

## UNC Tomorrow Response Phase Planning Process

Through the UNC Tomorrow Response Phase planning process, the UNC Board of Governors, and constituent institutions and affiliated entities of UNC will identify and develop specific plans for implementing responses to the UNC Tomorrow Commission's recommendations. The Response Phase planning process is structured to include modified components of UNC's traditional long-range planning process and is based on the UNC Tomorrow Commissions' report and recommendations.

### Campus Planning Guidelines

**SECTION I. General Guidelines:** In developing reports on the components of the UNC Tomorrow Response Phase (these components are detailed in Section II), campuses are asked to review the recommendations of the UNC Tomorrow Commission and prepare specific responses within the time frames indicated to meeting the needs of the state identified in the Commission's recommendations. In doing so, campuses are asked to utilize the following questions as the "template" for their responses:

1. What **existing** programs, initiatives, and activities are already in place that effectively respond to the Commission's recommendations?
  - a. How is their effectiveness assessed?
  - b. Can their effectiveness be improved, and if so, how?
  - c. What is the cost, if any, of improving their effectiveness?
  - d. Where will the funding for these improvements come from (with emphasis on utilizing and reprioritizing existing resources, and eliminating unnecessary, duplicative, or obsolete programs, initiatives, and activities)?
  - e. Who is accountable?
2. What **new** programs, initiatives, and activities are needed to respond to Commission recommendations?
  - a. What is the cost of establishing them?
  - b. Where will the funding for these efforts come from (with emphasis on utilizing and reprioritizing existing resources, and eliminating unnecessary, duplicative, or obsolete programs, initiatives, and activities)?
  - c. How will their effectiveness be assessed?
  - d. Who is accountable?
3. What **administrative and policy changes** are needed to successfully implement response plans in ways that ensure UNC's efficiency, effectiveness, and relevance to both current *and future* challenges? *Examples: rewards and incentives for faculty, removal of administrative barriers that inhibit inter-institutional collaboration, more flexible personnel policies*
4. Where appropriate, what **interdisciplinary and inter-institutional collaborations** can be established (preferably within existing resources) and what **"best practices"** by campuses

can be modeled and adopted by others to address needs identified in the Commission's recommendations?

5. What are the clear **timelines** for implementation, **cost estimates and proposed internal/external sources of funding, assessment methods, and accountability measures** for proposals to improve existing programs, initiatives, and activities and/or establish new ones?

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**SECTION II. Specific Components:** Detailed below are the specific components of the UNC Tomorrow Response Phase planning process to which campuses are asked to respond within the general guidelines outline above. Further detailed instructions will be provided by February 15, 2008, if needed.

### PHASE I

**Due by May 1, 2008 (unless otherwise indicated)  
Report to the Board of Governors at its June 2008 meeting**

#### **A. Global Readiness** [Martin]

The UNC Tomorrow Commission found that "UNC should educate its students to be personally and professionally successful in the 21<sup>st</sup> century, and, to do so, should enhance the global competitiveness of its institutions and their graduates." (Sec. 4.1)

Campuses are asked to review general education requirements, other curriculum where appropriate, and other activities, and identify ways in which they will institutionalize:

- Enhancing students' knowledge and skills in the areas of 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, digital literacy, environmental literacy, and science and math.
- Increasing the global awareness of students and faculty

Campuses are also asked to identify ways in which they can enhance and increase partnerships and collaborations with other higher education institutions nationally and internationally

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

## **B. Increasing Access to Higher Education** [Martin/ Mabe]

The UNC Tomorrow Commission found that “UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.” (Sec. 4.2)

Campuses are asked to review existing academic programs, student support systems, distance education, online programs, potential flexible program offerings, and student recruitment efforts, and identify ways in which they will institutionalize:

- Increasing access to their educational programs (academic courses, degree programs and certificate programs) in underserved regions of the state
- Increasing access to their educational programs (academic courses, degree programs and certificate programs) for non-traditional students and life-long learners, including encouraging the completion of baccalaureate degrees
- Strengthening and streamlining articulation agreements and collaborative programs, including academic advising programs, with Community Colleges
- Serving as a model for accommodating the needs of persons with disabilities
- Increasing the educational attainment of underrepresented populations (especially African-American males and Hispanics) and increasing student diversity on their campuses
- Helping to ensure that all students are better prepared to enter and succeed academically in college, including increasing retention and graduation rates and strengthening programs such as Early College and Summer Bridge
- Increasing access through the use of distance education and online degree, certificate, and licensure programs.
- Other initiatives identified by the campus that respond to this Section of the UNC Tomorrow Commission report

In developing plans to expand access, diversity, and opportunities for student success, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

**Ten-Year Enrollment Plans:** Campuses are asked to factor anticipated enrollment increases based on the plans developing under this section into their **Ten-Year Enrollment Plans**

(preliminary information on Ten-Year Enrollment Plans due February 15, 2008; final plans due May 1, 2008) [Mabe/Nelson]

**Capital Facilities Plans:** Campuses are asked to factor anticipated enrollment increases, both on or off campus, potential full summer sessions, combining efficiencies, and increased facility utilization, reallocation of resources, requests for new resources for facilities or support services on or off campuses, and plans developed under this section into their **Capital Facilities Plans** (Report on FY 08-09 Capital Plan due March 7, 2008; report on FY 09-10 Capital Plan due September 2008) [Nelson]

### **C. Improving Public Education** [Mabe]

The UNC Tomorrow Commission found that “UNC should be more actively involved in solving North Carolina’s public education challenges.” (Sec. 4.3)

Campuses are asked to review existing academic programs, research and scholarship activities, and public service/engagement programs and initiatives, and identify ways in which they will institutionalize:

- For those campuses with education-degree programs, improving the quality of these programs consistent with the goals identified by the UNC Tomorrow Commission (Sec. 4.3.1)
- For those campuses with education-degree programs, increasing the number of education-degree graduates or alternative completers, especially in the areas of science and math and other high need areas, consistent with or in excess of currently established benchmarks
- Increasing the geographic distribution of education graduates, especially in the areas of science and math and other high need areas, in rural areas and other areas experiencing high teacher shortages
- Enhancing professional development programs for public school teachers and administrators, including content-based, methods-based, and mentoring programs
- Mechanisms (including, if necessary, revisions to current faculty rewards systems) for applying faculty expertise to pressing public education challenges, including high school drop-out rates, low-performing schools, and poor student performance
- Other initiatives identified by the campus that respond to this Section of the UNC Tomorrow Commission report

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

***D. Economic Transformation and Community Development*** [Boney]

The UNC Tomorrow Commission found that “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.” (Sec. 4.4)

Campuses are asked to review existing campus-based initiatives, research and scholarship activities, and public service/engagement programs and initiatives, and identify ways in which they will institutionalize:

- Stronger engagement with their respective regions, and the state as a whole where appropriate, in economic transformation and community development initiatives and needs
- Specific strategies for expanding service to and engagement with rural and underserved areas of the state
- Mechanisms to link faculty and campus expertise with regional economic transformation strategies and community development initiatives to stimulate new and emerging industries, assist small business and existing industries, leverage tech transfer and other applications of research innovations to further economic growth, and better communicate campus economic transformation resources to the public
- Promoting the arts and cultural enrichment
- Communicating faculty expertise on important community issues and facilitating inclusive discussions of such issues
- Other initiatives identified by the campus that respond to this Section of the UNC Tomorrow Commission report

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

***E. Health and Environment*** [Houston/Caravano]

The UNC Tomorrow Commission found that “UNC should lead in improving the health and wellness of all people and communities in our state,” (Sec. 4.5) and that “UNC should assume a leadership role in addressing the state’s energy and environmental challenges.” (Sec. 4.6)

Campuses are asked to review existing campus-based initiatives, research and scholarship activities, and public service/engagement programs and initiatives, and identify ways in which they will institutionalize:

- Leveraging and focusing faculty and campus expertise in addressing critical health, public health, and environmental challenges
- Increasing public education programs and raising public awareness of health and wellness, environmental health, and environmental sustainability
- Promoting best-available health care practices through campus-based and university-owned services, such as student health services, campus wellness programs, UNC Health Systems, and AHEC
- Mechanisms to utilize health information to address critical health-related issues and inform government officials and the public
- Other initiatives identified by the campus that respond to this Section of the UNC Tomorrow Commission report

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

Review of academic programs to address the shortage of health care professionals (both in numbers and geographic distribution) is to be addressed in Phase II (see Campus Phase II, Sections A and B).

#### ***F. Outreach and Engagement*** [Boney/Leath]

The UNC Tomorrow Commission found that “UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.” (Sec. 4.7)

Campuses are asked to review existing campus-based initiatives, research and scholarship activities, and public service/engagement programs and initiatives, and identify ways in which they will institutionalize:

- Mechanisms (including, if necessary, revisions to current faculty rewards systems) for applying, translating, and communicating faculty expertise to broader audiences and to help address important regional and statewide issues
- Strategic plans for scholarly public service (including, if necessary, revisions to current faculty rewards systems) aligned with regional and statewide needs
- Communications mechanisms and systems to better communicate campus resources and assets
- Other initiatives identified by the campus that respond to this Section of the UNC Tomorrow Commission report

In addition campuses are asked to describe the way in which they will apply these strategies to parts of other key recommendations in the report. For example, campuses should outline specific strategies to respond to research and engagement elements related to economic transformation and community development (Section 4.4), and as a supplement to their strategies to increase the quality of student preparation for work (e.g. 4.1.2), boost access to higher education (e.g. 4.2.1), strengthen public education (4.3.5), improve health (4.5.3), and address energy and environmental concerns (e.g. 4.6.3).

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

### ***G. Changes to Internal Policies and Processes***

The UNC Tomorrow Commission identified 8 issues internal to the UNC system that should be examined (Sec 5):

- 5.1 The missions of UNC's 17 constituent institutions
- 5.2 The academic planning process
- 5.3 Faculty rewards systems
- 5.4 Faculty recruitment and retention
- 5.5 Staff recruitment and retention
- 5.6 Efficiency
- 5.7 Interdisciplinary and inter-institutional collaborations

## 5.8 Accountability and performance measures

Campuses are asked to respond to Recommendations 5.4 - 5.8 in Phase I (campus plans due May 1, 2008). Campuses are asked to respond to recommendations 5.1, 5.2, and 5.3 in Phase II (campus plans due September 1, 2008).

In responding to Recommendations 5.4 – 5.8 in Phase I, campuses are asked to identify barriers to and opportunities for improving and/or increasing:

- Faculty and staff recruitment and retention, including increasing diversity among faculty and staff (Recommendations 5.4 and 5.5). *See General Administration Initiatives, Phase I, Section L, for discussion of GA efforts.* [Martin]
- Efficient use of available resources, including continued implementation of PACE and increased facilities utilization (increased facility utilization, combining efficiencies, and resource prioritization based on the goals of UNC Tomorrow should be factored into Campus Facilities Planning) (Recommendation 5.6) [Davies/Nelson]
- Interdisciplinary and inter-institutional collaborations (Recommendation 5.7) [Martin/Mabe/Leath]
- Accountability and performance, including establishing campus goals for first priority performance measures (Recommendation 5.8) [Mabe]

In developing plans to respond to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission.

### **H. Tuition by the Credit Hours** [Nelson/Odom/Mabe]

In order to respond to Commission recommendations relating to increasing access to higher education, greater utilization of distance education and online programs, and more inter-institutional collaboration such as joint degree programs, and maintaining affordability, campuses are asked to ***provide an account of how tuition by the credit hours would be implemented at the campus level.***

## PHASE II

**Due by September 1, 2008 (unless otherwise indicated)**

**Report to the Board of Governors at its November 2008 Meeting**

**A. Review of Existing Degree Programs (including Recently-Approved Degree Programs) for alignment with UNC Tomorrow [Mabe]**

Campuses are asked to review the productivity, quality, and effectiveness of existing degree programs and their alignment with the UNC Tomorrow Commission’s recommendations. Existing program review will be accomplished through a revised academic planning process developed by GA in consultation with the campuses during Phase I (described under General Administration Initiatives, Phase I, Sections A and B). The revised academic planning process will take into account the differences in assessment of productivity between fully existing degree programs and recently-approved degree programs.

In reviewing existing degree programs, campuses are specifically asked to respond to the following Commission recommendations:

- “[A]lignment of appropriate academic programs with strategic economic plans of the campus’ region and/or state as a whole.” (Sec. 4.4.3);
- “[I]ncrease education of health and allied health professionals, including strategies that increase the numbers of these professionals in high-need regions of the state experiencing acute health care professional shortages.” (Sec. 4.5.2); and
- “[I]mprove the quantity, quality, and geographic distribution of public school teachers,” (Sec. 4.3.1), “help address the shortage of science and math teachers, especially in rural areas,” (Sec. 4.3.2), and help improve the “leadership skills of public school administrators.” (Sec. 4.3.3).

**B. Review of proposed new High-Need Degree Programs (if any) for alignment with UNC Tomorrow recommendations [Mabe]**

In reviewing existing academic programs as outlined in Section A above, campuses are also asked to identify proposals for new degree programs, if any, that may be needed to respond to the UNC Tomorrow Commission’s recommendations. Campuses are asked to focus specifically on the following high-need areas:

- Health Affairs: Medical Education, Nursing, and Allied Health professions
- Mental Health Workers/Drug counselors
- Teacher Education: More and Better Teachers, Principal preparation
- STEM Disciplines

Campuses may also identify other proposed new degree programs not included in the above high-need areas where the need for such is determined during the response phase planning process. All proposals for new degree programs will be reviewed under the revised academic planning process described under General Administration Initiatives, Phase I, Sections A and B.

**C. Review of Intra-institutional institutes and centers for alignment with UNC Tomorrow**  
[Houston/Leath]

Campuses are asked to review their intra-institutional institutes and centers under the Response Phase General Guidelines, and develop specific plans for assessing and improving the effectiveness of existing intra-institutional institutes and centers that respond to the UNC Tomorrow Commission's recommendations, eliminating ineffective, duplicative, or obsolete institutes and centers, and, if necessary, establishing new institutes and centers to respond to the UNC Tomorrow Commission's report consistent with the General Guidelines.

**D. Review of Tenure and Reward System** in relation to integration of UNC Tomorrow Recommendations and other findings and goal setting by the campus [Martin]

The UNC Tomorrow Commission recommended that "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." (Sec. 5.3)

Campuses are asked to outline the process by which they will review their tenure, promotion, and incentive systems to determine whether their systems appropriately value faculty involvement and engagement in applied research, outreach, and public service consistent with the Commission's recommendation, and the process by which campuses will adopt changes, if necessary, to their current systems. In outlining their process, campuses are asked to identify the mechanisms by which faculty will be involved, and time frame for conducting this review and adopting changes.

In reviewing their tenure, promotion, and incentive systems, campuses are asked to consider the following suggested strategies identified by the UNC Tomorrow Commission:

- Encourage faculty to address important societal issues, and reward them for doing that work well.

- Create incentives for faculty to engage in applied research, scholarship, and public service.
- Continue to support and reward basic research, theoretical scholarship, and creative activities.
- Make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 schools, and community groups.
- Continue to support the use of the tenure process as a way to validate that faculty candidates are highly qualified experts in their fields.

**E. Mission Review**-Implication for campus mission based on overall review [Mabe]

The UNC Tomorrow Commission recommended that “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.” (Sec. 5.1)

## UNC General Administration Planning Outline

### **General Guidelines:**

1. Identify and assess **existing programs and activities already in place on UNC campuses** that are responsive to the Commission's recommendations, and assessing whether UNC's resources and assets are adequately and accurately distributed among its campuses to maximize the effectiveness and impact of these programs and activities.
2. Identify and monitor **existing initiatives** that effectively respond to the Commission's recommendations, and where necessary, improving the effectiveness of these initiatives. *Examples: PACE, teacher education initiative, nursing education initiative, University of North Carolina Online*
3. Review and modify **existing processes** to respond more directly to the Commission's recommendations. *Examples: Academic planning process, long-range planning process*
4. Review and modify **existing policies** to respond more directly to the Commission's recommendations. *Examples: Enrollment growth planning, enrollment growth funding model, peer institutions, promotion and tenure policies, human resources systems*
5. Develop plans for **new programs, initiatives and studies** where no existing effort is in place, and determining which UNC institutions are best suited to undertake these efforts. *Examples: Comprehensive communications plans, branch campuses feasibility study, applied public policy institute*
6. Identify **best practices** among campuses, and facilitate **opportunities for greater inter-institutional collaboration** among UNC campuses and between UNC campuses and private colleges and universities and community colleges. *Examples: Best practices in teacher education, inter-institutional collaborations in joint degree programs, 2+2 programs, tech transfer collaboration, and entrepreneurship education*

## Specific General Administration Initiatives

### PHASE I

Due May 15, 2008 (unless otherwise indicated)

Report to the Board of Governors at its June 2008 meeting

#### **A. Academic Planning Process** [Mabe/Sadler]

The UNC Tomorrow Commission recommended that “UNC should review the academic planning process to ensure that the needs of North Carolina are fully considered in establishing and discontinuing degree programs.” (Sec. 5.2)

In consultation with the campuses, GA will develop proposals for revising the academic planning process consistent with this goal in a manner that ensures systemic, periodic review of degree programs in light of regional and statewide needs, that addresses differential regional needs, and that takes into account data on statewide trends such as utilizing health information to monitor health professional supply and inform the academic planning process (Sec. 4.5.3).

*Due March 1, 2008 for March BOG policy discussion; BOG action at May BOG meeting.*

#### **B. Develop an overall process to address program duplication and inter-institutional collaboration** [Mabe/Sadler]

The UNC Tomorrow Commission recommended that UNC should “eliminate unnecessary duplication of programs where possible,” (Sec. 5.2 Suggested Strategy) and “encourage and facilitate interdisciplinary and inter-institutional collaborations among its institutions.” (Sec. 5.7)

GA will explore greater efficiencies in program offerings and develop an overall process to address program duplication and facilitate inter-institutional collaboration among UNC institutions in program offerings.

*Due by March 1, 2008 for March BOG policy discussion; BOG action at May BOG meeting.*

#### **C. Study need for branch campuses, higher education centers, sites for access and support of non-traditional students** [Martin/Sadler]

The UNC Tomorrow Commission found that “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,” (Sec. 4.2.1), and suggested that UNC “explore the feasibility of establishing satellite campuses and higher education centers, especially in high-need areas.” (Sec. 4.2.1 Suggested Strategy)

GA will develop guidelines for evaluating the feasibility of and need for satellite campuses and higher education centers; further analysis will be conducted based on these guidelines.

GA will also develop specific plans to address what, if any, support services need to be distributed across the State to support online students (assisting with technical problems, proctored test sites, start-up information, etc.)

*Guidelines for evaluation to BOG for policy discussion at March 2008 meeting; follow-up report at the November 2008 BOG meeting.*

#### **D. Facilities Planning** [Nelson]

Facilities planning will be conducted in a manner that aligns facilities needs and priorities with campus responses to UNC Tomorrow Commissions’ recommendations, and incorporates anticipated increased enrollment growth, potential full summer enrollment, increased facilities utilization, combined efficiencies, reallocation of resources, and sustainability and environmental concerns

*Report from campuses on FY 08-09 Capital Plan due March 7, 2008*

*Report from campuses on FY 09-10 Capital Plan due September 2008*

*Develop policy on environmental conservation and sustainability due May 15, 2008*

#### **E. Continue to implement and monitor PACE** [Davies]

The UNC Tomorrow Commission recommended that “UNC should continue to seek efficient use of available resources in the fulfillment of its mission,” (Sec. 5.6), and suggested that UNC “continue to build on the President’s PACE initiative to improve UNC’s efficiency and eliminate duplication where possible.” (Sec. 5.6 Suggested Strategy).

GA will continue implementation of the recommendations of the President’s Advisory Committee on Efficiency and Effectiveness (PACE).

- Measure and Report on progress to date (*March 2008*)
- Select and Procure e-procurement software (*March 2008; implementation by \_\_\_\_\_*)
- Middle management analysis and review (*March 2008*)
- Plan BEACON implementation (*June 2008*)
- Implement Energy Savings Program (*implementation by \_\_\_\_\_*)
- Implement information technology recommendations (*implementation by \_\_\_\_\_*)
- Improvements in auxiliary enterprise operations (*implementation by \_\_\_\_\_*)

**F. Expanded Role in Improving Public Education** [Chapman/Mabe/Martin]

The UNC Tomorrow Commission found that “UNC should be more actively involved in solving North Carolina’s public education challenges.” (Sec. 4.3)

GA will develop a system plan to expand its role in North Carolina’s K-12 system, and will do so in consultation with State Board of Education, Community College System and Independent Colleges and Universities where relevant.

In particular, GA will develop specific plans to address:

- The need to improve the quality and quantity of public school teachers (done in collaboration with campuses through their response phase planning);
- The need to improve the quality and quantity of public school administrators (done in collaboration with campuses through their response phase planning); and
- The need to break down barriers and build a seamless relationship with the State Board of Education, the Department of Public Instruction, the State Board of Community Colleges, the Community College System, and Independent Colleges and Universities.

**G. High-Need Degree Programs Assessments** [Jenkins/Mabe/Sadler]

The UNC Tomorrow Commission recommended that UNC help address North Carolina’s shortage of certain health-care professionals, mental health professionals, public school teachers and administrators, and professionals in the STEM disciplines. The Commission also noted that these shortages are particularly acute in many rural areas of the state.

Based on the Commission's findings, GA will initiate assessments of high-need degree-programs areas, with firm plans to both address shortages and improve quality, of the following:

- Health Affairs: Medical Education: Nursing, and Allied Health professions
- Mental Health Workers/Drug counselors
- Teacher Education: More and Better Teachers, Principal preparation
- STEM Disciplines

#### ***H. Review Inter-Institutional Institutes, Centers, and Affiliated Entities*** [Houston/Leath]

GA will review inter-institutional institutes, centers, and affiliated entities under the Response Phase General Guidelines, and develop specific proposals for assessing and improving the effectiveness of existing entities that respond to the UNC Tomorrow Commission's recommendations, and eliminating ineffective, duplicative, or obsolete entities.

GA will begin by developing a comprehensive inventory of all inter-institutional institutes, centers, and affiliated entities. GA will then review response plans prepared by entities and make recommendations on areas of improvement and/or elimination to increase the effectiveness of these entities and ensure alignment with the needs of the state.

*Inventory complete by February 15, 2008*

*Response plans by Entities due June 1, 2008*

*Report and Recommendations to the BOG at its September 2008 meeting*

#### ***I. System-wide applied public policy and economic competitiveness research and scholarship mechanism*** [Boney/Leath/Houston]

The UNC Tomorrow Commission recommended that "UNC should create a mechanism for applying research and scholarship to address significant regional and statewide issues." (Sec. 4.7.3)

GA will refine specific plans to increase research on areas of economic importance to the state and will finalize and present for consideration a proposal to establish a system-wide mechanism for applied public policy research.

GA will refine specific plans for a system-wide competitive research fund to facilitate and fund research focusing on pressing state needs.

**J. Comprehensive Communications Plans** [Caravano/Houston]

The UNC Tomorrow Commission recommended that “UNC should communicate its resources and expertise to wider audiences.” (Sec. 4.7.4)

GA will develop comprehensive communications plans for better communicating UNC resources and assets to broader audiences and assist campuses in developing similar campus-based communications plans.

**K. Underrepresented Student Populations** [Martin/Williams]

The UNC Tomorrow Commission recommended that “UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.” (Sec. 4.2.5)

GA will Inventory and identify effective programs that increase educational attainment of underrepresented populations, with initial focus on African-American male and Hispanic students. GA will also convene a Task Force to review programs for effectiveness, establish benchmarks by which to measure effectiveness on an on-going basis, identify “best practices” to take to scale within the UNC system, and develop specific plans for stronger collaboration with the K-12 system and Community College system to increase the college-going, retention, and graduation rates of these students.

**L. Faculty and staff recruitment and retention** [Martin/Jenkins/Houston]

The UNC Tomorrow Commission recommended that UNC should “prepare for wide-scale faculty retirement and should increase efforts to recruit and retain high-quality faculty,” (Sec. 5.4) and “increase efforts to attract and retain high-quality staff at all levels.” (Sec. 5.5)

GA will develop methods for assessing future faculty and staff attrition/retirement trends to determine and better prepare for future employment trends and needs within the UNC system. *Assessment methods due by May 15, 2008* [Jenkins/Houston]

GA will also develop a system-wide plan to increase the pipeline of undergraduate students, especially minority students, moving successfully through appropriate advanced degree programs and into faculty positions, expanding the recruitment of students into existing doctoral programs, especially in the areas of highest need (such as health care and STEM

disciplines), and enhancing partnerships with other programs (such as the SREB Doctoral Program).

*Plans due by September 1, 2008 [Martin]*

## **PHASE II**

**Due by September 1, 2008 (unless otherwise indicated)**

**Report to the Board of Governors at its November 2008 Meeting**

### **A. *Mission Reviews*** based on the results of campus reviews [Mabe/Martin]

The UNC Tomorrow Commission recommended that “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.” (Sec. 5.1)

GA will work with campuses in reviewing their missions in light of the campus responses to UNC Tomorrow and the Commission’s recommendation.

### **B. *Develop a System-wide Research, Engagement, and Economic Transformation Plan***

[Boney/Leath]

The UNC Tomorrow Commission recommended that UNC should “apply, translate, and communicate research and scholarship to broader audiences,” (Sec. 4.7.1), and “increase its capacity and commitment to respond to and lead economic transformation and community development,” (Sec. 4.4.1)

GA will continue efforts, begun in Phase I (see Section I), incorporating campus response plans, to strengthen system-wide engagement in economic transformation and community development, increase engagement and public service by campuses, and support and facilitate application, translation, and communication of research and scholarship.

### **C. *Develop Seamless Relationship with the Community College System*** [Martin]

The UNC Tomorrow Commission recommended that “UNC should continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems and develop a more seamless relationship.” (Sec. 4.2.2)

GA will continue current efforts with the NC Community College system to define an expanded common agenda, strengthen and streamline articulation, increase 2+2 and other joint programs, improve academic advising, explore the use of joint and shared facilities, and other on-going initiatives to develop a seamless relationship between UNC institutions and Community Colleges.

*Due by January 2009*

## UNC Affiliated Entity\* Planning Guidelines

Due June 1, 2008; Report to Board of Governors at its September meeting

[Houston/Caravano]

**General Guidelines:** Affiliated entities of UNC are asked to review the recommendations of the UNC Tomorrow Commission and prepare specific responses to meeting the needs of the state identified in the Commission's recommendations *consistent with the entity's mission*. In doing so, affiliated entities are asked to utilize the following questions as the "template" for their responses:

1. What **existing** programs, initiatives, and activities are already in place that effectively respond to the Commission's recommendations?
  - a. How is their effectiveness assessed?
  - b. Can their effectiveness be improved, and if so, how?
  - c. What is the cost, if any, of improving their effectiveness?
  - d. Where will the funding for these improvements come from (with emphasis on utilizing and reprioritizing existing resources, and eliminating unnecessary, duplicative, or obsolete programs, initiatives, and activities)?
  - e. Who is accountable?
2. What **new** programs, initiatives, and activities are needed to respond to Commission recommendations?
  - f. What is the cost of establishing them?
  - g. Where will the funding for these efforts come from (with emphasis on utilizing and reprioritizing existing resources, and eliminating unnecessary, duplicative, or obsolete programs, initiatives, and activities)?
  - h. How will their effectiveness be assessed?
  - i. Who is accountable?
3. What **administrative and policy changes** are needed to successfully implement response plans in ways that ensure efficiency, effectiveness, and relevance to both current *and future* challenges?
4. Where appropriate, what **interdisciplinary and inter-institutional collaborations** can be established (preferably within existing resources) and what "**best practices**" can be modeled and adopted by others to address needs identified in the Commission's recommendations?
5. What are the clear **timelines** for implementation, **cost estimates and proposed internal/external sources of funding, assessment methods, and accountability measures** for proposals to improve existing programs, initiatives, and activities and/or establish new ones?

**\*NOTE: A list of all affiliated entities and programs provided by legal counsel is attached.**

**THE UNIVERSITY OF NORTH CAROLINA  
OUTLINE OF AFFILIATED ENTITIES AND PROGRAMS**

I. Administrative Line Authority to the President or the Board of Governors

A. The University of North Carolina Center for School Leadership Development

1. N.C. Mathematics and Science Education Network (NC-MSEN)
2. N.C. Model Teacher Education Consortium (NCMTEC)
3. North Carolina Principal Fellows Program (NC PFP)
4. NC Restructuring Initiative in Special Education (NC Rise)
5. North Carolina State Improvement Project (NCSIP)
6. Principals Executive Program (PEP)
7. Teachers of Excellence for All Children (NC TEACH)
8. National Paideia Center

B. Inter-institutional Centers and Institutes

1. Center for Advanced Computing and Communication
2. Center for Craft, Creativity, and Design
3. Center for Design Innovation
4. Center for Developmental Science
5. Highlands Biological Station
6. Human Development Research and Training Institute at J. Iverson Riddle Developmental Center
7. Institute of Disaster Studies
8. Institute for Transportation Research and Education
9. James B. Hunt, Jr., Institute for Educational Leadership and Policy
10. Kenan Center for the Utilization of Carbon Dioxide in Manufacturing
11. Learn NC
12. North Carolina Institute for Health and Safety in Agriculture, Forestry, and Fisheries (North Carolina Agromedicine Institute)
13. North Carolina Sea Grant College Program
14. Pisgah Astronomical Research and Education Center
15. Science and Technology Center for Environmentally Responsible Solvents and Processes

16. Small Business and Technology Development Center
17. The University of North Carolina Exchange Program
18. UNC Highway Safety Research Center
19. UNC Institute on Aging
20. UNC Leadership Institute
21. UNC Coastal Studies Institute
22. Water Resources Research Institute

C. Others

1. AHEC (Area Health Education Centers)
2. North Carolina Center for International Understanding
3. North Carolina Commission on Higher Education Facilities
4. North Carolina Health Careers Access Program
5. North Carolina State Approving Agency
6. North Carolina Center for the Advancement of Teaching (NCCAT)
7. Sponsored Programs and Research Council
8. The University of North Carolina Center for Public Television
9. The University of North Carolina Press, Incorporated
10. University Council on International Programs
11. The University of North Carolina Health Care System

II. Board of Governors has Some Policymaking Authority (with or without also having appointive authority)

- A. Council for Transportation Research and Education
- B. Educational Opportunities Information Center
- C. Liability Insurance Trust Fund Council
- D. Pitt County Memorial Hospital (only w/ respect to ECU Medical School)
- E. Summer Ventures in Science and Math
- F. State Residence Committee
- G. The College Scholarship Loan Committee

III. Have own Boards of Directors (regardless of whether the BOG or President appoints some members) for whom the University performs

ministerial duties only, such as being fiscal agent, or submitting their budgets.

- A. North Carolina Arboretum
- B. North Carolina Center for Nursing
- C. Piedmont Triad Research Institute
- D. State Education Assistance Authority