

XI. Missions of the Constituent Institutions

The planning responsibility of the Board of Governors serves both a comprehensive and a specific purpose. The comprehensive purpose is found in the statutory responsibility to "plan and develop a coordinated system of higher education in North Carolina." The specific purpose is found in the further statutory responsibility to "determine the functions, educational activities and academic programs" of each institution. This specific responsibility for each of the institutions is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the general academic mission containing the following: a statement of the educational mission of the institution; a brief history of the institution; its location; and an organizational chart showing the administrative structure of the institution. This chapter also contains the Carnegie classification of the institutions institution. The complete inventory of academic degree program for each constituent institution is provided in . This inventory is classified in accord with Classification of Instructional Program (CIP) 2000, which UNC will begin using on July 1, 2004 to report its institutional data.

A. Institutional Classification

The University of North Carolina uses the descriptive classification system of institutions developed by the Carnegie Foundation for the Advancement of Teaching.³ The Carnegie classification system includes all institutions listed in the National Center for Education Statistics' *Education Directory*.

It is important to recognize that this classification system does not *rank* institutions. It is not a hierarchy of merit, a listing of institutions from superior to inferior, or from more worthy to less worthy. It is, instead, a grouping of colleges and universities according to their shared characteristics and functions. The criteria for the groupings include level and type of programs offered, enrollments, number of degrees awarded by level and discipline areas, and the related mission. The listing of authorized degree programs by level and by discipline division and specialty further defines the institution in terms of program array.

To encompass all colleges and universities in the United States, the Carnegie classification system uses ten categories. Six of these categories include all of the constituent institutions of the University of North Carolina. Winston-Salem State University has added master's programs and will likely move from Baccalaureate Colleges-General to the Master's level during this planning period. As of fall 2003, the constituent institutions are classified as follows:

Doctoral/Research Universities-Extensive

North Carolina State University
The University of North Carolina at Chapel Hill

Doctoral/Research Universities-Intensive

East Carolina University
The University of North Carolina at Charlotte⁴
The University of North Carolina at Greensboro

³ Carnegie Foundation for the Advancement of Teaching, *The Classification of Institutions of Higher Education, 2000 Edition*. (Princeton, NJ: 2000)

⁴ The University of North Carolina at Charlotte has been given Doctoral/Research Intensive status by the Board of Governors but is not recorded in that category by the Carnegie Foundation because of the use of 1995-96 through 1997-98 data.

Master's (Comprehensive) Colleges and Universities I

Appalachian State University
Fayetteville State University
North Carolina Agricultural and Technical State University
North Carolina Central University
The University of North Carolina at Pembroke
The University of North Carolina at Wilmington
Western Carolina University

Baccalaureate Colleges—Liberal Arts

The University of North Carolina at Asheville

Baccalaureate Colleges—General

Elizabeth City State University
Winston-Salem State University

Specialized Institutions: Schools of Art, Music, and Design

The North Carolina School of the Arts

B. Academic Program Development

A necessary element in the University's planning is defining the educational mission of each of the constituent institutions, including the specification of degree programs that each of them is authorized to offer. It is in academic program development that one gets to the heart of crucial decisions in higher education, and in this area the Board of Governors has been most responsible and responsive to the public interest.

The general principles and priorities defined and pursued by the board in academic program development include the following:

- *Greater access to educational opportunity must be provided.* In fulfilling its stated purpose to extend the benefits of education, the Board of Governors is committed to providing needed educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. The board's objective is to cultivate the truly educated citizenry that a changing society and economy demand.
- *Academic quality is the critical ingredient in all effective education.* As it has in the past, the board will continue to support and emphasize standards of excellence in teaching, research, and public service. Toward this end, constituent institutions are expected to continue to strengthen and improve programs at all levels as the needs of society change. New programs will be authorized by the board when funds, equipment, facilities and faculty are adequate to provide an appropriate base of support to ensure academic quality. When current programs are deemed sufficient to meet the state's needs for qualified professionals, the board does not authorize the initiation of new programs that might dilute existing strengths. Recognizing the state's need for qualified professionals, the board will continue to emphasize academic quality and excellence.
- *The University has a primary obligation to provide undergraduate education of high quality.* The majority of students enrolled in the University are undergraduates, and this imposes on all institutions the responsibility to provide those students an educational experience of high quality. This is a primary obligation of every campus, and institutions are urged, to improve and strengthen foundational liberal arts and science programs and baccalaureate courses of study.