

CHRISTOPHER NEWPORT COLLEGE

NEWPORT NEWS, VIRGINIA

MASTER PLAN 2000

COMMONWEALTH OF VIRGINIA

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Approved by CNC
Board of Visitors
July 13, 1989

Resolution 11

CHRISTOPHER NEWPORT COLLEGE MASTER PLAN 2000

THE COLLEGE

Christopher Newport College is a state-supported, comprehensive, coeducational, urban institution of higher education in Newport News, Virginia. Founded by The College of William and Mary in 1960, Christopher Newport College became a separate institution in 1977.

THE MISSION AND PURPOSE

Within the context of liberal learning, the College meets the needs of its constituencies through excellence in instruction, and through public service and research.

The College is committed to a core of liberal arts studies. Building upon these, it develops and maintains programs of professional education that respond to students' learning interests. As part of its general mission, the College is committed to new ways of implementing liberal and professional programs which value the students' learning needs and prior life experiences, and which combine theoretical knowledge and practical problem-solving. The College offers 49 different majors and concentrations in 8 baccalaureate degree programs. Such programs provide opportunities for self-development and a number of career options to citizens of all ages.

THE STUDENTS

At Christopher Newport College, the student body is a cosmopolitan one. Transfer students comprise 79 percent of the student population. Over 760 accredited colleges and universities representing the 50 states are former academic homes of the students. Countries represented in our student body include Bangladesh, England, France, Germany, Greece, India, Iran, Italy, Korea, and Taiwan.

The following profile provides some interesting insights into the present student body at Christopher Newport College:

Of the 4647 students who enrolled in Fall 1988, 90% percent were residents of Virginia, 60 percent were women, and 16% percent were minorities. The average age of a CNC student is 27 years. Eighteen percent of enrolled students already hold bachelor degrees. At commencement exercises in January and May of 1988, the College awarded 495 baccalaureate degrees. There were 233 graduates in the School of Business and Economics, 91 in the School of Letters and Natural Science, and 171 in the School of Social Science and Professional Studies. In addition, many thousands of citizens are served each year through non-credit program offerings and public service activities.

The advent of residence living in the mid-1990's will be a force for change. It will enable the institution to develop and to attract students to programs for gifted minorities; allow us to draw students from other population centers in the Commonwealth, making the student body even more richly diverse than at present; and give the College the opportunity to enrich the student profile through the addition of limited numbers of out-of-state and international students.

Given the nature of the present student population, the College should consider how the present student body might evolve to that student population served in the year 2000. Growth of the magnitude we anticipate is certain to influence the College profile.

We anticipate that, by the year 2000, the Christopher Newport College student population will be:

- more heavily comprised of second- and third- generation college students than is now the case, meaning an increased level of sophistication about higher education and commensurate expectations regarding programs and services
- more likely to arrive on campus with some command of a second language
- more likely to arrive on campus computer-literate and better prepared to cope with college-level mathematics
- more likely to major in a discipline that provides career access to a high-technology and/or international economic environment
- more likely to be already employed by--or otherwise affiliated with--an international corporation
- ④ --comprised more heavily of older learners, minorities, women, and second-degree seekers (bachelor degree holders seeking graduate degrees, as well as bachelor degree holders seeking second baccalaureate degrees)

The College continues its commitment to give the highest quality education possible to students in the present population, and students suggested by this educated glimpse into the future.

Based on its strengths and track record in meeting needs of Commonwealth citizens, the College is positioned to respond to growing needs of the population it serves. Meeting the needs of a highly trained and graduate-prepared population seems a natural and necessary response by the College in the continued honoring of its mission. The Commonwealth's citizens deserve only our best efforts through academic programs that prepare them to be liberally educated persons who will hold responsible positions in the community.

To prepare students to be contributing members of society, and to know within themselves the riches and pleasures of the liberally educated human being, requires the commitment of an accomplished faculty. Christopher Newport College has been fortunate to have such a faculty drive the institution since its inception.

THE FACULTY

The faculty is the heart of the College. It has been said of the corporate world that "nothing happens until somebody sells something." In the academic community, nothing happens unless and until faculty and student meet in dialogue about that which the faculty knows and that which the student seeks to know.

Christopher Newport College recognizes the importance of its faculty and how it is the faculty that assures whatever quality is ascribed to being educated at Christopher Newport College. The following qualities in its present faculty (of which nearly 70 percent hold terminal degrees), and the faculty it hopes to attract to serve the student population in the decades to come, are considered most worthy of mention:

--a faculty that is highly credentialed, motivated and vital in its professional life. Since national trends showing faculty shortages are likely to affect our recruitment efforts, the College acknowledges that appropriate efforts need to reflect our continuing interest in hiring the finest faculty available

--a faculty that functions effectively in all three areas of the College mission: teaching, scholarship, and service. This faculty should be--and should be seen as being-- a community of teaching scholars that is a major force in the educational, professional, scientific, cultural, and commercial life of the service area of Christopher Newport College

--a faculty that is well-supported by the College in all components of its academic activity. Such support should include functional office space and responsive secretarial, library, computing, grants, and advisement support

--a faculty distributed among departments in a fashion that accurately reflects the educational and programmatic priorities of the College

--a faculty of great diversity which reflects, in particular, the commitment of the College to achieving results from affirmative action in its employment practices

--a faculty organized into departments of appropriate size and having strong, responsive leadership at the department level

--a faculty whose governance and committee structure continues to enable it to be a meaningful participant in the operation of the College and in the planning of its future

--a faculty whose full time members have a level of salaried compensation that is not only competitive with national norms, but also sufficient to permit a total commitment of their professional energies to the work and well-being of the College.

The Christopher Newport College student is taught by a quality faculty in whom the College and the Commonwealth can take great pride. The premier public higher education system found in the Commonwealth of Virginia continues to be an asset to the College in the attraction of outstanding faculty to serve its students.

THE PRESIDENT

Inaugurated as the fourth president of the College in 1987, Anthony R. Santoro commissioned the development of a Master Plan in 1988 to give the college community the opportunity to participate with him in the exciting task of designing the Christopher Newport College of the future.

In the following paragraphs, President Santoro gives his vision for the CNC of the 21st century and tells how the collective wisdom of colleagues will help focus that vision into reality:

The College cannot stand in the future as it is now. Nothing is static; certainly this College cannot remain static in a vibrant community that is moving forward. By the year 2000, we will have some 5000 FTE, some 7500 headcount in our student body. Greater CNC has no boundaries, except for the parameters of the needs of the people we serve. We are a Commonwealth institution that serves the needs of the people of the Commonwealth.

The planning process channels collective deliberation towards the purposeful fashioning of the CNC of the next century. A Master Plan enables us to achieve our objectives in an orderly or organized fashion, whether they be physical plant or programmatic objectives. We need to strengthen support with various constituencies such as alumni, individuals and agencies in the private sector, any person or organization that can contribute to the enhancement of the educational environment at the College. Anything we do has to be in the interest of advancing the State's objectives as well as the objectives of the College. The Governor and his successors will continue to view the Peninsula as an area of tremendous growth.

To press out those frontiers more distant from the College, to have more people know about the College, to get the necessary backing needed from the legislature to have the College grow, these are requisite tasks to fulfilling our role as "Virginia's Four Year State College on the Peninsula."

THE CHARGE

The Committee is charged by the President of the College with the construction of a comprehensive long-range Master Plan for Christopher Newport College. The Plan will address future development and expansion of academic programs, physical plant and property and the significant involvement of the College in the business and social issues of interest to the people of the Commonwealth. CNC accepts the challenges and responsibilities of being a senior public institution of higher learning with a mission to provide high quality education in a socially responsive environment.

THE COMMITTEE

Wendell Barbour, Director of the Captain John Smith Library

Martin Bartelt, Professor of Mathematics

Charles Behymer, Jr., Vice President for Student Affairs

Agnes Braganza, Director of the Office of Continuing Education

Therese Bushner, Assistant to the President (Chair)

Robert Durel, Dean of the School of Social Science and Professional Studies

James Eagle, former Vice President for Finance

Michael Etkin, Vice President for Finance

Rita Hubbard, Chair of the Department of Arts and Communications

Richard Hunter, Dean of the School of Business and Economics

Charles Hurst, Professor of Management and Marketing

Michelle Johnson, President of the Student Government Association

Terry Maris, Vice President for Institutional Advancement

Patricia McDermott, Coordinator of Institutional Planning and Research

Keith McLoughland, Dean of Admissions and Records

David Pisle, President of the Alumni Society

Jouett Powell, Dean of the School of Letters and Natural Science

Richard Summerville, Vice President for Academic Affairs

William Winter, Professor of Political Science and Governmental Administration

Following the President's formation of the Committee and his communication of the Charge, the Committee met to share perceptions of the strengths and developmental areas of the College. Using an "evolutionary rather than revolutionary approach" to planning, the Committee used its understanding of these strengths and developmental areas to begin formulating its picture of the

College of the next century and the goals necessary to the accomplishment of that reality.

The following are some of the strengths identified by the Committee:

- the diversity and quality of our student population
- student maturity and openness to learning
- the personal attention students receive
- a quality faculty dedicated to the teaching, scholarship research, and service aspects of the College
- quality curricula and programs in eight baccalaureate degree areas offered through three strong and distinct schools: Business and Economics, Letters and Natural Science, and Social Science and Professional Studies
- reasonable tuition for quality undergraduate education
- the location and setting for the campus
- pragmatic, dynamic College leadership
- support from an interested and committed Board of Visitors
- support from the Governor, the General Assembly, and the State Council for Higher Education in Virginia

Areas for improvement identified by the Committee include:

- need for residence living, for additional academic facilities, for space devoted to recreational and cultural activities, and for additional parking spaces
- need for sufficient faculty to meet growing enrollments
- need for option of offering graduate programs in selected areas
- need for additional support to student service areas and to specialized student populations
- need for attention to the upgrade and integration of computer and telecommunications capacities serving faculty and students
- need for increased financial support to the College through means other than tuition and fees, and state funds

After many hours of discussion and through implementation of a planning process (see Appendix) designed to incorporate input from virtually all areas of the College, the Committee prepared its list of preliminary goals. Following additional input and review by Committee members, the President, Rector William O'Neill and Board Member Mary Alice Spear, these goals were reviewed and revised further. In the section that follows, these goals are presented as those which serve the primary interests of the College now and through the year 2000.

THE GOALS

The goals that follow are divided into two categories: operating and capital. Within the operating category, goals are listed as general or programmatic. Within the capital category, goals are divided and ranked according to those for which a request for capital budget support has been made to the General Assembly in the 1990-92 biennium and those for which support should be made for budgets in biennia occurring to the year 2000.

I. Operating Goals (general and programmatic)

Within the operating category, the goals listed as general mean those goals contributing to the overall growth and development of the College in ways that cross divisions and departments. These goals form the underlying basis for many services and programs already in place at the College and without which further growth in service and programs cannot occur. These goals are ranked in such fashion so as to suggest which goals build upon and are dependent upon the assumption of other goals; the ranking, therefore, is not so much from important to less so as it is a sequential ordering of what needs to happen before something else can follow. For the most part, subsequent goals in this category build upon and are dependent upon those that precede.

Those goals within the operating category listed as programmatic refer more directly and specifically to academic programs of the College and to the formal and informal distribution of services and the conduct of activities that support the academic programs. Because of the nature of these goals, it is difficult to rank them in any meaningful way.

A. General

1. Enrollment will grow to 5000 FTE and approximately 7500 headcount; no changes to College admissions standards are being advocated at this time.

2. FTE E&G faculty employment will need to increase in accordance with the growing numbers of students to be served; new and continuing faculty will be highly credentialed and able to support the teaching, scholarship and service aspects of the College mission.

3. Increased numbers of students and more of the public served will require staffing enhancement in the institutional support areas.

4. A sensitivity to the family and social needs of students, faculty, and staff will continue. A clinical psychologist will be needed to provide support for the variety of student needs represented in an urban institution and to serve as a resource person to faculty and staff in their work with students.

5. Affirmative action will continue to be a priority for the faculty, for the staff, in the student body, as well as in promotions to senior levels of faculty and administration. A Director of Minority Affairs will be needed to provide support to students from preadmission through matriculation and to serve as a resource person in working with faculty and staff in addressing the concerns of minority students on the campus.

6. The function of grants officer will provide support for the present fine efforts of faculty and staff in this regard as well as to promote the aggressive capturing of new funds in support of College programs.

7. The annual fund needs to increase significantly with the whole college mobilized in this effort; the endowment needs to increase as well to support faculty chairs and additional student scholarships; ambitious capital campaigns will be needed to raise funds for buildings that are appropriately assisted by those funds; more aggressive investment opportunities will need to be considered as the endowment and similar funds available for such investments increase.

8. Regular attention and funds will need to be directed toward maintenance of facilities and to upkeep of the infrastructure.

9. Alternate times and days for selected existing programs and courses should be explored, i.e., weekend college, early morning classes, telecommunication delivery, so as to make the College a living-learning environment every day, all day long, each day of the week.

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ENV ONLINE

B. Programmatic goals

1. The undergraduate offerings of the College will continue to be scrutinized on a regular basis with the examination of the needs of the service area of the College for new undergraduate degree or dual degree programs, majors, minors, or concentrations considered by the appropriate academic units of the College.
2. Student assessment will continue to receive attention by College personnel in cooperation with the State Council.
3. The Honors Program should continue to receive support as a vehicle for serving the very best students that we attract.
4. To the extent that students of varying talents can be successfully integrated into regular academic programs, the College continues its desire to accommodate students considered "at risk" for a variety of academic and non-academic reasons. The College also has a continuing interest in serving gifted and talented high school students as these students both enhance the educational environment of the College and are enriched by it.
5. International Studies will continue to be an area of emphasis, including existing Japanese Studies and Latin American Studies but others as well, with one possible end result being degree-seeking status in the bachelor of arts degree in international culture and commerce; such global phenomena as the emerging European political union demonstrate the need for the College to continue providing its students with international awareness.
6. Graduate study at the master's level will be pursued by the College in the direction of meeting the needs of the community in areas appropriate within the mission of the College. Among others under consideration are education and international studies. With its three established schools plus a growing number of students with expectations for graduate training at their "... College on the Peninsula," the College is ready to meet student needs while maximizing the talents of its faculty.

II. Capital Goals

Goals one through six show rank order and approximate cost estimates as recommended by the Finance Committee and approved by the Board of Visitors for submission in the capital projects request for the 1990-92 biennium.

The remaining goals are listed in rank order and followed by anticipated biennia dates for which items be considered for submission in the capital projects requests:

1. Construction of residential living space on land presently owned by the College will be needed to address a major shortcoming in the total educational development experience available to students; with this facility must come the addition of necessary staff in residence life, psychological and health services, maintenance, housekeeping, and campus police (cost estimate: \$17,306,000).
2. An academic building will be needed to provide classroom and instructional faculty office space; design will be target towards diversity and flexibility in classroom and office environment enabling the College to utilize more efficiently existing and proposed instructional areas (cost estimate: \$4,500,000).
3. A physical fitness and recreation center will be needed to meet the needs of students and faculty in the Leisure Studies and Physical Education Program, to meet the needs of greater numbers of residential and commuting students for health and recreational programs and services (cost estimate: \$3,750,000).
4. A small maintenance and public safety building will be needed to improve the physical security of the students and facilities on the campus, to provide some monitoring of campus access, and to provide needed visibility to campus police in their service to the campus (cost estimate: \$196,000).
5. Additional parking will be added to meet the increasing demands of greater numbers of students and members of the public served (cost estimate: \$160,000).
6. A sufficient level of voice/video/data capability will be needed to bring the campus to the twenty-first century in computing and telecommunications preparedness beginning with the requirements necessitated by a "smart" residence hall and a new classroom facility fully equipped to provide at least

modest levels of instructional technology (anticipated 1992-94 Biennium request).

7. A center for the fine arts will be needed to accommodate the growing needs of our Music, Theatre, and Arts programs while serving as a center for cultural activities on the Peninsula (anticipated 1994-96 Biennium request).

8. An expansion of the residential living complex will be needed to accommodate additional students interested in this option as part of their total college experience (anticipated 1996-98 Biennium request).

9. A student services building will be needed to serve the 7500 students expected to be enrolled by the next decade including additional staffing necessary in admissions, the registrar's office, financial aid, student activities for residential and commuting students, student advising, and career planning and placement (anticipated 1998-2000 Biennium request).

Designed to address primary interests of the College, these goals represent the essence of collective deliberations conducted by the Committee in response to the Charge given by the President. To the mind of the Committee, these goals constitute a forward thinking and careful response to the Committee Charge.

SUMMARY REMARKS

This Master Plan cannot be expected to constitute a contract with the future. The purpose served by these goals is to suggest some operational interpretation of the President's vision and to offer collective internal wisdom to the Board of Visitors who determine the destiny of the institution.

This Plan should be considered a living document and not an instrument that sacrifices successful future identification of goals befitting the College's best interests to the honoring of conventional wisdom as offered during Academic Year 1988-89.

This Plan is subject to the continuing scrutiny and probable revision by the President, senior administration, and faculty whose overriding concern at any moment, whether a formal Master Plan is in existence or not, must be the overall well-being of the College. As was said by former university president Clark Kerr: "The major test of a modern American university is how wisely and how quickly it adjusts to important new possibilities."

The process of evaluating and improving the academy is a perpetual one.

Appendix

THE PROCESS

To understand this Plan and to appreciate the ownership of the College community in this document, it is helpful to know the steps followed from the time the Charge was given by the President to the moment when this document reached the Board for its review.

In its initial meetings, the Committee generated through brainstorming a number of strengths and developmental areas that characterize the College. In conjunction with this discussion, Committee members shared their thoughts on the College of the 21st century. The value of this activity was that, in the setting of a meeting of the entire Committee, individuals representing various departments of the College shared with their colleagues perceptions of the College as it is and in what ways the College can evolve.

The Committee also met in small groups to spend additional time in discussion on issues, items, concerns, and questions surrounding the CNC of the 21st century. These small groups were constituted with Committee members across department lines. Following the small group deliberation, the discussion topics were categorized as related to academic affairs, student affairs, financial affairs, institutional advancement, or a combination of these.

The vice presidents were invited to share this feedback with their respective areas. This two-part subcommittee approach assured that while Committee members had the opportunity to contribute ideas and suggestions on a wide range of issues and topics affecting campus life, the staff reporting to the vice presidents had the opportunity through their vice presidents to comment on the reality and the feasibility of these preliminary deliberations. It was at this early stage that ownership in the Plan was designed to begin. The President had appointed an 18 person committee so that all major areas of the campus would be represented. With the invitation to the vice presidents to solicit input from any and all who report to them, a second level of participation and ownership in the Plan was instituted.

Faculty representatives on the Committee requested input from their faculty colleagues in their respective schools. The Committee Chair requested special reports from the areas of campus safety, and campus computing and telecommunications; copies of these reports were shared with the Committee.

Approximately concurrent with the activities of these small groups, the vice presidents conducted their own "environmental analysis" by using a series of questions designed for this purpose by the Association of Governing Boards. The AGB Publication "Strategic Decision Making" contains a number of key trends and indicators that are useful in analyzing the present situation with the assumption that such information is useful in setting appropriate future direction. Vice presidents used this resource and others as necessary to feel comfortable that goals under discussion were reasonable and appropriate given assumptions based on available data about current operations.

Based on the reports given by the vice presidents, the Chair developed a number of preliminary goals for consideration by the Committee. These goals were reviewed and discussed once again. Committee members were given the opportunity to rank the goals.

President Santoro reviewed the preliminary goals and met with the Committee to give his feedback. Rector O'Neill and Board Member Mary Alice Spear met with the Committee to discuss and to react to the preliminary goals before the preliminary Plan was shared with the Board for its review.

The Committee sees its work as having come to completion with submission of this report to the President and believes that implementation of the Plan resides not in committee, but in departments of the College.

It has been recommended that, following Board review and adoption of the Master Plan, a Plan Monitoring Committee of Board members and Planning Committee members be established to review periodically progress made on the Plan, to suggest changes in the Plan when necessary, and to report to the President and to the Board of Visitors at appropriate intervals on the status of the Plan.



