracks in broadcasting, journalism, public relations, advertising

Considering the current fiscal situation and its likely continuation, we recommend that these programs not be advanced to the planning stage at the present time.

Baccalaureate in Nursing.

The Board of Governors has encouraged the planning of a joint B.S.N. program between PSU and FSU. The program would enroll only RNs who are graduates of associate degree and diploma programs. If resources become available to support such a program, we encourage its planning and establishment.

Baccalaureate in Criminal Justice (1991-1993).

PSU already offers a strong track in Criminal Justice. Assuming there would be little additional cost involved in the change to program status, we recommend that this proposal be advanced to the planning stage.

Baccalaureate in American Studies (1991-1992).

Recognizing PSU's strength in such fields as American history, literature, and philosophy and religion, we recommend that this proposal be advanced to the planning stage on the assumption there would be no additional cost.

Baccalaureate in Health Education (1991-1993).

A program in Health Education would respond to a need in the region and would complement the Baccalaureate in Nursing being planned with FSU. We recommend that this proposal be advanced to the planning stage on the assumption there would be no additional cost.

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

Coordinator of Faculty Development.
Faculty Research and Development Fund.

These proposals should be advanced to the planning stage only if they could be implemented without additional cost to the University, and only if they would not disadvantage current programs financially.

Regional History Center
Ethics Resource Center
Center for the Study of Human Diversity and Multiculturalism
Center for Business and Public Affairs
Rural Policy Institute
Ethics and International Affairs Consortium
MBA Executive Program

PSU currently has two Centers, one for Economic Development and the other on Native American resources. It aspires to open others. These kinds of service activities can be important to the citizens of the area, and will clearly help in making the Development Program successful. While they ought to be encouraged, we cannot recommend that these additional centers move to the planning stage unless they could be implemented with no new costs to the University, and without disadvantaging other programs and activities.

III. ORGANIZATIONAL CHANGES PROPOSED:

Create an Administrative Studies Department from current program in Administrative Studies with six new concentrations.

Reorganize into five schools:

School of Arts and Sciences
School of Business
School of Education
School of Performing Arts
School of Graduate Studies

While we recognize that important advantages would accrue to the institution through these changes, we believe that they would entail substantial new overhead costs. We question that they represent a first priority, and recommend that they not be planned at the present time.

NAME: **THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE**

CLASSIFICATION: Comprehensive University II

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

x Change in Classification:
A change in classification from Comprehensive University II to Liberal Arts I is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

No new programs are proposed.

III. ORGANIZATIONAL CHANGES PROPOSED:

No organizational changes are proposed.

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RECOMMENDATIONS

I. UNC-Asheville has developed a solid reputation as a public liberal arts institution. Its rate of enrollment growth in recent years has been very high. At the same time attracts a high quality student body: the average SAT score for those undergraduates admitted for the Fall Semester, 1991, is 1035. It prides itself on its interdisciplinary undergraduate core curriculum and its highly successful Master of Liberal Arts curriculum. As the home of UNC's Asheville Graduate Center, which brokers courses from WCU and other UNC campuses, the UNC-A campus also serves over 700 graduate students each semester.

A. CHANGE IN CLASSIFICATION

The institution is qualified to be classified as a Liberal Arts College I. This designation reflects its mission and we recommend that the change be approved. We further recommend that the Board of Governors take into account the added responsibilities that UNC-A has in providing library and other support for a large graduate enrollment on its campus.

NAME: **WINSTON-SALEM STATE UNIVERSITY**

CLASSIFICATION: Comprehensive University II

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

_x_ Change in Classification:
A change in classification from Comprehensive University II to Comprehensive University I is proposed.

_x_ Entry into New Discipline Divisions:
Graduate programs in engineering are proposed (inter-institutional).
A baccalaureate program in social work is proposed

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

No doctoral level programs are proposed.

Masters level:

Masters in Computer Science (1991-93)
Masters in Education (1993-95)
Masters in Business Administration (1993-95)
Programs in Engineering (1993-95) - inter-institutional
Programs in Allied Health (1993-95) - inter-institutional

Baccalaureate level:

Baccalaureate in Management Information Systems (1991-93)
Baccalaureate in Applied Mathematics (1991-93)
Baccalaureate in Molecular Biology (1993-95)
Baccalaureate in Social Work (1993-95)
Baccalaureate in Language Education (1993-95)
Baccalaureate in Education of the Emotionally Handicapped (1993-95)
Baccalaureate in Occupational Therapy (1993-95)
Baccalaureate in Physics (1995-97)

Academic program deletions or redefinitions:

Urban Affairs
Office Administration
Housing Management Track
Spanish Education

B. RESEARCH AND PUBLIC SERVICE PROGRAMS:

No major initiatives are proposed.

III. ORGANIZATIONAL CHANGES PROPOSED:

No major organizational changes are proposed.

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RECOMMENDATIONS

I. Winston-Salem State University is characterized by its comprehensive instructional program on the undergraduate level. It has had a long standing commitment to teacher education, notably in elementary education, and is now attracting a group of older, non-traditional students. In the past two decades, enrollment and outside funding have grown for programs in the Life Sciences. Thirty-five percent of its Life Science students go on for graduate and professional study in the field.

Enrollment has declined overall under the State's new admissions requirements. However, progress has been made to improve the capabilities of new students by closer working relationships with the local public schools. In addition, the community college system is providing growth to the undergraduate pool through 37 formal arrangements with WSSU.

The prospect for further growth and service to the state's educational development in this Western Piedmont area is projected to be in the health care area and in meeting the needs of older students. Notably, although WSSU is a historically black institution, it has an approximate 20% non-black enrollment. There are good prospects for greater integration of the institution's enrollment. WSSU thus has a special contribution to make in the matter of ethnic diversity.

Without question, the major priority for WSSU is to build a quality undergraduate institution, maintaining the quality of programs it currently has developed. Programs in Teacher Education and the Life Sciences remain critically important to the educational responsibilities of the system, and as well for the minority population.

A. CHANGE IN CLASSIFICATION:

We do not recommend a change in classification at this time.

B. ENTRY INTO NEW DISCIPLINE DIVISIONS:

For fiscal reasons, we do not recommend entry into the new discipline divisions proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Doctoral level:

No doctoral programs are proposed.

Masters level:

Masters in Computer Science (1991-93).

We believe that the institution's highest priority should lie with its undergraduate programs. That belief, coupled with the fiscal constraints which currently exist, compel us to recommend against moving this proposal to the planning level. We do not believe that the existence of a consortium with other colleges and universities in the area would prevent the draining of resources from current programs in order to mount this proposal.

Masters in Education (1993-95).

The history and strength of the institution in teacher education justifies a recommendation that authority be granted for planning this offering, provided greater specificity is included in the request.

Masters in Business Administration (1993-95).

Because of the current fiscal situation, we do not recommend advancing this proposal to the planning level.

Programs in Engineering - inter-institutional; and Programs in Allied Health - inter-institutional (1993-95).

Considering the fiscal restraints that exist, we do not recommend that

these programs be advanced to the planning stage. We make this recommendation cognizant of the fact that a consortium consisting of Wake Forest University, NCSU, NCA&T, and WSSU been discussed. It is our opinion that the masters program in Allied Health offers a possibility for planning and implementation at some time in the future, provided it can be financed without depriving existent programs of support, and provided a proper undergraduate program base, including faculty and facilities, can first be added.

Baccalaureate level:

Baccalaureate in Occupational Therapy (1993-95).

In view of the statewide need for this program and the fact that only one UNC institution offers this program at the baccalaureate level, we recommend that this proposal be advanced to the planning level. The program should complement the recently established program in Physical Therapy at WSSU.

Baccalaureate in Management Information Systems (1991-93)
Baccalaureate in Applied Mathematics (1991-93)
Baccalaureate in Molecular Biology (1993-95)
Baccalaureate in Social Work (1993-95)
Baccalaureate in Language Education (1993-95)
Baccalaureate in Education of the Emotionally Handicapped (1993-95)
Baccalaureate in Physics (1995-97)

We note that a number of these proposed degrees are high cost items. We also note that five of these eight items are proposed for implementation in the period 1993-95 and one for 1995-97. Considering the current fiscal situation, we recommend that this entire list of undergraduate degree proposals be revisited at a later date. From what we see at this time, we would urge that, at the time of revisitation, first consideration be given to those proposals relating to teacher education and molecular biology. In the latter case, we are informed that the institution has strength in the life sciences.

Academic program deletions or redefinitions:

Urban Affairs
Office Administration
Housing Management Track
Spanish Education

Since it is not clear which programs are to be deleted and which are to be redefined, we cannot respond in detail to these proposals. However, we support program deletions wherever demand or productivity is low.

NAME: **NORTH CAROLINA SCHOOL OF THE ARTS**

CLASSIFICATION: Specialized

PROPOSED MISSION AND ORGANIZATION

I. NATURE OF THE PROPOSED CHANGE IN INSTITUTIONAL MISSION:

___ Change in Classification:
No change in classification is proposed.

___ Entry into New Discipline Divisions:
No new discipline divisions are proposed.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Masters level:

Masters Degree in Film

Baccalaureate level:

Baccalaureate in Film (authorization to plan granted; establish 1992)

III. ORGANIZATIONAL CHANGES PROPOSED:

The establishment of a new School of Film, headed by a new dean, is proposed. In addition, it is proposed that the high school principal supervise all arts, academic, and campus life matters for high school students and report directly to the Vice Chancellor for Arts and Academic Programs.

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RECOMMENDATIONS

I. The commitment to the arts which one feels among the administrators, the faculty, the staff and the students at the North Carolina School of the Arts is a tribute to the wisdom of the State of North Carolina in establishing and nourishing this special school.

Major challenges face the School because of its special mission and nature: it is devoted

exclusively to the preparation of students in the performing arts; it enrolls not only college students but also high school and even junior high school students as well; and it is a small institution with a relatively high out-of-state enrollment. It needs continuing special understanding and support from the General Administration and the Board of Governors in dealing with the resolution of these unusual problems.

II. NEW PROGRAMS PROPOSED:

A. DEGREE PROGRAMS:

Masters level:

Masters Degree in Film.

Since the original program proposals were submitted to the General Administration, NCSA has concluded, after extensive study of the outstanding university film programs in the country, that their proposal should be expanded to include a request for authorization for a small masters program in film. This program would serve about fifteen students and would aim to produce professional filmmakers, not academic scholars or film critics. It would concentrate only on the writing and directing of films. We recommend that this additional proposal be advanced to the planning stage.

Baccalaureate level:

Baccalaureate in Film (authorization to plan granted; establish 1992).

Up until the proposal immediately above came forward, the only program change being sought was the baccalaureate degree in Film, which had already been authorized for planning. While it is a costly new venture, this proposal seems eminently sound to us, since the film industry is the biggest employer of the school's talent, and North Carolina is a major production site for films made in the United States. We recommend that this proposal proceed to implementation as resources become available.

III. ORGANIZATIONAL CHANGES PROPOSED:

Establish a new School of Film

We support this change. We do not believe that a change in the reporting line of the high school principal comprises a major organization change and would thus recommend that such a modification be left in the hands of the Chancellor.

IV. SPECIAL RECOMMENDATION CONCERNING PRIVATE FUND RAISING

Because of its special nature, NCSA requires an effective fund raising division. We note that the institution is now taking steps to strengthen this function. Because of its national reputation for excellence, as well as its uniqueness as a free standing, highly professional school of the arts within a major university system, we believe that it has the possibility of raising sizable amounts of private gift and grant dollars.

The institution has serious building needs, including a student union (there is currently no such facility), improved dormitories, a better library, and improved maintenance.

Also, there will be an increasing need for endowed chairs and professorships. We recommend that the General Administration and the Board of Governors encourage and support a large, active, and continuing program of private fund raising for NCSA.

A RECOMMENDATION CONCERNING MARINE SCIENCE IN THE UNIVERSITY

The field of Marine Science is important to the people of North Carolina and thus to The University. This is especially true because of the State's coastal geography and demography, and because of the educational, scientific, recreational, and economic importance of the ocean environment. For these reasons, we have devoted considerable thought as to how The University, as a confederation of locations and resources, might best pursue high quality interdisciplinary activity in the important disciplines that have come to be grouped under the heading of Marine Science.

As we have responded in the body of this study to the various proposals in this field, we have simply stated:

> We have no doubts about the importance of this field. We note that at least NCSU, UNC-CH (with both Masters and Doctoral degrees in Marine Sciences), UNC-Wilmington (with a Masters degree in Marine Biology), East Carolina University (with several related proposals), and Elizabeth City State University (with a proposal for a B.S. degree in Marine Science) have a legitimate interest in the field. Duke has also collaborated with UNC institutions in the area. If the state's resources are to be most effectively deployed in this field, it would appear that some cooperative effort, with laboratory and research facilities centered at UNC-W, should be undertaken.

Our conclusions in regard to those various proposals and to a specific recommendation are as follows:

1. A major University-wide research center in Marine Science should be located at Wilmington. The center should be operated by UNC-W.

2. The presently existent doctorates in Marine Science, offered at NSCU and UNC-CH, should be continued. NCSU is now offering a cooperative Ph.D. with UNC-W. This collaboration should be expanded and UNC-CH should again be invited to participate. The degrees offered would thus result from the joint efforts of UNC-CH and UNC-W, or NCSU and UNC-W.

3. Similar cooperative and collaborative efforts should also obtain in the work toward and the granting of masters degrees in Marine Science.

4. The projected University-wide research center should, of course, be available to any campus of The University where such use is appropriate.

5. It is conceivable to us that at some time in the future, UNC-W might become the main venue for the offering of work toward and the granting

of a single doctoral program in Marine Science.

6. The President and his staff should work with the Chancellors of the affected campuses in the development of specific plans for the effectuation of the recommendations given above, including the changes that may be necessary in the existing inter-institutional arrangements.

CLOSING STATEMENT

As was noted earlier, we have, collectively, visited all sixteen campuses of The University and have as a group had in-depth discussions with each Chancellor. These contacts have been of immense help as we have summarized our work.

In the course of this task we have examined more than 270 proposals for new degree programs, 57 of which were for doctoral degrees, one for a first professional degree, 120 for masters or CAS programs, and 93 for baccalaureate curricula. Many institutional plans also contained a significant number of tentative program proposals that were less clearly defined in terms of title and level. We have given consideration to these proposals as well. We have also looked at nine requests for reclassification of various campuses (following the modified Carnegie taxonomy that is used by The University) as well as approximately 75 requests for various other organization and administrative changes. In all of these categories, many of the proposals appear to us to be important and desirable. However, we have recommended only a relatively small number, for reasons which we believe to be clearly expressed in the body of our document.

As we have gone about our work, we have followed several precepts which we believe represent good public policy for The University and for the State of North Carolina. We would commend these precepts to the President and the Board of Governors as they carry out their decision-making responsibilities.

1. Institutional Diversity has always characterized American higher education, and it should continue to do so. Not all universities are alike, nor should they be. Neither the demands of the labor market, the needs of society, nor the funding capacity of the taxpayers require or permit such a result.

2. Access to higher education at both the undergraduate and masters level is especially important. This involves working with the K-12 and Community College systems to better prepare students for the undergraduate program. On another front, such a policy for North Carolina, we believe, calls for the expansion of masters degree capabilities in the comprehensive universities, and in some cases for expansion of The University's six graduate centers.

3. Quality is the critical ingredient in all effective education. It should not be diluted by over-expansion when funds, equipment, or facilities are inadequate to the task.

4. Good Management is essential, particularly in the application of priorities, and thus in the judicious use of resources, whether they be dollars, people, or facilities. Changes in curricula and research will always be essential to keep up-to-date, but the counterpart of change is the elimination of out-dated or lower

priority programs.

5. Inter-Institutional Cooperation is important now and will be increasingly so in the future, particularly at the doctoral level. Mounting high quality doctoral programs is so expensive that expansion of that capability is difficult to justify when the demand for doctoral graduates can largely be met by existent programs.

6. Strong and Responsive University-Wide Governance is absolutely essential if the precepts listed above are to be followed. Such a system of governance is in place. It is of great importance that the public, the executive and legislative branches of state government, and the leadership of the constituent campuses of The University continue to support that system.

A FINAL RECOMMENDATION

As we have pursued our task, we have come to realize that the use of a ten-year planning cycle places the planning horizon so far out as to make it virtually invisible. The realm of human affairs, whether in higher education or economics or geo-politics, continues to change at an ever-increasing rate. (There can be no better example of that fact than the changes that have begun to occur in and among Russia and other parts of the Soviet Union in the few short months since we began this study.)

For that reason, we are suggesting that, for all practical purposes, our study be viewed as an effort encompassing only the next five years, and that a similar effort be mounted in the period 1996-97. It is our hope that the work on which we report here will provide at least the framework for that continuing effort.