



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



ACADEMIC PLAN 2010

University Affairs Committee
September 24, 2009

Bruce W. Carney
Interim Executive Vice Chancellor & Provost

ACADEMIC PLAN 2003



- Provost Robert Shelton appointed 15 faculty, 5 administrators (including himself), and 4 students, and the committee began its work in March 2002.
- Professor Darryl Gless, Department of English and Senior Associate Dean for the Fine Arts & Humanities, College of Arts and Sciences, co-chaired the committee with Provost Shelton.
- The committee's work was completed in April 2003, and the final plan was presented to the Board of Trustees for review and approval in July 2003.



Six Unranked Priorities/Themes



- Strongest possible academic experiences for undergraduate, graduate, and professional students.
- Further integrate interdisciplinary research, education, and public service.
- Significantly strengthen faculty recruitment, retention, and development.
- Increase diversity among faculty, students, and staff.
- Enhance public engagement.
- Extend global presence, research, and teaching.



Initiating the Academic Plan for 2010



- The Provost will convene the committee.
- There will be two co-chairs, one to organize the meetings and the other to organize the deliberations and the decisions. Preferably, one will be from Academic Affairs and the other from Health Affairs.
- As before, faculty, administrators, and students will participate.
- The final plan should be ready by early fall 2010.



Special Challenges for 2010



- We need to better define what constitutes “engagement”.
- Extending Carolina’s global presence has had some successes, but also faces some challenges.
- The financial situation intrudes but should not deter us in our planning. From the 2003 report’s Introduction: “No challenge is greater than the economic downturn that has gripped the nation and North Carolina since early 2001”.



Anticipated Steps for the Committee



- Consult recent relevant reports.
- Assess the status of the 2003 Plan's recommendations and the success of the Action Steps. This may be lengthy.
- Discuss new directions/dimensions that should guide our future investments. Energy and environment are but two (related) examples.
- Draft the new plan and engage all of campus in its goals and implementation.



Background Materials



- **2003 Academic Plan**
- **UNC Tomorrow**
- **Carolina: The Best Place to Teach, Learn, and Discover (Ellison and Raynor)**
- **Future of Promotion and Tenure (Brown)**
- **Study of the Impact of Enrollment Growth on the Application and Matriculation Decisions on Prospect Students (Art and Science Group)**



Background Materials – continued



- **Connect, Communicate, and Create: Helping Carolina Attract and Inspire the Best Students (Farmer and Reznick)**
- **Diversity Plan: Goals, Strategies, and Responsibilities**
- **Diversity Plan Report 2008-2009 (Ervin)**
- **Strategic Roadmap for Globalization (Lebold, Coclanis, and the Global Leadership Circle)**
- **UNC Efficiency and Effectiveness Options (Bain & Co.)**



The Role of the Board of Trustees



- Final approval is your responsibility.
- The University Affairs Committee could receive status reports from the Co-chairs.
- Are other UAC members available for informal conversations with me and the Co-chairs?





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Effects of Budget Cuts on Instruction

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and Provost

How do the students feel?

- According to a report from the Triangle Business Journal, a random sample of interviews didn't reveal any students who felt personally affected.
- But who knows what the sample was like?
- And in any case, is a superficial "snapshot" a credible statement of the true picture?



How have the number of sections and seats changed in the past year?

- Alas, the Registrar cannot yet provide a reasonable estimate for the number of sections offered – many courses with zero or near-zero enrollment are still listed and will be canceled after drop-add's deadline (October 19).
- However, the number of seats used should be relatively reliable.
- Overall, the number of seats is up by about 4%. We have made room for our larger number of students, but at a cost.



Seats offered by school

The University of North Carolina at Chapel Hill
Office of the University Registrar

School	Fall 2008	Fall 2009
	# Seats Used	# Seats Used
Arts & Sciences	97438	102271
Kenan Flagler Business School	12329	11335
Allied Health Sciences	3982	4295
School of Dentistry	4122	3312
School of Education	2602	3216
School of Government	318	420
School of Information & Library Science	1375	1394
School of Journalism & Mass Communication	2761	2931
School of Law	3171	3346
School of Medicine	--	--
School of Nursing	2570	2917
Eshelman School of Pharmacy	4739	4827
Gillings School of Global Public Health	5122	5489
School of Social Work	1225	1234
Total	141754	146987



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What do the deans tell me?

Arts & Sciences; KFBS

- In the College, science is least affected, but overall the number of classes and sections have dropped and enrollments per class are higher. The number of graduate students has declined.
- In KFBS, 8 courses and 5 other sections lost in BSBA. 3 MAC and 19 MBA courses canceled. Most losses were in “electives”. PhD program has decreased 10% in incoming class size.



The other schools?

- For most, the story is the same: undergraduate and graduate courses have been canceled, and the number of graduate students has declined.
- Law has the same number of courses but 10% more students, hence larger classes.
- Medicine and Pharmacy identified cuts to AHEC as special threats to their students' necessary experiential education.



The other schools?

- “I don’t anticipate near term impacts. The longer term threat is an inadequate instructional budget, fewer funded TAs, and weaker incoming classes. The latter will make faculty retention more difficult.” – Emil Malizia, Chair, Department of City and Regional Planning, College of Arts and Sciences



Faculty Retention Fights?

- Most schools reported fewer retention fights in 2008-09 than in 2007-08.
- Arts & Sciences numbers increased from 11 to 18.
- What will happen when faculty find more offers arriving and their houses easier to sell?



What problems are present but not readily discernible to our students?

- Retirements.
- Decline in the number of graduate students is serious for both instruction and for research/faculty retention.
- Faculty retention and restrictions on the use of non-state funds not enacted by the Legislature.





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