

**STRATEGIC
PLAN**

100 

Appalachian
STATE UNIVERSITY

1998 Edition

Approved by the
Board of Trustees,
December 4, 1998

Strategic Plan

Appalachian State University

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I. Preface

During the past century, Appalachian State University met the challenges of change and evolved into a premier comprehensive university within the University of North Carolina (UNC) and in its region of the United States. Where does the university go from here? What steps should be taken to prepare for the uncertain future of the 21st century? This Strategic Plan presents a vision for Appalachian, and it outlines both broad directions and specific actions for Appalachian to take in its second century.

Since 1980, Appalachian has used a unit planning process, updated biennially, to assist in guiding decisions and in allocating resources. The biennial publication, Framework for Planning: A Unit Planning Manual, explains and directs the process. All planning activities occur under the aegis of the Strategic Planning Commission (SPC), co-chaired by the Chancellor and by the Provost and composed of approximately 30 administrators, faculty, staff, students, and alumni. Since 1994, the SPC has:

- reviewed and recommended changes to Appalachian's mission statement;
- reviewed and endorsed a Vision for Technology and a Technology Plan for Appalachian;
- engaged in a series of visioning retreats designed to articulate Appalachian's vision for the next decade;
- participated in a planning retreat with representatives from all 31 campus advisory groups;

- participated in a planning retreat with members of the campus community; and,
- prepared this strategic plan.

Preparation of the Plan

This Plan was developed by the SPC from the mission review and the visioning exercises and retreats. It represents the SPC's perceptions of current and anticipated challenges to and opportunities for Appalachian as well as Appalachian's strengths and weaknesses. The SPC recognizes that planning must be continuous and flexible, with the major payoff to the university being the ongoing shared participation in the process. This document thus serves as a map to guide the university into the next decade.

The Plan is tied directly to three key UNC-level or state-level planning documents. As a public university within the UNC, Appalachian is committed to advancing goals articulated in these documents (see Appendix B, p. 12).

The first document is the UNC Board of Governors' Long-Range Planning, 1998-2003, published in January 1998. The Board of Governors (BOG) presents six interrelated strategic directions and approximately 70 specific strategies to be pursued by UNC institutions.

The second document is the May 1995 report prepared by the Governor's Commission for a Competitive North Carolina, Measuring Up To The Challenge: A Prosperous North Carolina in a Competitive World. A Vision for North Carolina in

the 21st century is presented, and eight key areas with 39 goals are identified by the Commission as critical to the state over the next two decades.

The third document, Measuring Our Progress: Targets for the Year 2010 is a December 1997 report of the North Carolina Progress Board that was created in 1995 legislation to build upon the work of the Commission. This document focuses on four of the Commission's key areas and articulates 16 lead targets to be pursued by state agencies.

Organization of the Plan

Section II presents a brief review of demographic, economic, social, technological, and political forces affecting Appalachian. The Plan represents an effort to position Appalachian within these powerful, transforming forces.

Section III contains the Vision and Strategic Directions adopted by Appalachian. Together they summarize where Appalachian intends to go during the next decade.

Section IV presents the Strategic Directions with associated Strategic Actions that Appalachian expects to take during the next decade to become a model learning community. These statements provide both intentions to which departments across campus can contribute and parameters within which departments are expected to function. They are not meant to be exhaustive of all possible efforts by the university to fulfill its Mission and Vision, but they should help guide many key decisions and empower departments to act.

Section V provides a concise summary of how Appalachian ultimately envisions itself as a premiere comprehensive university and model learning community.

Appendix A presents Appalachian's existing Mission and Educational Goals. The Plan offers specific ways to fulfill the Mission and achieve the stated Educational Goals.

Appendix B contains summaries of the three key UNC-level or state-level planning documents that have shaped the Plan and are advanced by the Plan.

Appendix C lists members of the SPC who have prepared the Plan.

Implementation of the Plan

The SPC exercises oversight of the Plan's implementation. Through annual reports and reviews of performance indicators and other evidence, the SPC monitors progress in the Strategic Directions and gives specific guidelines and emphases to university planning units when they prepare their biennial unit plans. Unit plans thus incorporate emphases and themes identified by the SPC for the particular planning period.

II. The Planning Context: Higher Education in Transition

Like all major social institutions, higher education is undergoing a fundamental transformation. Some of the demographic, economic, social, technological, and political changes that challenge colleges and universities to find relevance are presented here.

- **Values:** Society expects higher education to develop students to be responsible citizens. Higher education must both prepare students for the workforce and develop in them a well-defined set of values to guide them through life.
- **Globalization:** The acceleration of international exchanges of people, ideas, information, and products is dramatic. Global perspectives cannot be ignored. Higher education institutions must find a balance between addressing local and state needs and participating in global exchanges and networks.
- **Disciplinary Integration:** During the past century, academic institutions have undergone extensive disciplinary fragmentation, leading to a proliferation of departments and specialties and to a narrowing of research emphases. Universities now are expected to find multidisciplinary and integrative approaches that chart new territories between established disciplines and that form the wider knowledge base for the information society.
- **Technology:** The historic role of universities has been the systematic concentration, development, and transmission of knowledge. Technology has challenged that historic mission by making available vast amounts of high-level knowledge outside physical campuses. Such developments require new approaches to teaching, learning, and scholarship. The pervasive influence of technology on all aspects of intellectual, economic, political, and social endeavors is precipitating changes as extensive as those effected by the industrial revolution.
- **Skill Development:** Higher education institutions are expected to develop in students the skills and qualifications required to gain entry into the job market. Meaningful employment is an expected outcome of attending college.
- **Demand for Access:** An unprecedented number of students of all ages are seeking higher education. Over 40,000 additional students are projected to be enrolled in UNC institutions by 2008, with an increasing amount of instruction expected to be offered at convenient locations and times.
- **Accountability:** Universities increasingly have to be accountable to government or governing boards. Through a variety of ways, universities now must demonstrate their value to society. Institutional budgets have become more and more linked to measurable targets of efficiency and effectiveness.
- **Partnerships with Schools and Businesses:** Successful higher education institutions are developing innovative partnerships through specialized, preschool-to-graduate school educational programs and through new relationships with the professional and business community.
- **Financial Support:** Public higher education faces pressure to contain costs and remain affordable. This means that universities must rely increasingly upon funds from new gifts and grants, reassignment of internal resources, and achieving new efficiencies. It is extremely important that emphasis be placed on raising unrestricted permanent endowments to support program and scholarship requirements. Excellence has become more dependent upon the ability to secure financial support from alumni, friends, foundations, and corporations and upon the ability to make hard reallocation decisions.

III. Appalachian's Vision and Strategic Directions

This vision expresses an ideal to which the university relates its future, and associated Strategic Directions present a general design for attaining the vision.

The Vision for Appalachian

Appalachian State University intends to make clear progress in the next decade toward being a model learning community founded on intensive human interaction and supported by state-of-the-art technology.

To move the university toward this vision, Appalachian will:

- create an environment of civility, respect, and trust for all its learners;
- commit to providing a liberal arts education that emphasizes the fine arts, humanities, and sciences as the foundation for responsible citizenship and meaningful human interaction worldwide;
- enrich the quality of life for the people of the region through outreach programs, distance learning, and cultural offerings;
- commit to providing a graduate education of distinction in those disciplines that are responsive to changing societal needs;
- enhance learning through faculty scholarship, supporting research and creative activities for both faculty and students;
- promote every student's participation in internship, community service, or foreign study programs; and,
- demonstrate the commitment to this vision by placing the needs of the learner at the center of all decision making.

Strategic Directions

The following six Strategic Directions articulate how Appalachian intends to achieve its Vision for the next decade. These key areas, developed more fully in Section IV with specific Strategic Actions for each, will direct university policy and decision making throughout the university.

1. *Educate Students to Be Responsible Citizens and Effective Leaders in the Global Society of the 21st Century.*
2. *Promote Exemplary Teaching and Scholarship.*
3. *Affirm Public Service as Integral to the Mission of the University.*
4. *Develop Technology as a Comprehensive Teaching and Learning Tool.*
5. *Provide Effective and Efficient Administrative and Staff Processes and Services.*
6. *Apply Sound Financial Planning in Support of Student Learning.*

IV. Strategic Directions and Strategic Actions

To direct the university's actions toward achieving the Vision, to support the university's Mission and Educational Goals, and to function effectively within the context of external challenges and opportunities, Appalachian has selected the following Strategic Directions and specific Strategic Actions to pursue during the next decade. They advance Appalachian's vision of the university as a model learning community for the 21st century.

STRATEGIC DIRECTION 1

Educate Students to Be Responsible Citizens and Effective Leaders in the Global Society of the 21st Century.

Appalachian aspires to provide exemplary learning opportunities for its students as they prepare to live in an information age which connects citizens of all nations all over the world. To move toward Strategic Direction 1, Appalachian will:

- 1.1 Offer innovative, flexible, and varied learning formats and opportunities for both traditional and nontraditional students enrolled on-campus and at off-campus sites within the United States and abroad.
- 1.2 Provide strong academic programs, ensured through regular, meaningful program reviews and, when applicable, accredited by appropriate accrediting agencies.
- 1.3 Promote extensive and intensive student-faculty interaction.
- 1.4 Provide meaningful experiential learning through internships and practicums in business, industry, government, and social service agencies, both domestic and international.
- 1.5 Facilitate meaningful community service experiences.
- 1.6 Offer extensive international exchange and study abroad opportunities to increasing numbers of students..
- 1.7 Seek to accomplish stated undergraduate and graduate educational goals.
- 1.8 Provide current technology that facilitates access to information and to learning experiences on-campus and off-campus.

- 1.9 Provide facilities designed to enhance in-class and out-of-class learning.

- 1.10 Expand activities and opportunities for increasing awareness of faculty, staff, and students regarding individual, social, and cultural differences.

STRATEGIC DIRECTION 2

Promote Exemplary Teaching and Scholarship.

Appalachian depends upon the presence of exceptional faculty to be a premier comprehensive university and a model learning community. To move toward Strategic Direction 2, Appalachian will:

- 2.1 Recruit the most qualified faculty.
- 2.2 Provide extensive and regular faculty development programs and opportunities, especially in approaches to enhance student learning, in the use of current learning technologies, and in international experiences.
- 2.3 Provide faculty with up-to-date technologies and facilities that promote teaching, scholarship, and public service within the United States and abroad.
- 2.4 Institute a faculty reward system that is consistent with the university's Mission, Goals, and Vision.
- 2.5 Advocate extensive collaboration between faculty and other public agencies, such as schools and governments, and the private sector.
- 2.6 Support scholarship that contributes to the public's well-being.
- 2.7 Stimulate grant activity that supports scholarship, especially scholarship related to teaching and learning and to public service.

- 2.8 Support interdisciplinary and team teaching efforts among departments and across colleges.

STRATEGIC DIRECTION 3

Affirm Public Service as Integral to the Mission of the University.

Appalachian values its presence in northwest North Carolina and its role of regional leader in providing practical assistance, applied research solutions, and varied outreach programs to public schools, local governments, the business community, and other public and private organizations. To move toward Strategic Direction 3, Appalachian will:

- 3.1 Establish a public service center or clearinghouse, involving faculty, staff, students, and local persons, to facilitate providing services, technical assistance, training, and arts to regional constituencies.
- 3.2 Serve as an information repository and producer of electronically generated and maintained information with global linkages as well as local.
- 3.3 Be a regional leader in linking the applied research needs of schools, public agencies, local government, and the business community with university resources such as the library and international access.
- 3.4 Promote initiatives to serve the needs of public schools and to facilitate seamless integration of all educational levels.
- 3.5 Use distance learning technology to provide credit and noncredit courses and programs to businesses and industries, governmental agencies, social service agencies, elementary and secondary schools, and universities in the United States and abroad.
- 3.6 Serve as a regional center for the fine and performing arts and showcase regional artists.
- 3.7 Work with Boone and Watauga County officials to coordinate policies that directly affect the community.
- 3.8 Enhance sustainable economic development and community relationships locally and globally.
- 3.9 Direct financial aid to students from the local region with academic potential and limited

resources.

- 3.10 Establish an Appalachian Research Park as an engine for regional economic development.

STRATEGIC DIRECTION 4

Provide Effective and Efficient Administrative and Staff Processes and Services.

Appalachian seeks to provide administrative and staff services that support student learning. To move toward Strategic Direction 4, Appalachian will:

- 4.1 Recruit the most qualified administrators and professional and classified staff.
- 4.2 Implement extensive and intensive professional development programs for administrators, professional staff, and classified employees to promote student learning.
- 4.3 Include faculty, staff, students, and administrators in the decision-making processes of the university through the established governance bodies and through individual participation.
- 4.4 Develop activities that unite the university community, reflect the diversity of the university, and create an environment of collegiality to foster healthy interaction among faculty, staff, and students.
- 4.5 Provide exemplary student services that promote student learning and development.
- 4.6 Develop an effective recruitment program for degree-seeking international students.
- 4.7 Expand and integrate state-of-the-art technology and telecommunications throughout the campus with an emphasis on the contributions of essential administrative functions to student learning.
- 4.8 Continue to improve the management information system in order to provide accurate and timely data, as well as the capacity to extract, share, and use information to make meaningful and informed decisions at the institutional and unit levels.
- 4.9 Periodically review the organizational structure, policies, and procedures to ensure that student learning is enhanced.

- 4.10 Continue to improve institutional effectiveness and efficiency by streamlining procedures and by minimizing duplicated work.
- 4.11 Actively promote safety and security on campus by providing well-trained, well-equipped law enforcement personnel and appropriate policies and safety training.
- 4.12 Implement the facilities master plan in all renovations and new construction projects.
- 4.13 Ensure efficient use of space through improved class scheduling, cross-utilization of space, and, in certain facilities, expanded community use.
- 4.14 Establish institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations for all new construction and facility maintenance.

STRATEGIC DIRECTION 5

Develop Technology as a Comprehensive Teaching and Learning Tool.

Appalachian seeks preeminence in using technologies across the curriculum and in providing distance learning across the region and around the world. To move toward Strategic Direction 5, Appalachian will:

- 5.1 Provide computers and technology to faculty and staff for more effective classroom presentations, including interactive and multimedia learning in both teaching and educationally related activities.
- 5.2 Ensure that students graduate with competencies in accessing and using information technology.
- 5.3 Design and implement faculty development seminars and workshops related to using technology in the teaching/learning process.
- 5.4 Develop a plan for systematic acquisition and replacement of technological equipment used in the teaching/learning process.
- 5.5 Develop library technologies to enhance and expand electronic information services both on-campus and off-campus.
- 5.6 Develop and implement appropriate technology-based distance learning programs

at public schools, community colleges, and other off-campus sites.

STRATEGIC DIRECTION 6

Apply Sound Financial Planning in Support of Student Learning.

Appalachian seeks to combine sound budgeting procedures and financial projections with extensive cultivation of potential benefactors and use of external resources. To move toward Strategic Direction 6, Appalachian will:

- 6.1 Announce publicly and complete a centennial campaign for programs and projects identified in the strategic planning process.
- 6.2 Identify external funding sources consistent with needs and strategic goals, and develop proposals to secure external support for university programs.
- 6.3 Develop sizeable unrestricted endowments to ensure that program and scholarship needs will be met in the future.
- 6.4 Identify and use new budgeting and financial forecasting models for long-range financial planning.
- 6.5 Serve as good stewards of public and private funds, providing timely and accurate reports to donors, legislators, and others who provide revenue to the institution.
- 6.6 Through the Office of University Advancement, provide guidance and expertise to faculty and administrators regarding fundraising, stewardship, and continuous cultivation of funding sources.
- 6.7 Apply cost-benefit analyses in reviewing existing programs and evaluating new programs, with an emphasis on internal reallocation of resources.
- 6.8 Ensure that budget and financial information is used as a management tool.

V. Forging a Premiere Comprehensive University and Model Learning Community

Each Strategic Direction and Strategic Action promotes Appalachian's aspiration to be a premiere comprehensive university and model learning community. The vision of a model learning community incorporates the following elements.

1. Appalachian Will Function as a Community of Learners

Appalachian will take the necessary steps to be a learning-centered institution. This represents a shift from an emphasis on instruction to an emphasis on learning. While the focus is on student learning, *all* members of the university community will be engaged in ongoing learning and development.

1.1. Students Will Be Learners

Appalachian students of the 21st century will arrive with diverse academic interests and will demonstrate strong intellectual ability, personal motivation, and leadership potential. They will be skillfully recruited, thoughtfully chosen, and provided with essential financial assistance.

Students cannot be taught enough information for a lifetime. Information changes rapidly and increases at rates faster than at any other time in history. All university programs thus must stimulate students to become lifelong learners. Appalachian's graduates will know how to access information and how to think. They will know how to engage new situations, solve problems independently, and employ their analytical and critical thinking skills to create and innovate in the globally integrated society of the 21st century.

Appalachian's graduates of tomorrow will learn not only how to earn a living but also how to live life as productive, contributing members of the emerging global society. They will contribute to the civic life of the human community and to the stewardship of the natural environment. They will be international citizen-leaders of the future.

Appalachian's students will recognize that they are responsible for their own learning. They will develop a system of reasoning based on principles, ethics, and a strong sense of

values gained through experience in the family, the liberal arts, work, interaction with other students and faculty, and participating in the life of a university community that models positive attributes. A variety of educational experiences will assist students in coming to understand the ethical judgments and principled reasoning and values that inform decisions. Among the values that students will learn and practice are honesty, integrity, generosity, teamwork, respect for others, civic responsibility, and service. Appalachian will continue to honor its deep and distinguished commitment to students' academic, moral, and personal development, the university's reason for being.

1.2. Faculty and Staff Will Be Learners

In a future of rapidly expanding knowledge, faculty at Appalachian will assume more roles that facilitate student learning and fewer roles that unilaterally impart information. It will be increasingly important to attract faculty and staff members of diverse ethnic, racial, and cultural backgrounds with substantial international experience to interact with students as co-learners. A faculty and staff who are both talented and diverse and who offer learner role models for all students are critical to the success of Appalachian as a learning community.

The need to continually develop Appalachian's faculty and staff is self-evident. Innovation in instruction will be encouraged and supported. Educationally sound and innovative proposals for enhancing instruction that use non-traditional instructional delivery systems and international travel experiences will be encouraged.

2. Appalachian Will Maintain an Environment That Is Conducive to Learning

2.1. The Strong Sense of Community Will Be Preserved

Appalachian will preserve the strong sense of community that has been a hallmark of the university. This will include a continued emphasis on keeping the “personal touch” so highly praised by students and alumni and on maintaining close student-faculty interaction. Accordingly, Appalachian reaffirms its commitment to offering small classes and protecting the time faculty members have available to spend with students. In the pursuit of the learning community ideal, joint student-faculty experiential learning will become more and more prevalent at home and abroad.

2.2. On-Campus Enrollment Will Be Controlled

On-campus undergraduate enrollment will be held near its current level. A stable, moderate size undergraduate enrollment is essential to advance the community of learners that is envisioned for Appalachian and to preserve the quality of life for Boone and Watauga County. To help address the anticipated additional demand for higher education in North Carolina, enrollment growth will occur selectively through off-campus, including at international sites, program offerings and alternative educational delivery systems. Where modest increases in enrollment are necessary to achieve critical mass in certain programs, these increases will be in character with Appalachian’s values and traditions.

2.3. Understanding Global Cultures Will Be Emphasized

Appalachian graduates must understand and appreciate global cultures. Explosive advances in communications, travel, and international commerce now bring people from all over the world into closer contact. To prepare students for extensive global commercial, cultural, and intellectual exchange, Appalachian will provide intercultural travel and experiences, expand the international content of the curriculum, and encourage students to learn foreign languages.

2.4. The Library Will Be Advanced

The library, Appalachian’s single most important tangible and intangible asset, will continue to play a central role in enhancing the campus learning environment. With the radical changes of new technologies that transform the way information is acquired, stored, and accessed, the library almost certainly will be redefined and reformed in the 21st century. For the near future, though, Appalachian reaffirms its commitment to maintaining a collection of books, journals, and other traditional informational materials to support classroom instruction, scholarship, and graduate study, as well as to serve the broader community. In addition, Appalachian will provide access to materials held elsewhere through locally available databases and national and international network connections. Members of the Appalachian learning community will have extensive access to shared resources of other universities, government agencies, industries, and research institutes.

2.5. Learning Will Be Assessed

Appalachian is committed to ongoing assessment of learning and to the creation of a culture of self-examination and self-awareness. A variety of evolving assessment techniques will be used to measure the multidimensional learning that occurs throughout the university, both on and off campus. While some offices have primary responsibility for conducting assessment, especially assessment of student learning, all campus departments are expected to participate in the assessment enterprise as a means of maintaining and improving the learning environment.

Appendix A

Appalachian's Mission and Educational Goals

Appalachian's Vision and Strategic Directions were developed within the context of the current Statement of Educational Mission and Undergraduate and Graduate Educational Goals. These statements provide the foundation upon which the Vision and Strategic Directions rest.

General Statement of Educational Mission

Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master's, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the university community. Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

[The University of North Carolina Board of Governors (1998). Long-Range Planning 1998-2003, 35.]

The following statement, adopted by the Board of Trustees, December 1, 1995, further describes Appalachian's mission:

Founded in 1899 as Watauga Academy, Appalachian State University evolved into a state teachers' college, later broadened its mission to include the liberal arts, gained regional university status, and in 1971 became a part of The University of North Carolina. From its beginning as a small local institution, Appalachian has developed into a university with students from every section of North Carolina, as well as from other states and nations. Throughout its growth, the university has maintained a strong sense of community. It continues to provide educational leadership and service to the state and region. The university is committed to fostering an understanding of Appalachian regional culture and the protection of the natural environment.

Appalachian State University is a comprehensive university, offering a broad range of undergraduate programs and select graduate programs. Undergraduates receive a well-rounded liberal education and the opportunity to pursue a special field of inquiry in preparation for advanced

study or a specific career. Graduate students engage in advanced study and research while developing and extending their academic or professional specializations. Although the campus is largely residential in character and its students are predominantly of traditional college age, the university seeks to serve a diverse student body.

With instruction as its primary mission, the university is committed to excellence in teaching and the fostering of scholarship. As an academic community, it takes pride in its tradition of faculty commitment to students both inside and outside the classroom. Mindful of the relationship between the curricular and extracurricular, Appalachian seeks to promote the intellectual, cultural and personal development of its students.

At Appalachian, scholarship and service are complementary to the instructional mission. The major purposes of scholarship, including research, writing and other creative activities, are threefold: to serve as a basis for instruction, to ensure a vital and intellectually engaged faculty, and to contribute to the advancement of knowledge. Service is provided through effective engagement in appropriate professional activities, active participation in the concerns of the university community, consultation services, the extension into the community of the professional knowledge and skills of the faculty, staff and students, and the sharing of the university's cultural and recreational activities.

Educational Goals

In 1990, the Goals Task Force proposed a set of undergraduate educational goals for Appalachian. The following goals related to the baccalaureate degree were adopted at that time by the university:

1. Breadth of knowledge through the study of the arts, the humanities, mathematics, the natural sciences and the social sciences.
2. Depth of knowledge in at least one area of study.

3. Effective communication skills.
4. An enhanced capacity for logical and creative thinking, analysis, synthesis and evaluation.
5. The ability to apply methods of inquiry.
6. Computational skills and the ability to interpret numerical data.
7. An understanding of the interrelatedness of knowledge.
8. An awareness of the world's diversity of cultural and national experiences, identities and values.
9. An understanding of the issues and problems facing the contemporary world.
10. An understanding of, and respect for, diverse opinions and ideas.
11. An awareness of ethical issues and ethical behavior.
12. A commitment to learning as a lifelong process.

In support of these undergraduate goals, Appalachian State University will provide:

13. An intellectually and aesthetically stimulating atmosphere throughout the university.
14. An environment that encourages interaction among members of the University community.
15. A variety of learning experiences both within and outside the classroom.
16. Experiences that promote personal growth and development.
17. An environment that fosters a commitment to public responsibility and community service.
18. Opportunities to develop career goals and to prepare for specific careers.

A similar set of goals was adopted for graduate education at Appalachian:

1. To master a particular discipline or field at a level of complexity and generalization that extends knowledge, creativity, and intellectual maturity.
2. To develop an understanding of research, the manner by which research is conducted, the subject matter, bibliography, theory, and methodology of a particular discipline or field.

3. To develop the ability to utilize discipline-appropriate skills to analyze, explore, question, reconsider, synthesize, and apply traditional and contemporary knowledge and methods.
4. To acquire an understanding and commitment to a profession and the professional ethical standards within a given discipline or field.
5. To develop the skills, knowledge and experience necessary for appropriate professional employment, professional development, and/or further graduate study.
6. To develop direct intellectual/creative association with resident graduate faculty as mentors.
7. To develop the ability to communicate effectively in ways that are appropriate to the discipline.
8. To develop awareness of the world's diversity of cultural and national experiences, identities, and values.

In support of these graduate goals and with the cooperation of the appropriate colleges, schools, and departments, the Cratis D. Williams Graduate School of Appalachian State University will:

9. Monitor the quality and currency of graduate programs through systematic program reviews and recommend any needed improvements on the basis of those reviews.
10. Maintain admissions standards for graduate students.
11. Provide adequate resources consistent with the needs of graduate education through assistantships, scholarships, and research and grants support.
12. Ensure that graduate faculty possess the necessary scholarly credentials to teach and conduct research with graduate students.

Appendix B

Appalachian's Strategic Plan is linked to and contributes to the achievement of the UNC-level plan and the state-level plans referenced in this Appendix. These supra-plans guide and inform this university Strategic Plan.

I. Long-Range Planning, 1998-2003, UNC Board of Governors

The UNC Board of Governors' Long-Range Planning, 1998-2003, published in early 1998, contains six interrelated strategic directions and approximately 70 specific strategies to be pursued by UNC constituent institutions during the planning period (p. 25-28). Asterisks identify those strategies that will have outcome measures associated with the State's Performance/Program Budget (P/PB) system.

Linkage between Appalachian's Plan and the Board's Plan are shown. Specific Strategic Actions that directly contribute to the Board's implementation strategies are identified by "(ASU 1.1., 1.2., 4.6)" and so on.

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| <p>1. Expand access to higher education for both traditional and nontraditional students through:</p> <p>1.1. continuation of efforts to keep costs of tuition and fees low in order to maintain or increase the percentage of North Carolina high school graduates who attend a UNC institution; maintain or increase the UNC transfer rates of North Carolina community college students; increase the enrollment of undergraduates 25 and older; and increase credit hours produced, and degrees conferred, by UNC institutions* (ASU 1.1,1.8)</p> <p>1.2. continued attention to the adequacy and effectiveness of need-based aid for undergraduates, including the monitoring of increases in tuition and fees and student debt levels, the establishment of a database on student financial aid, and development of an "Early Awareness Program" for middle school students and their parents (ASU 3.9)</p> <p>1.3. State funding for degree-credit instruction offered off-campus (whether delivered through traditional methods or through distance education) and in the summer at levels comparable to that provided for regular term on-campus instruction in order to extend the benefits of regular term low tuition to students electing these forms of instruction (ASU 1.1,1.8)</p> <p>1.4. continued efforts to increase minority participation on every campus through implementation of recommendations adopted in the revised Program for Further Increases in Minority Presence Enrollment (1995-2000) (ASU 1.1)</p> | <p>1.5. uniform policies for the transfer of credit from community colleges to constituent institutions to maintain or increase the UNC transfer rates of North Carolina community college students* (ASU 1.1,1.8)</p> <p>1.6. more efficient use of space on campus to enable institutions to accommodate more students (ASU 1.9,4.11)</p> <p>1.7. expanded summer school enrollment to facilitate more likely degree completion (ASU 1.8)</p> <p>1.8. expansion of off-campus instruction sites and distance education courses and programs to enhance outreach to nontraditional, place-bound, and time-bound students (ASU 1.1,1.8,3.5)</p> <p>1.9. development of electronic information systems on transfer, off-campus, and distance education opportunities, policies, courses, and programs (ASU 1.1,1.8,3.5,5.5)</p> <p>1.10. improved services to facilitate enrollment and support the educational experiences of off-campus and distance education students (ASU 1.1,1.8,3.5,5.5)</p> <p>1.11. resolution of administrative issues related to exchange of courses among constituent institutions via distance learning technologies (e.g., allocation of credits, FTE's, and expenses; dual enrollment; collaborative degrees; etc.) (ASU 1.5,1.8,2.5,5.6)</p> <p>1.12. increased collaboration among constituent institutions and with other education sectors</p> |
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- in facilitating access for all North Carolinians to the state's educational resources (e.g., exchange of distance learning courses, establishment of a North Carolina virtual library [NC-LIVE], etc.) (ASU 1.5,1.8,2.5,3.5,5.6)
2. Preserve and heighten the excellence and competitiveness of the University of North Carolina through:
 - 2.1. competitive salaries and Distinguished Professorship Endowments to recruit and retain outstanding faculty (ASU 2.1)
 - 2.2. strengthening of libraries through implementation of measures recommended by the comprehensive study of UNC libraries (ASU 1.8,3.3,5.5)
 - 2.3. maintenance of exemplary graduate and professional programs, including attracting the best graduate assistants by offering competitive compensation (ASU 1.2)
 - 2.4. continued discovery and dissemination of basic and applied research (ASU 2.6,2.7,3.1,3.3)
 - 2.5. continued growth in the amount of external funding for research and creative activities* (ASU 2.7)
 - 2.6. public service and knowledge transfer that enhance the quality of life of North Carolina citizens (ASU 3.1,3.2,3.3,3.5,3.3.6)
 3. Improve the quality of education on-campus and off-campus through:
 - 3.1. continuing focus on the delivery of effective instruction as reflected in measures such as students' rating of the overall quality of instruction* and peer-review of teaching (ASU 2.2,2.3)
 - 3.2. recognition and reward of outstanding teaching (ASU 2.4)
 - 3.3. centers for teaching and learning on each campus (ASU 2.2)
 - 3.4. strengthening of undergraduates' academic skill development* (ASU 1.1,1.4,1.5,1.7,5.2)
 - 3.5. preparation of baccalaureate graduates to be successful in post graduate studies and/or in the workplace* (ASU 1.1,1.7,4.5)
 4. Identify and implement the most promising applications of technology in support of:
 - 4.1. more effective teaching, learning, and research (ASU 2.2,2.3,2.7)
 - 4.2. improved student-teacher and student-student interaction (ASU 1.3)
 - 4.3. ready access to worldwide sources of information (ASU 1.8,3.3,5.5)
 - 4.4. development of graduates able to use technology effectively (ASU 1.8,5.2)
 - 4.5. delivery of instruction and academic and student support services to place-bound and time-bound students (ASU 1.1,3.5,5.6)
 5. preparation of successful graduate and professional students* (ASU 1.1,1.7,4.5)
 6. satisfactory access to library resources and services*, both traditional and technology based (including NC-LIVE) (ASU 1.8,5.5)
 7. satisfactory access to information technology resources and services and to laboratory resources* (ASU 1.8,5.5)
 8. academic advising and other academic support services that enable students to maximize their educational opportunities and to graduate on a timely schedule* (ASU 4.2,4.5,4.6)
 9. student services that foster student development* (ASU 4.2,4.5)
 10. strengthening of academic programs through regular University-wide and institutional academic program review (ASU 1.2)
 11. enhancement of international education opportunities (e.g., UNC-Exchange Program, study abroad, collaborative research, international outreach projects) (ASU 1.6)
 12. initiation of systematic review of the performance of tenured faculty (ASU 2.2)

- 4.6. delivery of instruction and continuing education to the workplace (3.3,3.5)
- 4.7. efficient and user-friendly administrative services* (ASU 4.1,4.2,4.4)
- 4.8. sponsored programs and collaborative research (e.g. searchable databases on faculty expertise, scientific equipment, sponsored projects, funding opportunities, centers and institutes) (ASU 2.5,2.6,2.7)
- 5. Promote increased efficiency and effectiveness in the use of University resources through:
 - 5.1. a revised funding model and funding equity (ASU 6.4,6.7)
 - 5.2. implementation of a revised process for determining capital improvements priorities, including the development of space standards (ASU 6.3,6.7)
 - 5.3. a study of the relative equity and adequacy of the physical facilities at the constituent institutions, including recommendations to rectify any inequities or inadequacies found in the study
 - 5.4. increased delegations of authority to the constituent institutions in the areas of capital construction administration, purchasing benchmarks for on-campus procurement, and personnel administration (ASU 6.3,6.4,6.6,6.7)
 - 5.5. consideration of the potential of incentive funding
 - 5.6. continued use of flexibility funding and related integrity of financial operations (ASU 6.4,6.7)
 - 5.7. complete phase-out of reversion rates and overhead receipts offset to the General Fund
 - 5.8. taking advantage of a recent financial challenge to obtain private matching funds to establish distinguished professorships (ASU 6.2,6.5)
 - 5.9. increased linkage between planning and budgeting for both current operations and capital improvements (ASU 6.3,6.7)
 - 5.10. refinement of expected outcomes, objectives, and measures for the State's Performance/Program Budget (P/PB)
- 5.11. improvement in the ability of the General Administration to collect, process, and analyze University-wide data for accountability and assessment (ASU 4.7)
- 5.12. a study of tuition levels, other charges, and costs of graduate and professional education
- 5.13. the biennial review of academic degree program productivity (ASU 1.2)
- 5.14. dissemination of information about teaching workloads and development of teaching workload standards
- 5.15. implementation of the phased retirement policy for faculty
- 5.16. study, in conjunction with the Joint Legislative Education Oversight Committee, of the role, funding, personnel resources, programs, and other aspects of the Cooperative Extension Services
- 5.17. study of opportunities for privatization of certain support services
- 5.18. study of the span of control for institutional non-academic and administrative support personnel
- 6. Continue to propose and support initiatives to serve the needs of the State's public schools, such as:
 - 6.1. the North Carolina Center for the Prevention of School Violence, the Center for School Leadership Development, the Principals' Executive Program, the North Carolina Teacher Academy, the North Carolina Center for the Advancement of Teaching, and the Math-Science Education Network (ASU 2.5,5.6)
 - 6.2. opportunities for academic enrichment for students in grades K-12, such as Summer Ventures and the Math-Science Pre-College Program (ASU 2.5,3.4,5.6)
 - 6.3. cooperation with the public schools to reduce the need for remedial education through initiatives such as the Early Math Placement Testing Program

- (ASU 2.5,3.4,5.6)
- 6.4. assistance to public schools in preparing teachers to offer Advanced Placement courses in the public schools (ASU 2.5,3.4)
 - 6.5. direct services by constituent institutions to the public schools, particularly those with low performance (ASU 2.5,3.4,5.6)
 - 6.6. assistance to the schools in the use of new teaching technologies (ASU 2.5,5.6)
 - 6.7. development of a statewide network of university-school teacher preparation partnerships (ASU 2.5,3.4)
 - 6.8. creation of a committee structure to align all University outreach programs with the education goals of the State, under the umbrella of the Center for School Leadership Development (ASU 3.1,3.3,3.4,3.5)
 - 6.9. revision of master's of education degree programs to require a more rigorous course of study, including concentration in the academic content areas to be taught, as prescribed by the Excellent Schools Act (ASU 1.2)
 - 6.10. strengthening of second major requirement in teacher preparation programs
 - 6.11. an annual performance report from schools of education (ASU 1.2)
 - 6.12. participation as a member of an advisory committee to the State Board of Education for the study of lateral entry
 - 6.13. school administrator and teacher preparation programs and by promoting the collaboration of local school officials, local law enforcement officials, and local court officials on addressing issues of school safety in school safety

II. Measuring Up To The Challenge: A Prosperous North Carolina in a Competitive World, Governor's Commission for a Competitive North Carolina, and Measuring Our Progress: Targets for the Year 2010, North Carolina Progress Board

In May 1995 the Governor's Commission for a Competitive North Carolina prepared a report entitled, Measuring Up To The Challenge: A Prosperous North Carolina in a Competitive World, that contained a Vision for North Carolina in the 21st Century with eight key areas and 39 goals for 2015.

Also In 1995 the General Assembly created the North Carolina Progress Board to build upon the work of the Commission. Measuring Our Progress: Targets for the Year 2010 is the first report from the Board. The report focuses on four of the Commission's eight key areas and recommends 16 lead targets for the year 2010 (other targets are also proposed in the report.)

The linkages between Appalachian's Plan and the Commission's Goals and the Progress Board's Targets are shown below. Specific Strategic Actions that directly contribute to the Commission's Goals and to the Board's Targets are identified by "(ASU 1.1., 1.2., 1.3)" and so on.

Measuring Up To The Challenge: A Prosperous North Carolina in a Competitive World. May 1995 Report of the Commission for a Competitive North Carolina.

HEALTHY CHILDREN AND FAMILIES

GOAL 1: All North Carolina children have a healthy start in life.

GOAL 2: All North Carolina children enter school ready to succeed. (ASU 3.4)

GOAL 3: North Carolina families have the resources and commitment to provide a nurturing environment.

GOAL 4: North Carolina citizens are healthy.

QUALITY EDUCATION FOR ALL

GOAL 5: North Carolina students have an equal opportunity to learn in school. (ASU 1.1,1.8,3.4)

GOAL 6: Young people demonstrate the skills necessary for entry into high performance work organizations or postsecondary education. (ASU 3.4)

GOAL 7: North Carolinians have a high rate of completion of community college and baccalaureate education. (ASU 1.1,1.8,3.4)

GOAL 8: Graduates of professional schools and post-graduate education programs provide the specialized talent necessary to function effectively in a knowledge-oriented economy. (ASU 1.1,1.2)

GOAL 9: North Carolina adults are literate. (ASU 1.1,3.3,3.5)

GOAL 10: North Carolinians of all ages have the opportunity to enrich their lives through continuous learning. (ASU 1.1,1.8,3.5,5.5,5.6)

A HIGH PERFORMANCE WORKFORCE

GOAL 11: Skills training, including training in the professions, is available and fulfills the needs of the global economy. (ASU 1.1,1.2)

GOAL 12: North Carolina residents have strong computing skills and are able to perform technological functions required in the workplace. (ASU 1.8,3.3,3.5,5.6)

GOAL 13: Employees have the opportunity to participate in training and retraining to adjust to changing technologies and new production processes in the workplace. (ASU 3.4,3.5,5.6)

A PROSPEROUS ECONOMY

GOAL 14: North Carolina's economy generates good job opportunities.

GOAL 15: North Carolina sustains a favorable business climate that supports domestic and globally competitive enterprises. (ASU 2.5,3.3)

GOAL 16: Sufficient debt and investment capital is available to encourage expansion in existing enterprises and to support and attract new and emerging businesses.

GOAL 17: Responsive and reasonable regulations allow innovative firms to gain competitive

advantages through the timely use of new technology and management techniques.

GOAL 18: North Carolina provides a coherent and consistent tax system, with fair and competitive rates for businesses and households.

GOAL 19: Prosperity is widespread, without barriers based upon geography, race, ethnicity, gender or age. (ASU 2.6,2.7,3.1,3.2,3.3,5.6)

A SUSTAINABLE ENVIRONMENT

GOAL 20: North Carolinians will preserve and enhance our natural resources. (ASU 3.8,4.12)

GOAL 21: North Carolinians will use our environmental assets wisely. (ASU 3.8,4.12)

GOAL 22: North Carolinians and visitors to our state will have the opportunity to enjoy the state's natural resources and environment.

TECHNOLOGY AND INFRASTRUCTURE DEVELOPMENT

GOAL 23: Research and development generated in North Carolina expands technological advances and the knowledge base. (ASU 2.5,2.6,2.7)

GOAL 24: The costs and availability of advanced telecommunications is competitive with the region and the world. (ASU 5.6)

GOAL 25: Transportation is quick, safe and economical as the result of innovative approaches for highway systems, expanded employment of alternative transportation modes, new technology and ongoing maintenance services.

GOAL 26: Sufficient airport, seaport and rail facilities are provided to increase access and accommodate trade.

GOAL 27: The cost of electric power in North Carolina compares favorably with other states.

GOAL 28: Natural gas service is provided as needed for economic development.

SAFE AND VIBRANT COMMUNITIES

GOAL 29: North Carolina communities are safer places to live. (ASU 4.10)

GOAL 30: All schools are alcohol, drug and violence free. (ASU 4.10)

GOAL 31: North Carolina plans for the orderly development and preservation of land and related resources. (ASU 4.11,4.13)

GOAL 32: Communities will develop the ability to provide clean water for all citizens and for economic development projects.

GOAL 33: There will be adequate capacity for waste in safe, contemporary landfills.

GOAL 34: Adequate sewage treatment facilities will be provided in areas where population and industrial density permit. (ASU 4.13)

GOAL 35: North Carolina will have adequate and environmentally sound recycling, treatment, storage and disposal capacity for solid and hazardous wastes. (ASU 4.13)

ADEQUATE CITIZENSHIP/ACCOUNTABLE GOVERNMENT

GOAL 36: North Carolina citizens are active and informed participants in the governmental process. (ASU 4.3)

GOAL 37: North Carolina encourages mechanisms at all levels for training leaders and citizens to work together to create the capacity for managing change. (ASU 4.3,4.4)

GOAL 38: North Carolina's governing institutions broadly reflect the diversity of our population.

GOAL 39: North Carolina's governing institutions will be more accountable. (ASU 6.4,6.7)

Measuring Our Progress: Targets for the Year 2010. A Report from the North Carolina Progress Board, December 1997, p. iii.

SIXTEEN LEAD TARGETS

GOALS	TARGETS
<i>A Prosperous Economy</i>	
1. A growing, dynamic economy	NC will reach the national level in real average wage per worker by 2010. NC will exceed the US average in the growth rate of real gross state product between now and 2010
2. High quality jobs, distributed more widely	NC will eliminate disparities in unemployment rates among minority citizens. By the year 2010, NC will exceed the national average in per capita income.
<i>A Quality Education for All</i>	
1. Higher expectations for high school and beyond	NC will reach the national average in SAT scores by 2010.
2. Colleges and universities for a knowledge oriented economy and society.	Ninety percent of North Carolinians between the ages of 25 and 35 will have at least two years of education beyond high school by 2010.
	NC will reach the national average in bachelor's degrees by 2010—and there will be no disparity between blacks and whites.
<i>A Sustainable Environment</i>	
1. To preserve air and water of the highest quality	Increase by 20 percent the number of good and moderate air quality days in Charlotte, Raleigh, and Winston-Salem by 2010, while maintaining good and moderate air quality days for the state as a whole. All assessed streams, lakes, and estuaries will be designated as unimpaired by 2010.
2. To ensure healthy and productive natural resources	Open 70 percent of saltwater-and 60 percent of brackish-shellfish beds, and increase the percentage of fish species rated "healthy" to 50 percent by 2010.
3. To reduce the amount of solid waste disposed of by North Carolinians	Decrease municipal solid waste burned or placed in landfills by 40 percent by 2001 and maintain that lower level through 2010.
4. To preserve and enhance the quality of metropolitan life	All NC urbanized counties and cities will integrate their transportation and land use decisions by 2010.
<i>Healthy Children and Families</i>	
1. All children will have a healthy start in life	The rate of births to young unmarried women will be cut to 15% by the year 2010. All children will be properly immunized by the age of two.
2. All children enter school ready to learn	All North Carolina children will enter school prepared for continuing academic success.
3. All families are able to provide a nurturing environment	The poverty rate for children will be cut in half- to 11%- by the year 2010.

Appendix C

Strategic Planning Commission

1998-99

Chancellor (serves as Chair)	Frank Borkowski
Provost and Vice Chancellor for Academic Affairs (serves as Co-Chair)	Harvey Durham
Vice Chancellor for Student Development	Greg Blimling
Vice Chancellor for Business Affairs	Jane Helm
Vice Chancellor for Advancement	Siegfried Herrmann
Executive Assistant to the Chancellor	Gail Hearn
Director of Human Resource Services	Len Johnson
Academic Deans	Charles Duke (Education) [1999] Judith Domer (Graduate) [2001]
Chair of the Council of Chairs or Appointee	Susan Cole (Theater & Dance)
Faculty Members	Howie Neufeld (Faculty Sen. Chair) Dan Caton (Fac. Sen. Campus Plng Cmte.) Edelma Huntley (Graduate Council) Joan Woodworth (Arts & Sciences) [2001] Unal Boya (Business) [1999] Sally Atkins (Education) [1999] Jim Toub (Fine & Applied Arts) [2001] Mary Reichel (Library) [1999] Joseph Amaya (Music) [2001]
Staff Members	Barbara Cox (Staff Council Chair) Susie Beasley (Personnel) [1999]
Undergraduate Students	Ehren Meister (SGA President) Nick Schuster (SGA Appointee)
President of the Graduate Student Association	Kristen Preyer
Chair of the Black Faculty/Staff Council	Harry Williams
Associate Vice Chancellor for Enrollment Services/Director of Admissions	Joe Watts
Alumnus	Chris Wilcox [1999]
Associate Vice Chancellor for Student Development	Bob Feid
Director of Institutional Research and Planning	Bobby Sharp
Members at Large	Peter Petschauer (History) [2001] Pat Reighard (Fine & Applied Arts) [1999]

Previous members of the SPC who participated in preparing this plan were:

Richard Crandall (Business)	Roger Winsor (Faculty Senate)
Bob Snead (Special Assistant to the Chancellor)	Marianne Suggs (Fine & Applied Arts)
Crystal Hinson (Graduate Student Association)	Erlene McNeill (Black Faculty/Staff Council)
Catherine Wilkinson (Faculty Senate)	Amy Winebarger (Staff Council)
Joyce Lawrence (Graduate School)	Don Sink (Arts & Sciences)
Jeff Boyer (Arts & Sciences)	Bill Harbinson (Music)
Darby Weaver (SGA)	Jeff Reid (Business Affairs Intern)
Dan Norris (SGA)	Maybre Willis (Graduate Student Association)
J.D. Adams (SGA)	Nick Biddle (Faculty Senate)
Ray Paschal (SGA)	
Fernando Little (SGA)	