



December 2007



University of North Carolina Tomorrow Commission **Final Report**

University of North Carolina Tomorrow



Leading
Connecting
Transforming



University of North Carolina Tomorrow Charge:

The University of North Carolina is dedicated to the service of North Carolina and its people. In order to efficiently and effectively fulfill its three-pronged mission of education, research and scholarship, and public service in the 21st century, the University should proactively anticipate and identify the needs facing our state over the next twenty years and, consistent with its mission, develop and implement responses to those needs.

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The mission of the University of North Carolina:

"The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people . . . [Its] mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. . . Teaching and learning constitute the primary service that the university renders to society."¹

¹ N.C.G.S. 116-1(b)

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EXECUTIVE SUMMARY

What was the purpose of this study?

The purpose of the University of North Carolina Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, and strategic plans and missions of the University of North Carolina, its 17 constituent institutions and its affiliated entities to ensure that UNC¹ not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

How did we collect the data?

The UNC Tomorrow initiative was guided by UNC Board of Governors Chairman Jim Phillips, UNC President Erskine Bowles, and the UNC Tomorrow Commission, a 28-member blue-ribbon group including business, education, government, and nonprofit leaders from across the state. The Commission was charged with the responsibility of learning what the people of North Carolina need from their University and making relevant recommendations to the UNC Board of Governors. The Commission's work was guided by the expert research, analysis, and advice of the UNC Tomorrow Scholars Council, a diverse 14-member panel of faculty from across the UNC system.

To become more responsive to the needs and challenges of our state, UNC first had to identify what those needs and challenges are. This was accomplished through visits to all 17 UNC campuses, 11 Community Listening Forums held across the state attended by approximately 2,700 members of the public, 11 Faculty Forums involving all 17 UNC campuses attended by almost 1,000 faculty, students, and staff, an online survey to which approximately 6,700 people responded, and a blog hosted on the UNC Tomorrow website. Through these efforts, UNC Tomorrow listened to what the people of North Carolina, our faculty, and our students told us they needed from their public University to help address the significant challenges facing their own future and that of their communities, regions, and our state as a whole.

What are our major findings and recommendations?

4.1 Our Global Readiness

Major Finding: UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates.

4.1.1. UNC should prepare its students for successful professional

¹ "UNC," as used in this summary, refers to the University of North Carolina, its 17 constituent institutions, and its affiliated entities established under Chapter 116 of the North Carolina General Statutes.

and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.

4.1.2. UNC programs, especially research programs, should be globally competitive to ensure that they are globally relevant and significant.

4.1.3. UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.

4.2. Our Citizens and Their Future: Access to Higher Education

Major Finding: UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.

4.2.1. UNC should increase access to its educational programs - including academic courses, degree programs at all levels, and certificate programs - for traditional students, non-traditional students, and lifelong learners.

4.2.2. UNC should continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems to develop a more seamless relationship.

4.2.3. UNC should be a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public.

4.2.4. UNC should maintain affordability and increase financial aid options.

4.2.5. UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.

4.2.6. UNC should help ensure that all students are better prepared to enter and succeed academically in college.

4.3. Our Children and Their Future: Improving Public Education

Major Finding: UNC should be more actively involved in solving North Carolina's public education challenges.

4.3.1. UNC should improve the quantity, quality, and geographic distribution of public school teachers.

4.3.2. UNC should help address the shortage of science and math teachers, especially in rural areas.

4.3.3. UNC should strengthen efforts, in cooperation with the North Carolina State Board of Community Colleges and the Community College System, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction, to enhance the teaching skills of public school faculty and the leadership skills of public school administrators.

4.3.4. UNC should leverage its expertise, and increase collaborations with the State Board of Education and Department of Public Instruction, to help lower our state's

EXECUTIVE SUMMARY

dropout rate and improve academic achievement in all public schools in North Carolina, especially those that high-priority and low-performing.

4.3.5. UNC should strengthen partnerships with the State Board of Education, the North Carolina Department of Public Instruction, the North Carolina Community College System, and our state's Independent Colleges and Universities to develop a seamless educational continuum from pre-K through higher education ("Birth-20").

4.4. Our Communities and Their Economic Transformation

Major Finding: UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina's regions and the state as a whole.

4.4.1. UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.

4.4.2. UNC should focus specific effort in meeting the needs of rural and underserved areas of the state.

4.4.3. UNC should seek to align appropriate campus programs with the strategic economic plans (including sector and cluster plans) of their regions and the state, recognizing the unique differences and challenges of our state's economic and geographic regions.

4.4.4. UNC should promote the arts and cultural enrichment in all regions of the state.

4.4.5. UNC should facilitate inclusive discussions on important community issues.

4.5. Our Health

Major Finding: UNC should lead in improving the health and wellness of all people and communities in our state.

4.5.1. UNC should lead in improving health and wellness in North Carolina.

4.5.2. UNC should educate more health professionals.

4.5.3. UNC should lead in utilizing health information to improve health and wellness in North Carolina.

4.6. Our Environment

Major Finding: UNC should assume a leadership role in addressing the state's energy and environmental challenges.

4.6.1. UNC should embrace environmental sustainability as a core value among its institutions.

4.6.2. UNC should leverage its existing research expertise to address critical environmental and energy issues.

4.6.3. UNC should increase community awareness of environmental and sustainability issues.

4.7. Our University's Outreach and Engagement

Major Finding: UNC should become more directly engaged

with and connected to the people of North Carolina, its regions, and our state as a whole.

4.7.1. UNC should apply, translate, and communicate research and scholarship to broader audiences.

4.7.2. UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.

4.7.3. UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.

4.7.4. UNC should communicate its resources and expertise to wider audiences.

What changes should be made within UNC to respond to the needs of our state?

5.1. UNC should examine the missions of its 17 constituent institutions in light of state and regional needs from a "system" perspective so that the programs and resources of all institutions serve the state and its regions in a manner that complement each other, maximize resources, and avoid unnecessary duplication.

5.2. UNC should review the academic planning process to ensure that the needs of North Carolina are fully considered in establishing and discontinuing degree programs.

5.3. UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state's competitiveness without decreasing support for teaching, basic research and scholarship.

5.4. UNC should prepare for wide-scale faculty retirement and increase efforts to recruit and retain high-quality faculty.

5.5. UNC should increase efforts to attract and retain high-quality staff at all levels.

5.6. UNC should continue to seek an efficient use of available resources in the fulfillment of its mission.

5.7. UNC should encourage and facilitate interdisciplinary and inter-institutional collaboration among its institutions.

5.8. UNC should continue efforts to establish accountability and performance measures that ensure and demonstrate transparently its success in carrying out its missions.

What are our next steps?

UNC is committed to not just learning what challenges face North Carolina both now and in the future - it is committed to meeting these challenges. Upon receipt of the UNC Tomorrow Commission's report, the UNC Board of Governors and President Bowles will begin working with UNC institutions, affiliated entities, and General Administration to develop specific plans for how UNC will respond to the Commission's recommendations, and in doing so, respond to the challenges facing North Carolina both now and in the future.

A full copy of the UNC Tomorrow Commission report is available at <http://www.nctomorrow.org/>.

Section 1 : PURPOSE

"At pivotal points in our history this University has provided the toolkit with which the people of North Carolina built themselves out of poverty and mediocrity. By offering the raw material of innovation and the glue of common purpose, the University has shown how our aspirations can take concrete form."

--UNC President Erskine Bowles
Inaugural Address, April 12, 2006

Section 1. What was the purpose of this study?

The purpose of the University of North Carolina Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, strategic plans, and missions of the University of North Carolina, its 17 constituent institutions and its affiliated entities to ensure that UNC not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

To become more responsive to the needs and challenges of our state, UNC first had to identify those needs and challenges. This was accomplished under the leadership of UNC Board of Governors Chairman Jim Phillips, UNC President Erskine Bowles, and the UNC Tomorrow Commission, a 28-member blue-ribbon group including business, education, government, and nonprofit leaders from across the state. They were charged with the responsibility of learning what the people of North Carolina need from their University and making relevant recommendations to the UNC Board of Governors. The Commission's work was guided by the expert research, analysis, and advice of the UNC Tomorrow Scholars Council, a diverse 14-member panel of faculty from across the UNC system engaged to serve as advisors to Chairman Phillips, President Bowles, and the Commission.

The UNC Tomorrow Commission and Scholars Council recommend to the UNC Board of Governors that UNC respond to the needs and challenges facing North Carolina as identified in this report.

² "UNC," as used in this summary, refers to the University of North Carolina, its 17 constituent institutions, and its affiliated entities established under Chapter 116 of the North Carolina General Statutes.

Section 2: DATA COLLECTION

five key recommendations for how higher education in North Carolina could better respond to the rapidly changing needs of both business and our society. Ann Goodnight presented the BCHE's recommendations to the UNC Tomorrow Commission, and these recommendations have been incorporated into those contained in this report. For a copy of the BCHE's report and recommendations, see Appendix [G].

2.4. UNC Tomorrow Commission Deliberations

In addition to participating in the 11 Community Listening Forums, the UNC Tomorrow Commission met four times to deliberate on and identify the major challenges facing North Carolina. In addition to considering the internal and external input identified above, the Commission also drew upon the diverse and considerable experience and perspectives of its own members. The Commission thoroughly discussed the input received from external and internal constituencies and the research conducted by the Scholars Council, and with the expert advice of the Scholars Council, identified the major

challenges facing North Carolina to which UNC should respond.

2.5 Additional Communication Efforts

In an effort to invite as much input from the public as possible, multiple communication mechanisms were employed. UNC Tomorrow hosted a blog through which participants could comment on issues and offer perspectives and suggestions. Through the UNC Tomorrow listserv, individuals who chose to sign up received updates on the progress of the Initiative and reminders of ways they could participate in the process. UNC Tomorrow staff also made a number of presentations about the Initiative to a wide variety of community and statewide organizations, and during each presentation invited comments and observations from attendees. Finally, media coverage of the Initiative included news reports and editorials, op-ed pieces submitted by members of the Scholars Council, and interviews conducted with Chairman Phillips, President Bowles, Commission members, and others.

Section 3: PUBLIC RESPONSE

Section 3: What did we hear from the public?

The extraordinary response from the public at the Community Listening Forums and through the survey can be attributed to a variety of factors. Of course, the efforts of campuses, SBTDC, alumni groups, professional associations, and other entities in advertising the forums and the survey were instrumental in achieving such remarkable response. However, the high response level ultimately must be attributed to two factors embodied in the people of North Carolina themselves: first, the people of our state are keenly aware of the issues and challenges facing their families, their communities, and their regions, and they care deeply about those challenges. Second, the people of our state have faith in UNC's ability to help address these challenges and are looking to UNC for leadership to transform these challenges into opportunities.

Dr. Tom Ricketts, a member of the Scholars Council, eloquently summarized what was heard from the people of North Carolina in his remarks to the UNC Tomorrow Commission on November 7, 2007.

"...The President and this Commission invited people to tell us what they wanted from the University of North Carolina and the people responded vigorously – and with a clear trust that we would listen to them and, more importantly, hear them.

They trusted us enough that they spoke from their hearts as they described the kinds of things that they feared the most; they told us of the dreams that they had for themselves, their families, and their communities. And they had the courage to tell us how they wanted to see the UNC of the future work – and how it should make a difference in their lives. Anyone who went to these sessions could feel the deep trust North Carolinians feel toward this University and its campuses as they spoke of their problems, their hopes and the vision they saw for their communities and the state.

I think the message they sent to us can be summarized in a few words: frustration, expectation, imagination and inspiration, and finally, creation.

People young and old, rich and poor, came to talk about their frustrations. They were frustrated at the continuing material poverty of their neighbors or their family members who had lost their jobs or were at risk of becoming unemployed. They were frustrated at the cultural poverty of some of their communities, and they wanted to see the University reach into their towns. They

were frustrated at the alienation of young people who couldn't recognize the value of education or even benefit from the schools they were already in. They were frustrated that they couldn't readily access quality medical care because there weren't enough doctors, dentists or nurses. They were frustrated by a reluctance of their neighbors to take risks and to lead where there were opportunities or their inability to get the skills to lead themselves. The people spoke eloquently of their frustrations with what they saw as the future of their state.

They came to the forums with a belief that talking about this frustration could help change things. They came with a sense of expectation that we, the University of North Carolina and its campuses, could change the future. Their trust has led to a set of expectations that we can lead and help make a better future. They have the expectation that the University has the imagination to find the solution to the problems they see and share. They have the expectation that we have the inspiration to do what is needed to deal with the big problems of life. They feel we have the ability to turn imagination and inspiration into creation to solve all these problems.

The people of North Carolina are very aware of the challenges that we all confront. They are concerned about the big problems of life and society, and they look to us to cope with those big problems.

Big problems like educating our children better. They want us to help fix the public schools by training better teachers, developing education leaders, linking the University with their schools, and drawing on our intellectual and material resources to effect real change.

Big problems like making a strong economy and creating jobs. They want us to invent new ways of doing things, create new products, master new skills that are in demand, and teach those skills to everyone who wants them.

Big problems like improving the quality of life. They want us to create the intellectual and artistic climate that makes for a full, meaningful life. They want to make sure that the air is clean and water is available, and they want to make sure that the natural beauty of North Carolina is something their children and grandchildren can enjoy.

Big problems like global competition. They know that what happens in China today is important for them tomorrow; they know our future is tied to a world that is close to even the smallest towns.

They expect us to deal with the big problems, to have the imagination to take on the big problems and to create

90% of employers think colleges and universities need to improve the quality of student achievement to ensure America's global competitiveness.³

competitiveness.¹⁴ While IEI BCHE survey respondents rated the overall preparation of graduates from our state's community colleges and UNC as at or above average, 55% noted that improvement is needed in basic soft skills, reading comprehension, and math.

RECOMMENDATIONS AND SUGGESTED STRATEGIES

4.1.1. UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.

Suggested Strategies:

- Improve student proficiency in "soft skills" including oral and written communication, critical thinking and analytical reasoning, problem solving, creativity and innovation, teamwork and collaboration, work ethic and professionalism, financial literacy, information literacy, and digital literacy.
- Improve student proficiency in 21st-century knowledge emphasizing science, technology, engineering, and math (STEM).
- Create a statewide task force that partners with business, nonprofit organizations, and faculty to develop a strategic plan for integrating the soft skills throughout the curricula from general education through majors and graduate (master's) programs by:
 - Identifying existing successful UNC centers and programs to serve as models of areas of soft skills development throughout UNC (example: UNC Charlotte's Center for Applied and Professional Ethics).
 - Creating a statewide council of faculty and writing directors from across UNC to identify successful strategies for writing and literacy programs and to work with appropriate faculty to improve campus programs and enhance students' writing and literacy competencies.
 - Developing ways that business can strengthen its role in providing resources (people and dollars) to assist universities in preparing students to enter the workforce.
 - Recognize and reward the role of the humanities and arts education in developing soft skills by strengthening the commitment of resources to the liberal arts.
- Increase emphasis on entrepreneurial thinking and

learning skills for UNC students to equip them to adapt to the rapidly changing economy.

- Provide appropriate faculty development opportunities and support to encourage faculty to use pedagogical methods that have been proven to be more effective with the changing student population (active learning, collaborative teams, problem-based learning, client-based projects, etc.).
- Incorporate experiential learning opportunities across degree programs and throughout curricula through such activities as internships, "job-shadowing," undergraduate research, community and service projects, project-based and active learning, work-study programs, study abroad, and business mentors.
- Promote and reward civic engagement, leadership, and community service among students, faculty, and staff.
- Develop tools that assess and verify students' understanding, application, and mastery of 21st-century life skills needed in every professional endeavor.
- Maximize resources of career centers on campuses and integrate career counseling with academic advising.

"We want T-shaped employees – deep in one subject, but broad across other subjects."

- Raleigh Forum

4.1.2. UNC programs, especially research programs, should be globally competitive to ensure that they

are globally relevant and significant.

Suggested Strategies:

- Maintain and strengthen the quality and high standards of academic curricula, research, and scholarship activities to world standards of excellence.
- Continue to expand basic and applied research activities consistent with the priorities and missions of UNC campuses.
- Encourage faculty, when appropriate, to make their research available to the public at-large on a local, national, and global basis in language that the public can understand and use.

4.1.3. UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.

Suggested Strategies:

- Provide more opportunities for faculty to participate in international collaborations and travel overseas.
- Provide more opportunities for students to work, study,

¹⁴ Peter D. Hart Research Associates, Inc., 2006.

Section 4: FINDINGS

Low- and Moderate-Income Students

A profile of family socio-economic circumstances of the under-18 population in North Carolina, extracted from the Census Bureau's 2004 American Community Survey, underscores the daunting task that lies ahead in North Carolina higher education, as our more diverse youth population ages into traditional college years. Table 2

below shows the percentage of children under 18 who come from families earning less than \$30,000 annually, from families lacking college experience, and from families who do not own their own home. Note that the current Hispanic population under 18 has the highest percentage in every category.

Table 2: Socio-Economic Status by Populations Under 18 Years of Age

Under 18 Years of Age	Families Earning Less than \$30,000 Annually	Parents Lacking College Experience	Families Earning Less Than \$30,000 Annually and Lacking College Experience	Families Do Not Own Their Home
All children	32.0%	44.0%	55%	34.0%
Non-Hispanic Caucasians	19.7%	35.8%	43.7%	21.6%
Non-Caucasian	50.3%	56.4%	72.8%	54.7%
Hispanic	52.3%	75.0%	84.1%	56.0%

Children who grow up in these circumstances are highly unlikely to have either the financial resources to pay for college or the support and guidance – from family members and mentors as well as academic and social support programs – necessary to enable them to matriculate and graduate from college. In some instances, parents with limited economic resources are able to leverage the equity in their homes to finance college for their children; however, as Table 2 also indicates, leveraging home equity to finance higher education is often not realistic for these families.

A number of public and private colleges and universities, including the University of North Carolina at Chapel Hill, North Carolina State University, Appalachian State University, and the University of North Carolina at Wilmington, have launched initiatives designed to allow eligible low-income students to pursue higher education and graduate debt-free. This is a step in the right direction. However, if North Carolina colleges and universities are to improve both participation and graduation rates of the racial and ethnic groups, as well as the low income students likely to experience the greatest growth in the years ahead, such programs, or others designed to make college more affordable, will need to be expanded to all UNC institutions. This need also exists for moderate-income students, whose families earn just enough income to disqualify them from most federal and state need-based

financial aid programs, effectively barring them from attending college. Ensuring equality of access to higher education for a much larger number of underrepresented students will go a long way toward enhancing the state's competitiveness in the global marketplace.

Underrepresented Populations – African-American Males

Statistics on academic tracking, academic performance, and educational outcomes for African-American males are troubling:

- In 2005-06, African-American males represented 15.8% of all students in North Carolina public schools. But they were grossly over-represented in special education (30% of all students) and remedial education (23% of all students) – typically perceived as the non-college bound tracks – and grossly under-represented in Honors (8.2% of all students), Advanced Placement (4% of all students) and International Baccalaureate (3.0% of all students) programs – the academic tracks that serve as gateways to college.
- Almost two-thirds (63%) of African-American male fourth-graders performed below the basic level in reading (compared to 38% of all fourth-graders), and 65% performed below the basic level in science (compared to 35% of all fourth-graders) in 2005.
- 59% of African-American male eighth-graders performed below the basic level in reading (compared to

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31% of all eighth-graders), and 75% performed below the basic level in science (compared to 47% of all eighth-graders) in 2005.

- African-American/multi-racial males represented 16% of the overall student population, but accounted for 39% to 46% of long-term suspensions between 1999-00 and 2003-04.
- Poor academic performance, especially in reading, and long-term suspensions are correlated with dropping out of school. In 2005-06, African American males accounted for 15.8% of all students in the North Carolina public school system, but 22% of all high school dropouts and 63% of all African-American high school dropouts.
- In part as a function of the low percentage of African-American males in high school academic prep tracks, and partly due to their high dropout rates, African-American males accounted for only 8.8% of all full-time undergraduates and 36% of all full-time African-American undergraduates in two- and four-year higher education institutions in 2003.

The economic costs of failing to educate the African-American male are staggering: the average difference in the lifetime earnings of an African-American male high school dropout and an African-American male high school graduate is estimated at \$433,347. The average difference in the lifetime earnings of an African-American male high school graduate and an African-American male college graduate is \$618,711. Moreover, African-American males who perform poorly in school are more likely to be

African-American males make up 14% of total public school enrollment in our state, and:

- 22% of high school dropouts
- 30% of special education students
- 8% of Honors students
- 9% of full-time college students⁴

unemployed or under-employed, live in poverty, and end up in the criminal justice system than their counterparts who graduate from high school and pursue post-secondary education. They are also less likely than their better-educated counterparts to form and maintain stable families.

Underrepresented Populations - Hispanics

North Carolina led the nation in immigration population change during the 1990s, and the state's foreign-born population, primarily among Hispanics, has continued to grow rapidly since 2000. Over the past 15 years, the state's total immigrant population increased by 387% (primarily among Hispanics), while its native-born population increased by only 21%.

Population diversity in North Carolina has been further propelled by high birth rates among Hispanics and other immigrants. Between 1990 and 2003, Asian or Pacific Islander births increased by 195.2%, and Hispanic births increased by 816.8%. Both of these birth rates far outpaced that of all other residents of the state (13.2%); Caucasian births during this same period grew by only 1.4%, and African American births actually declined by 11.6%. Because of the rapid increase in Hispanic births, the Hispanic share of all North Carolina births increased from 1.6% in 1990 to 13.6% in 2003. During the same period, the Hispanic share of the population under age five in North Carolina increased from 1.9% to 14.1%.

Table 3: North Carolina Births by Race/Ethnicity, 1990 and 2003

	1990	2003	Change (%)
All Races	104,525	118,308	13.2
White	69,512	70,458	1.4
Blacks	30,726	27,170	-11.6
American Indian	1,516	1,637	8.0
Asian/Pacific Islander	1,052	3,106	195.2
Hispanic	1,754	16,084	817.0

Source: Centers for Disease Control, National Vital Statistics Reports, 1990 and 2003.

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"We are creating a permanently disadvantaged class of people in this country... I can think of no worse a situation than to have our fastest growing population [Hispanic] also be our least educated."

– Triad Forum

These developments have dramatically changed the racial and ethnic composition of North Carolina's population. Between 1990 and 2005, the state's Hispanic (594.8%), Asian (193.7%) and Pacific Islander (52.3%) populations grew much more rapidly than the Caucasian (19.9%) and African-American (21.2%) populations.¹⁶

In part because of these shifting demographic dynamics, the traditional college-age population (18 to 24) is projected to grow much more rapidly over the next four decades than in the 1990s, but this growth will not be evenly distributed across the racial and ethnic groups that make up North Carolina's population. The Caucasian share of the traditional student-age population will decrease while Asians, American Indians, African-Americans, and Hispanics will increase. The greatest growth will occur among Hispanics.

These shifts have significant implications for our state's educational system. By 2017, 30,000 additional students are projected to graduate from North Carolina high schools. Hispanic youth will account for nearly three-quarters (73% or 22,000) of these students. Because a significant number of students come from lower socioeconomic backgrounds (more than half of the Hispanic students in our state come from families with annual incomes of less than \$30,000, who don't own their homes, and whose parents have no college experience), their access to higher education may be blocked.

These shifts also have significant economic and workforce implications for our state as our native-born population (median age 36), especially non-Hispanic Caucasians (median age 39), continues to age out of the work force, resulting in an increased

By 2017, 30,000 more students will graduate from North Carolina public high schools, of which 22,000 will be Hispanic.⁵

reliance on Hispanics (median age 25), all immigrants (median age 34), and minorities (median age 29) to fuel future economic growth and development in the state. This trend has already started – Hispanics filled one in three new jobs created in North Carolina between 1995 and 2005.¹⁷ Given the increasing importance of higher education to economic competitiveness in today's knowledge-based global economy, limiting access to affordable higher education for our state's growing Hispanic population raises serious concerns about our state's ability to remain competitive in the years ahead. Moreover, the current obstacles, both educational and financial, that Hispanic students face in pursuing higher education threaten to relegate them to permanent underclass status, which has serious social and fiscal implications, including increased social services and criminal justice costs.

Changing Workforce and Aging Population

At the same time that Hispanics and other immigrants are transforming the racial and ethnic complexion of the state, our native-born population is aging. In 2005, nearly half of the state's native-born work force were either aging baby boomers (born between 1946 and 1964 – 26.5%) or pre-boomers (born before 1946 – 17%). Currently, 1 out of every 5 workers in North Carolina's non-immigrant workforce is over the age of 61. This dramatic trend creates a demand for increased higher education by two groups: employers and employees seeking to fill the huge workforce gaps resulting from baby boomer retirements, and baby boomers seeking personal enrichment and new professional opportunities.

As the rate of technological change and the pace of globalization continue to accelerate, coupled with growing workforce gaps as baby boomers retire, greater demand will be placed on North Carolina universities to accommodate a growing number of adults who will need to retool and upgrade their skills in order to compete for new jobs in a rapidly changing economy. This need was expressed in the UNC Tomorrow survey, where 64% of respondents indicated that advancing their education would improve job opportunities or increase earning potential. One can see signs of the likely increase in the

¹⁶ Data in the preceding paragraphs derived from the Census Bureau's 1990 census data and 2005 American Community Survey.

¹⁷ *The Economic Impact of the Hispanic Population on the State of North Carolina*, Frank Hawkins Kenan Institute of Private Enterprise, University of North Carolina at Chapel Hill (January 2006), and 2003.

¹⁸ U.S. Census Bureau, 2005 American Community Survey.

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transferring between community colleges and UNC institutions.

- Improve academic advising for community college students to better prepare them for transfer to a four-year degree program/institution.
- Explore the use of electronic advising on course and degree requirements across the community college and UNC systems.
- Increase the number of 2+2 programs and other joint programs between UNC and community colleges.
- Support the Community College System's efforts to increase associates degree offerings.
- Support increased funding for community college faculty and classes in core and high-need curricula.
- Explore use of joint and shared facilities on both community college and UNC campuses.

4.2.3. UNC should be a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public.

Suggested Strategies:

- Regularly review UNC's physical and other accommodations to ensure full compliance with all applicable state and federal laws.
- Ensure appropriate accommodations are available at all University-sponsored events.

4.2.4. UNC should maintain affordability and increase financial aid options.

Suggested Strategies:

- Reaffirm commitment to the affordability of UNC.
- Increase, diversify, and target financial aid opportunities.
- Communicate more clearly all information about financial aid options and processes, especially to middle and high school students, parents, and educators.
- Ensure that student tuition and fees are more directly aligned with the core missions of UNC.

4.2.5. UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.

Suggested Strategies:

- Investigate where UNC is losing representation in its student enrollment compared to the general population, such as among male students, and identify specific strategies for increasing the educational attainment of those underrepresented populations.
- Develop strategies to address the unique problems confronting the state's African-American male population, including:

- Leveraging UNC expertise to identify specific intervention strategies including recruitment and retention strategies.
- Inventorying existing efforts within the UNC system and assessing their effectiveness.
- Exploring best practices nationally.
- Working with our state's public school system to improve educational outcomes for African-American males.
- Devising strategies to increase the minority presence in higher education, particularly African-American males.
- Increasing the number of African-American faculty at all UNC institutions and helping increase the number of African-American public school teachers.
- Identifying within the UNC system existing successful outreach and student recruitment efforts within the African-American community.
- Identify specific strategies for serving Hispanic students and increasing their educational attainment, including:
 - Collaborating with private entities, including philanthropic organizations and businesses, to identify and increase scholarship opportunities for Hispanic students.
 - Focusing research efforts on the impact of the growing Hispanic population and issues related to their educational attainment, including undocumented students.
 - Increasing the number of Hispanic faculty at UNC institutions.
- Examining whether and under what circumstances, if any, undocumented students who graduate from North Carolina high schools and who are academically qualified for admission to a UNC institution should be charged in-state tuition. In doing so, the University should examine the associated legal issues. It should also research and assess the economic and social impact on the state and the potential cost to North Carolina taxpayers of providing an affordable college education to undocumented students, versus the ongoing costs to the economy and well-being of North Carolina that result from the lack of higher educational attainment among undocumented students.
- Identifying within the UNC system existing successful outreach and student recruitment efforts within the Hispanic community.
- Exploring best practices nationally that successfully improve Hispanic student educational attainment.
- Working with the K-12 system to improve educational outcomes for Hispanic students.

Minority students make up 43% of total public school enrollment in our state and 85% of enrollment in North Carolina's 50 lowest performing public schools.⁷

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and universities.

- Support the state's efforts to align high school and undergraduate curricula through the national "Achieve" initiative.
- Develop better student-performance diagnostic tools and innovative learning modules. They can be used to

identify at-risk students earlier in their academic careers and to improve academic achievement. Such tools and programs can be tested through collaborative pilot projects (e.g., proposed collaboration with SAS in the use of its EVAAS²¹ and Curriculum Pathways programs).

²¹ EVAAS is a value-added student performance and assessment diagnostic tool developed by SAS, Inc.

specific employers (such as the current UNC collaboration with Blue Cross Blue Shield of N.C.'s Blue University program) and business sectors (such as military, strategic industry clusters, and trade associations).

- Institutionalize communication mechanisms between UNC and regional business and industry sectors.
- Build on the successful model of UNC's collaboration with North Carolina's biotech industry in developing additional collaborations with business and industry sectors (both existing and emerging) to target UNC degree and continuing-education programs and research activities where appropriate to enhance and stimulate economic growth.
- Leverage UNC expertise and resources in enhancing regional and statewide economic-transformation strategies (such as in regional economic-development planning) and stimulating regional economic opportunities (such as research efforts and education programs targeted at new and emerging industries and entrepreneurship).
- Support increased collaborations between the private sector and UNC's historically black universities.

4.4.4. UNC should promote the arts and cultural enrichment in all regions of the state.

Suggested Strategies:

- Support and expand campus artistic and cultural

programs, and increase offerings of such programs to the public.

- Increase collaborations with public schools to strengthen K-12 arts education.
- Develop strategies for expanding campus artistic and cultural programs to communities that do not have a UNC campus located in or near them.
- Develop innovative course offerings (such as online and distance-education offerings by the N.C. School of the Arts) targeted to nonprofits, regional theater, performing arts, and other cultural and artistic organizations. That would increase the artistic, technology, management and leadership skills of the staff of such organizations.

4.4.5. UNC should facilitate inclusive discussions on important community issues.

Suggested Strategies:

- Facilitate community dialogue on important community issues.
- Communicate faculty expertise on important community issues to broader audiences.
- Value and reward faculty involvement in addressing important community issues when considering faculty incentives, promotion and tenure, and granting release time.

Somewhere we got the idea that the purpose of education is only to get a good job. Where along the way did we forget that a viable democracy requires engaged citizens who are not only aware but also critical of societal issues? Not only is an education required for self-governance, but we also need knowledge and skills that will help us make good decisions for ourselves and for our families.

- UNC Tomorrow blog post

increasing both the number and geographic distribution of health care professionals will improve North Carolinians' access to health care.

The growth of health care costs is viewed by many as a problem of affordability, but it also reflects an important sector of economic growth and opportunity. Improvements in health status and longevity come at a cost, and we are willing to pay for healthier, longer lives more and more. One role of UNC is to help its citizens understand this trade-off. Another role of UNC is to make the health care system as efficient, as effective, and as accessible as it can be. Yet another important role is the direct delivery of health care UNC provides to citizens across the state through the UNC Health Care System (including UNC Hospitals), ECU Brody School of Medicine, and the AHEC system. Finally, the role of UNC is to educate health professionals and health-professional faculty.

RECOMMENDATIONS AND SUGGESTED STRATEGIES

4.5.1. UNC should lead in improving health and wellness in North Carolina.

Suggested Strategies:

- Apply to the University's health-care systems the best-available practices to promote a healthier population in healthy communities through prevention and direct care.
- Prioritize programs and interventions in UNC's health-care systems and throughout its leadership in UNC's medical schools, the schools of public health, social work, nursing, pharmacy, dentistry and AHEC to help improve the health of all North Carolinians.
- Use proven programs and mechanisms to improve access to health care, and help educate the public about model systems that enhance access.
- Make UNC institutions models of health and wellness through food service, recreation, and wellness programs for students, faculty, and staff.
- Focus research efforts on health disparities among population groups and among geographic regions in the state.

4.5.2. UNC should educate more health professionals.

Suggested Strategies:

- Eliminate the barriers that prevent our universities and community colleges from training needed health care professionals.
- Create/support regional education programs in the health professions so that graduates can easily practice in underserved communities.
- Expand programs that emphasize community-based training.
- Increase students' exposure to community-based practices.
- Increase numbers of health-profession faculty for both UNC institutions and community colleges, especially in the fields of nursing and allied health.
- Target recruiting efforts, financial aid, and residency and clinical practicum opportunities to increase racial and geographic diversity among both health-care professionals and health-profession faculty.
- Develop accurate projections of needed health care professionals, and establish a system-wide planning process to address those needs.
- Target resources to UNC institutions with the greatest success in educating health-care professionals that ultimately practice in the regions with the greatest need.

4.5.3 UNC should lead in utilizing health information to improve health and wellness in North Carolina.

Suggested Strategies:

- Monitor health professional supply, utilization, and cost statistics to allow us to understand the dynamics of the supply and respond to shortages and surpluses in a way that reduces fluctuations.
- Support the development of other data systems that monitor health-care utilization and costs to help the state and other stakeholders understand how to most efficiently and effectively deliver care.
- Develop an organized, University-based program or institute to assist government officials and concerned citizens to improve our mental and behavioral health services in the State. The program or institute would evaluate policy options, host policy forums, and serve as an information clearinghouse.

through the destruction of stream and forest ecosystems, degrades drinking water quality, degrades air quality, results in the loss of wildlife habitat, and diminishes recreational opportunities. Globally, an area the size of North Carolina is lost to deforestation each year. That contributes approximately 1.6 billion metric tons of carbon into the atmosphere each year (compared to about 6 billion metric tons from burning fossil fuels). North Carolina is developing more than 100,000 acres a year, making it the fifth-leading state in the nation in losing open land to development. This is the equivalent of removing a Winston-Salem-High Point metro area each year from the state's open space. If the UNC system were to help determine solutions to these challenges, it would be a valuable contribution.

Environmental Engagement on Campuses

Because of the nature of university life, the 17 institutions of the UNC system are the single-largest consumer of electricity and water in the state, spending more than \$13 million a month in FY05-06. Universities are communities of tens of thousands of students who live, eat, and study in dorms, labs, libraries, and classrooms 24 hours a day for most of the year. The result is that the UNC system represents between 70% to 80% of the state government's demand for water and electricity.²⁵ While this is a significant number, it also is a significant opportunity. Among all the problems facing the state that UNC should address, this is the one of which University leadership is most in control and in which the student bodies on campuses can most directly engage.

Environmental engagement and activism on campuses across the country has not been as intense as it is now since the 1960s. Students are looking for opportunities to address global climate change and are willing to work and contribute to solutions, especially on their own campuses. Students at UNC-Chapel Hill, UNC Asheville, and Appalachian State University have voted overwhelmingly to tax themselves (through student fees) for environmental programs on their campuses. For example, in March 2007, a second referendum to reaffirm a \$5-per-semester fee for renewable energy projects passed with more than 90% approval at ASU. Those funds have been used in part to provide biodiesel pumps for the campus bus system and for a solar-thermal hot water system for the Student Union. Examples such as these abound across the nation. Harnessing this energy among our students should be a top University priority.

UNC institutions also are blessed with a broad array of

programs and talent focused on environmental and energy issues. While much of the ongoing research occurs in isolated pockets within campuses, the intellectual capital exists to address the state's pressing energy and environmental problems. Coordination at the system level is needed to focus this expertise in a deliberative and effective manner.

The UNC system is the single largest user of electricity and water in North Carolina. 70% - 80% of state government energy use is by UNC institutions – almost \$14 million a month for power and water in FY 05-06.¹⁵

RECOMMENDATIONS AND SUGGESTED STRATEGIES

4.6.1. UNC should embrace environmental sustainability as a core value among its institutions.

Suggested Strategies:

- Take control of our environmental footprint through:
 - Calculating the carbon footprint of each campus and the University as a whole.
 - Creating an inventory of the research, projects, programs, and outreach underway at UNC campuses. Use that information to reduce the University's carbon footprint, expand environmental literacy, and address environmental concerns on UNC campuses and within the state's communities.
 - Establishing University green house gas and utilities reduction targets, and coordinating a system-wide effort to meet those goals.
 - Training faculty and staff about sustainable practices applicable to their fields of work.
 - Use the "triple bottom line" of economic, environmental, and social success at all UNC institutions as a barometer for university success.
 - Consider allowing universities to keep the savings that they attain from implementing energy conservation measures. That would act as an incentive for sustainable upgrades and as seed money for future

"Sustainability means taking care of the current generation's needs without impacting the next generation's ability to take care of its needs."

- Asheville Forum

²⁵ N.C. Dept. of Administration, State Energy Office, Utility Savings Initiative Energy Use Spreadsheet, 2006

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environmental improvements.

- Use cost-effective life cycle analysis in the design and engineering of all new construction, as is prescribed in state statute.
- Integrate sustainable design components early in the design process to make high-performance building techniques integral to building plans, and streamline building construction implementation so that the time from design to actual construction is reduced and the pressure to "value engineer" sustainable aspects out of construction is eliminated.
- Transition UNC's motor pool to a fleet composed of flex fuel, hybrid, and alternative fuel vehicles, and install flex fuel pumps at each UNC institution.
- Reduce travel-related fuel-consumption per mile traveled by employees and students of the university.
- Use smart growth practices in the expansion of our campuses.
- Purchase products that perform as well or better than Energy Star-certified products when available.
- Establish environmentally preferred purchasing policy (EPP) standards at UNC campuses.
- Brand programs, research, instruction, and outreach that address issues of environmental sustainability (e.g., UNC GREEN programs).
- Increase water conservation measures at all UNC institutions.

4.6.2. UNC should leverage its existing research expertise to address critical environmental and energy issues.

Suggested Strategies:

- Coordinate programs, research, and outreach of environmental centers and institutes system-wide.
- Connect extension efforts (at NCSU and NCA&T) across the state with experts from across the system,

particularly those not at the institutions known for their extension programs.

- Create a Scholars Council on Energy and the Environment that will serve as the brain trust for system-level environmental focus, action, collaboration, and research.
- Bring economic benefits to rural and economically distressed areas through the development of energy and environmental business opportunities.
- Increase the amount of research being done in the areas of water, air, and environmental quality, along with alternative fuel and energy production.

4.6.3. UNC should increase community awareness of environmental and sustainability issues.

Suggested Strategies:

- Educate current K-12 teachers, as well as current education majors, on how to integrate ecological and environmental components into science and non-natural science areas of instruction in the public schools.
- Incorporate environmental literacy into undergraduate curricula.
- Provide community workshops on sustainability.
- Develop new sustainable leadership training programs and expand current education options for business, governmental, and community leaders in forums such as the Center for Sustainable Enterprise and the Institute for the Environment at UNC-Chapel Hill.

"We have too many users of our planet who haven't read the owner's manual."

- Asheville Forum

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4.7. Our University's Outreach and Engagement

Major Finding: UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.

People at the Community Listening Forums and respondents to the UNC Tomorrow survey clearly indicated a desire for a closer connection to the University. They want to be able to access instruction and research on main campuses, on satellite campuses, through distance education, through the Internet, and through extension mechanisms. They want UNC faculty and staff to be

involved in their educational and vocational lives. They asked UNC to assist in solving their pressing community issues and in stimulating economic and community development. They asked for more collaborative town-gown relationships in communities where UNC institutions are located. Across the state, they asked for deeper engagement by UNC directly with — and in — their communities.

UNC Tomorrow survey respondents indicated a strong desire to see UNC increase the focus of its efforts and resources in a number of ways that would positively impact their communities.

Table 4: Services North Carolinians want UNC to Maintain or Increase

Rank Order	Service	Increase	Remain Same	Decrease
1	Distance/online education	72%	25%	3%
2	Programs and technical assistance for K-12 teachers	67%	31%	2%
3	Professional development	63%	36%	1%
4	Continuing adult classroom education	57%	41%	2%
5	Research and data sharing with your community	56%	43%	2%
6	Medical care or health-care advice	56%	41%	3%
7	Leadership training	54%	43%	4%
8	Economic development assistance	49%	47%	4%
9	Business start-up assistance	45%	51%	4%
10	Social advising, community advising, and technical assistance	45%	51%	4%
11	State-level assistance with public policy development and problem-solving	45%	51%	5%

Responding to those needs requires greater engagement and outreach by UNC, especially among its faculty. On many UNC campuses, however, the public-service component of the University's mission receives much less attention from the faculty than do teaching and research. Public-service activities are considered by some to not add to the status and prestige of faculty members, academic units, or universities. Both the internal reward systems and the external status hierarchies work against faculty members spending significant portions of their time in public service, even though it is one prong of UNC's three-pronged mission of teaching, research and scholarship, and public service.

The UNC campuses are seen by many as a unique

repository of talent that can help solve major societal and state-specific problems. Greater collaboration across campuses is seen as a way of harnessing that talent in innovative ways. Unfortunately, there is a lack of knowledge among the general public about ongoing UNC efforts and initiatives that are designed to respond to the challenges expressed by the public during the UNC Tomorrow Initiative. When asked whether they were satisfied with a broad array of ongoing engagement activities, fully one-third of UNC Tomorrow survey respondents could not give an opinion on any of the 13 engagement activities listed. For those who did offer an opinion, anywhere from 40% to 72% replied with "don't know," clearly indicating a lack of informed awareness about these engagement activities. UNC should address

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this lack of public awareness.

RECOMMENDATIONS AND SUGGESTED STRATEGIES

4.7.1. UNC should apply, translate, and communicate research and scholarship to broader audiences.

Suggested Strategies:

- Align campus programs with regional needs as the driver for applying the skills and resources of University faculty.
- Develop stronger partnerships with business, industry, and government agencies and nonprofits.
- Encourage business partners to support new campus efforts to effect change.
- Increase inter-institutional collaborations that readily respond to the needs of the regions and the state through academic programs, library support, and research.
- Establish Web-based portals to serve as the entry point for information access.
- Enhance and streamline dissemination and commercialization of UNC technologies and discoveries ("tech transfer").
- Examine whether NCSU and NCA&T extension services, SBTDC, UNC-Chapel Hill School of Government, and AHEC provide models for offering other University services and resources.

"You've got to bring the university to the community and the community to the university."

- Charlotte Forum

4.7.2. UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.

Suggested Strategies:

- UNC leadership should underscore the importance of public service among faculty in order to provide leadership in this area.
- Ask campuses to consider standards in their faculty reward, promotion, and tenure policies that encourage and reward public service by faculty (recognizing that some disciplines lend themselves more naturally to public service and community involvement than others).

- Link to the strategic needs of each region, motivate faculty to engage with the community, and create a plan to fund public service
- Ensure that components of the strategic plan for public service do not become "unfunded mandates" imposed on faculty but instead are activities for which faculty are given the appropriate resources (such as release time), compensation, and recognition.

4.7.3. UNC should create a mechanism for applying research and scholarship to address significant regional and statewide issues.

Suggested Strategies:

- Use the Scholars Council as a model to work on solving issues/challenges facing our state (example: sustainability).
- Establish "virtual groups" that work inter-institutionally and are organized by fields of expertise.
- Establish a system-wide structure for inter-institutional faculty collaboration (either within a discipline or multi-disciplinary) with appropriate peer review focused on significant applied public-policy issues facing the state.

"Turn our universities into places that can address some of the toughest issues we face. We have gone a long time without taking advantage of the brilliance of our faculty."

- Greensboro Forum

4.7.4. UNC should communicate its resources and expertise to wider audiences.

Suggested Strategies:

- Develop mechanisms by which innovations, research, and scholarship are communicated to interested stakeholder groups and broader constituencies.
- Create easy "portals" by which to access UNC expertise and resources.
- Institutionalize mechanisms for UNC-community interaction.
- Develop internal mechanisms for identifying and disseminating related faculty research, scholarship, and programs among different institutions, departments, and disciplines.

Section 5: What changes should be made within UNC to respond to the needs of our state?

In order to meet the external challenges identified in this report, UNC and its constituent institutions must transform themselves internally to be more nimble, efficient, and responsive. In this transformation, UNC must remain committed to its three-pronged mission of teaching, research and scholarship, and public service and respond in ways that are consistent with those goals. Straying from that mission would dilute UNC's ability to serve our state in the ways that only it, as our state's public University, can. UNC must also remain mindful of its responsibility to be a good steward of the generous support given to it by the taxpayers of North Carolina through their elected representatives and be aware that its resources, while considerable, are not unlimited. Therefore, they must be wisely prioritized and maximized. The University must balance nimbleness and responsiveness with due diligence and a state-wide perspective in order to adopt the best options for meeting North Carolina's needs. UNC must remain committed to academic freedom for its faculty, staff, and students in the execution of its mission. Finally, UNC must remain committed to excellence and continue to strengthen the quality of its teaching, research and scholarship, and public service, for it is through achieving the highest degree of excellence in the fulfillment of its mission that UNC best serves our state and its people.

To this end, the Commission encourages UNC to consider the following recommendations as it develops its plans to respond to the challenges facing North Carolina.

RECOMMENDATIONS AND SUGGESTED STRATEGIES

5.1. UNC should examine the missions of its 17 constituent institutions in light of state and regional needs from a "system" perspective so that the programs and resources of all institutions serve the state and its regions in a manner that complements each other, maximizes resources, and avoids unnecessary duplication.

Suggested Strategies:

- The Board of Governors should review and reaffirm or refine the mission of the University of North Carolina as part of this process.
- The Board of Governors and the President should establish clear guidelines and parameters for the review of campus missions.
- The mission review should include a substantive review by the campuses and by UNC of how each institution and the system of institutions are serving the needs of the state and its regions and what adjustments are needed to better

serve those needs.

5.2. UNC should review the academic planning process to ensure that the needs of North Carolina are fully considered in establishing and discontinuing degree programs.

Suggested Strategies:

- Explore ways to streamline the academic planning process so that UNC can respond more nimbly to external needs.
- Campuses should review their academic planning processes in order to be more efficient and more responsive to external needs.
- Conduct periodic system-level reviews of regional and statewide trends to ensure UNC remains responsive to these needs.
- Utilize expert teams where appropriate to assess academic program needs across the system for meeting state needs.
- Integrate the availability of online and distance degree programs into the consideration of whether there is program duplication.
- Eliminate unnecessary duplication of programs where possible.
- Consider whether Carnegie Foundation Classifications should continue to impact funding and degree-establishment priorities or whether new approaches should be developed.

"You've got to learn to move faster than universities are accustomed to doing it, and as fast as businesses have learned to do it."

- Greensboro Forum

5.3. UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state's competitiveness without decreasing support for teaching, basic research and scholarship.

Suggested Strategies:

- Work with the UNC Faculty Assembly to provide leadership to create a more balanced incentive and reward structure for University faculty that appropriately values achievements in teaching, research and scholarship, and public service.
- Encourage faculty to address important societal issues, and reward them for doing that work well.
- Create incentives for faculty to engage in applied

Section 5 : CHANGES

Suggested Strategies:

- UNC should proceed with the implementation of the Accountability Plan and Performance Measures approved by the Board of Governors.
- UNC should participate and be a leader in the national dialogue regarding accountability, transparency, and

assessment, as it has been in the development of the national Voluntary Accountability System.

- UNC should build on its exemplary data system to link with other educational systems in the state and with employment tracking systems.

"Don't pay lip service to collaboration – do it."

- Charlotte Forum