

UNCG Strategic Housing Plan 2020

Throughout its history, UNCG has been a residential campus, encouraging students to immerse themselves fully in the college experience through on-campus living. Rapid enrollment growth of new high school graduates in recent years, burgeoning adult student enrollment, and smoother access for increasing numbers of transfer students from community colleges and 4-year institutions have all coalesced to diversify the undergraduate student “mix” and talents in educationally powerful ways. Those changes in combination with the evolution of UNCG into a research university, the attendant proliferation of graduate programs, and a compact core campus with relatively rigid boundaries and fewer acres per student than any other UNC-system university are shifting the character of the University and perceptions of it as an undergraduate institution. UNCG’s campus housing program is at a crossroads where decisions made now will impact the college experiences of future generations of students.

As at any university, there are alternative futures. This strategic plan for campus housing reasserts UNCG’s strength as a campus of decidedly and exuberantly residential character, using that strength to support student success, high-quality life-changing learning, and ready engagement in the community both on and beyond the campus.

Purpose and Process

The UNCG Strategic Housing Plan responds to the need for a sharpened focus on, and long range view of, campus housing in the larger institutional context. A confluence of factors is significant: increasing complexity of UNCG’s mission as a research university, traditional guiding assumptions about the residential character of the campus and the undergraduate experience, institutional enrollment growth, student housing demand, housing facilities condition, University Master Plan parameters, institutional partnerships for community and economic development, and the *UNCG Plan 2009-2014*.

Following presentations to the UNCG Board of Trustees concerning campus housing issues in April 2008 and April 2009, the Board requested a longer-range view of the future and potential impact of campus housing. The purpose of the UNCG Strategic Housing Plan is to provide trustees and other institutional decision makers with background information and priorities against which discrete decisions about housing projects and directions can be made in future years. Institutional priorities and student learning goals of special importance in the development of the UNCG Strategic Housing Plan are:

Institutional Goals and Priorities

- Access to the University.
- First-choice institution for increasing numbers of students.
- High-quality undergraduate experience in a research university.
- Student success: Retention and graduation.
- Student learning in an inclusive culture of engaged scholarship, civic responsibility, and community service.

Student Learning Goals and Priorities

- High impact learning experiences.
- Meaningful connections between learning in the classroom and outside it.
- Integration of learning through learning communities and capstone experiences.

The process of preparing the strategic housing plan included consideration of The *UNCG Plan 2009-2014*, re-evaluation of the rationale for on-campus student housing, analysis of enrollment projections, and a review of the UNCG campus housing system's strengths, weaknesses, opportunities, and threats. The Chancellor's executive staff discussed the plan and key Academic Affairs staff were consulted regarding enrollment. The University's 2007 master plan consultants were engaged to advise on alignment of the UNCG Strategic Housing Plan and the University Master Plan.

A fundamental planning question was determining the desired mix of students which should comprise the UNCG housing program. One approach is simply to maintain current housing stock; and in that case, based on enrollment projections the on-campus proportion of the total student population will continue to decline, resulting in either a student mix in campus housing comprised of approximately 70 percent freshmen by 2020, or else resulting in having to turn some freshmen away to achieve a desirable "intergenerational mix" of students by class level.

A second approach is to add approximately 1040 new beds on the core campus to maintain UNCG's current status of housing about 30 percent of undergraduates, resulting in a campus housing population of 57 percent freshmen.

A third approach is to strengthen the residential character of the campus by continuing to house at least 80 percent of first-time freshmen annually, and by increasing capacity and modifying inventory mix to achieve an "intergenerational" class-level mix of approximately two-thirds freshmen/sophomores and one-third juniors/seniors. This approach would require adding approximately 3920 new beds by 2020 and would result in approximately 48 percent of undergraduate students living in campus housing. The housing strategic plan is based on this third approach.

The UNCG Context

Since its inception in 1891 as the State Normal and Industrial School, the University evolved first into a liberal arts college for women and more recently into a university with high research activity, as recognized by the Carnegie Commission in 2006. It has broadened its scope to offer doctoral and masters programs, as well as professional preparation at all levels, while retaining its strengths in general education, emphasis on a vibrant student experience, and commitment to the highest ethical principles.

Throughout its evolution, the University has retained its foundational commitment to scholarship, expressed in the traditional areas of teaching, research and creative activity, and service. UNCG's academic efforts in these traditional areas also continue to respond to changing times and the challenges they present...

(From Preamble, The University of North Carolina at Greensboro (UNCG) Plan 2009-2014)

The University of North Carolina at Greensboro (UNCG) Plan 2009-2014 identifies five strategic areas of focus. (See Appendix A for text of *UNCG Plan 2009-2014*, effective May 2009.) University housing provides special opportunities to support and advance UNCG's goals in all of the five strategic areas:

....Access to Education and Student Success - by providing...vibrant, inclusive, sustainable learning environments, and caring, personalized and comprehensive support to students, thereby creating access to education and opportunities for success for all persons, particularly citizens of North Carolina from underserved

regions and from underrepresented populations; ...

- UNCG will meet the success goals established with UNC General Administration: Retention rates will increase from 75.6% in 2008 to 80%, four-year graduation rates will increase to 34%, and six-year graduation rates will increase to 60%.
- Students will select UNCG as their first choice in part because of its reputation as a caring, inclusive, sustainable, eco-friendly learning environment.
- UNCG will increasingly attract highly qualified students of all backgrounds and socioeconomic statuses....

Health and Wellness across the Life Cycle - by enhancing and extending health, wellness, and quality of life for children, adults, families, and communities, through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities; ...

- UNCG will target health, wellness and safety of the campus community by developing and implementing additional sustainability practices in buildings, outdoor environments, dining services, transportation and campus access, campus maintenance and renewal, energy and climate, and academics and culture.

...Education and Leadership Development - by offering transformational undergraduate, professional, and graduate education in which students participate in high impact experiences that develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferable skills for life, civic participation, and work in a global society; ...

- The University will implement first-year learning communities for all first time UNCG undergraduate students to encourage integration of learning across courses....
- The University will increase participation in initiatives that create meaningful connections between student learning in the classroom and outside of it.

Economic, Cultural, and Community Engagement—By supporting a faculty with outstanding accomplishments in research, scholarship, and creative activity and working collaboratively with diverse communities, UNCG will be a catalyst for economic transformation, cultural expression and community development to benefit the residents of the Piedmont region, the state, and beyond; and...

- UNCG will promote an inclusive culture of engaged scholarship, civic responsibility, and community service....

Internationalization - by being a university where students, faculty, and community integrate teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives....

- UNCG faculty, staff, and students will have the requisite attitudes and knowledge to interact appropriately and effectively in a culturally diverse global context.

(Source: *The University of North Carolina at Greensboro (UNCG) Plan 2009-2014*)

Campus Living Introduction

The residential living experience at The University of North Carolina at Greensboro plays an integral role in supporting UNCG's vision to "...redefine the public university for the 21st century..." (*UNCG Plan 2009-2014*) by developing innovative learning opportunities in support of academic excellence, by stimulating and supporting leadership development through community engagement, and by establishing multiple outlets for meaningful relationships and connections within the university. It both mobilizes and reinforces the community of common purpose that is UNCG.

In *Our Underachieving Colleges* (2005), Derek Bok identifies a major flaw in the approach of undergraduate institutions. They do not devote enough attention to the rich learning opportunities through the "extra curriculum." The on-campus residential experience is one exemplar of these types of important engaging experiences.

Campus living enhances access to UNCG by providing affordable, safe, educationally purposeful conditions for students living away from home for the first time.

UNCG campus housing serves as the gateway experience to the University for approximately 80% of the incoming freshman class. Living in the residence halls may be the only common experience the majority of UNCG students share. It is a unique opportunity to develop a community of scholars connected for a lifetime to UNCG, learning, and the ideals of an academic community.

Campus living helps UNCG students stay in school. Tracking data show consistently higher rates of persistence at UNCG by students who lived on campus their first semester than by their cohorts who lived off-campus their first semester. (Figure 1)

Campus living provides learning environments, peer role models, and student-faculty informal interaction not available to off-campus students, through learning communities, residential colleges, and special interest groups. Seven hundred twenty one students were members in 2008-2009 of seven living-learning communities, residential college programs, and special interest living groups. (Table 1) And learning communities help students succeed. UNCG data show higher freshman to sophomore year retention for students who participated in learning communities. (Table 2)

As the University further develops its vision of "...an inclusive, collaborative and responsive institution making a difference in the lives of the students and communities it serves" (*UNCG Plan 2009-2014*), campus living both advances and reflects that vision every day. It provides informal interaction, leadership roles, self-governance opportunities, and multicultural contact in a student community more ethnically diverse than the larger University community. (Figure 2)

The residence hall communities facilitate and deepen the experiential opportunities for academic development and growth; develop citizens who are intellectually engaged, care about each other and successfully resolve conflicts; and provide a solid basis for academic achievement and retention.

“SWOT”: Campus Housing System Strengths, Weaknesses, Opportunities, Threats

Strengths

1. Students are physically and programmatically embedded in the heart of a community of common educational purpose.
2. Students have easy access and referral to campus support services from dining and safety, to academic advising and personal counseling.
3. Students have ready access to campus involvement and leadership opportunities, from intercollegiate athletics to clubs to recreation to the arts.
4. Students are in close proximity to academic and nonacademic resources on a compact campus.
5. Housing and Residence Life department has productive partnerships with academic programs to provide living-learning communities.
6. Students seek/choose campus housing—demand for housing exceeds availability.
7. Living environment has high diversity of students’ backgrounds, ethnicity, and educational interests.
8. Residence halls have high-quality staff with appropriate skills and credentials.
9. Housing system has financial stability as an auxiliary service.

Weaknesses

1. Facilities have poor inventory mix and building configurations to meet expectations of students and needs of living-learning programs.
2. Facilities have substantial (and costly) deferred maintenance identified in Facilities Condition Analysis.
3. UNCG’s ability to house interested upper class students is constrained as freshman enrollment grows—demand exceeds campus capacity.
4. There is a paucity of sites identified in the 2007 Master Plan for new residence halls on the core campus.
5. The housing system has limited debt capacity to support repair, renovation, and/or new construction.

Opportunities

1. Enrollment growth of first-time freshmen and emerging subpopulations such as transfer students, graduate students, and international students will sustain future demand for campus housing.
2. Multicultural campus living community reflects and advances University goals.
3. Selected UNCG strategic goals—such as recruitment and retention goals, learning communities for all freshmen, increased initiatives for meaningful connections between student learning in the classroom and outside it, promotion of inclusive culture of ... civic responsibility and community service—all provide general direction for creative programs, services, and spaces for student use.
4. Emergence of UNCG as a research university enriches the breadth and depth of intellectual opportunity, library resources, and faculty expertise.
5. Metropolitan environment of UNCG, with its wide array of experiential learning opportunities through community service, civic engagement, service-learning, internships, and part-time work, is a special attribute that distinguishes the UNCG undergraduate experience from that of many peer institutions.

6. University's strengthened articulation of interdependence with the city and surrounding neighborhoods may expedite projects related to institutional growth.

Threats

1. Enrollment growth over time combined with institutional commitment to house all interested freshmen confronts limited housing capacity (beds) and reduces over time the intergenerational mix (freshmen through seniors, graduate students) of students in campus housing, reducing opportunities for students to learn from and collaborate with peer role models.
2. Mismatch between predominant inventory (double rooms with group bathrooms) and student expectations leads students to turn away from campus housing to local rental housing.
3. Facilities condition problems reduce student satisfaction.
4. Off-campus competition from local developers of new, attractive rental housing pulls students away from the on-campus residential community of common purpose.
5. Rising student expectations for privacy and preferences for amenities cannot be met in traditional housing inventory.
6. Inadequate space for high-impact learning experiences works at cross-purposes with faculty collaboration to stimulate educationally purposeful residence hall involvement, both formal (such as learning communities) and informal (such as student-faculty out-of-class interaction).
7. Over the long-term across North Carolina and the nation, student participation in modified delivery of college degree programs such as distance learning, 3-year degrees, and 2+2 programs with community colleges may affect their length of tenure as "campus-based" students and thereby impact the demand for housing and the strength of the educationally purposeful campus community.

Strategic Directions for UNCG Housing to 2020

- Support and enhance the University's enrollment management strategy.
- Be the first-choice living environment of undergraduate students at all class levels.
- Enhance the learning potential of residence hall living.
- Build assertively, by facilities and programs, on the special attribute of being a strong residential community of common purpose in a metropolitan environment which holds a wide array of experiential learning opportunities through community service, civic engagement, service-learning, internships, and part-time work.

UNCG Housing Goals

- A. **Optimize accessibility of campus housing by increasing capacity and maintaining affordability, in support of UNCG's goals for student recruitment, academic achievement, and retention.**
- B. **Create powerful "gateway" experiences for first-year students in the residence halls and outstanding residential experiences for students at subsequent class levels to meet their individual learning and developmental needs.**

- C. **Enrich community life and student learning by providing residentially-based opportunities and connections to co-curricular programs of student engagement and experiential learning.**
- D. **Address housing facility needs of future students through ensuring access, safety, academic and programmatic support, sustainability, and marketability.**

A brief summary of current status related to each of these goals is below, followed by 2020 objectives associated with each goal.

2020 Goals and Objectives

Goal A: Optimize accessibility of campus housing by increasing capacity and maintaining affordability, in support of UNCG's goals for student recruitment, academic achievement, and retention.

Goal A: Current Status

To be competitive as a first choice institution in an environment in which UNCG admission is increasing in selectivity and in which high-performing student prospects are increasingly selective/discriminating about their institutional choices, UNCG must make on-campus housing both available and competitive/comparable with other selective institutions.

Accessibility – Capacity

In 2009 actual on-campus housing capacity is 4250 beds in 24 buildings (Table 3). “Overflow” capacity is maximum 4528 using all available temporary and transitional spaces such as converted floor lounges. In the past decade, 400 new beds have been added to the housing system (Spring Garden Apartments), increasing capacity 9.4 percent. In the past decade, undergraduate student enrollment has increased 31 percent. In 2008, the Office of Institutional Research used UNCG enrollment projections to estimate need for 400 new beds by 2011, 400 more new beds in 2014, and an additional 400 new beds in 2017. That projection assumed UNCG would continue to house 25 percent of its student headcount (excluding distance learning/education). The emerging subpopulations of doctoral students (the number of doctoral students has increased 55 percent in a decade) and of transfer students (annual enrollment of new transfer students has grown 33 percent in a decade, to 1500 students fall 2008) present additional opportunities for housing to respond to institutional direction, as no inventory or priority has been assigned to those students in the past.

For UNCG to maintain its Carnegie Foundation classification as a primarily residential university, it must house 25 percent to 49 percent of undergraduate students. In fall 2008, 31 percent of undergraduates lived in UNCG residence halls. Comparative data to UNCG's national peer group and to UNC-system universities are shown in Tables 4 and 5.

Inventory “mix” in existing residence halls is 80 percent double rooms with group hall bathrooms (3550 beds), and 20 percent suites and apartments (700 beds) (Table 6). All double rooms are located in the traditional residential area of the campus (north central); and all apartments/suites are located at the southwest corner of the campus.

Accessibility – Occupancy and Demand

Occupancy has been high for several years. Normal structural capacity of the campus housing system is 4250 beds. Each of the last four years, at the time of August opening, there have been on average 4500

students assigned; by September 1, the actual occupancy averaged 4380. To accommodate those numbers, Housing and Residence Life utilized “temporary” space such as floor lounges converted to transitional space. The “intergenerational” mix by class level of students living in campus residence halls in spring 2009 was approximately 45 percent freshmen, 28 percent sophomores, 14 percent juniors, and 12 percent seniors. The gender balance in fall 2008 was 69 percent women and 31 percent men; and ethnicity was 58 percent white and 42 percent non-white.

Demand by returning students for campus housing is strong. In March 2009, after completion of the upper class student housing selection process for the coming year, 450 students were on a “wait list” without a bed available at that time. As of June 2009, 228 upper class students were still waiting for a specific room/bed assignment. The 2009 experience is consistent with the past five-plus years. For upper class students, current priority in the assignment process is to students already living on campus with seniors first, juniors, and then sophomores; and newly entering freshmen are guaranteed housing if they apply by the end of June. Transfer students and graduate students are housed on a space-available basis, as are upper class students who lived off campus in the past but would like to move into a campus residence hall. Over the past decade as the freshman class has grown larger, fewer beds are allocated to returning students, and very few to new transfer and graduate students.

There is reason to believe there is pent-up demand for campus housing. The *2004 Housing and Residence Life Master Plan* completed for UNCG by Dr. Ira Fink and Associates used enrollment projections (2003) and a market study to project a need for 5100 beds on campus by fall 2010. Although UNCG added approximately 400 apartment-style beds in fall 2006 (Spring Garden Apartments), beds available in fall 2010 will be 4,250. Since the completion of the study by Fink and Associates, new off-campus apartment complexes have proliferated in proximity to UNCG’s campus, absorbing some of the estimated pent-up demand.

Accessibility—Density

The 2007 Master Plan projects and plans for increased density on the core campus to address land use and sustainability, with particular attention to the area south of Spring Garden Street. Density is an important factor not only for economical use of land and other resources on UNCG’s very compact core campus, but also is important to the vitality and vibrancy of student life. There is relevant research on college students’ satisfaction with their social networks. Research on the experiences of first-year students, who are developing entirely new social networks in their new environment, indicated greater density and higher reciprocity of student-student interactions led to a higher level of satisfaction with their network and with their transitional year to the college or university. (Perl and Trickett, 1988) Higher density housing serves as a catalyst for such student-student interactions.

Accessibility—Affordability

UNCG prides itself on maintaining an affordable, accessible education for North Carolinians.

Each year Housing and Residence Life sets rates in December for the following academic year. As part of the rate setting process, staff consider local cost of living increases, a comparison to the UNC-system schools (Table 7) and a comparison to the local apartment market (Table 8). UNCG room rates have historically fallen in the mid-range of room rates charges among the UNC-system schools. Locally, UNCG is competitive with the surrounding student-friendly housing market and offers the additional attractions of being in the heart of campus and offering a nine-month contract. Compared against its national peers, UNCG offers bargain housing rates (Table 9).

UNCG room rates are differentiated based on amenities, privacy, and amount of “personal space” (Table 10). UNCG housing constitutes about 34 percent of the annual cost of attendance for an in-state resident; however, campus housing and dining are inextricably intertwined since kitchen facilities are scarce in traditional residence halls and all students housed on campus participate in one of several board plan options. Room and board together comprise about 60 percent of the cost of attendance by an in-state student (Figure 3).

Goal A: Objectives to 2020

Objective 1: Continue to house at least 80 percent of first-time freshmen annually, and make aggressive progress toward increasing capacity and modifying inventory mix to achieve an “intergenerational” class-level mix of approximately two-thirds freshmen/sophomores and one-third juniors/seniors (37% freshmen, 29% sophomores, 18% juniors, 16% seniors). Based on current freshman enrollment projections from UNCG Institutional Research and UNC General Administration (Table 11), along with Housing and Residence Life projections of “capture rates” of returning students based on actual experience in recent years (Table 12), approximately 3920 new beds will be needed, all in suite and apartment-style configurations. Some will be provided by new construction on the campus core and some by creating a new campus “neighborhood” in an area identified for future campus expansion in the 2007 Master Plan. The result will be that UNCG will house approximately 48 percent of its undergraduate population by 2020 (up from 31 percent in 2008).

Objective 2: Develop pilot on-campus housing programs for up to 120 incoming transfer students, graduate students, and/or non-traditional undergraduate students. A total of 80-120 new beds will be needed for this purpose, all in suite and apartment-style configurations.

Objective 3: Configure the long-term rate structure and departmental financial model to support expansion and renovation goals. Continue to explore financial models that allow for flexibility through partnerships with the Capital Facilities Foundation and/or partnerships with off-campus developers, and by deliberate phasing of core campus and new neighborhood projects. As an auxiliary unit, Housing and Residence life must balance the budget, execute capital projects, and maintain its edge in an increasingly competitive local housing market.

Goal B: Create powerful “gateway” experiences for first-year students in the residence halls and outstanding residential experiences for students at subsequent class levels to meet their individual learning and developmental needs.

Goal B: Current Status

The undergraduate experience can be viewed as a journey of intellectual, social, and life-skill development. The residential living experience is the gateway to this journey for about 80 percent of UNCG’s entering freshman class each year. It is perhaps the one common experience which they share during their time at UNCG. Equipping the residents with good maps and guides for the journey is one of the roles of the residence hall experience.

Support for Academic Competence/Success

As part of these guideposts for students, providing academic support, access to and information about academic resources, and connections to campus resources are important early steps. Full-time

professional staff in the residence halls are trained and serve as academic advisors as well as course instructors of the UNS101 (University orientation) course. A variety of programs and information sessions are conducted each year throughout the residence halls to assist students to develop their study skills and academic decision making. Group meeting space; collaboratories; private office space for academic coaching, advising, and tutoring; and technology-rich environments are important to the provision of high-quality academic support in campus housing. A great deal of attention has been focused traditionally on the needs of freshman students, both at UNCG and across the country. Only recently have educators fully acknowledged the importance of the sophomore year and beyond, and clearly targeted the “sophomore slump” and the needs of upper class students in the areas of major selection, study abroad, undergraduate research opportunities, internships and career selection. Both national and local UNCG research indicate that students who live on campus persist in school and have a higher graduation rate than those students who do not live in residence halls (Figure 1).

Among UNCG’s most powerful learning and community-building resources are its several thriving living-learning communities and residential colleges involving approximately 721 students (Table 1). These learning communities have a strong history at UNCG beginning with the Warren Ashby Residential College in 1970, and they serve a number of functions:

- Learning communities provide a setting and a group structure whereby students entering the University can become intellectually engaged rather than trying to do so in isolation.
- Learning communities serve as effective delivery systems for academic support services.
- Learning communities provide valuable ways for faculty and students to interact beyond the classroom.

“Research indicates that students who live in residence halls that are programmatically designed to promote academic and intellectual development experience greater cognitive gains than students in conventional residence halls.” (Terenzini, Pascarella and Blimling, 1996, p. 152) Additionally, “...residence halls with the strongest impact on cognitive development and persistence are typically the result of purposeful, programmatic efforts to integrate students’ intellectual and social lives during college. Living-learning centers are not only a great idea – they actually work!” (Terenzini & Pascarella, 1994, p.32)

Support for Life-Skills Competence/Success

In addition to the focus on academics, residence halls provide students with both support and challenge for the developmental tasks of their life stage. These developmental tasks include developing independence; sustaining mature interpersonal relationships; managing time, health, finances, and other areas of adult life; strengthening sense of purpose including career and personal goals; and clarifying personal integrity and values. Educational programs, personal discussions with live-in staff and hallmates, access to campus expertise, and intervention by staff with students experiencing severe difficulty are all built into the residence hall living experience. Developing these life skills and competencies in a campus living community of others with similar developmental needs is a powerful and reinforcing experience for students.

Goal B: Objectives to 2020

Objective 1: Enhance the physical environment and psychological climate to support student academic success and life-skills competence through provision of group meeting, study, and classroom space; rich technology; educational programming to build students’ “school management” skills (ex. time management, study skills, tutoring, academic advising, choosing majors and career goals); personal

counseling and referral; and other educationally purposeful activities to increase students' academic time-on-task and enrichment.

Objective 2: Use campus housing's compelling opportunity to advance the *UNCG Plan 2009-2014* goal to engage all first-time undergraduate students in learning communities. Housing and Residence Life is especially positioned to serve first-year students, approximately 80 percent of whom live in campus residence halls. Expansion of learning communities, in collaboration with Academic Affairs partners, is a means to develop the intellectual community for new students, to increase the intellectual engagement of students, and to bring students with similar academic interests together. The learning communities can also facilitate a number of the initiatives proposed in the strategic plan including increased awareness of the global community, civic engagement, and other specific themes.

Freshman learning communities which are residentially based should have several common core characteristics:

- Each is a joint partnership between an academic unit or department and Housing and Residence Life.
- Each program has a unique identity, distinguishing itself from each of the other programs.
- Core learning outcomes are established with active faculty involvement.
- Connections with academic support services such as advising, tutoring, and study groups are established.
- Adequate administrative and financial support is provided.
- Assessment is an integral part of the program model.

The development of learning communities will help students navigate the large complex campus community by identifying with smaller communities of common interest and purpose. The learning communities model will not only be effective with new students, but also will be a powerful vehicle of connection for upper class students living on the core campus and for those living in the new university housing "neighborhood" proposed in this strategic plan, with new learning communities to be developed around themes such as globalization and civic engagement.

Goal C: Enrich community life and student learning by providing residentially-based opportunities and connections to co-curricular programs of student engagement and experiential learning.

Goal C: Current Status

Universities with especially rich out-of-class involvement opportunities have characteristics and conditions which combine to actively promote "educationally purposeful" out-of-class activities in the campus environment. Attention to student involvement/engagement outside the classroom is warranted for several reasons: College students spend most of their time out of class—2/3 of their waking hours; student peer groups exert substantial influence on how "educationally purposeful" out-of-class time is; students acquire and refine important skills not often addressed in the classroom; and participation in out-of-class activities contributes to a strong sense of community as well as a rich array of involvement opportunities which sustain community life. (Kuh and Associates, *Involving Colleges*, 1991).

Support for Community Engagement

In 2009, UNCG achieved Carnegie Foundation classification as an "engaged campus." Residence halls support and advance student involvement/engagement on several fronts, for example through use of special interest/theme housing to strengthen student sub-communities (ex. Freshman Year Experience,

Make a Difference House, Greek housing, International House), through residence hall student governance (RHA, NRHH), through social and cultural events/activities, through the expectations/boundaries of the Student Code of Conduct, and through community service on campus and in Greensboro and the Triad. In addition the residence hall environment advances the development of the “UNCG community leader” (leadership is service and service is leadership) with tangible opportunities to learn leadership through educational and social programs, to join the LEAD (Leaders Emerging and Developing) living-learning community, to hold student governance and student organization leadership posts, to serve as RAs (Resident Advisors), and to engage in other peer leader roles such as peer health educators. In addition to leadership and service, students develop and refine critical community-living skills including interdependence, interpersonal competence, multicultural competence, and conflict management, all with the support of professional staff, educational resources, and “practice” opportunities in a purposeful living community.

Support for University Tradition and Values

UNCG residence hall communities are intentionally constructed and strive to reflect the values of the University—inclusiveness, collaboration, sustainability, responsibility, and transparency (*UNCG Plan 2009-2014*). Community members learn about, appreciate, respect, and benefit from the differences among its members. Programming strives to reinforce the “habits of mind and attributes of character” cited as central to UNCG’s General Education program. Residents continue and establish traditions, community engagement, and memories of the University experience resulting in a complete relationship and connection with the institution. The residence halls marshal the powerful reinforcement of community living to strive for holistic, seamless student experiences which result in lifelong friendships and enthusiastic school spirit—the “unbroken band” of UNCG’s *alma mater* “The School Song.”

Goal C: Objectives to 2020

Objective 1: Strengthen student sub-communities through adding special interest housing, upper class learning communities, increased international/global focus, and broadened access to those opportunities.

Objective 2: Serve as a conduit to leadership and service opportunities on campus and in the Triad.

Objective 3: Infuse the UNCG Community Leader model throughout the residence hall system, including student self-governance, peer mentors/teachers, and employment of student staff.

Objective 4: Teach and socialize students to school traditions and serve as a catalyst to strengthen and sustain UNCG Spartan spirit and pride.

Goal D: Address housing facility needs of future students through ensuring access, availability, safety, academic and programmatic support, sustainability, and marketability.

Goal D: Current Status

Housing Facilities Condition

Fall 2006 marked the completion of the Facilities Condition Assessment conducted by Clark Nexsen. The scope of the assessment included all 24 residence halls with the purpose of identifying maintenance deficiencies; life safety compliance; ADA compliance; current building code compliance; critical systems analysis; and prioritize each deficiency and provide cost estimations. The study revealed approximately

\$128 million in deferred systems maintenance. These deficiencies were then prioritized, by building, within a range of “currently critical” to “critical within ten years.” Most of the deficiencies are in systems replacements that are either original to the respective buildings, or, have been replaced but are now beyond their useful life. These data also revealed two clear pockets in the inventory where the bulk of the deferred maintenance exists. These are the “High Rise” area and the “Quad.” A five-year capital improvement phased plan was prepared in response to the conditions assessment coupled with the 2007 UNC General Administration mandate to install fire sprinklers in all residence halls by 2012.

Housing Capital Facilities Improvements: New Construction

A 251,000 square foot facility, Spring Garden Apartments opened in August 2006, housing 400 residents, at a cost of approximately \$27 million. It is the first residence hall built by UNCG since Tower Village opened in 1993. It is the first UNCG residence hall designed as genuine apartments, with large private bedrooms, bathrooms shared by no more than two residents, fully equipped kitchens, and pleasant common spaces. It is the first UNCG residence hall to include a parking deck beneath the building. It is the first project to be completed on the campus by a private developer. A major project goal was to provide a comfortable and aesthetically pleasing facility that would be attractive to students as a place of residence and would provide an environment that is conducive to learning. Student response has been extremely positive which has resulted in abundant requests for living in the facility.

Housing Capital Facilities Improvements: Repair and Renovation

Annually a 5-year Capital Facilities Plan for Housing is submitted for approval to the Vice Chancellors for Student Affairs and Business Affairs, detailing and updating both a financial plan and significant capital and renovation projects. Significant recently have been UNC-system mandated fire sprinkler projects, major bathroom renovations, window replacement, fire alarm upgrades and carpet/painting projects, all of which maintain University assets, marketability, and student safety. Surveillance cameras were added to the exterior of many of the halls by University police as an added safety feature. Housing staff have been an integral part of campus safety planning and emergency planning efforts with regard to training and preparation of staff and facilities. Through major improvements and day-to-day operations the NC Department of Insurance list of safety concerns has been reduced by one-third since 2006.

Housing Capital Facilities Improvements: Programmatic

A significant emphasis over the past several years has been the addition of building enhancements that support expanded possibilities for teaching, learning, and academic support in the residence halls. The creation and upgrade of classroom/seminar spaces has occurred in Mary Foust, Grogan, Ragsdale and the Spencer Academic Center. In addition, major enhancements are underway in North Spencer for the upcoming Lloyd International Honors College living/learning program. And housing has invested in renovations to accommodate the needs of the Greek system groups living in the residence halls.

Housing Capital Facilities Improvements: Sustainability

Housing has explored and provided upgrades and changes with regard to sustainability in facilities and educational programs. Major initiatives such as measurement of energy consumption, new windows, new water heaters and use of green cleaning products are examples of these initiatives. In addition, the residence life staff sponsors educational programs such as a Green Games competition among the halls and individual recycling educational programs.

Housing Capital Facilities Improvements: Marketability

A continual effort is made to enhance the marketability of the residence halls, especially in the last several years with the added competition of over 1400 new apartment spaces within a mile of the core campus.

However, the housing inventory is disproportionately double rooms with community bathrooms (over 80 percent of the inventory). As stated in the recent Construction Management survey of 2009, there is no national trend toward building “old-style double-loaded corridor dormitory design with gang lavatories.” A significant factor in what is being built today for the future is bathroom privacy – with either apartment style or a small number of students sharing a bathroom (2). Only so much can be done with paint, carpet and furnishings to create a desirable environment given the age and configuration of existing inventory design.

Side-by-side with privacy concerns is the desire of students to have additional amenities. These amenities include card access to individual student rooms, air conditioning, room carpeting, vending, kitchen access, laundry facilities, study and TV rooms, and technology-rich capability. Amenities such as these and other more extravagant ones (ex. swimming pools, tanning beds and technology game rooms) are common in private apartment complexes in the campus vicinity.

Goal D: Objectives to 2020

Objective 1: Continue with renovation and replacement projects outlined in the five year plan (fire safety upgrades, bathroom upgrades, and new windows in Mary Foust and Guilford), consider additional priority 1 items as articulated in the Facilities Condition Assessment of 2006, and develop a furniture replacement cycle. Update and project the five-year plan annually to sustain methodical on-going investment in renovation and refurbishment of the residence halls.

Objective 2: Develop and follow a plan for deep renovation of selected buildings such as the “high-rises” including taking halls off-line as needed on a predictable cycle.

Objective 3: Proceed with the current ADA accessibility plan (focused on accommodation of mobility and hearing impairments) and make accessibility a continued priority in major renovation/new construction. Future special programs such as learning communities will be in buildings which are currently (or will be by 2011) accessible to students. In addition, complete renovations must provide ADA accessibility.

Objective 4: Work aggressively to incorporate and reconfigure public spaces in the residence halls to support expanded possibilities for teaching, learning and academic support. As the buildings are renovated, seek state funding to create academic spaces and mixed-use spaces in the residence halls to support the University’s initiatives on learning communities. This type of space includes seminar/classroom/meeting space, administrative support space for a particular living/learning community, faculty office space and general gathering space for the learning community participants. Ideally, there is also space for academic support service staff to hold office hours in the residence halls to provide additional resources for the participants.

Objective 5: Explore a wide variety of alternatives to manage energy efficiently, build/renovate using “green” principles, and educate residents with regard to sustainable practices. In major renovations and new construction, industry standards with regard to sustainable building practices will be utilized. Education programs will continue to be enhanced to teach residents sustainability in their everyday practices for current and future use.

Objective 6: Reconfigure the traditional housing inventory for enhanced marketability when feasible in repair and renovation projects. Position all new construction as suites and/or apartments.

Figures, Tables, and Appendices

Figures

- Figure 1: UNCG Freshman persistence
- Figure 2: Ethnicity of UNCG residence hall students
- Figure 3: UNCG In-state cost of attendance 2008-2009

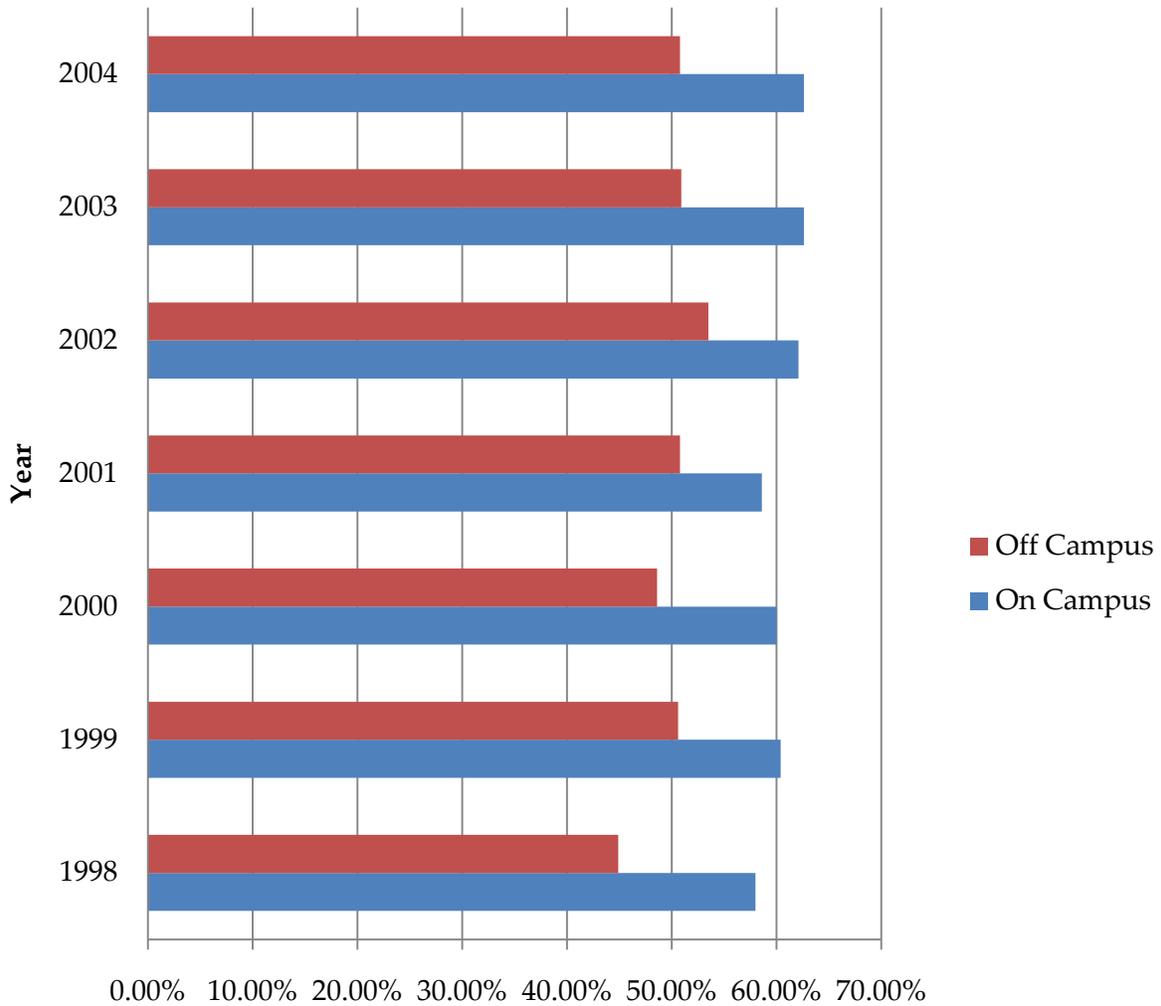
Tables

- Table 1: Learning communities and special interest groups 2008-2009
- Table 2: UNCG freshman to sophomore retention
- Table 3: UNCG residence halls summary
- Table 4: UNCG national peers: students in campus housing
- Table 5: UNC system universities, % students in campus housing
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- Table 7: Housing rates 2009-2010 UNC system universities
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Appendices

- Appendix A: The University of North Carolina at Greensboro (UNCG) Plan 2009-2014
- Appendix B: The University of North Carolina at Greensboro Mission Statement
- Appendix C: UNCG Division of Student Affairs Mission Statement
- Appendix D: UNCG Housing and Residence Life Mission, Core Values, Vision

Figure 1
UNCG Freshman Persistence



Freshmen who lived on campus their first semester had a higher persistence rate after four years than their cohorts who lived off-campus their first semester.

Figure 2
Ethnicity of UNCG Residence Hall Students

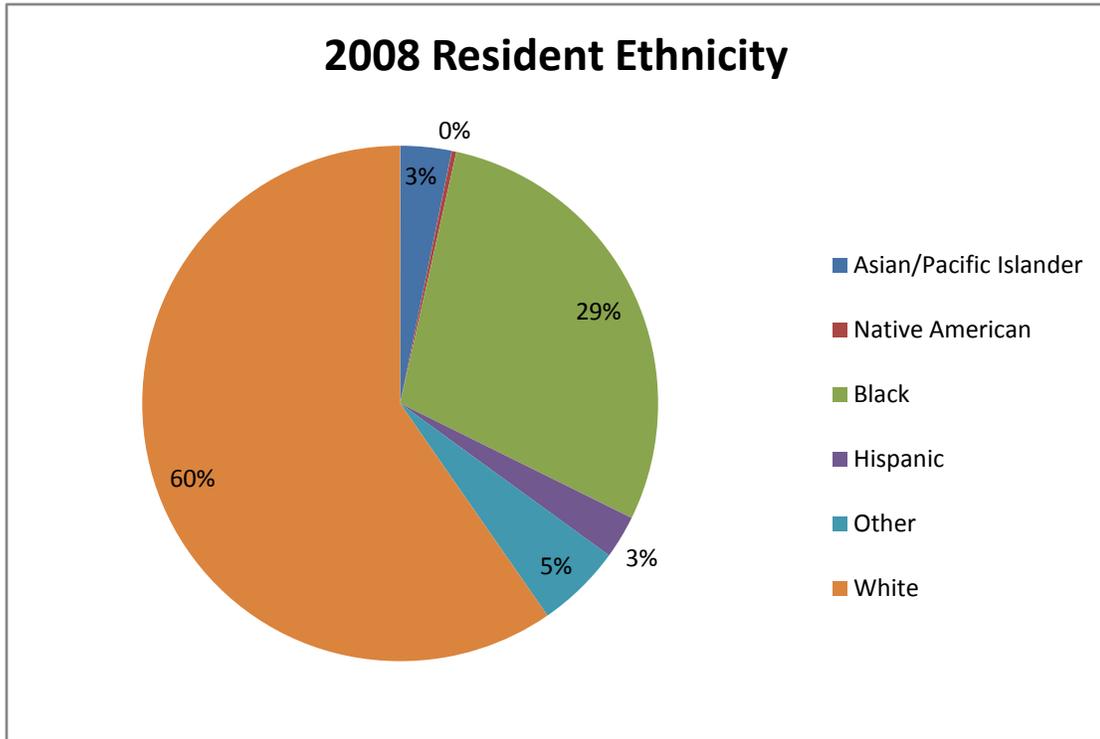
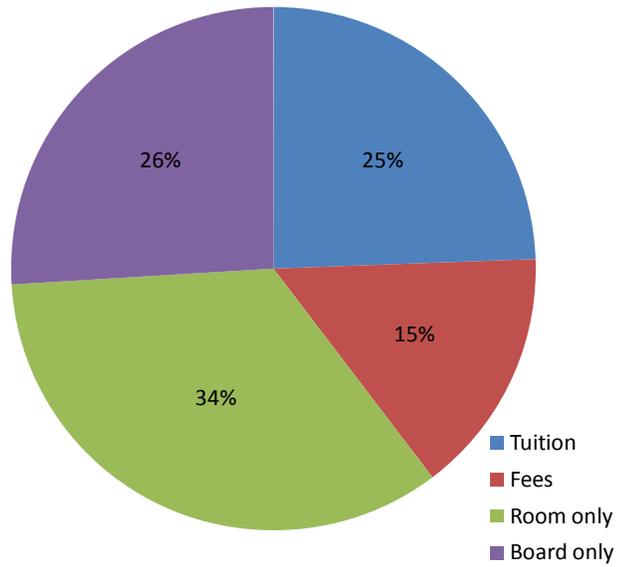


Figure 3
UNCG In-state Cost of Attendance 2008-2009



Tuition	\$2,632	25%
Fees	\$1,644	15%
Room only	\$3,706	34%
Board only	\$2,800	26%

Table 1
Learning Communities and Special Interest Groups 2008-2009*

Class Level	Fr.	So.	Jr.	Sr.	Gr.	TOTAL
Community						
First Year Experience	80					80
LEAD (leadership)	19	3				22
Grogan College	224					224
Warren Ashby Residential College	52	42	12	8		114
Strong College	16	33	20	20	3	92
Sophomore Jump		42				42
I-House (international)	69	17	14	14	6	120
Make a Difference House	15	11	1			27
TOTAL	475	148	47	42	9	721

*Numbers from Spring 2009 hall chart or verification by Assistant Directors of areas.

Table 2
UNCG Freshman to Sophomore Retention*

2007 UNCG Retention Rate	75.6%
2007 Living-Learning Communities Retention Rate	79.9%
2012 UNCG Retention Goal	80%

*First-time freshmen

Table Three
UNCG Residence Halls Summary

Univ. Enroll.	Building	Approx. Capacity	Type	Occup.	Status	Renov.
223	Brick	??	Trad.	1892	Burned 1904	NA
223	Wooden (Old Guilford)	??	Trad.	1892	Razed 1930s	NA
553	North Spencer	220	Trad.	1904	In use	Partial
545	South Spencer	108	Trad.	1907	In use	Partial
615	Woman's	??	Trad.	1912	Razed 1964	NA
582	Kirkland	??	Trad.	1914	Razed 1964	NA
784	Shaw	91	Trad.	1919	In use	
982	Gray	113	Trad.	1921	In use	
1,285	Bailey	113	Trad.	1922	In use	
1,285	Cotten	113	Trad.	1922	In use	
1,285	Hinshaw	113	Trad.	1922	In use	
1,432	Coit	113	Trad.	1923	In use	
1,432	Jamison	113	Trad.	1923	In use	
1,869	Mary Foust	120	Trad.	1928	In use	Partial
1,869	Guilford	141	Trad.	1928	In use	Partial
2,261	Weil	127	Trad.	1939	In use	Partial
2,261	Winfield	156	Trad.	1939	In use	Partial
2,514	Mendenhall	159	Trad.	1950	In use	Partial
2,514	Ragsdale	159	Trad.	1950	In use	Partial
2,922	Moore-Strong	264	Trad.	1960	In use	1994
3,737	Grogan	329	Trad.	1963	In use	?
3,737	Reynolds	329	Trad.	1963	In use	?
5,365	Cone	294	Trad.	1967	In use	?
5,365	Phillips-Hawkins	256	Trad.	1967	In use	1998
12,114	Tower Village	307	Suites	1993	In use	
16,728	Sp. Garden Ap'ts	401	Ap'ts	2006	In use	

Table 4
UNCG National Peers: Students in Campus Housing

	Undergraduates Living on Campus	First Time Freshmen Living on Campus
Peer Institutions		
College of William & Mary	74%	100%
SUNY Binghamton	65%	96%
University of Delaware	46%	93%
Miami University - Oxford	46%	98%
Ohio University - Main Campus	45%	97%
Bowling Green State University	41%	90%
University of Massachusetts- Lowell	35%	NA
UNC Greensboro	31%	79%
George Mason University	25%	70%
Western Michigan University	25%	88%
University of Southern Mississippi	24%	NA
University of Alabama	19%	62%
University of Wisconsin-Milwaukee	14%	61%
Florida Atlantic University -Boca Raton	13%	49%
Portland State University	12%	81%

*From Common Data Set
of each University*

Table 5
UNC System: Students in Campus Housing

Institution	Undergraduates Living on Campus	First Time Freshmen Living on Campus
Elizabeth City State	55%	81%
NC Central	47%	86%
UNC Chapel Hill	45.4%	82.3%
Western Carolina	42%	96%
Winston-Salem State	39%	85%
Appalachian State	36.2%	98.5%
North Carolina State	35%	77%
UNC Asheville	35%	95%
UNC Wilmington	33%	38%
UNC Pembroke	31%	72%
<i>UNC Greensboro</i>	<i>31%</i>	<i>79%</i>
Fayetteville State	29.5%	87.6%
UNC Charlotte	27%	76%
East Carolina	25%	80%
North Carolina A & T	NA	NA

*From Common Data Set
of each University*

Table 6
Inventory Mix of UNCG Residence Halls 2009

Room Type	Percentage of Beds
Traditional Doubles	80%
Suites	1%
Small Apartments	9%
Full Apartments	10%

Table 7
Housing rates 2009-2010 UNC System Universities

Rank	Institution	Per Semester Per Student	Academic Year Per Student
1	UNC Chapel Hill	\$2,625.00	\$5,250.00
2	North Carolina State	\$2,245.00	\$4,490.00
3	East Carolina	\$2,175.00	\$4,350.00
4	UNC Wilmington	\$2,054.00	\$4,108.00
5	Winston-Salem State	\$1,973.00	\$3,946.00
6	UNC Asheville	\$1,945.00	\$3,890.00
7	<i>UNC Greensboro</i>	<i>\$1,853.50</i>	<i>\$3,707.00</i>
8	UNC Pembroke	\$1,850.00	\$3,700.00
9	Appalachian State	\$1,750.00	\$3,500.00
10	UNC Charlotte	\$1,733.00	\$3,466.00
11	NC Central	\$1,718.79	\$3,437.58
12	Elizabeth City State	\$1,633.50	\$3,267.00
13	North Carolina A & T	\$1,629.50	\$3,259.00
14	Fayetteville State	\$1,535.00	\$3,070.00
15	Western Carolina	\$1,531.00	\$3,062.00

Table 8
Housing Rates 2008-2009 Local Apartments near UNCG

Rank	Apartment and Type	Monthly Per Student	Comparable 9 Month Rate Per Student	Yearly Per Student
1	University Village Student Apartments - 2BDR/2BA	\$599.00	\$5,391.00	\$7,188.00
2	UNCG Spring Garden Apartments - 4BDR/2BA	\$595.00	\$5,351.00	NA
3	University Square - 1BDR/1BA	\$585.00	\$5,265.00	\$7,020.00
4	UNCG Tower Village - 4BDR/2BA	\$570.00	\$5,134.00	NA
5	College Park - 2BDR/2BA	\$565.00	\$5,085.00	\$6,780.00
6	University Village Student Apartments - 3BDR/3BA	\$559.00	\$5,031.00	\$6,708.00
7	University Village Student Apartments 4BDR/4 BA	\$519.00	\$4,671.00	\$6,228.00
8	Fulton Place - 2BDR/2BA	\$485.00	\$4,365.00	\$5,820.00
9	Campus Courtyard - 1BDR/1BA	\$480.00	\$4,320.00	\$5,760.00
10	Fulton Place - 3BDR/3BA	\$465.00	\$4,185.00	\$5,580.00
11	Walker Ave - 2BDR/2BA	\$460.00	\$4,140.00	\$5,520.00
12	Chancellor Park - 2BDR/2BA	\$460.00	\$4,140.00	\$5,520.00
13	The Edge - 3BDR/3BA	\$460.00	\$4,140.00	\$5,520.00
14	Spring Garden Apartments - 2BDR/1BA	\$460.00	\$4,140.00	\$5,520.00
15	Campus One - 2BDR/2BA	\$460.00	\$4,140.00	\$5,520.00
16	Reynolds Place - 3BDR/3BA	\$460.00	\$4,140.00	\$5,520.00
17	Chancellor Square - 3BDR/3BA	\$455.00	\$4,095.00	\$5,460.00
18	Granite Place - 3BDR/3BA	\$450.00	\$4,050.00	\$5,400.00
19	Campus Courtyard - 4BDR/4BA	\$445.00	\$4,005.00	\$5,340.00
20	Chancellor Park - 3BDR/3BA	\$445.00	\$4,005.00	\$5,340.00
21	Campus Crossing on Spring Garden - 3BDR/2BA	\$410.00	\$3,690.00	\$4,920.00
22	Campus Crossing on Howard - 4BDR/2BA	\$410.00	\$3,690.00	\$4,920.00
23	Oaks at Spring Garden - 4BDR/2BA	\$385.00	\$3,465.00	\$4,620.00
24	Spartan Place - 4BDR/2BA	\$360.00	\$3,204.00	\$4,320.00
25	University Court Apartments - 2BDR/1BA	\$305.00	\$2,745.00	\$3,660.00

Table 9
Housing Rates 2009-2010 UNCG National Peer Group

Rank	Peer Institutions	Per Semester Per Student	Academic Year Per Student
1	SUNY Binghamton	\$3,044.00	\$6,088.00
2	Northern Illinois	\$3,034.00	\$6,068.00
3	University of Delaware	\$2,854.00	\$5,708.00
4	Florida Atlantic University-Boca Raton	\$2,712.00	\$5,424.00
5	Miami University-Oxford	\$2,393.00	\$4,786.00
6	University of Massachusetts-Lowell	\$2,371.00	\$4,742.00
7	College of William & Mary	\$2,313.00	\$4,626.00
8	George Mason University	\$2,250.00	\$4,500.00
9	Bowling Green State University	\$2,215.00	\$4,430.00
10	University of Alabama	\$2,050.00	\$4,100.00
11	University of Wisconsin-Milwaukee	\$2,050.00	\$4,100.00
12	Western Michigan University	\$2,007.50	\$4,015.00
13	Portland State University	\$1,870.00	\$3,740.00
14	UNC Greensboro	\$1,853.50	\$3,707.00
15	Ohio University-Main Campus	\$1,845.00	\$3,690.00
16	University of Southern Mississippi	\$1,590.00	\$3,180.00

Table 10
UNCG 2009- 2010 Housing Rates

Floor Plan	Semester	Acad. Year
Traditional Double Room with A/C	\$1,853.50	\$3,707.00
Traditional Double Room without A/C	\$1,696.50	\$3,393.00
Traditional Double Room with Sink	\$1,960.00	\$3,920.00
Private 4 or 5 Bedroom with 1 Bathroom	\$2,644.00	\$5,288.00
Private 4 Bedroom with 2 Bathrooms	\$2,809.00	\$5,618.00

Table 11
UNCG Enrollment Projections to 2017*

	Historical Data									Campus Projections							
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Univ. Total	13,775	14,453	14,870	15,329	16,147	16,872	18,627	21,464	22,885	23,005	23,365	23,602	24,090	24,577	25,456	26,201	27,444
Distance Ed. ONLY	432	535	542	622	754	808	2,080	4,175	5,052	5,131	5,215	5,308	5,411	5,515	5,629	5,751	5,884
Campus Graduate	2,967	3,167	3,222	3,266	3,246	3,272	3,256	3,933	3,992	4,052	4,113	4,173	4,236	4,299	4,363	4,427	4,492
Campus U-grad.	10,376	10,751	11,106	11,441	12,147	12,792	13,291	13,356	13,841	13,822	14,037	14,121	14,443	14,763	15,464	16,023	17,068
Campus First-time Freshmen	1,916	2,099	2,056	2,178	2,425	2,426	2,446	2,480	2,500	2,525	2,668	2,691	2,761**	2,919**	3,109**	3,264**	3,766**

*Headcount. Source UNC General Administration, February 14, 2008.

**UNC General Administration projections not vetted by UNCG officials.

Table 12
Projected Housing Needs (Beds) by Student Classification

Actual 4/08		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
[2480]	Frosh enroll. projection	2500	2525	2668	2691	2761	2919	3109	3264	3766	3766	3766	3766
[1908]	Frosh hsg: 80% of total frosh	2000	2020	2134	2153	2209	2335	2487	2611	3013	3013	3013	3013
[1198]	Soph. hsg: 80% of frosh who lived on campus		1600	1616	1708	1722	1767	1868	1990	2089	2410	2410	2410
[610]	Jr. hsg: 60% of soph. who lived on campus			960	970	1025	1033	1060	1121	1194	1253	1446	1446
[505]	Sr. hsg: 90% of jr. who lived on campus			549?	864	873	922	930	954	1009	1074	1128	1301
	TTL Beds Need	4250	4250	5259	5695	5829	6057	6345	6676	7305	7750	7997	8170
	Change from current			1009	1445	1579	1807	2095	2426	3055	3500	3747	3920

Appendix A

The University of North Carolina at Greensboro (UNCG) Plan 2009-2014

Preamble

Since its inception in 1891 as the State Normal and Industrial School, the University evolved first into a liberal arts college for women and more recently into a university with high research activity, as recognized by the Carnegie Commission in 2006. It has broadened its scope to offer doctoral and masters programs, as well as professional preparation at all levels, while retaining its strengths in general education, emphasis on a vibrant student experience, and commitment to the highest ethical principles. Throughout its evolution, the University has retained its foundational commitment to scholarship, expressed in the traditional areas of teaching, research and creative activity, and service. UNCG's academic efforts in these traditional areas also continue to respond to changing times and the challenges they present. Research was a primary focus of the UNCG Plans 1998-2003 and 2003-2008. This plan builds on the successful implementation of the previous two plans, while reaffirming the University's foundation, clarifying its values, and identifying strategic areas in which it is positioned to expand.

This plan was developed during 2008-2009 by a committee including more than 70 faculty, staff, students, alumni, and members of the community. This committee was charged to develop a strategic, transformative, dynamic, value-driven, and outcome-based plan. The following plan will therefore guide the strategic allocation and procurement of resources, respond to prevailing circumstances as it is revisited each year, ensure the University's values are infused throughout all it does, and exert an impact on the lives of the students and communities it serves.

Vision and Mission Statement

[Approved by Chancellor Brady, December 15, 2008]

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. UNCG is a . . .

- Learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- Research university where collaborative scholarship and creative activity enhance quality of life across the lifespan;
- Source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- Global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

Values

The University of North Carolina at Greensboro, a community including students, faculty, staff, and alumni, will demonstrate its commitment to . . .

Inclusiveness-- A welcoming and inclusive academic community, based on open dialogue and shared governance, offers a culture of caring with visible, meaningful representation of differences;

Collaboration--Interdisciplinary, intercommunity, inter-institutional and international collaboration is reflected and rewarded in teaching, research, creative activity, community engagement, and infrastructure;

Sustainability-- Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, economy, and aesthetics;

Responsibility--A public institution, the University responds to community needs and serves the public in a systematic fashion through the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity; and

Transparency--Goals, processes, decisions and outcomes are accessible and measurable, resulting in enhanced performance, trust, and accountability.

Strategic Areas

By 2014, The University of North Carolina at Greensboro will demonstrate increased excellence in research, creative activity, and student learning by undertaking initiatives to foster . . .

Access to Education and Student Success - by providing complementary systems of aid and outreach, vibrant, inclusive, sustainable learning environments, and caring, personalized and comprehensive support to students, thereby creating access to education and opportunities for success for all persons, particularly citizens of North Carolina from underserved regions and from underrepresented populations;

- UNCG will expand and enhance its programs and services for student populations at risk of not performing at potential.
- UNCG will offer accelerated degree-completion options and related services to address the economic and academic needs of students.
- UNCG will meet the success goals established with UNC General Administration: retention rates will increase from 75.6% in 2008 to 80%, four-year graduation rates will increase to 34%, and six-year graduation rates will increase to 60%.
- Students will select UNCG as their first choice in part because of its reputation as a caring, inclusive, sustainable, eco-friendly learning environment.
- UNCG will increasingly attract highly qualified students of all backgrounds and socioeconomic statuses.
- UNCG will develop programs that enhance leadership and professional expertise in response to the changing expectations for Birth-12 education professionals.
- UNCG will provide accessible online degree programs in the college and each of the academic schools as appropriate, and the institution will expand services as needed for online students to promote their success.
- UNCG will increase graduate enrollment.

Health and Wellness across the Life Cycle - by enhancing and extending health, wellness, and quality of life for children, adults, families, and communities, through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities;

- UNCG will enhance health sciences and translational research by establishing a School of Pharmacy to provide innovative, exemplary professional and doctoral level education in collaboration with university, regional, and national health research and delivery systems.
- UNCG will address the professional nursing shortage by establishing an accelerated baccalaureate nursing program and increasing accessibility to other undergraduate and graduate nursing programs.
- UNCG will establish an interdisciplinary initiative that focuses on the quality of life for individuals across the life span in the form of one or more institutes focusing on children,

families, and aging.

- Consistent with UNCG's history of recognizing the inextricable linkage of intellectual, physical, and mental well-being, UNCG will be a leader in the UNC system in enhancing the health and wellness of students and employees.
- UNCG will target health, wellness and safety of the campus community by developing and implementing additional sustainability practices in buildings, outdoor environments, dining services, transportation and campus access, campus maintenance and renewal, energy and climate, and academics and culture.

Education and Leadership Development - by offering transformational undergraduate, professional, and graduate education in which students participate in high impact experiences that develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferable skills for life, civic participation, and work in a global society;

- The University will develop opportunities for graduate student participation in interdisciplinary, collaborative scholarly and creative activity.
- The University will expand opportunities for graduate students to create new knowledge within their academic disciplines.
- The University will implement first-year learning communities for all first time UNCG undergraduate students to encourage integration of learning across courses.
- All undergraduate students will complete a capstone experience (e.g., course, internship, team project, study abroad, leadership challenge) that integrates the knowledge, results, and tools from the major discipline with the foundation established through the general education program.
- Critical thinking, communication, and information literacy will be infused throughout the undergraduate curriculum.
- The University will increase participation in initiatives that create meaningful connections between student learning in the classroom and outside of it.

Economic, Cultural, and Community Engagement—By supporting a faculty with outstanding accomplishments in research, scholarship, and creative activity and working collaboratively with diverse communities, UNCG will be a catalyst for economic transformation, cultural expression and community development to benefit the residents of the Piedmont region, the state, and beyond; and

- UNCG will strengthen the economy of the Piedmont Triad and North Carolina by engaging its educational infrastructure in the development of innovations to create high-skilled jobs, green jobs, and new companies prepared to meet economic, environmental, and social challenges within the emerging knowledge-based economy.
- UNCG will promote artistic innovation and collaboration across disciplines, enhancing the development of artistic and cultural communities as well as the regional economy.
- UNCG will promote an inclusive culture of engaged scholarship, civic responsibility, and community service.
- UNCG will offer programs to support basic and applied research whose impact will include enhancement of and contribution to the Triad economy.
- UNCG will increase the visibility, availability, and competitiveness of its Division I athletics.
- UNCG will create a Sustainability Council.

Internationalization - by being a university where students, faculty, and community integrate

teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives.

- UNCG will enhance its current international partnerships and develop sustainable global collaborative networks in learning and research with relevant institutions and organizations abroad.
- UNCG will promote international investigation of global implications of environmental change that affect shared economic and social systems.
- Qualified UNCG faculty, staff, and students will have access to an international experience.
- UNCG faculty, staff, and students will have the requisite attitudes and knowledge to interact appropriately and effectively in a culturally diverse global context.

i An enterprise-wide risk assessment of the goals included in this plan has not yet been conducted.

ii This plan has not yet been copyedited.

Appendix B

The University of North Carolina at Greensboro Mission Statement

The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service. As a doctorate-granting institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally and internationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the university provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular, residential, and other programs contribute to students' social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

Appendix C

UNCG Division of Student Affairs Mission Statement

The Division of Student Affairs, in support of the University's mission, empowers students to be engaged citizens through fostering their development of lifelong skills by creating and supporting a rich learning environment in a community of care and mutual respect.

Appendix D

UNCG Housing and Residence Life Mission, Core Values, Vision

UNCG Housing and Residence Life Mission Statement

Housing & Residence Life (HRL) provides safe, inclusive, and secure residential communities where a diverse and innovative team of professionals encourages students to pursue academic excellence, personal growth, civic leadership, and responsibility.

Efficient and effective programs and services are provided by competently trained and reliable departmental teams in affordable, clean, comfortable, and sound facilities equipped with current technologies.

Our diverse residence hall environments promote learning and personal growth through programs that enable students to acknowledge and appreciate inclusiveness through open dialogue, establish a personal sense of interdependence, and prepare for responsible service as members of the global community.

UNCG Housing & Residence Life Core Values

- Inclusiveness & Diversity
- Teamwork
- Community
- Personal Growth
- Safety & Security

UNCG Housing and Residence Life Vision

Housing & Residence Life (HRL) is committed to student engagement focusing on academic excellence, leadership development, and University tradition. In order to achieve a community fostering student engagement and academic success, HRL is committed to selecting and training quality staff; creating communities of shared governance; centering on student safety and wellness; and ensuring purposeful planning. HRL plays an important role in supporting the University's academic mission.

Academic Excellence – our communities will promote academic excellence, student and faculty interaction, and enhanced learning through community engagement. The residence hall experience should serve as a direct connection between in- and out-of-classroom experiences.

Leadership Development – our communities will encourage active governance by residents that includes active decision making related to community norms and values; opportunities to participate in hall government; training/educational programs; and community discussions which focus on cognitive, personal, social, and spiritual domains.

University Tradition – our residence hall communities will be inclusive, reflecting the values of the University. The community will learn about, appreciate, and respect the differences among its community members. Residents will continue and establish traditions, community engagement, and memories of the University experience; developing a complete relationship and connection with the institution. The residence halls will strive for holistic, seamless student experiences.