

The 1994-96
INSTITUTIONAL SELF-STUDY
of
CHRISTOPHER NEWPORT UNIVERSITY

Prepared for
the Commission on Colleges
of the
Southern Association of Colleges and Schools

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TABLE OF CONTENTS

	Page
List of Figures	v
List of Tables	v
List of Charts.....	v
List of Appendices	v
Acknowledgments.....	vii
The Personnel of the Self Study.....	viii
An Introduction to the Self Study	xii
Abbreviations	xv
Christopher Newport University: An Institutional History	xvi

SECTION I: PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.1	Institutional Commitment and Responsibilities in the Accreditation Process	1
1.2	Application of the <i>Criteria</i>	2
1.3	Separately Accredited Units.....	2
1.4	Conditions of Eligibility	2
1.5	Initial Membership.....	6
1.6	Representation of Status	6
	Sources Cited	8

SECTION II: INSTITUTIONAL PURPOSE

Institutional Purpose		9
Recommendations		21
Sources Cited		23

SECTION III: INSTITUTIONAL EFFECTIVENESS

Introduction		
3.1	Planning and Evaluation: Educational Program	24
3.2	Planning and Evaluation: Administrative and Educational Support Services	32
3.3	Institutional Research.....	35
	Recommendations and Suggestion	40
	Sources Cited	43

SECTION IV: EDUCATIONAL PROGRAMS

4.1	General Requirements of the Educational Program.....	52
4.2	Undergraduate Programs.....	52
4.2.1	Undergraduate Admission	52
4.2.2	Undergraduate Completion Requirements.....	56
4.2.3	Undergraduate Curriculum	57
4.2.4	Undergraduate Instruction.....	61

Recommendations	68
Sources Cited	69
4.2.5 Academic Advising of Undergraduate Students	70
Recommendations	74
Sources Cited	75
4.3 Graduate Program	76
4.3.1 Initiation and Expansion of Graduate Programs	76
4.3.2 Graduate Admission.....	83
4.3.3 Graduate Completion Requirements	84
4.3.4 Graduate Curriculum	85
4.3.5 Graduate Instruction.....	90
4.3.6 Academic Advising of Graduate Students	93
Recommendations and Suggestions.....	95
Sources Cited	97
4.4 Publications.....	98
Recommendation	100
Sources Consulted.....	101
4.5 Distance Learning Programs	102
Recommendations and Suggestions.....	108
Sources Cited	109
4.6 Continuing Education, Outreach and Service Programs.....	110
Recommendation	112
4.7 Student Records	113
Recommendation and Suggestions	116
Source Cited.....	117
4.8 Faculty.....	118
4.8.1 Selection of Faculty	118
4.8.2 Academic and Professional Preparation	119
4.8.2.2 Baccalaureate	119
4.8.2.3 Graduate.....	120
4.8.2.4 Distance Learning Programs/Activities	123
4.8.3 Part-Time Faculty	123
4.8.4 Graduate Teaching Assistants.....	125
4.8.5 Faculty Compensation.....	126
4.8.6 Academic Freedom and Professional Security	128
4.8.7 Professional Growth.....	129
4.8.8 The Role of the Faculty and Its Committees.....	134
4.8.9 Faculty Loads	136
4.8.10 Criteria and Procedures for Evaluation.....	138
Recommendations and Suggestions.....	142
Sources Cited	144
4.9 Consortial Relationships and Contractual Agreements	145
4.9.1 Consortial Relationships	145

4.9.2 Contractual Agreements.....	145
Recommendations.....	148
Sources Cited	149

SECTION V: EDUCATIONAL SUPPORT SERVICES

5.1 Library and Other Learning Resources	150
5.1.1 Purpose and Scope	150
5.1.2 Services	152
5.1.3 Library Collections.....	153
5.1.4 Information Technology.....	156
5.1.5 Cooperative Agreements.....	156
5.1.6 Staff.....	157
5.1.7 Library/Learning Resources for Distance Learning Activities	158
5.2 Instructional Support.....	158
5.3 Information Technology Resources and Systems	163
Recommendations and Suggestion	168
Sources Cited	170
5.4 Student Development Services	171
5.4.1 Scope and Accountability	171
5.4.2 Resources	174
5.4.3 Programs and Services.....	176
5.4.3.1 Counseling and Career Development	176
5.4.3.2 Student Government, Student Activities and Publications	179
5.4.3.3 Student Behavior.....	182
5.4.3.4 Residence Halls.....	183
5.4.3.5 Student Financial Aid	185
5.4.3.6 Health Services	187
5.4.3.7 Intramural Athletics	188
Recommendations and Suggestions.....	190
Sources Cited	191
5.5 Intercollegiate Athletics	198
5.5.1 Purpose.....	199
5.5.2 Administrative Oversight.....	200
5.5.3 Financial Control	201
5.5.4 Academic Program.....	202
Recommendations and Suggestions.....	203
Sources Cited	204

SECTION VI: ADMINISTRATIVE PROCESSES

6.1 Organization and Administration.....	205
6.1.1 Descriptive Titles and terms	208
6.1.2 Governing Board.....	208
6.1.3 Advisory Committees	211

6.1.4	Official Policies	212
6.1.5	Administrative Organization.....	214
	Recommendations.....	218
	Sources Cited	219
6.2	Institutional Advancement	220
6.2.1	Alumni Affairs	221
6.2.2	Fundraising	223
	Recommendations.....	226
	Sources Consulted.....	227
6.3	Financial Resources	228
6.3.1	Financial Resources	228
6.3.2	Organization for the Administration of Financial Resources	238
6.3.3	Budget Planning.....	240
6.3.4	Budget Control.....	242
6.3.5	The Relation of an Institution to External Budgetary Control.....	242
6.3.6	Accounting, Reporting and Auditing.....	242
6.3.7	Purchasing and Inventory Control	243
6.3.8	Refund Policy.....	244
6.3.9	Cashiering	245
6.3.10	Investment Management	246
6.3.11	Risk Management and Insurance	247
6.3.12	Auxiliary Enterprises	247
	Recommendations.....	249
	Sources Cited	250
6.4	Physical Resources.....	251
6.4.1	Space Management	252
6.4.2	Building, Grounds, and Equipment Maintenance.....	258
6.4.3	Safety and Security	261
6.4.4	Facilities Master Plan.....	262
	Recommendations and Suggestion	265
	Sources Consulted.....	267
6.5	Externally Funded Grants and Contracts	268
	Recommendations.....	271
	Sources Cited	272
6.6	Related Corporate Entities	273
	Recommendations.....	275
	Sources Cited	276

LIST OF FIGURES

5.4.1	CNU - Organization Chart (Dec 1, 1992).....	192
5.4.2	CNU - Organization Chart (Jan 27, 1995).....	193
5.4.3	Student Services (Budget for Fiscal Years 1992-93 through 1994-95).....	194
5.4.4	Educational and General Programs (Budget for Fiscal Year 1992-93).....	195
5.4.5	Educational and General Programs (Budget for Fiscal Year 1993-94).....	196
5.4.6	Educational and General Programs (Budget for Fiscal Year 1994-95).....	197

LIST OF TABLES

4.3.A	Grade Distribution in Graduate Courses.....	92
4.8.3.A	Adjunct/Part-time and Full-Time FTE Faculty 1990-94.....	124
4.8.7.B	Expenditures by CNU of Faculty development.....	130
5.1.6.A	CRL Library Standards for Professional Librarians Applied to CNU.....	157
5.2.A	Special Laboratories and Learning Centers.....	160
6.3.A	Comparison of E&G Expenditures per FTE.....	228
6.3.1.B	Comparison of Funded Positions.....	230

LIST OF CHARTS

3.3.A	Office of Institutional Effectiveness Organization Chart.....	37
4.1.A	Grade Point Averages.....	65
4.3.A	Graduate Enrollment (Headcount) Data.....	82
6.2.A	Organizational Chart Office of Development.....	221
6.3.1.A	Non-personal Services E&G Costs per FTE.....	231
6.3.1.B	1994-95 and 1993-94 State Appropriations per FTE.....	232
6.3.1.C	1994-95 and 1993-94 E&G Funds per FTE.....	232
6.3.1.D	CNU Annual Revenues.....	234
6.3.1.E	CNU Revenues in 1994 Dollars.....	234
6.3.1.F	CNU Revenues per FTE.....	235
6.3.1.G	CNU Revenues per FTE in 1994 Dollars.....	235
6.3.2.A	Administration and Finance.....	239
6.4.1.A	Space Inventory and Projected Space Needs.....	252
6.4.1.B	Space Inventory and Projected Space Needs (1994-1995).....	253
6.4.4.A	Master Site Plan.....	263

LIST OF APPENDICES

II-A	Persons Interviewed.....	22
III-A	CNU Planning Calendar by Activity, Fiscal Year A.....	45
III-B	CNU Planning Calendar by Activity, Fiscal Year B.....	46
III-C	CNU Planning Calendar by Area of Responsibility, Fiscal Year A.....	47

III-D	CNU Planning Calendar by Area of Responsibility, Fiscal Year B.....	48
III-E	CNU Planning Cycle.....	49
III-F	CNU Organizational Chart, December 1, 1992	50
III-G	CNU Organizational Chart, January 27, 1995	51

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From the planning of the self study, through the production of surveys and countless drafts of reports, to the final adjustments to the text, this report not only assesses the condition of the University in its thirty-fifth year, but also manifests the spirits and good will of its faculty, staff, and student body.

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INTRODUCTION

THE ORGANIZATION, PROCESS, AND PRESENTATION OF THE SELF STUDY

The Organization

The 1994–96 Institutional Self Study of Christopher Newport University began in November 1993, when the co-directors were appointed by the president of the University. In February 1994, the co-directors selected a Steering Committee consisting of faculty from the four colleges and administrative personnel, including members of both sexes and various ethnic and national groups. While most of the Committee had long experience at CNU, care was taken to include persons of brief tenure, representing the large influx of faculty in the early 1990s. By the end of the spring the co-directors submitted a budget and in consultation with the Steering Committee selected the members of the Criteria committees, again making sure that the approximately 80 persons represented the diversity of the campus. Before the semester ended, the co-directors circulated the first number of Study Notes, announcing the project to the university community.

Following the kick-off visit in May, the Steering committee set its goal and developed questions for eight surveys, which were prepared during August and September. The Committee reviewed the 1992–94 edition of Criteria for Accreditation, as well as the draft for the modification adopted in December 1994. The Research Committee began to collect and inventory data, and academic departments submitted recent Program Review Committee reports (departmental self-studies).

During the summer, the co-directors formulated the policies and methods of the Self Study, the roles and duties of those involved, guidelines for reports, and a two-year calendar; the editor developed a format and style guide. Along with rosters of the committees, this material comprised A Manual for the 1994–96 Institutional Self Study at Christopher Newport University. By the end of the summer, the Self-Study Plan was submitted to SACS, the Manual was distributed to committee participants, and demonstration workshops for the Criteria committees kicked off the new academic year.

The Process

In the fall, the Self-Study Office opened in the Captain John Smith Library and the office manager was appointed. The steering Committee began bi-weekly meetings as the Criteria committees started their investigations. Student members joined the work, which included interviews with administrators and standing committees, as well as review of

documents and reports. Preliminary outlines were developed, and survey questionnaires were distributed.

In November, as results were tabulated, the Steering Committee, meeting weekly, began reviewing the first drafts of reports. While much of the copy was tentative, this phase, continuing through February 1995, guaranteed that all committees would be informed about the entire project and led to the eventual consensus evident in this volume.

By March, review of the second drafts began. While most of the sections were discussed and approved by the Steering Committee by May, some material underwent review in the summer, and several briefer segments were approved in the fall.

During the summer and early fall, the editors and the co-directors revised the report, before submitting it to the president for factual review. With the recommendations approved by the Steering Committee, appropriate administrators were asked to respond by the end of the semester, and early work on the addendum to the report began.

The co-directors began 1996 by making final adjustments to the report, taking into account comments from the factual review as well as final corrections and clarifications. A late January press date will have copies in the hands of the SACS visiting team as well as all members of the CNU faculty, administration, Board of Visitors and staff, and available to students and the public, well in advance of the Self-Study Visit of April.

Presentation

The discussions in this report follow the order of SACS 1994 Criteria for Accreditation, but also contain matters relevant to the University though not identified by any criteria. For the ease of the reader, "Recommendations" and "Suggestions" appear within the context of the reports, as well as in lists at the end of sections. Likewise, lists of sources follow sections. Most of the documents cited in the text, including the seven surveys listed below, are in the Self-Study library and will be available at a conveniently located work room during the visit. Other materials remain in various administrative and departmental offices.

For purpose of orientation, Chart 6.4.4.A provides a map of the campus, and the Organizational Charts included in the appendixes to Section 3 introduce the administrative structure of the University.

Textual citations to the surveys consist of an abbreviation and an item number, with the surveyed groups being identified as follows:

AdSv	Administration Survey
AlSv	Alumni Survey
BvSv	Board of Visitors Survey
CeSv	Continuing Education Survey
FcSv	Faculty Survey
GrSv	Graduate Student Survey
StSv	Staff Survey
UgSv	Undergraduate Student Survey

Survey percentages cited in the text are usually those that appear in the printed results. When percentages have been recalculated to omit noncommittal responses, acknowledgment appears in the text.

The table below presents data relevant to the content, distribution, and collection of the surveys.

Final Report on Self-Study Surveys

<u>SURVEY</u>	<u># PAGES</u>	<u>#QUESTIONS</u>	<u># MAILED</u>	<u># &</u>	<u>% RETURNED</u>
Administrators/Professional Staff	8	83	78	37	47%
Alumni	7	62	1300	293	23%
Board of Visitors	6	37	14	7	50%
Continuing Education	5	17	400	98	25%
Faculty	13	232	174	103	55%
Graduate Students	6	37	156	73	46%
Staff	4	31	240	115	47%
Undergraduate Students	8	100	2500	1142	50%

ABBREVIATIONS

AdSv	Administrator/Professional Staff Survey
AlSv	Alumni Survey
BACUP	Budge Advisory Committee for University Planning
C&C	Counseling and Career Development
CeSv	Continuing Education Survey
CoSv	Coaches' Survey
EPC	Executive Planning Council
FcSv	Faculty Survey
GrSv	Graduate Survey
IAAC	Intercollegiate Athletics Advisory Committee
InRp	Institutional Response
InterAD	Interview, Athletic Director
InterDAH	Interview, Dean of Arts and Humanities
InterDGD	Interview, Director of Grants Development
InterIS	Interview, Secretary of International Studies and Director of Overseas Internships
InterPro	Interview, Provost
InterVPAF	Interview, Vice President of Administration & Finance
Inter VPSS	Interview, Vice President for Student Services
MemoDA	Memorandum, Acting Dean of Admissions
MemoDFA	Memorandum, Director of Financial Aid
MemoIAD	Memorandum, Internal Audit Director
MemoVPSS	Memorandum, Vice President for Student Services
MemUn	Memoranda of Understanding
MiSt	1994 Mission Statement and Goals
NCAA	National Collegiate Athletic Association
SACS	Southern Association of Colleges and Schools
SCHEV	State Council of Higher Education for Virginia
SDS	Student Development Services
SR	Student Records
StSv	Staff Survey
UgSv	Undergraduate Survey

A History of Christopher Newport University

Christopher Newport University, the youngest comprehensive institution in the Virginia state system, was established and authorized by the General Assembly in 1960, as a two-year branch of the College of William and Mary. Named for the mariner “in sole charge and command” of the expedition that landed at Jamestown in 1607, Christopher Newport College came into being at a time that the cities of Hampton and Newport News expanded through consolidation with adjoining counties. From its opening in a former public school building donated by the City of Newport News, the College set about to educate a largely part-time, highly mobile student body from the Virginia Peninsula and nearby cities and counties.

H. Wescott Cunningham, the head of Admissions at William and Mary who was appointed the first director of CNC, led the small faculty, staff, and student body initially numbering 171 through the early years at the temporary facility. In 1963, the City purchased and deeded a 75-acre midtown tract to the Commonwealth for a permanent campus. Completion of the first building in 1964 initiated a campus that includes two natural science facilities, a behavioral science classroom building; an administrative and faculty office building; tennis courts; a 400-meter track and field complex; a soccer field; a greenhouse; a traditional Japanese tea house; and a 432-bed residence hall. Filling with the parking spaces necessary to accommodate a primarily metropolitan, commuter population, the campus nonetheless retains a grove of handsome loblolly pines and small area of woodland. Three thousand varieties of plants on well-landscaped grounds surround the “contemporary oriental” buildings.

In 1971, as enrollments grew and programs multiplied, the College achieved four-year status under the leadership of James C. Windsor, who had become president the year before. As a result of CNC’s self study in 1975-76, when the Southern Association judged the relationship with William and Mary to be detrimental, support grew for autonomy. On July 1, 1977, the operation of the College was transferred to a Board of Visitors appointed by the Governor.

Growth continued in the 1980's under the presidency of John E. Anderson until, by its twenty-fifth year, 1986, the College served four thousand part-time and full-time students. Classes ran from 8 a.m. to 10 p.m., Monday through Friday, and students could choose among 39 majors and concentrations under seven baccalaureate degrees, including both traditional and professional programs. A number of academic departments had developed internships to connect the worlds of study and work. Continuing Education courses reached into the community. The Peninsula Leadership Institute, conducted jointly with the Chamber of Commerce, attracted local business persons. Cultural events included the Nancy Ramseur Concert Series and an annual Theatre Festival for visiting high school audiences. Another self study found a self-sufficient institution with a dedicated teaching faculty.

Under the leadership of Anthony Santoro, whose presidency began in 1987, the aspirations of Christopher Newport brought dramatic changes. The Commonwealth granted university status, and the first graduate programs began in 1991. A year later, a 25% increase in

full-time faculty brought an infusion of new academic preparation and enthusiasm. Expansion of the Captain John Smith Library provided space for new electronic services and a collection that surpassed 300,000 volumes. The opening of the Santoro Residence Hall in 1994 coincided with the first sustained efforts to recruit students outside Tidewater Virginia. The same year, supported by funding from the State Council on Higher Education for Virginia, the University introduced an online degree program in public affairs. During the Santoro presidency, the Joseph Center for Local Government was established, a CNU undergraduate won a Fulbright Scholarship, an impressive number of athletes achieved All-American status, and the American College Theater Festival recognized a Theatre production as one of the four best in the southeast.

With the acquisition of the nearby Ferguson High School property in 1996, the University stands to increase the size of its campus dramatically and double its physical plant.

As it completes its latest self study in its thirty-fifth year, Christopher Newport is poised for a new phase in its history, sustaining recent initiatives as well as its traditional mission under the leadership of a newly appointed president, former U.S. Senator Paul Trible, Jr. Rated “one of the best colleges” by U. S. News, CNU boasts a well-trained, energetic faculty of talented teachers and, thanks in part to the proximity of the Continuous Electronic Beam Accelerator Facility (CEBAF) and the NASA-Langley Research Center, talented researchers.

While currently cramped for space, operations should be more comfortable when the Ferguson property becomes available. At the same time, new questions must be weighed. For the first time, the student body includes residential students. In 1994, the Commonwealth exerted intense pressure for restructuring. A long dialogue about the nature of the faculty’s professional responsibilities continues. The Board of Visitors has taken a leading role in discussions of future strategic plans. Since Mr. Trible, as a member of the Board, led this effort, his presidency promises continued attention to planning and vision, as well as increasing the prominence of the institution. The next years, then, will feature transition and redefinition. As this self-study report attests, sound management has prepared Christopher Newport University to apply its resources--human, financial, and physical--in ways that ensure the successful continuation of its mission.